

CAL POLY HUMBOLDT

University Senate Written Reports, September 13, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

Committee memberships: Jorge Monteiro, Sasheen Raymond, Joshua Frye (sabbatical), Monty Mola, Jen Capps

AEC committee met on 9/9/2022 to review the current call for nominations and discuss strategies to recruit interest for the remaining positions. To date, 25 committee/senate slots have people interested in filling them. We have a few critical openings that remain open.

- ASCSU Representative
 - Center for Community Based Learning (CNRS)
 - Instructionally Related Activities Committee
 - Grade Appeal Committee
-

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. Full Committee meetings are hyflex in FH 235 or Zoom:

<https://humboldts.tate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09>

ICC Members:

Ramesh Adhikari, Jill Anderson (ICC Chair), Brad Ballinger, Carmen Bustos-Works, Christine Cass, Eden Donahue (CDC Chair), Cameron Allison Govier, Bella Gray, Sara Jaye Hart, Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Joshua Smith, Cyril Oberlander, Justus Ortega, Cutcha Risling-Baldy (GEAR Chair), Jenni Robinson, Sheila Rocker-Heppe, Melissa Tafoya, Carly Marino, Mary Watson, Mark Wicklund

Standing Contributor: Anna Thaler

Current Vacancies: Graduate Council representative, Student representatives (2), CAHSS Chair, CAHSS GEAR Rep, APC Chair, At-large Faculty Member CDC

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

Maritime Archeology Certificate Proposal

Discussion of this certificate included suggestions for clarifying the requirements (CPR certification) and timing of being able to complete the sequential coursework. A larger discussion point was brought up to clearly articulate the recognition of TEK, history, culture, and recognition of Tribal sovereignty and working with Tribal communities on maritime endeavors in the certificate learning outcomes. Adjustments to these components are being made and the program will return to the ICC for approval next meeting.

Individualized Degree Programs (IDP)

IDP director Rebecca Robertson visited the committee to present initial ideas around the development of the IDP program. Various avenues and possibilities for the program were discussed including the use of the program to support students in combining their interests and for programs to test new pathways, the possibility of building a core set of classes and/or capstone for IDP, an online pathway, credit for prior learning, and incorporating coursework from multiple majors/into the existing interdisciplinary major. This was a thought/question gathering opportunity and the main points that emerged were: possibility of being able to circumvent requirements in other programs and end up not fully prepared for the job market (limits in the overlap between an IDP and established degree program will be in place).

- Interest in exploring how much interest there is likely to be, what the capacity is for this program and supporting faculty and staff.
- Advising for assisting students in choosing courses they are interested in while still providing structure (personal statements about goals/program plan would be incorporated into the advising process).
- Ensuring students do not go with IDP when other established programs would support their career goals better.
- Nuts and bolts including: where is the program housed, how many faculty/staff/advisors will support it, long term program coordinator, do students get to name their program and how would that show up in records/diploma, resources and budget, what if any new classes would go into this program, and how much the ICC would be involved in the development of each IDP
- How to support students in IDP to be prepared for med school

The goal is to have IDP available beginning fall 2024 and additional discussions/updates will come to the ICC as the plans develop.

Program Proposal Guidelines:

A discussion of the proposed edits made to the [currently approved guidelines](#), which is work that began in spring 22. The proposed edits will serve to expand the information provided in the guidelines and include minors, certificates, and concentrations as well as degree programs and bring the current guidelines up to date with current CO requirements. Further amendments for consideration included:

Pointing people directly to resources on enrollment projections, including interdisciplinary guidelines into this document, more robust consultation with librarians. Of additional concern is program viability and the possibility of clearly set out guidelines.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

At the University Resources and Planning Committee's September 9th meeting, we began by discussing the retreat we held at the beginning of the semester and thinking through questions asked by committee members (an outline of the budget retreat is offered as Appendix A) . We then addressed an update on the Polytechnic Budget, which is outlined in the attached Appendix B. This document, while robust, requires some contextualization, so there will be a presentation to accompany and amplify this document in the coming Senate meetings. We then worked to plan dates and content for a series of three open forums that will take place this Fall, designed to cover, "Humboldt Budget 101", "The Polytechnic Budget and Capital Planning", and, finally, a broader contextualization of the resource picture of the University. We are anticipating receiving the President's Charge for the URPC within the coming weeks so, with the combination of the presentations described above, and the work suggested by the President's office, we anticipate that there will be considerable work on our committee's plate for the Academic Year. We look forward to providing more information, and to working with the campus community to steward our campus' resources through shared governance.

Operating Fund - Budget Planning Scenario Date: August 12, 2022 ASSUMPTION: BASELINE Enrollment Scenario	2021-22 Budget	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Enrollment Budget			9.3%	8.3%	6.5%	8.9%
Resident FTES	4,781	4,776	5,220	5,651	6,016	6,551
<i>Shortfall from CSU Resident FTES Target of 7,603 % off from CSU Resident FTES Target</i>	<i>(2,822)</i>	<i>(2,827)</i>	<i>(2,383)</i>	<i>(1,952)</i>	<i>(1,587)</i>	<i>(1,052)</i>
	<i>-37%</i>	<i>-37%</i>	<i>-31%</i>	<i>-26%</i>	<i>-21%</i>	<i>-14%</i>
WUE FTES	200	200	200	200	200	200
Out-of-State FTES	55	70	70	70	70	70
International FTES	25	25	25	25	25	25
Total FTES Budget	5,061	5,071	5,515	5,946	6,311	6,846
<i>Total Annual Headcount</i>	<i>5,312</i>	<i>5,306</i>	<i>5,800</i>	<i>6,279</i>	<i>6,684</i>	<i>7,279</i>
Revenue Budget						
Prior Year (PY) State Appropriation	85,580,000	90,475,000	96,989,000	98,320,000	97,599,000	96,875,000
State Retirement Funding (PY Spending Revisions to GF)	(1,101,000)	(116,000)	1,890,000	(190,000)	(220,000)	(220,000)
PY Revisions to Allocations (PY Compensation Inc.)	29,000	2,721,000				
Systemwide Priorities Sweep (Restore for Unit 3 GSIs)	(2,476,000)					
New Upcoming Year General Fund (GF)	9,061,000	4,497,000				
2019-20 SUG Adjustment Offset (SUG reduced to 95%)	(618,000)	(588,000)	(559,000)	(531,000)	(504,000)	(479,000)
Subtotal State Appropriation	90,475,000	96,989,000	98,320,000	97,599,000	96,875,000	96,176,000
Poly Funding		8,875,000	13,370,000	16,455,000	21,835,000	25,000,000
Subtotal State Appropriation with Poly		105,864,000	111,690,000	114,054,000	118,710,000	121,176,000
Student Fees and Other Revenue						
State Tuition Fee	29,640,000	29,639,000	32,234,000	34,753,000	36,886,000	40,013,000
Non-Resident Tuition Fee	851,000	996,000	996,000	996,000	996,000	996,000
Materials, Services and Facilities Fee (MSF)	1,792,000	1,788,000	1,945,000	2,097,000	2,226,000	2,415,000
Other Fees and Revenue (MBA Fee, App Fee, Cost Recov)	10,879,804	11,338,926	11,338,926	11,338,926	11,338,926	11,338,926
Subtotal Student Fees and Other Revenue	43,162,804	43,761,926	46,513,926	49,184,926	51,446,926	54,762,926
TOTAL Revenue Budget	133,637,804	149,625,926	158,203,926	163,238,926	170,156,926	175,938,926
Total Prior Year Expenditure Budget	137,674,227	132,712,786	140,750,926	144,277,926	144,080,926	143,695,926
Compensation (CO Funding for 2021-22 and 2022-23) <i>Estimated Unfunded Compensation Increases</i>	325,000	6,652,000 <i>1,400,000</i>	<i>579,000</i>	<i>152,000</i>		
Benefit Rate Increase - Retirement	(1,060,276)	(120,000)	2,100,000	(220,000)	(260,000)	(260,000)
Benefit Rate Increases - Health, etc.	533,560	325,000	250,000	250,000	250,000	250,000
State University Grant (SUG) (state appropriation offset)	(618,000)	(588,000)	(559,000)	(531,000)	(504,000)	(479,000)
University Cost Increases (Risk Pool, Utilities)		609,506	300,000			
Dedicated Budget Allocated to Depts	960,349	455,122	157,000	152,000	129,000	189,000
Base Allocations - Strategic Investment/Stabilization*	1,060,000	2,100,000	700,000			
<i>CO Earmarks - GI 2025, Basic Needs, Foster Youth**</i>	<i>2,242,000</i>	<i>257,000</i>				
Base Reductions/Savings	(9,143,074)	(3,052,488)				
Subtotal Base Expenditure Adjustments	(4,961,441)	8,038,140	3,527,000	(197,000)	(385,000)	(300,000)
Poly Expenditures		8,875,000	13,370,000	16,455,000	21,835,000	25,000,000
TOTAL Base Expenditure Budget	132,712,786	149,625,926	157,647,926	160,535,926	165,530,926	168,395,926
Net Base Budget Surplus / (Deficit)	925,018	-	556,000	2,703,000	4,626,000	7,543,000

ESTIMATED STATE APPROPRIATION VULNERABILITY	(18,530,000)	(18,560,000)	(15,650,000)	(12,820,000)	(10,420,000)	(6,910,000)
--	---------------------	---------------------	---------------------	---------------------	---------------------	--------------------

Color Legend
Base Revenue Budget
Base Expenditure Budget
Projected Base Surplus/Deficit

*Base Allocations - Strategic Investment/Stabilization	2,100,000
Student Activities Center	900,000
Athletics & Campus Recreation Compensation Adjustments	1,200,000
**CO Earmarked Funding - Foster Youth (pending allocation)	257,000

2022-23 URPC Retreat

August 26, 2022



Agenda

- Key Concepts
- State and CSU Budget Overview
- Cal Poly Humboldt Budget and Financial History
 - Revenue, Expenditure and Enrollment Trends
 - 2021-22 Operating Fund Year End Review
 - 2021-22 Operating Fund Roll Forward
 - 2021-22 Designated Balances and Reserves
- Cal Poly Humboldt 2022-23 Budget
 - 2022-23 Budget
 - Graduation Initiative 2025
 - Polytechnic Budget Update
 - Next Steps

Key Concepts

Base (Ongoing) vs. One-Time

- Base (Original) Budget: recurring, ongoing, continues year after year
 - Revenue example: State appropriation
 - Expenditure example: Salary and benefit costs
- One-Time Budget: only available once – once you spend it, its gone
 - CARES/HEERF federal funding
 - Reserves
- Revised Budget: Base + One-Time

Overview of Budgeted Types of Funds

- **University Operating Fund (General Fund):** our main operating budget for state matriculated instruction (primary funding sources are state appropriation and tuition)
 - URPC makes a recommendation for the University Operating Fund
- **Self-Support Funds:** reflect activities supported by student fees and other sources that are designated for specific purposes (e.g. housing rent must be spent to support the housing program)
- **Auxiliary Organizations:** separate not-for-profit organizations, with boards

Notes:

- *Revenues from Self-Support Funds and Auxiliary Organizations must remain with the unit and be used for the purpose intended based on applicable CA Education Code, CSU Executive Orders and policies, etc.*
- *On Financial Statements, the University Operating Fund and all Self-Support Funds are combined and reflected as the “University” and Auxiliary Organizations are reflected as “Discretely presented component units”*

Headcount vs. full-time equivalent students (FTES)

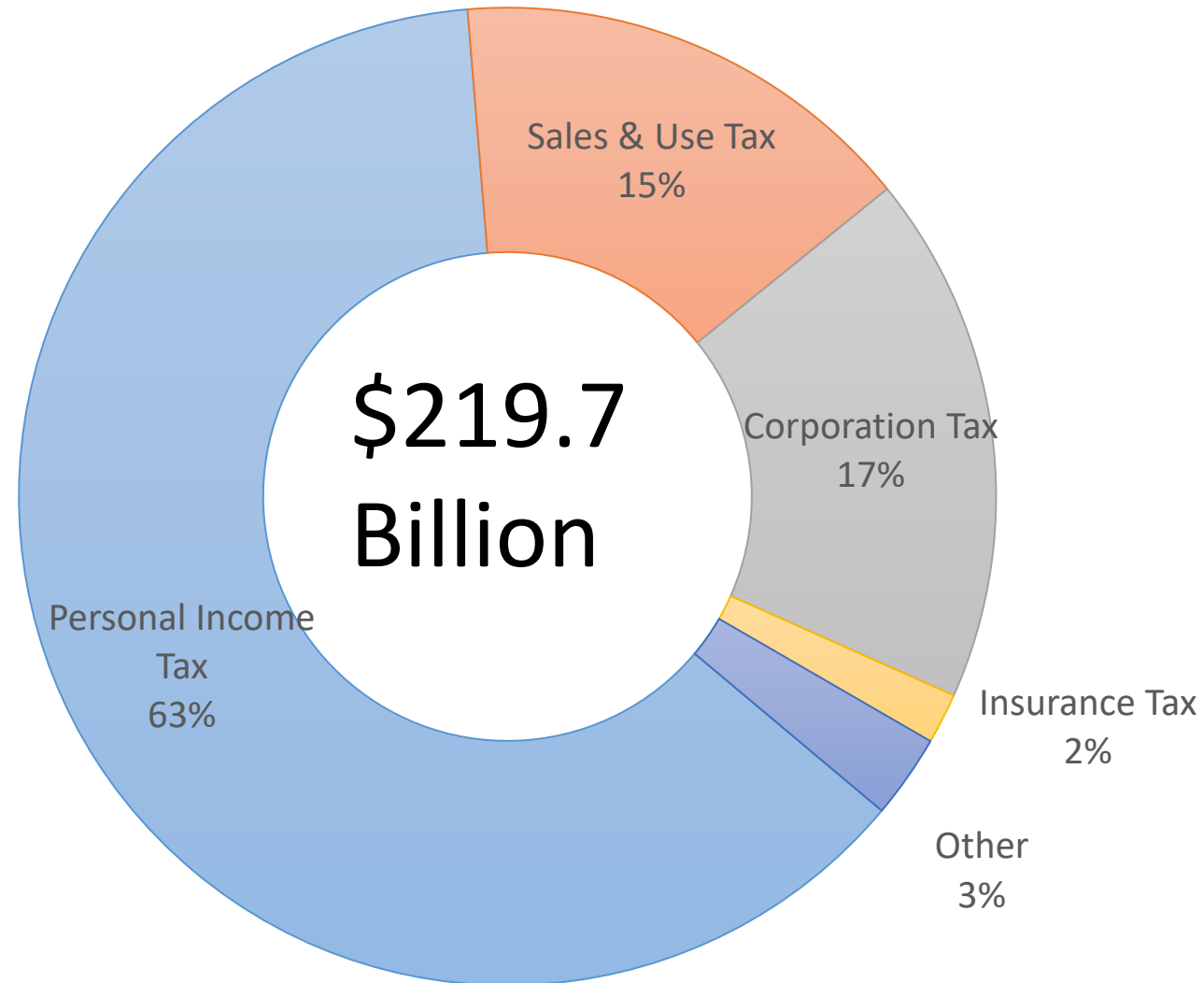
- Headcount
 - 1 student = 1 headcount
 - Tuition is paid based on headcount
- Full-Time Equivalent Students (FTES)
 - 1 FTES = 15 units for an undergraduate, 12 units for a graduate
 - Budget planning is based on annualized full-time equivalent students (FTES)
 - (annualized = (summer + fall + spring) / 2)
- There are two separate FTES targets used in budget planning: CSU and HSU
 - The CSU Resident FTES target represents the level of students that the system provides HSU with funding to support via state appropriation (note: this is Resident FTES only)
 - Our current funded CSU Resident FTES level: 7,603
 - HSU's FTES budget includes Resident, WUE, Out-of-State, and International FTES targets, which are used to project tuition revenue (the revenue projection model is a complex model that converts FTES to Headcount, while incorporating a variety of factors including average unit loads, student levels, waivers & refunds, etc.)

Enrollment - Fall vs. Annual

- Annual = (summer + fall + spring) / 2
 - Note: summer currently offered via self support
- Annual Resident FTES Target is 7,603
- Common Mistake - Don't compare Fall to Annual target
- Example:
 - Fall 2021 Resident FTES: 4,972
 - Spring 2022 Resident FTES: 4,540
 - Annual 2021-22 Resident FTES: 4,756

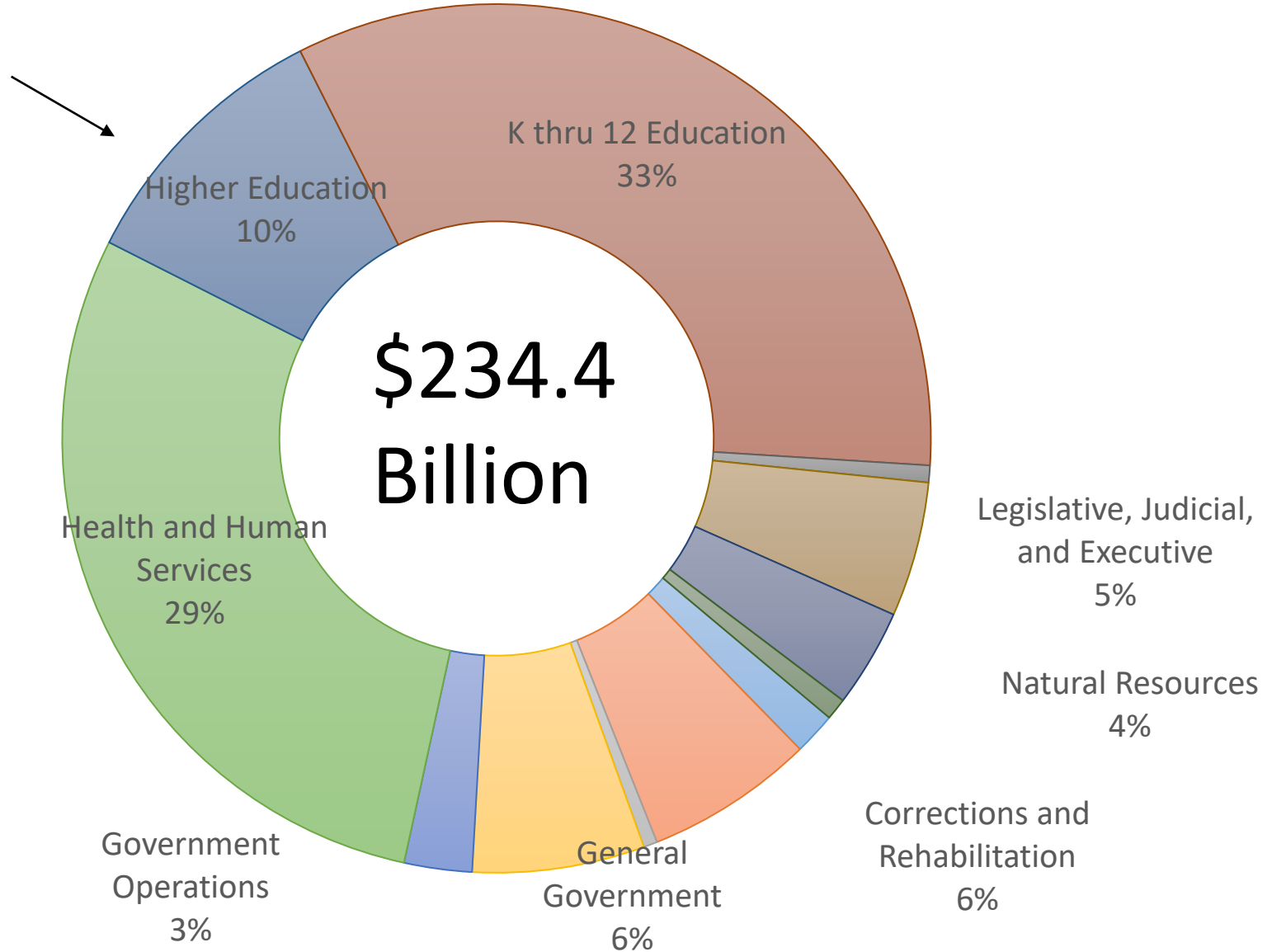
State and CSU Budget

2022-23 State Revenues (Source: [2022-23 State Budget](#))



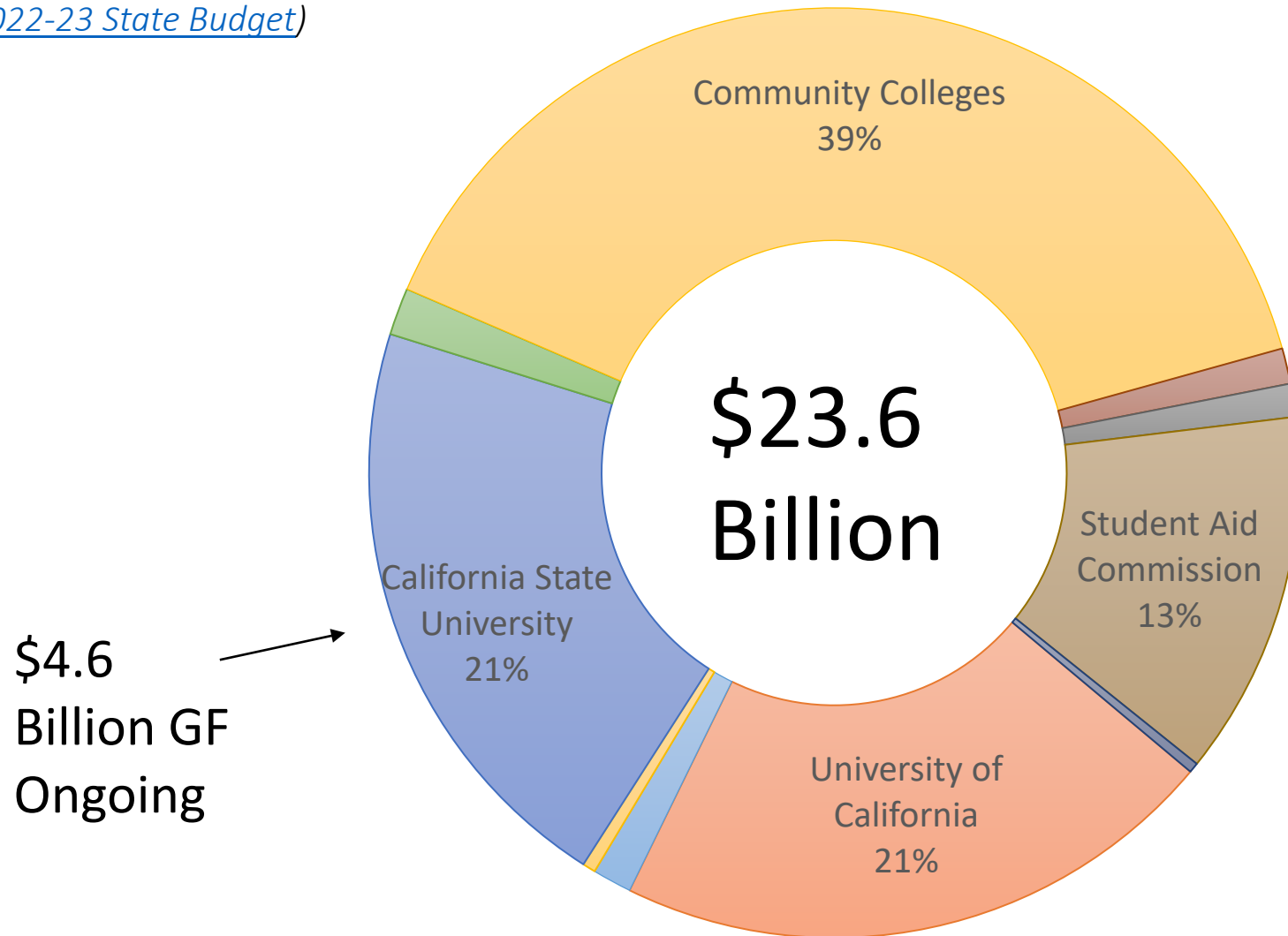
2022-23 State Expenditures (Source: [2022-23 State Budget](#))

\$23.6
Billion



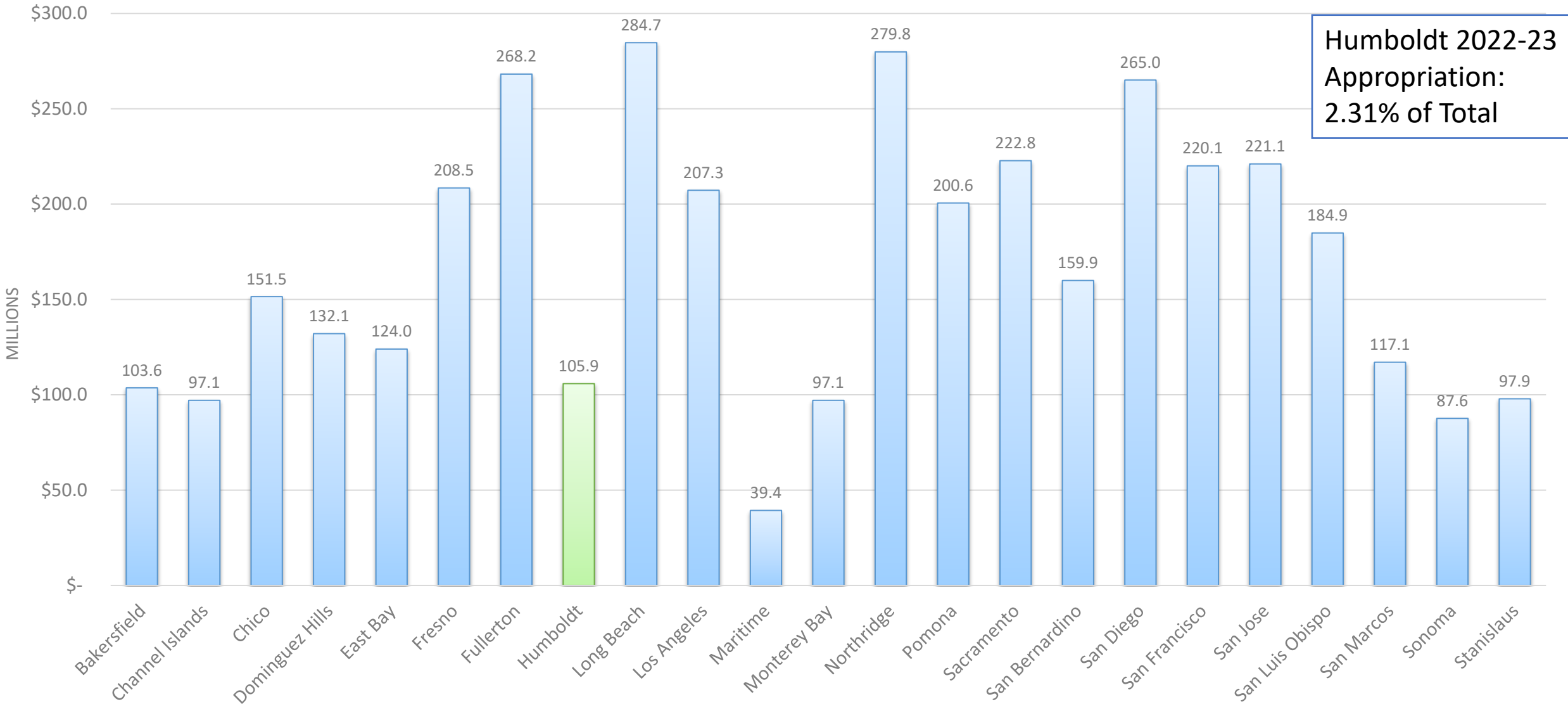
2022-23 State Higher Education Budget

(Source: [2022-23 State Budget](#))



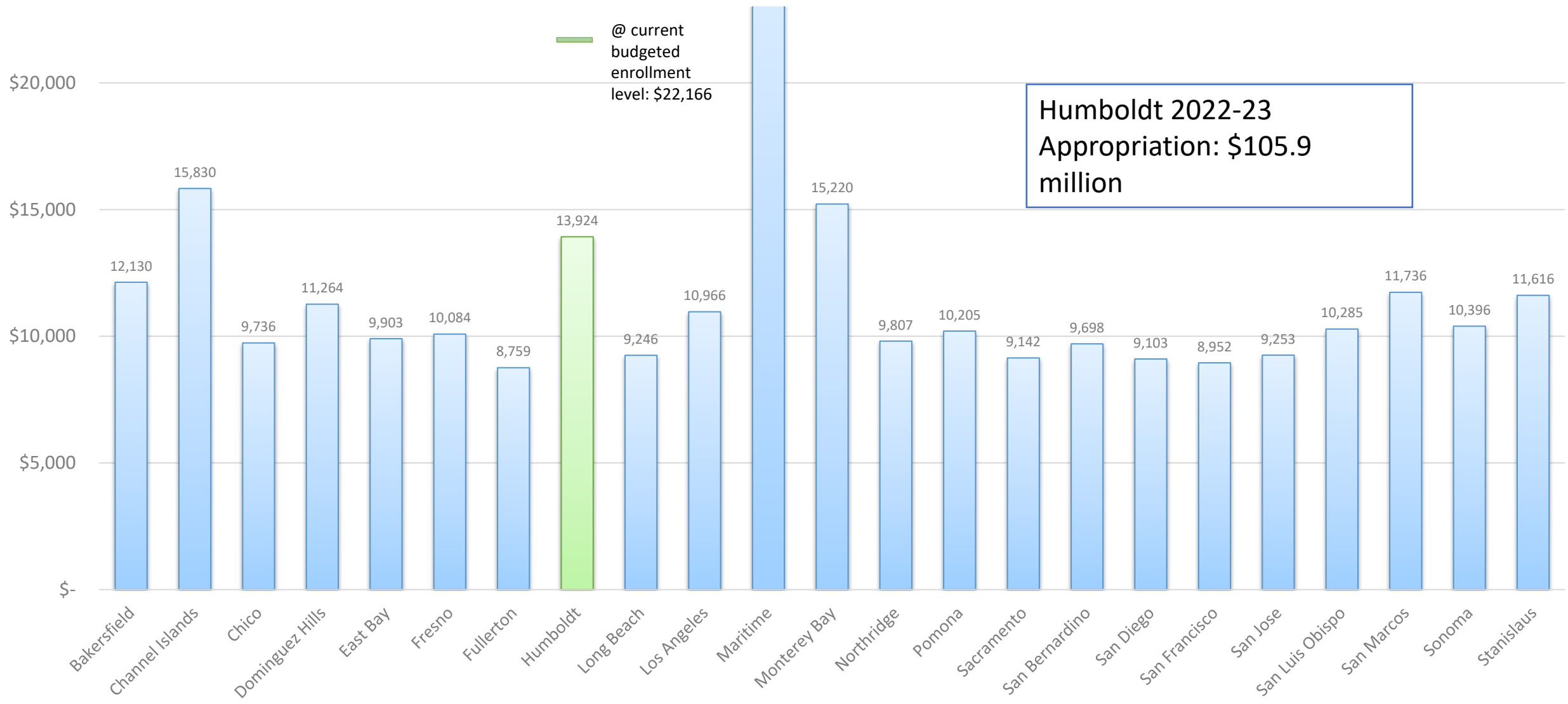
2022-23 CSU State Appropriation Funding by Campus

(Source: [CSU 2022-23 Final Budget Allocations \(B22-03\)](#))



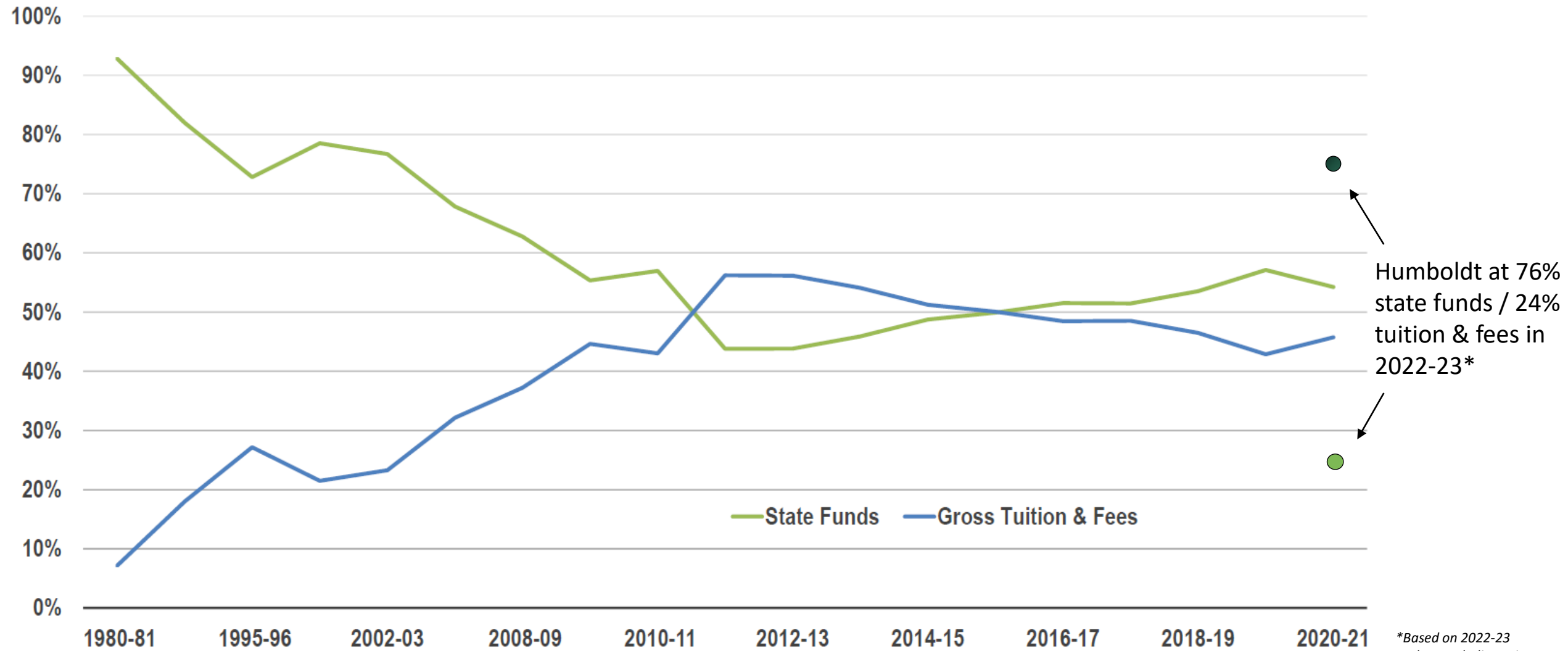
2022-23 CSU State Appropriation Funding per CSU Target FTES

(Source: [CSU 2022-23 Final Budget Allocations \(B22-03\)](#))



Current & Prospective State Revenue

- Overall CSU revenue picture has improved
- New level of complexity in multi-year compact
 - Minimum 5% state general fund increase
 - Could go higher if state revenue permits
- Mixed economic signals

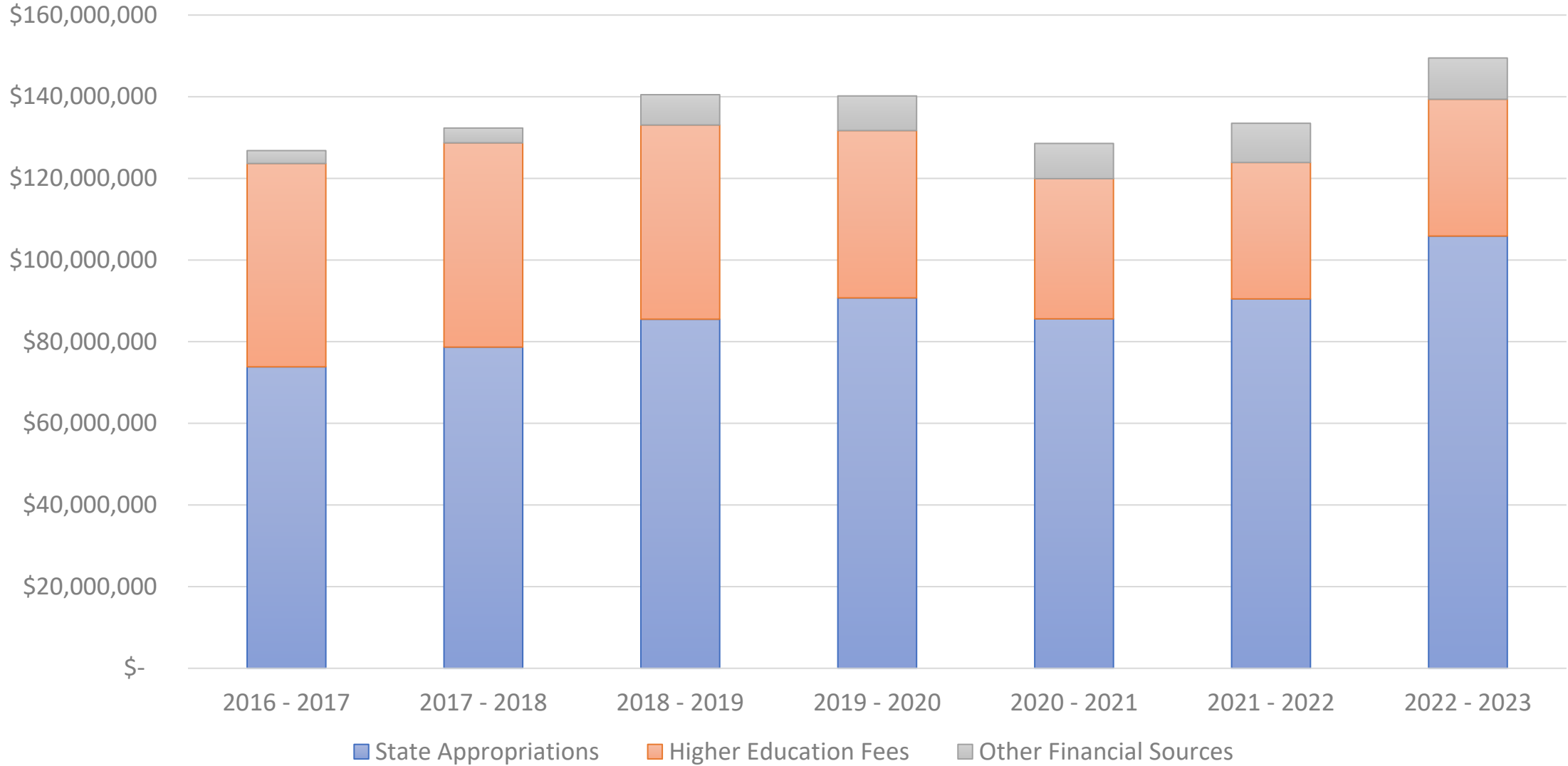


**Based on 2022-23 Budget excluding Misc. Revenue & Cost Recovery*

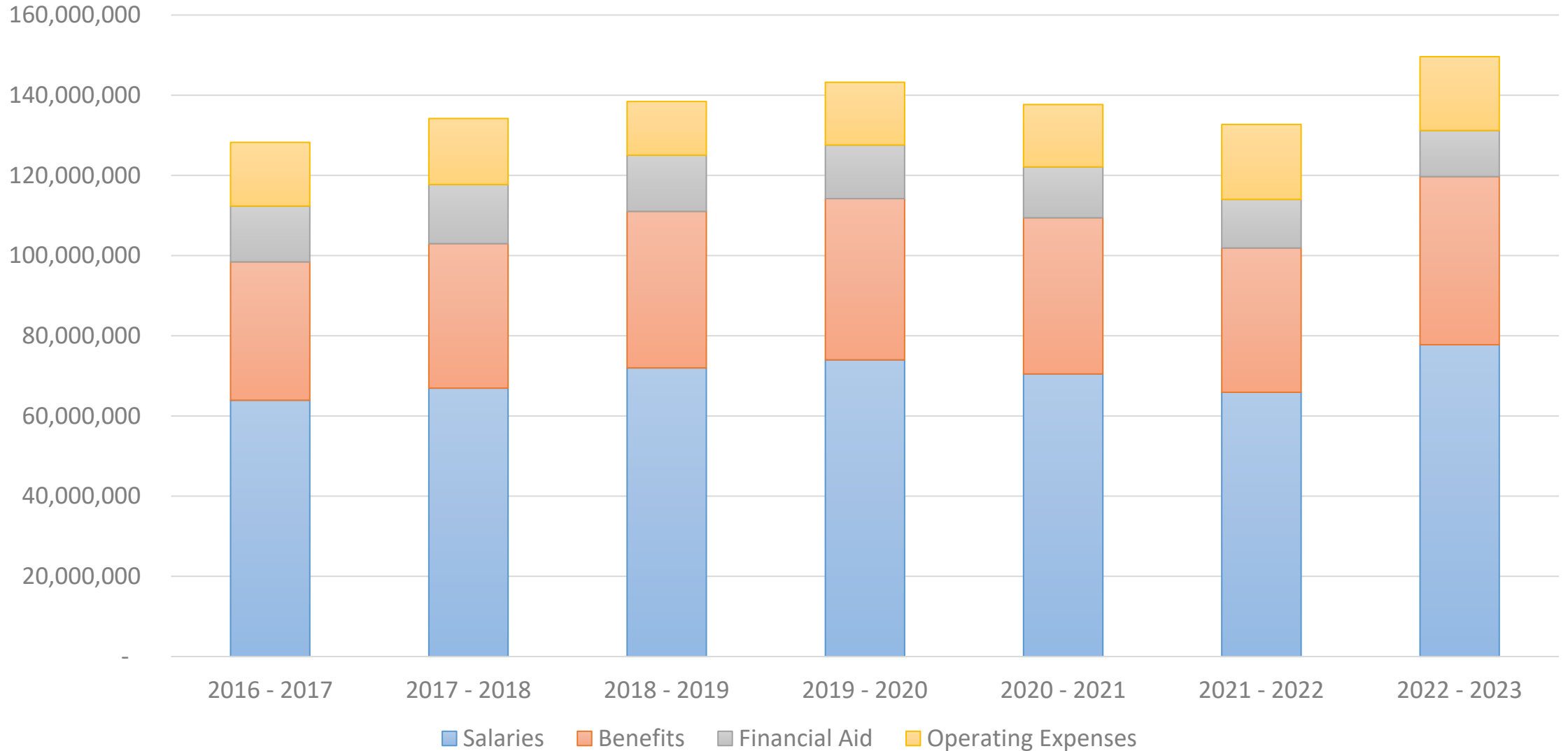
Cal Poly Humboldt Budget and Financial History

Overview of Trends

Revenue Budget History (in millions)

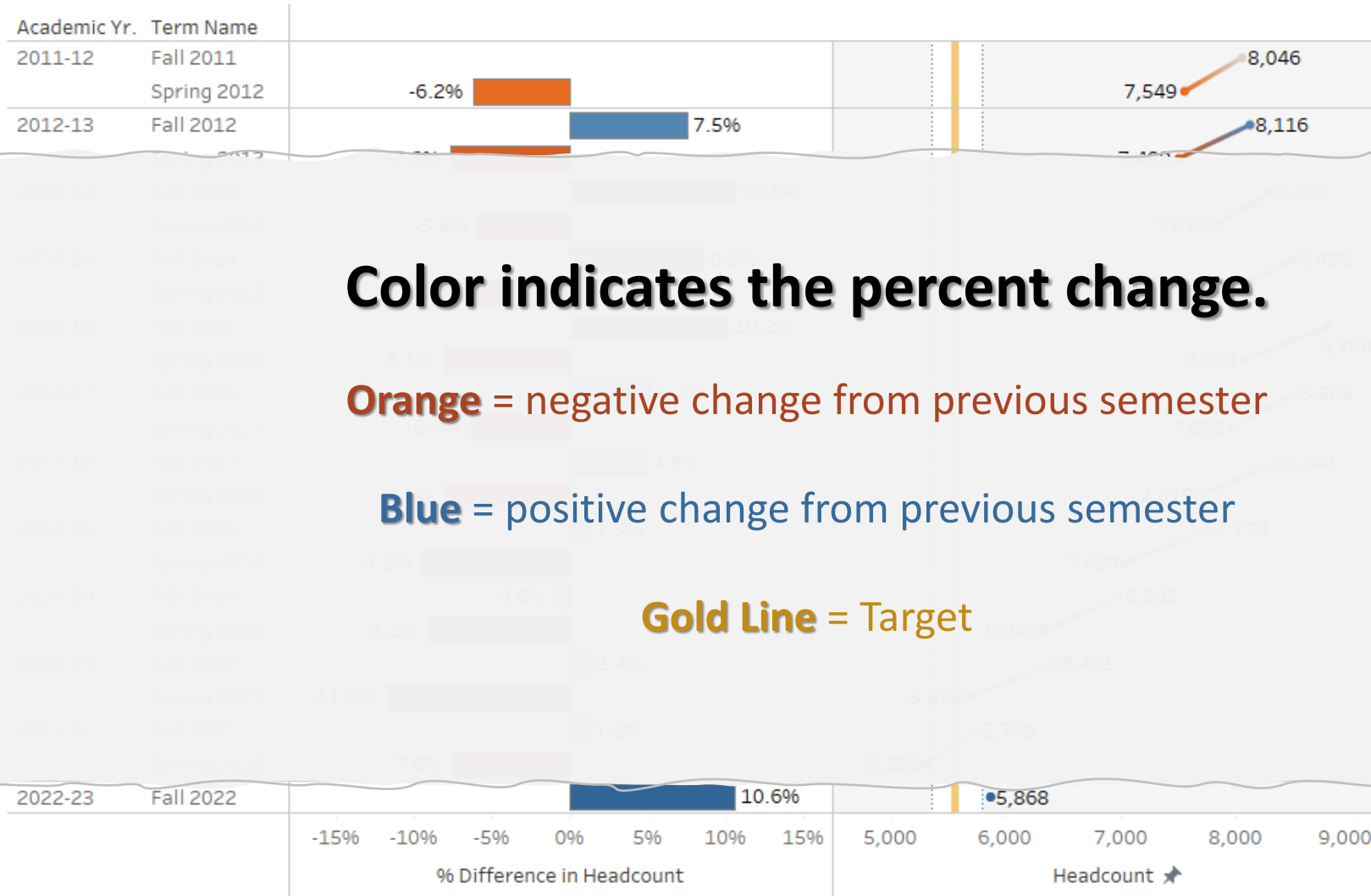


Expenditure Budget History (in millions)



Enrollment Trends

Change of Headcount

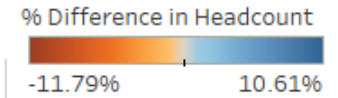


Color indicates the percent change.

Orange = negative change from previous semester

Blue = positive change from previous semester

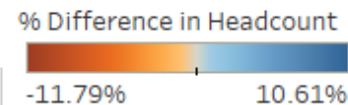
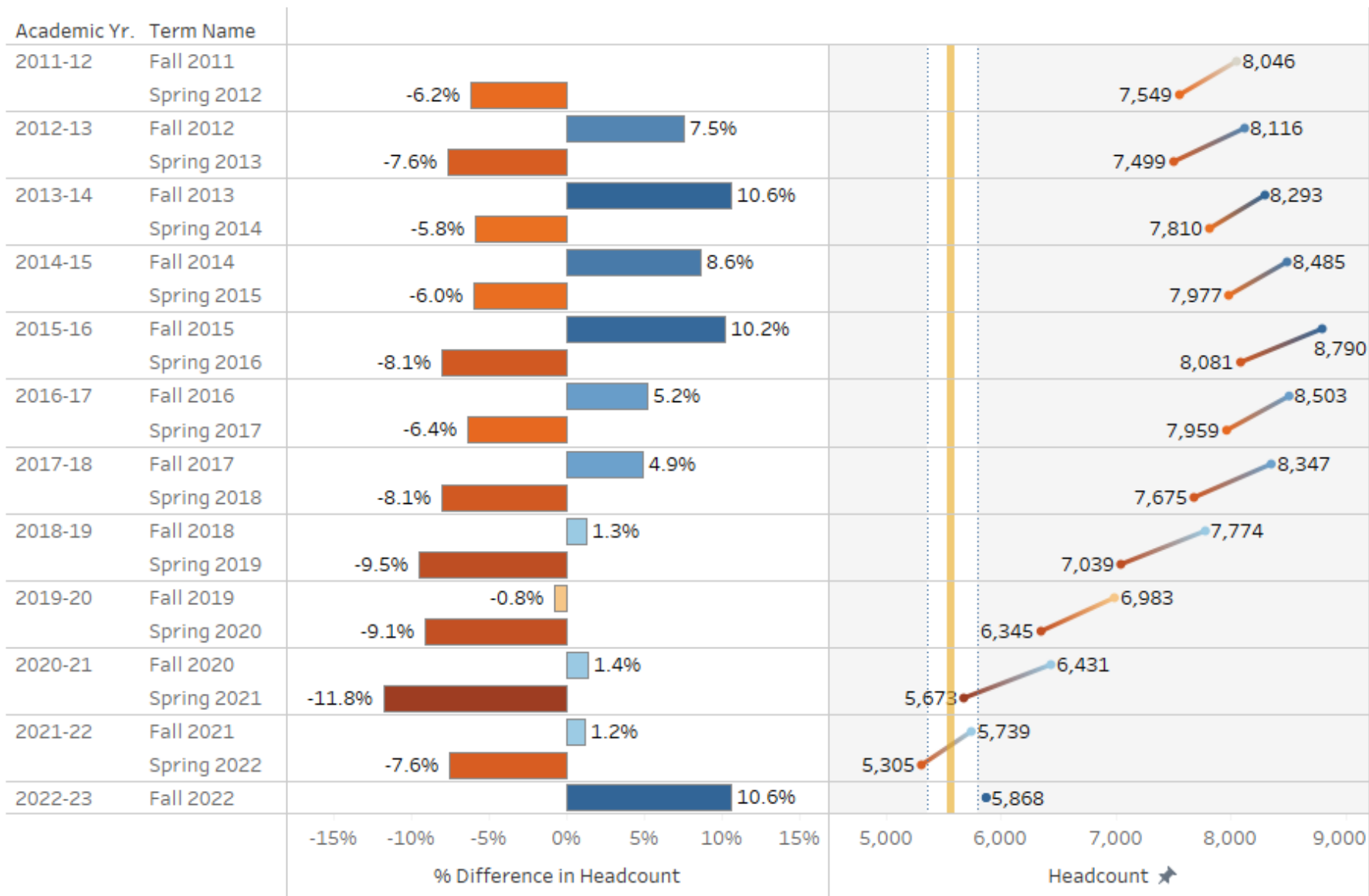
Gold Line = Target



+ 129 Headcount
(Fall 2021 to Fall 2022)

Enrollment Trends

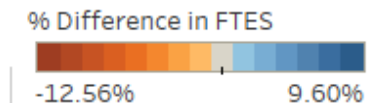
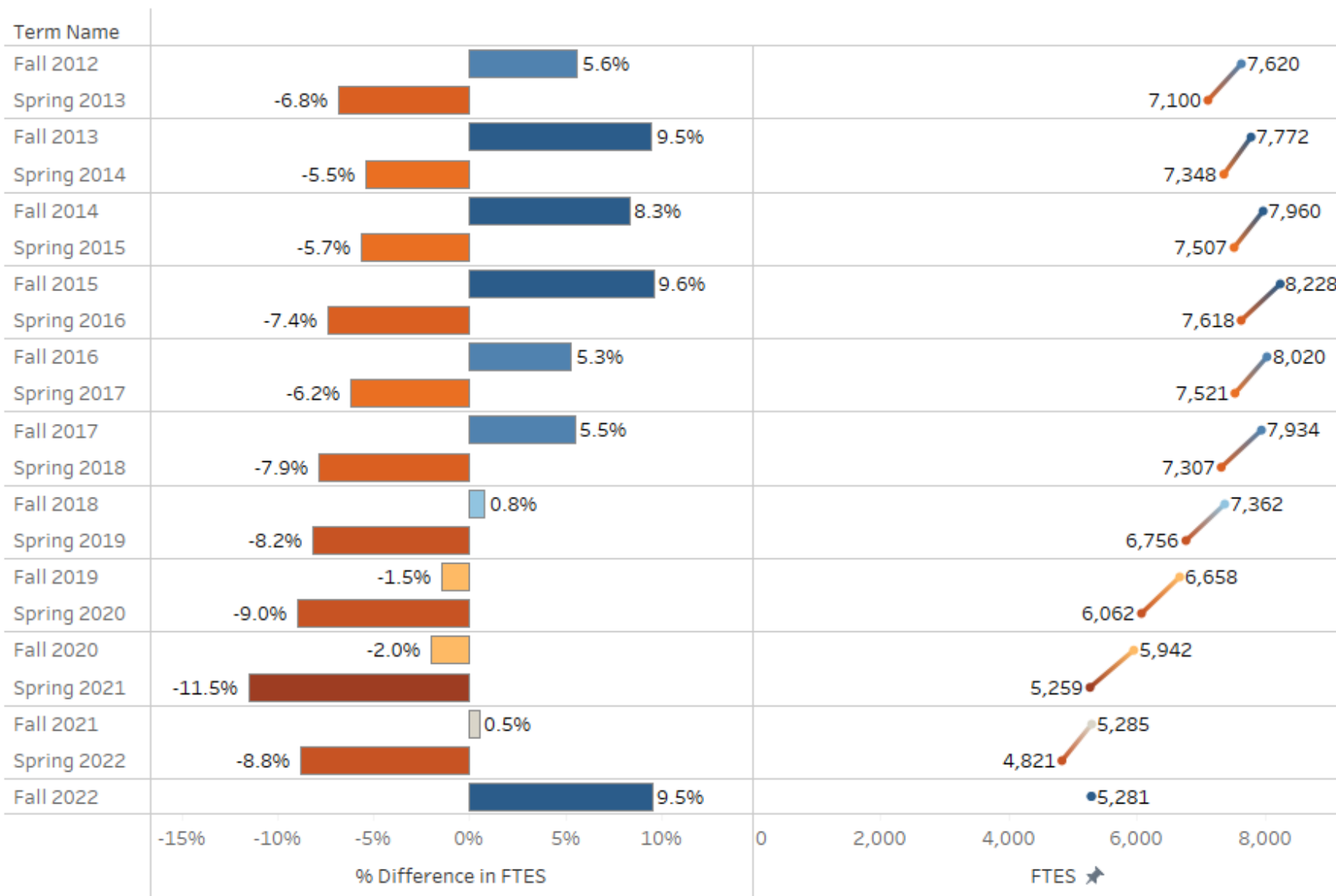
Change of Headcount



+ 129
Headcount
 (Fall 2021 to Fall 2022)

Enrollment Trends

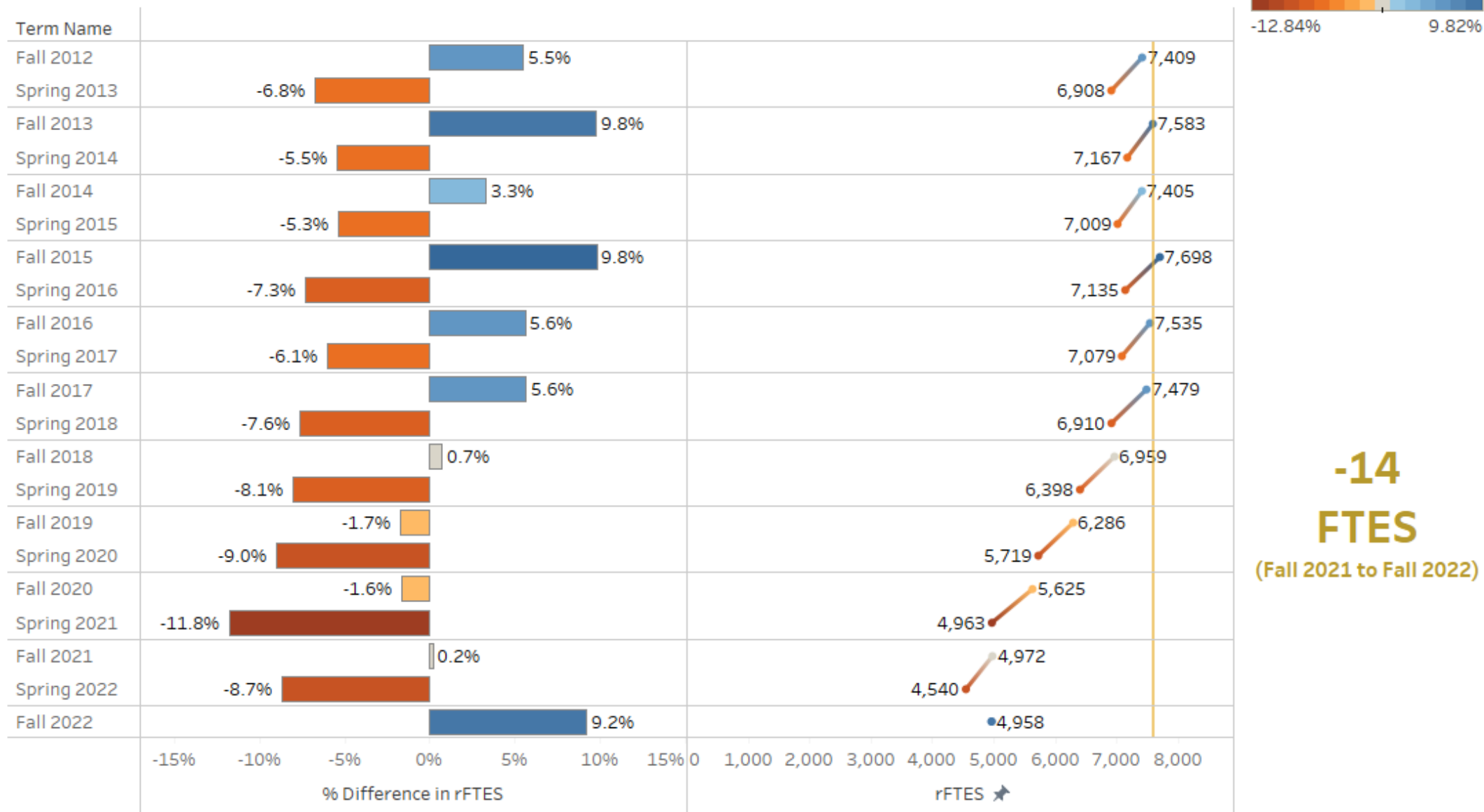
Change of Full-time Equivalent Students (FTES)



**-4
FTES**
(Fall 2021 to Fall 2022)

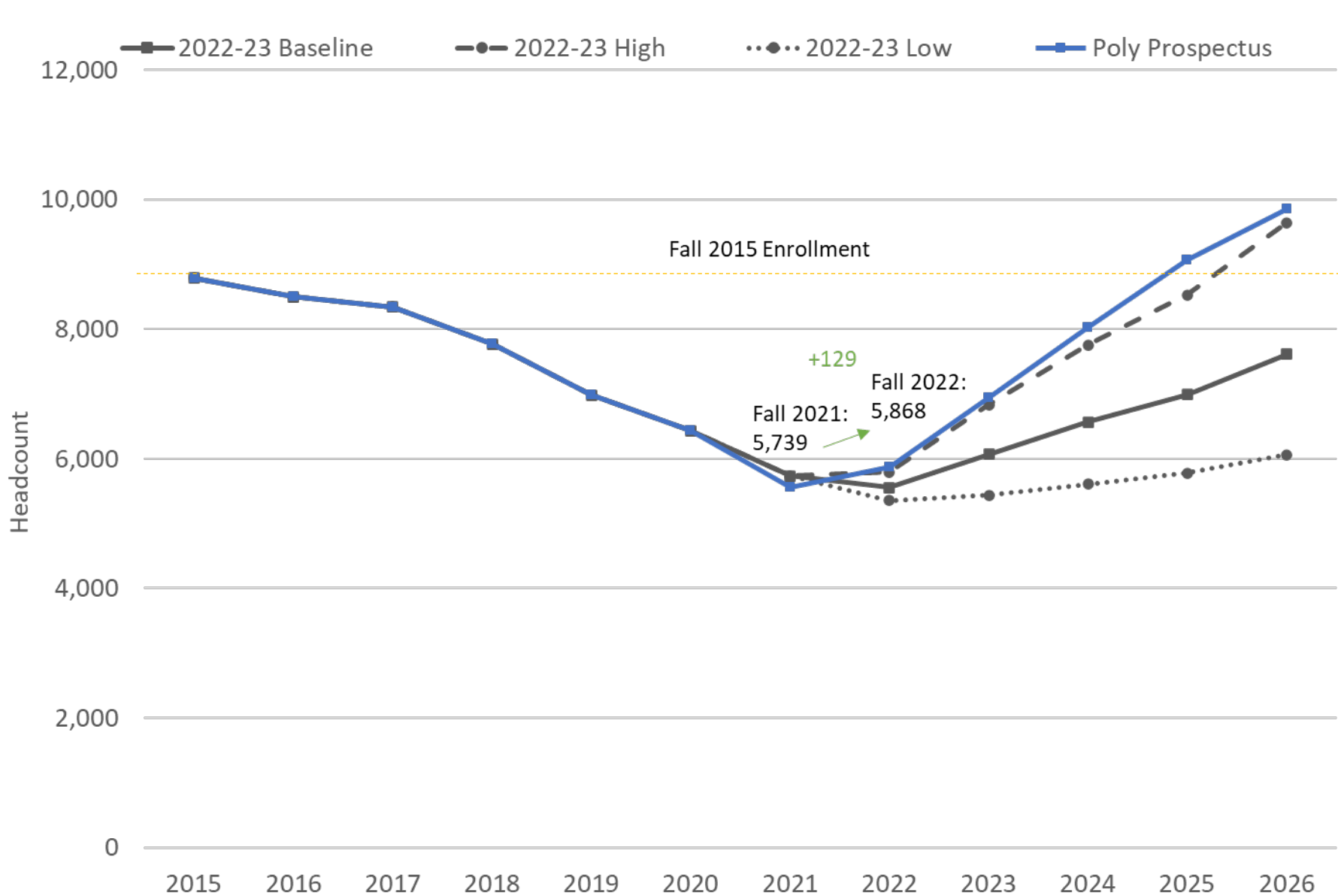
Enrollment Trends

Change of Resident Full-time Equivalent Students (FTES)



Fall Headcount Planning Projection Scenarios

Fall Headcount Planning Projection Scenarios



FALL HEADCOUNT	2022	% chg
2022-23 Baseline	5,554	-3%
2022-23 High	5,796	+1%
2022-23 Low	5,354	-7%
Poly Prospectus	5,874	+2%

Fall 2022 as of 8/24: 5,868

Enrollment Highlights

- We are growing!
- Rebound 1 year quicker
- Keeping pace with Prospectus
- **+5% above baseline (budget)**
- Incoming students: +25%
- First Time Students: +54%

2021-22 Year End
(Operating Fund)

2021-22 Operating Fund Summary

Total Year-End Roll Forward: \$19,059,326

Revenue	Original Budget	Revised Budget	Actual		Balance Remaining	%
State Appropriations	90,475,000	90,359,000	90,359,000	-	-	100.0%
State Tuition Fee	29,640,000	29,640,000	30,926,269	-	1,286,269	104.3%
Non-Resident Fee	851,000	851,000	976,061	-	125,061	114.7%
MSF Fee	1,792,000	1,861,600	1,861,600	-	-	100.0%
Other Fees and Revenue	10,879,804	26,010,127	26,271,901	-	261,774	101.0%
Total Revenue	133,637,804	148,721,727	150,394,830	-	1,673,103	101.1%
Expenditures	Original Budget	Revised Budget	Actual	Encumbrances	Balance Remaining	%
Salaries	65,894,888	70,607,814	66,864,871	-	3,742,943	94.7%
Benefits	36,017,035	36,440,940	34,462,122	-	1,978,818	94.6%
Financial Aid	12,089,187	13,006,836	12,581,887	4,500	420,449	96.8%
Operating Expenses	18,711,676	43,523,239	30,821,768	1,457,458	11,244,013	74.2%
Total Expenditures	132,712,786	163,578,829	144,730,648	1,461,958	17,386,223	89.4%

2021-22 Operating Fund Revenue

Revenue	Original Budget	Revised Budget	Actual		Balance Remaining	%
State Appropriations	90,475,000	90,359,000	90,359,000	-	-	100.0%
State Tuition Fee	29,640,000	29,640,000	30,926,269	-	1,286,269	104.3%
Non-Resident Fee	851,000	851,000	976,061	-	125,061	114.7%
MSF Fee	1,792,000	1,861,600	1,861,600	-	-	100.0%
Other Fees and Revenue	10,879,804	26,010,127	26,271,901	-	261,774	101.0%
Total Revenue	133,637,804	148,721,727	150,394,830	-	1,673,103	101.1%

- State Tuition and Non-Resident Fee +\$1.4 million combined due to enrollment outperforming budgeted level
- Large increase in Other Fees and Revenue activity from Original Budget to Actual mainly from HEERF and State/CO Funding received after the year started:
 - HEERF State Appropriation Lost Revenue: \$5.5 million
 - Poly ongoing funding: \$3.0 million
 - Nursing program funding: \$2.5 million
 - Faculty Compensation: \$2.3 million
 - CO One-Time Allocations: \$1.4 million

2021-22 Operating Fund Expenditures

Expenditures	Original Budget	Revised Budget	Actual	Encumbrances	Balance Remaining	%
Salaries	65,894,888	70,607,814	66,864,871	-	3,742,943	94.7%
Benefits	36,017,035	36,440,940	34,462,122	-	1,978,818	94.6%
Financial Aid	12,089,187	13,006,836	12,581,887	4,500	420,449	96.8%
Operating Expenses	18,711,676	43,523,239	30,821,768	1,457,458	11,244,013	74.2%
Total Expenditures	132,712,786	163,578,829	144,730,648	1,461,958	17,386,223	89.4%

- Salaries Savings: \$3.74 million
 - Academic Salaries: \$2.0 million - intentional savings associated with taking reductions one year early to retain lecturer bridge funding in 2022-23
 - Staff Salaries: \$.8 million - reflects significant number of staffing vacancies
 - Student Wages: \$.8 million - significant unspent student wages during the pandemic
- Benefit Savings: \$1.98 million - directly correlated with Salaries Savings
- Operating Expenses: \$11.2 million - largely due to one-time savings (roll forward from the prior year, HEERF, poly)

2021-22

Year End

(Operating Fund Roll forward)

REVISED Roll Forward Guidelines

- Restricted and Earmarked activity goes directly back to area
- Salary and OE savings go back to divisions
- Benefit savings + revenue above budget + unallocated University
Wide division unspent budget = university unallocated
 - 25% Strategic Initiatives
 - 25% Deferred Maintenance Projects
 - 50% Reserves
- **Current year challenge: ~\$2.35M in one-time employee payments via collective bargaining need to be covered by the campus**

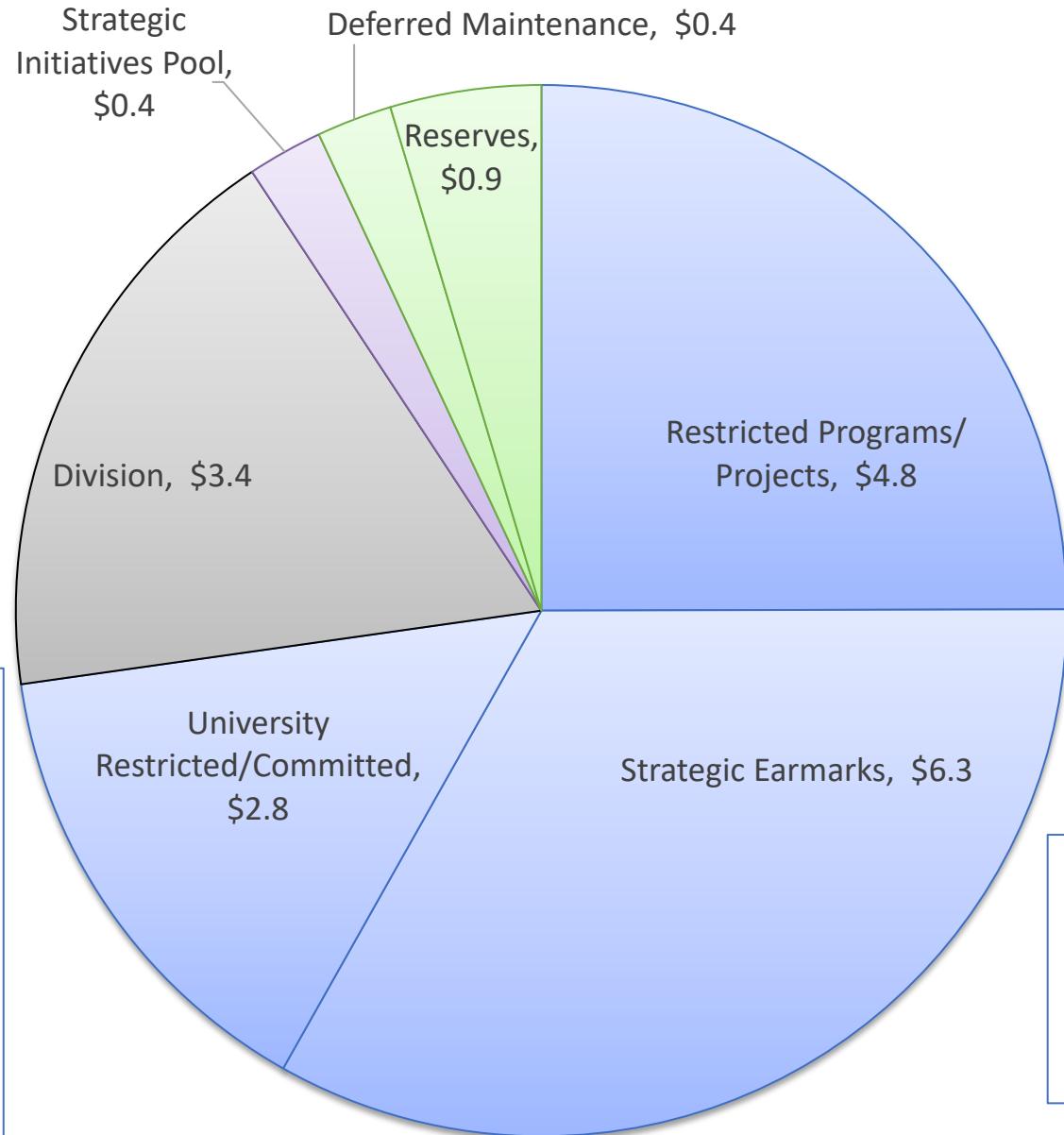
Roll Forward Distribution Based on Guidelines (in millions)

2021-22 Unspent Budget Balances (One-Time “Roll Forward” Funding): \$19.06 million

Sustainability/
Fiscal Prudence 7%

Strategic/
Innovation 2%

Discretionary/
Flexibility 18%



- Restricted >\$200K:**
- Space/Equip Replacement & Renewal: \$936K
 - Fundraising Campaign: \$918K
 - MSF Fee: \$867K
 - Basic Needs Research Center: \$308K
 - Faculty Start Up: \$256k
 - Basic Needs Partnerships: \$255K

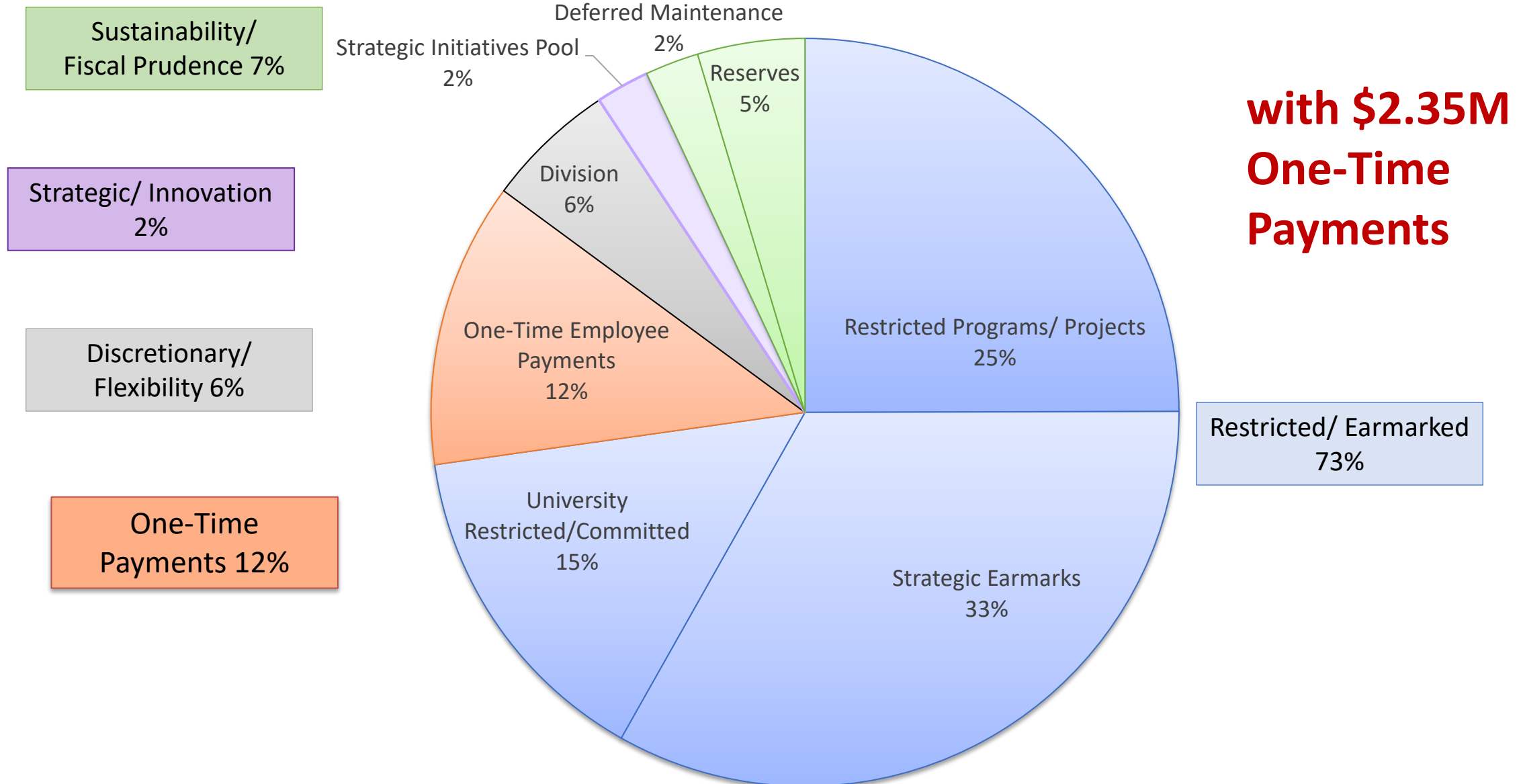
Restricted/
Earmarked 73%

- University Restricted/Commitments:**
- Financial Aid: \$400K
 - GI 2025: \$500K
 - Risk Pool Set Aside: \$900K
 - Pension Loan Repayment: \$422K
 - Utilities: \$400K
 - Special Assistant to the President Position: \$157K

- Strategic Earmarks Highlights:**
- Lecturer Bridge Funding: \$2.8M
 - Academic Colleges: \$1.3M
 - CO Recruitment Funding: \$443K
 - IT: \$384K

Roll Forward Distribution Based on Guidelines (in millions)

2021-22 Unspent Budget Balances (One-Time "Roll Forward" Funding): \$19.06 million



2021-22 Year End
*(Designated Balances &
Reserves)*

2021-22 HSU Fund Designated Balances & Reserves Overview

Note: Balances do not include auxiliary organizations

BREAKDOWN BY ACCOUNT

	2020-21	2021-22	Change	Notes
Designated for Future Debt Service	1,407,171	265,560	-1,141,611	Areas no longer able to designate 1 yr of debt payments due to pandemic
Designated for Encumbrances	4,478,004	28,303,265	24,207,473	Reflects purchases in progress at year-end; mainly capital projects
Designated for Financial Aid	2,105,784	1,561,279	-544,505	
Designated for Outstanding Commitments	21,713,722	25,908,431	4,194,708	Increase in Operating Fund roll forward; timing of Foster Ave. land purchase
Designated for Program Development	200,000	12,161,774	11,961,774	Chartwells signing bonus, Polytechnic one-time
Total Short Term Obligations	29,904,680	68,200,307	38,677,839	
Designated for Capital Improvement/Construction	21,464,972	62,723,135	40,875,951	Polytechnic capital & infrastructure projects
Designated for Equipment Acquisition	360,000	500,000	140,000	
Designated for Facilities Maintenance and Repairs	9,300,778	7,435,358	-1,847,420	
Capital	31,125,750	70,676,493	39,168,531	
Designated for Catastrophic Events	-	-	-	
Reserve for Economic Uncertainty	13,444,372	15,411,445	1,967,073	Reflects rainy day/savings (see breakout for detail)
Total Designated Balances & Reserves	74,474,801	154,288,245	79,813,444	

2021-22 HSU Fund Designated Balances & Reserves Overview

Note: Balances do not include auxiliary organizations

TOTAL BREAKDOWN BY FUNDING SOURCE

	2020-21	2021-22	Change	Notes
Operations	28,490,238	37,048,797	8,558,559	
Operating Fund	14,856,726	20,520,908	5,664,182	
Operating Reserve	6,300,000	7,143,876	843,876	4.8% of 2022-23 budget, HSU policy target 25%, CSU min 25%
Student Health & Wellbeing	3,034,827	3,105,255	70,428	\$1.2M will be leveraged toward 2022-23 budget shortfall
Other Operating	4,298,685	6,278,758	1,980,073	\$1.4M set aside for process improvement (via HEERF lost revenue)
Housing & Dining	11,053,252	17,041,501	5,988,249	Increase due to Chartwells signing bonus; Foster Ave. purchase reduced balance by \$3.4M in July; Housing Unrestricted only \$728k, Dining \$140k
Parking	3,913,707	4,531,553	617,846	Foster Ave. purchase reduced balance by \$2M in early July
Professional & Continuing Education	2,429,724	3,369,058	939,333	In 21-22, +\$600K shift from other funding source due to CO Accounting change
Student Body Center Programs (SAC, CA)	1,677,428	1,864,596	187,168	
Health Facilities	792,484	1,069,251	276,766	
Lottery	471,245	565,812	94,567	
Local Trust Funds (including IRA)	3,719,061	3,739,066	20,005	
Capital & Special Projects	21,927,661	85,058,611	63,130,950	Poly capital projects
Total Fund Balances & Reserves	74,474,801	154,288,245	79,813,444	

[Source: CSU Transparency Portal \(OpenGov\)](#)

2021-22HSU Fund Designated Balances & Reserves Overview

Note: Balances do not include auxiliary organizations

RESERVE FOR ECONOMIC UNCERTAINTY BY FUNDING SOURCE

	2020-21	2021-22	Change	
Operations	7,340,167	7,949,708	609,541	
Operating Reserve	6,300,000	7,143,876	843,876	4.8% of budget, HSU policy target 25%, CSU min 25%
Student Health & Wellbeing	1,040,167	805,832	-234,336	
Housing	1,087,664	867,516	-220,148	
Parking	194,281	137,527	-56,754	
Professional & Continuing Education	2,063,494	3,236,251	1,172,757	
Student Body Center Programs	380,075	474,308	94,232	
Health Facilities	16,950	59,234	42,283	
Lottery	134,523	149,309	14,786	
Local Trust Funds (including IRA)	2,227,217	2,537,592	310,375	
Total Fund Balances & Reserves	13,444,372	15,411,445	1,967,073	

Cal Poly Humboldt 2022-23 Budget

Five Year Budget Planning Spreadsheet

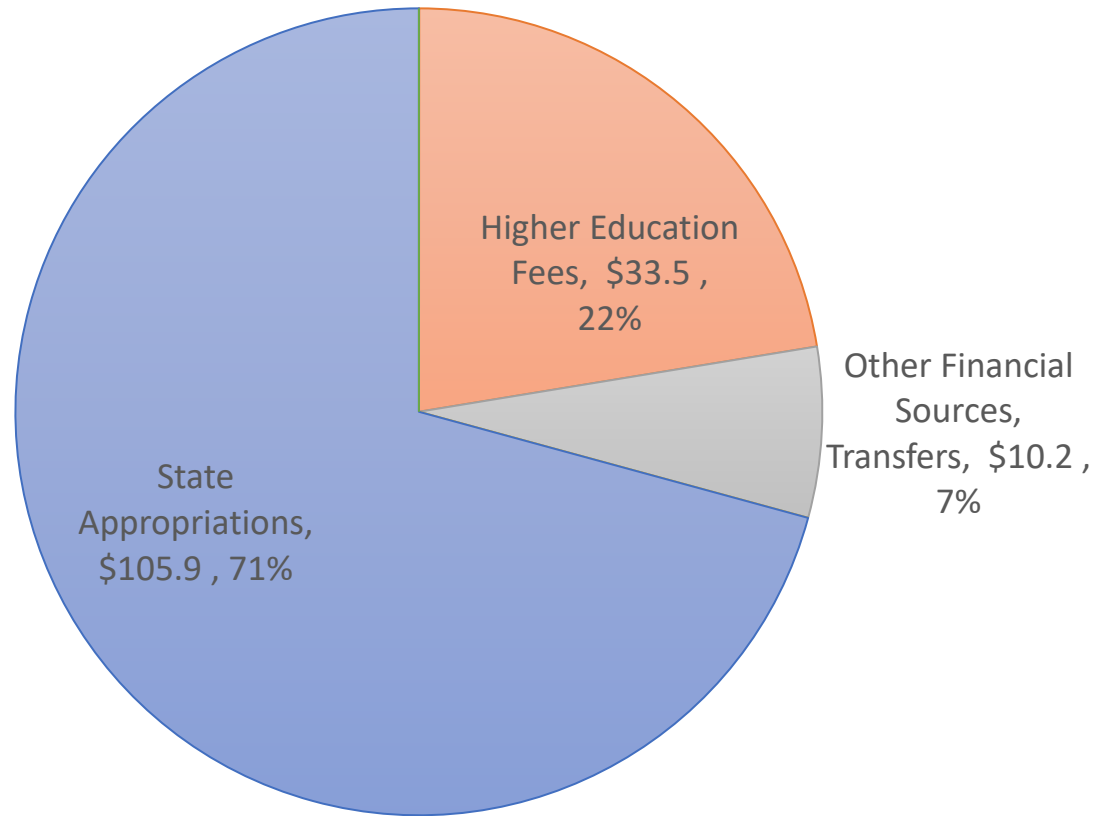
2022-23 Operating Fund Revenue Budget

Operating Fund Revenue Budget	2021-22 Base Budget	2022-23 URPC Recommendation	2022-23 Final Budget	
State Appropriation	90,475,000	102,805,000	105,864,000	+\$15.4M
<i>Polytechnic Funding</i>		<i>+8,785,000</i>	<i>+8,875,000</i>	
<i>State Funding Increase (Compensation, retirement, SUG, foster youth)</i>		<i>+3,545,000</i>	<i>+6,514,000</i>	
State Tuition Fee	29,640,000	29,639,000	29,639,000	} +\$.1M
Non-Resident Tuition Fee	851,000	996,000	996,000	
Materials, Services and Facilities Fee (MSF)	1,792,000	1,788,000	1,788,000	
Other Fees & Revenue (MBA Fee, App Fee, Cost Recov, New Sources)	10,879,804	10,879,804	11,338,926	+\$.5M
Total Revenue Budget	133,637,804	146,107,804	149,625,926	+\$16.0M

Key Changes between URPC Recommendation and Final Budget

- State Funding Increase: +\$3M - collective bargaining finalized (\$2.7M); foster youth earmark (\$257K)
- Other Fees & Revenue: +\$.5M - department allocated revenue changes incorporated (mostly cost recovery)

Revenue Budget Snapshot (\$149.6 million)



- Heavy reliance on State Appropriation
- Higher Education Fees (primarily Tuition) down considerably over the past several years
 - \$50.8 million in 2015-16 (41% of the budget)

2022-23 Operating Fund Expenditure Budget

Incremental Changes	2022-23 URPC Rec	2022-23 Final Budget
Total Revenue Budget	146,107,804	149,625,926
Expenditure Budget		
Total Prior Year Expenditure Budget	132,712,786	132,712,786
Salary & Benefit Increases (GSIs, Min Wage, Retirement, Health, etc.)	4,656,000	8,257,000
University Cost Increases (Risk Pool, Utilities)	400,506	609,506
Other Adjustments (SUG, dedicated dept revenue)	(592,000)	(132,878)
Base Allocations – Strategic Investment/Stabilization*	3,198,000	2,100,000
CO Earmarks – GI 2025, Basic Needs, Foster Youth**	-	257,000
Base Reductions (final round of Academic Affairs reductions)	(3,052,488)	(3,052,488)
Polytechnic Expenditures	8,785,000	8,875,000
Total Expenditure Budget	146,107,804	149,625,926
Net Base Budget Surplus / (Deficit)	-	-
<i>Estimated State Appropriation Vulnerability</i>	<i>18,560,000</i>	<i>18,560,000</i>

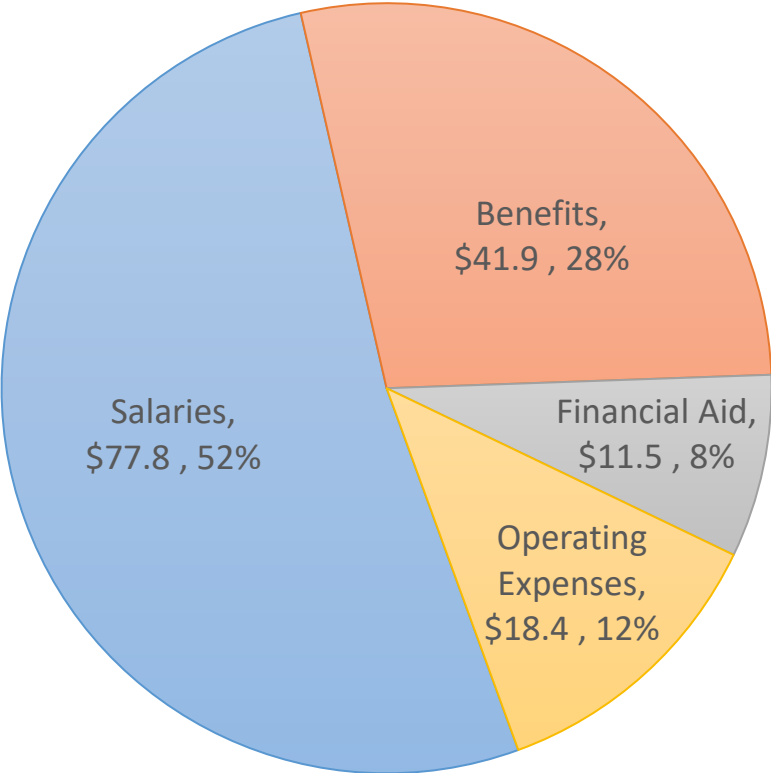
Estimate ~~\$-2M~~ \$1.4M
in unfunded compensation
increases

Utilities up 20%

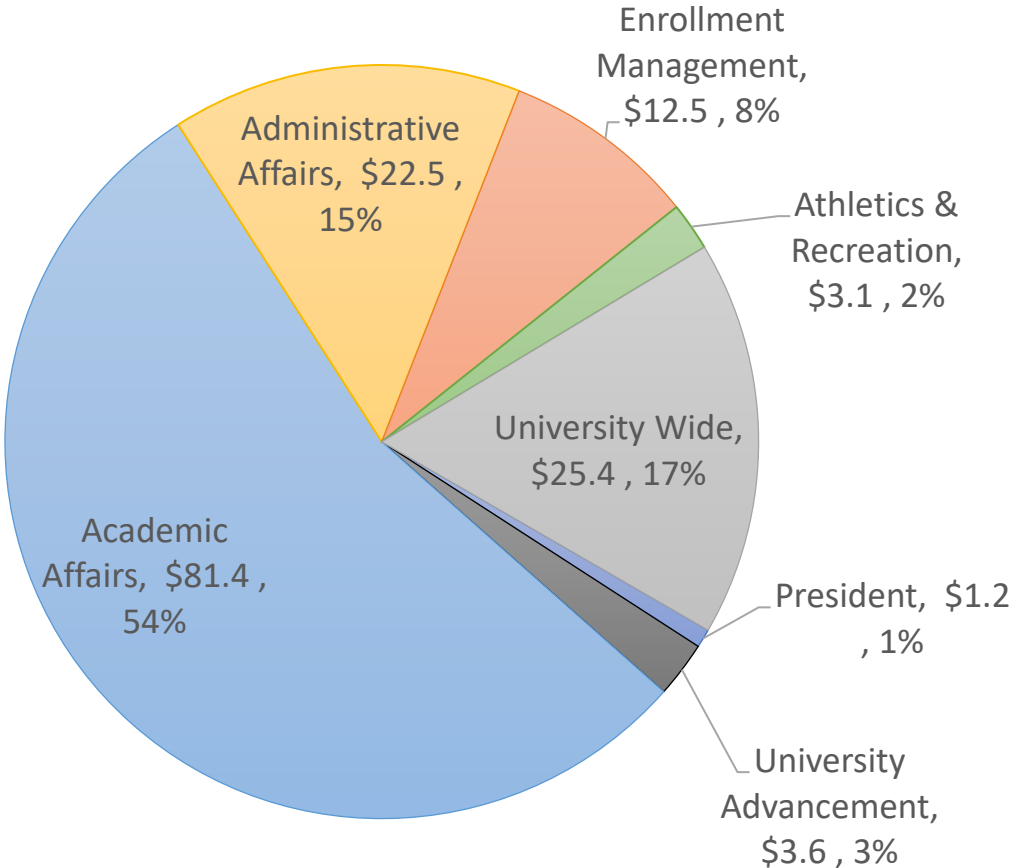
Student Activities Center (SAC):
\$900,000
Athletics & Campus Recreation:
\$1,200,000
~~Contingency: \$1,098,000~~

2022-23 Expenditure Budget Breakdown

By Type of Spending



By Organizational Structure



Graduation Initiative 2025

- CSU received \$35 million for GI 2025, plus \$10 million for Basic Needs
- CO Allocation methodology based on # of pell eligible students
- Not in the 2022-23 budget
 - Allocation amount still pending
- GI 2025 / Inclusive Student Success Group to discuss soon

Polytechnic Budget Update

- July 2022 CO Financial Update
- Fall Planning Process

- URPC / Poly Budget, Finance & Reporting working group overlap
 - URPC faculty and staff participate on both groups for continuity
 - URPC Dean Rep (Dean Crane) will co-lead the group with Amber Blakeslee

Budget Overview

- Strongest financial position in many years
 - Balanced budget
 - Reserves have doubled
 - Roll Forward at an all time high
- However, we must remain prudent...
 - Significant enrollment vulnerability (more than 30% below CSU funded target)
 - Our budget includes \$18M+ in state appropriations to educate students that are not currently enrolled – goal to reach our CSU funded target of 7,603 resident FTES by 2025-26
 - Heavy reliance on state funding
 - Most available funding is restricted/earmarked

Budget Challenges/Opportunities

- State funding and the economy
- Enrollment vulnerability
- Unfunded mandates / cost increases not fully funded
 - General salary increases (GSIs), retirement rate increases
 - Utilities, insurance, etc.
- Cost escalation and inflation
- Increase external support and infusion into planning (Philanthropy/Partnerships/SPF Growth)
- Process Improvement
- Scaling up and building capacity to support growth
- Resource allocation / budget process / scalable budget model

Next Steps

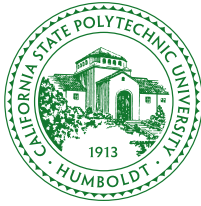
- Integrating planning processes and timelines
 - URPC, Poly, GI 2025, IAP, Division/MBU budget work
- Multi-year planning
- Aligning resources with priorities and growth – budget allocation model

Group Discussion

- What did you learn about the budget that you didn't know?
- What three clarifying questions can we work to address collaboratively?

July 2022
Polytechnic Financial
Planning Update





CAL POLY HUMBOLDT

July 2022 Polytechnic Financial Planning Update

In the Budget Act of 2021, Governor Gavin Newsom and the California State Legislature agreed on a state budget which included the allocation of \$433 million in one-time and \$25 million in ongoing resources to Humboldt State University (HSU). On September 1, 2021, HSU submitted our comprehensive prospectus with our forward-looking articulation of what a “different type of polytechnic” can be for the next generations of students. On January 26, 2022, California State Polytechnic University, Humboldt—or Cal Poly Humboldt—officially became California’s third polytechnic campus.

A comprehensive implementation process is underway led by Jenn Capps, Provost and Vice President of Academic Affairs, and Sherie Gordon, Vice President for Administration & Finance. With seven implementation teams (Budget, Finance & Reporting; Communications; Curriculum & Academic Programming; Enrollment & Growth Management; Facilities; Inclusive Student Success (GI 2025); and Technology & Infrastructure) actively leading different elements of the implementation process, the campus has been working diligently to identify resource needs to accelerate our polytechnic transformation and successfully launch 12 new academic programs by Fall 2023 (8 Bachelor’s, 1 Master’s, and 3 certificates).

As requested by Steve Relyea as part of approval of our Year 1 funding request, we are providing a biannual financial update on our current year investments, enrollment projections, and operating fund projections. In addition, as requested as part of approval of our Year 2 funding request, we are providing additional information regarding:

- Status of the one-time investments, enrollment projections, and operating fund projections;
- Progress on the one-time facility and infrastructure investments;
- Faculty hiring and professional development plan including budget estimates, recruitment status, and how faculty positions relate to enrollment projections; and
- Student recruitment and retention plan that describes how the campus is preparing to meet growing demand and support retention efforts.

STATUS OF THE ONE-TIME INVESTMENTS, ENROLLMENT PROJECTIONS, AND OPERATING FUND PROJECTIONS

Year 1 (2021-22) Operating Spending Update

Initial year polytechnic spending was less than anticipated, with significant savings to our planned Ongoing Expenditures due to the timing of polytechnic-related positions being filled.

► Highlights of our initial year polytechnic investments and progress include:

- All of our new polytechnic Bachelor’s and Master’s degree programs launching in Fall 2023 have received formal approval from the Chancellor’s Office
- To date, we have filled 12 new faculty positions directly connected to our new polytechnic programs, with three additional recruitments still active
- 55% of all new faculty hires are BIPOC (via polytechnic, Ethnic Studies, and existing funding), reflecting success with our faculty diversification initiatives such as cluster hiring
- Fall 2022 total enrollment is currently up 5% over Fall 2021 and new student enrollment is up almost 35%, on pace with our prospectus targeted 2022 growth

- We are making strong progress in a comprehensive rebranding effort, with a new graphic identify system to be finalized within the next month. Additional work in the coming months will include a full update of the University's web presence, updated student recruitment materials, extensive paid and earned media efforts, social media outreach, and more. Activation of the brand will be a multi-year effort with a focus on broadly reintroducing our institution as a polytechnic.
- We are leveraging \$3.3 million for academic program lab/space renovations to support current renovations to Jenkins Hall and to bring temporary modulars to campus for surge capacity to support faculty and staff growth until our polytechnic funded new facilities and renovations are complete.

Additional context related to these highlights is provided throughout the sections that follow.

Polytech Transition —\$25M Summary (REVISED Planning Estimate) Year 1 Spending Update through June 30, 2022

2021-22 Ongoing Expenditures	Budget	Actuals + Encumbrances	Balance Remaining
Academic Programs Buildout	2,400,000	523,560	1,876,440
Student Recruitment and Retention	395,000	222,452	172,548
Communications, Marketing, and Branding	45,000	-	45,000
Infrastructure	153,000	-	153,000
Total Ongoing Expenditures	2,993,000	746,012	2,246,988
2021-22 One-Time Expenditures	Budget	Actuals + Encumbrances	Balance Remaining
Academic Programs Buildout			
New Program Faculty Start Up Costs	-	-	-
New Program Start Up Costs	-	-	-
Program Development and Curricular Design	900,000	365,495	534,505
Faculty and Staff Recruitment	400,000	171,601	228,399
Student Recruitment and Outreach	800,000	724,816	75,184
Communications, Marketing, and Branding			
Rebranding/Marketing/Ad Campaign	1,700,000	1,531,512	168,488
Rebranding - Campus Signage	655,000	150,000	505,000
Infrastructure Projects			
Campus Master Plan	1,000,000	18,000	982,000
Academic Program Lab/Space Renovations	2,000,000	3,300,000	(1,300,000)
Equipment Modernization	2,200,000	-	2,200,000
Total One-Time Costs	9,655,000	6,261,424	3,393,576

Operating Fund Projections

With lower than anticipated spending in 2021-22, the One-Time Expenditures section has been revised to incorporate the additional one-time funding available. The Ongoing Expenditure Budget remains unchanged at this time. Significant planning work is underway to further refine the resource needs of our new polytechnic academic programs launching in Fall 2023 and an updated Ongoing Expenditure Budget will be included with our January 2023 financial planning update. For our planned One-Time Expenditures, we are now anticipating considerable additional spending associated with our rebranding, marketing, and recruitment efforts. Most other adjustments reflect changes to the timing of when spending will occur, such as with the Campus Master Plan, rather than changes to anticipated spending overall.

Polytech Transition —\$25M Summary *REVISED Planning Estimate*

Ongoing Expenditure Budget	2021-22 Actuals + Enc	2022-23	2023-24	2024-25	2025-26	2026-27
Academic Programs Buildout	523,560	7,080,000	11,315,000	14,320,000	17,205,000	20,240,000
Student Recruitment and Retention	222,452	1,400,000	1,660,000	1,740,000	2,020,000	2,150,000
Communications, Marketing, and Branding	-	90,000	90,000	90,000	90,000	90,000
Infrastructure	-	305,000	305,000	305,000	2,520,000	2,520,000
Total Ongoing Expenditures	746,012	8,875,000	13,370,000	16,455,000	21,835,000	25,000,000
One-Time Expenditures	2021-22 Actuals + Enc	2022-23	2023-24	2024-25	2025-26	2026-27
Academic Programs Buildout						
New Program Faculty Start Up Costs	-	1,600,000	1,600,000	1,400,000	1,200,000	400,000
New Program Start Up Costs	-	675,000	1,125,000	450,000	750,000	1,250,000
Program Development and Curricular Design	365,495	600,000	500,000	300,000	300,000	300,000
Faculty and Staff Recruitment	171,601	360,000	360,000	290,000	280,000	130,000
Student Recruitment and Outreach	724,816	1,300,000	800,000	600,000	400,000	-
Communications, Marketing, and Branding						
Rebranding/Marketing/Ad Campaign	1,531,512	3,500,000	1,800,000	800,000	500,000	300,000
Rebranding - Campus Signage	150,000	1,605,000	-	-	-	-
Infrastructure Projects						
Campus Master Plan	18,000	2,982,000	-	-	-	-
Academic Program Lab/Space Renovations	3,300,000	5,000,000	7,000,000	6,000,000	4,000,000	1,000,564
Equipment Modernization	-	3,000,000	2,000,000	1,000,000	-	-
Total One-Time Costs	6,261,424	20,622,000	15,185,000	10,840,000	7,430,000	3,380,564
Annual Total Expenditures	7,007,436	29,497,000	28,555,000	27,295,000	29,265,000	28,380,564
Annual Surplus/(Shortfall)	17,992,564	(4,497,000)	(3,555,000)	(2,295,000)	(4,265,000)	(3,380,564)
\$25M Cumulative Remaining Balance	17,992,564	13,495,564	9,940,564	7,645,564	3,380,564	-

Enrollment Update

Current enrollment trends are very encouraging. As of July 25, 2022, Fall 2022 incoming student enrollment is currently up almost 35% over Fall 2021, with 1,878 new students registered for Fall 2022 compared to 1,394 at this time last year, and overall enrollment is up 5%. Future year enrollment projections remain unchanged at this time and we remain optimistic we are on track to realize our ambitious enrollment growth goal to double enrollment in seven years. Extensive program-level enrollment planning work is actively underway and more nuanced enrollment projections by program will be incorporated into future planning updates.

Headcount and FTES Projections																
Fall Headcount	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24	Fall 25	Fall 26	Fall 27	Fall 28	Fall 29	Fall 30
New 2023							0	0	460	856	1,232	1,528	1,711	1,814	1,850	1,873
New 2026												270	502	719	886	977
New 2029															250	465
STEM+	5,096	4,993	4,909	4,594	4,188	3,910	3,535	3,598	4,029	4,513	4,964	5,113	5,266	5,372	5,479	5,589
Non-STEM	3,694	3,510	3,438	3,180	2,795	2,521	2,204	2,276	2,459	2,655	2,868	2,954	3,042	3,103	3,165	3,229
Total	8,790	8,503	8,347	7,774	6,983	6,431	5,739	5,874	6,948	8,024	9,064	9,864	10,521	11,007	11,630	12,132
Annual FTES	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Actual Annual Resident FTES		7,307	7,194	6,678	6,002	5,294	4,753	4,983	5,894	6,806	7,689	8,368	8,925	9,338	9,866	10,292
CSU Target Annual Resident FTES		7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603					
Difference		-296	-409	-925	-1,601	-2,309	-2,850	-2,620	-1,709	-797	86					

Note: Humboldt meets the CSU FTES goal in the Fall 2025 semester with an estimated FTES of 7,603

ONE-TIME FACILITIES AND INFRASTRUCTURE PROJECTS SPENDING UPDATE

Year 1 funding requests were based on the project's ability to go direct to collaborative design build procurement and engage in the development of construction drawings in Year 1. The University has elected to take a more methodical approach that engages a robust feasibility study for each project and subsequently move to collaborative design-build procurement. This provides the University two main advantages. The first is time to consider detailed programming as the new academic disciplines from the Prospectus evolve and reach approval. The second is the feasibility study allows for seamless integration with the Campus Master Plan update which is beginning this Summer/Fall 2022. During 2022-23, the majority of the projects will be in some stage of a Phase I collaborative design build agreement and most of the Year 1 and Year 2 funding requests will be encumbered.

Polytech Transition—Poly Capital & Infrastructure Spending Year 1 Spending Update through June 30, 2022					
Project ID	Project	Year 1 Budget	Actuals	Encumbrances	Balance Remaining
PLY100	Craftsman Student Housing	7,000,000	852,026	5,250,665	897,309
PLY101	Eng. Tech. Housing Building	7,500,000	628,140	434,691	6,437,169
PLY102	Science Complex Renovations	2,550,000	140,250	-	2,409,750
PLY103	Applied Research-Eureka Lab	1,037,400	57,057	-	980,343
PLY104	Applied Research-Coral Sea	6,000,000	-	-	6,000,000
PLY105	Applied Research-Microgrid Lab	1,692,600	179,178	212,510	1,300,912

Polytech Transition—Poly Capital & Infrastructure Spending Year 1 Spending Update through June 30, 2022 (Continued)

Project ID	Project	Year 1 Budget	Actuals	Encumbrances	Balance Remaining
PLY106	Student Housing_Health Dining	7,200,000	631,323	529,416	6,039,261
PLY107	Campus Apts Housing & Parking	-	30,276	524,809	(555,085)
PLY108	Land Acquisitions 2022	11,700,000	15,875	11,125	11,673,000
PLY109	Expand Wireless Network	2,250,000	126,231	50,069	2,073,701
PLY110	Campus Science Network	1,000,000	55,000	-	945,000
PLY111	Research & Teaching Lab Updts	1,250,000	68,750	-	1,181,250
PLY112	Updt Faculty & Student Compfac	1,250,000	68,750	-	1,181,250
Total Poly Capital & Infrastructure Spending		50,430,000	2,852,855	7,013,284	40,563,860

► Academic Projects

- Mixed Use Engineering & Technology Building + Housing (PLY101):** Currently this project is in the final stage of a full feasibility study. The University will conclude the RFP for Phase I collaborative design build services by October 1, 2022. This will encumber the remaining Year 1 funding and most of Year 2 funding for this project. Construction is anticipated to begin Fall 2023 and conclude Fall 2025.
- Science Complex Renovations (PLY102):** The University has been intentionally focused on planning for the major academic projects including Engineering & Technology Building + Housing and the microgrid and climate resilience lab building as part of the applied research and climate resilience funding. This focus has built a firm, university-wide understanding of planned academic growth in the sciences. Program growth has a major impact on the use of our existing buildings and the programs that occupy them. It is in this study that we have learned how best to deploy renovation funds in our existing science facilities. Additionally, we are fast-tracking space analytics as part of our initial phase of the campus master plan update to support planning and strategic deployment of renovation funds. We expect to encumber Year 1 and two funding requests by the close of 2022-23.
- Applied Research & Climate Resilience (PLY103/104/105):** The microgrid and climate resilience technology lab has completed the feasibility study and is ready to move into a collaborative design build solicitation period. We will have a Phase I design build agreement encumbered by October 1, 2022 totaling about \$2 million. We anticipate construction beginning Fall 2023 and concluding Spring 2025. We are still working with partners in Eureka to establish the best site for our Eureka offshore wind research operations. We are getting closer to viable solutions and expect to encumber the full \$11 million towards this initiative in this fiscal year 2022-23. Finally, we have been researching potential improvements to the R/V Coral Sea and other vessels in the fleet, and we anticipate this process to take some time. Full deployment of the \$6 million may not occur until 2023-24.
- Advanced Campus Science Network, Updating Faculty and Student Computing Facilities, Expanding Access to Wireless Networking, Research and Teaching Laboratory Modernization (PLY109/110/111/112):** The IT Infrastructure working group used the last several months to connect with faculty and students to ensure that the planned work was in alignment with academic needs. Work has been initiated to expand access to wireless networking with fiber connectivity to campus buildings lacking this. We have hired staff to support the Science Network and planning is underway and has already had a successful proof of concept with the USGS on earthquake monitoring and data collection. Detailed plans for Lab Modernization and Computing Facilities Updates are nearly complete.

► Non-Academic Projects

- Mixed Use Off-Campus Housing at Craftsman's Mall (PLY100):** This housing project is currently contracted under the collaborative design build delivery method with Sundt/SCB. We are working towards a schematic plans package for CPDC review in August 2022. We plan to begin construction in Spring 2023 and deliver the project for Fall 2025. Additionally, to capture economies of scale, and to abate potential inflation and cost of capital issues, we have moved to maximize this project by increasing the scope to 1,050 beds and a larger budget. This project should be near our anticipated cash flow demand through the current fiscal year.
- Mixed Use On-Campus Student Housing, Health Center, Dining Facility (PLY106):** This unique project brings together the complexity of three separate entities into a single build. As such, diligent planning was required to find the best program and best value in the project. The University will conclude a full feasibility study in August 2022 and will finish the collaborative design build solicitation process in November 2022. Construction will begin on this project Summer 2024 and conclude for Fall 2026.
- Land Acquisitions (PLY108):** The University has made considerable strides to procure real property and we are actively working on how best to deploy this funding under current funding constraints. The University is partnering with the Chancellors Office to explore pathways to enable expeditious acquisitions as the University looks to respond to market conditions and take advantage of real property opportunities. A majority of the properties were initially procured using our Foundation and this funding will go to bring these properties to the State.

FACULTY HIRING AND PROFESSIONAL DEVELOPMENT UPDATE

During the 2021-22 academic year, polytechnic funding was leveraged to support 16 faculty recruitments. As reflected in the table below, the faculty positions are directly aligned to the new polytechnic academic programs launching in Fall 2023, with these hires strategically planned a year ahead of the program launches to support program development and recruitment efforts.

Unit	Position	Status
Library	Sustainability Librarian	Active
Arts, Humanities, & Social Sciences	Geospatial	Filled
Arts, Humanities, & Social Sciences	Cannabis Studies	Filled
Arts, Humanities, & Social Sciences	Engineering & Indigenous Community Practices	Filled
Natural Resources & Sciences	Environmental Resource Engineering	Filled
Natural Resources & Sciences	Computer Science	Filled
Natural Resources & Sciences	Software Engineering	Failed—to run in 22/23
Natural Resources & Sciences	Engineering & Indigenous Community Practices	Filled
Natural Resources & Sciences	Energy Systems Engineering	Filled
Natural Resources & Sciences	Environmental Resource Engineering	Filled
Natural Resources & Sciences	Mechanical Engineering	Filled
Natural Resources & Sciences	Applied Fire Science & Management	Filled
Natural Resources & Sciences	Rangeland Fire	Active
Natural Resources & Sciences	Data Science	Filled
Natural Resources & Sciences	Data Science (Fire)	Failed—to run in 22/23
Natural Resources & Sciences	Geospatial	Filled
Natural Resources & Sciences	Geospatial	Active

To date, Cal Poly Humboldt has hired 12 new tenure-track faculty members using the designated funding, with three additional searches currently active. There are also two searches that had failed searches that will do another search in 2022-23. However, we had a robust cluster hire that yielded several exceptional candidates, resulting in hiring one additional faculty member beyond initial plans. Approximately \$2 million is budgeted for the 15 positions that are filled or active. In addition to the polytechnic-focused faculty hires, an additional 13 faculty were recruited for via Ethnic Studies funding (3) and existing campus resources (10), resulting in 29 faculty recruitments planned last year, of which 22 were successful to date with three pending acceptance. In total, 55% of our new faculty hires are BIPOC, reflecting success with faculty diversification initiatives such as cluster hiring.

In 2021-22, \$150,000 was allocated for professional development for faculty. Investments include membership with National Center for Faculty Development and Diversity to support the success of BIPOC faculty, moving beyond bias training for faculty (and staff), Welcome to Humboldt initiative to connect new faculty to the campus and the community, and allocations to the three colleges to support faculty participation at conferences and with professional organizations. For 2022-23, we plan to expand investments in professional development in the areas of diversity, equity, and inclusion as well as technology and process improvement capacities.

STUDENT RECRUITMENT AND RETENTION UPDATE

Student Recruitment

Student recruitment and outreach is an essential polytechnic investment priority as Cal Poly Humboldt seeks to double enrollment in seven years. The Office of Admissions and Enrollment Management Communications implements this segment of the polytechnic funding and is informed by the work of the Enrollment and Growth Management implementation team. In Year 1, seven strategic areas of spending were identified to impact the enrollment trajectory positively, and current incoming student registration numbers are promising. The following seven categories summarize the activities or efforts made possible with dedicated funding:

► Recruitment Travel

In Year 1, University admissions counselors/recruiters, academic faculty, and student employees took to the road and air to quickly spread the word about the latest news of becoming a polytechnic and drive late applications while setting the stage for the coming Fall 2023 and 2024 admissions cycles. In addition, this influx of dollars allowed the creation of new partnerships with community colleges, high schools, and community-based organizations that would typically not be reached. An additional \$33,000 was utilized towards recruitment travel in the spring.

► Prospect Development and Market Expansion

A crucial part of reaching future enrollment targets was the development of a prospect pool of potential future polytechnic students. The University immediately utilized funding to expand its ability to identify additional prospective students that have shown the greatest likelihood of attending the University for the Fall 2022 admissions cycle. We further positioned ourselves to reach more significant numbers of students for Fall and Spring 2023 and 2024 admissions cycles by utilizing our machine-learning enrollment projection model and collaborating with other partners to expand our reach. The funding has also allowed Humboldt to engage in several additional events and activities, sharing more about its various academic programs and student success efforts with families and influencers of prospective students. A small portion of funds was utilized to support memberships in recruitment associations and marketing tools, along with project management software that helped the success of the initiatives documented above. All of this work translates to approximately \$247,000.

► Marketing and Branding

A digital marketing and brand awareness campaign at various levels is an additional essential element of the University's efforts. The admissions element of this ties directly to the broader University branding effort. The University strategically positions digital marketing campaigns across the State of California to reach various student types where they are on the digital feeds. We utilized the latest techniques in social media marketing and implemented look-a-like campaigns to gain a more significant number of students that are great fits for Cal Poly Humboldt. Additionally, portions of the funding focused on the initial transition of rebranding admission packets, recruitment materials, and various other materials promoting the newest academic programs. An investment of over \$200,000 was spent in Year 1.

► **Student Ambassador Program**

The University student ambassador program model outreaches to our new students. That news of transitioning to a polytechnic has increased the traffic in our visitor center, primarily utilizing well-trained student ambassadors to interact and tour guests around campus. The funding has also provided the ability to hire specific ambassadors representing our three academic colleges—student ambassadors outreach to prospective families and students via phone, text, and social media. Approximately \$65,000 was dedicated to these efforts in Year 1.

► **Partnership and Development**

A primary goal was to begin setting the foundation for efforts to develop local and out-of-area partnerships around improving college access and diversity initiatives aligned with the efforts outlined in the Cal Poly Humboldt prospectus. Funding supported further development of Hispanic serving initiatives across California and efforts around Humboldt First that support local students. A portion of the funding was also directed to staff professional development in critical areas around the visit program, recruitment technology, and recruitment training to support future initiatives and programming. Roughly \$20,000 has supported these efforts.

► **Expanded Recruitment and Yield Events**

The announcement of becoming a polytechnic created opportunities for students to visit campus and for the University to meet families where they are across the State of California. In the spring semester, the Spring Preview Plus Visit Program brought over 100 high-achieving, low-income, and first-generation students from across California. The visit aligned with our regular Spring Preview Admitted Student programming with added workshops and networking opportunities for new students to feel a sense of belonging at Cal Poly Humboldt even before starting their summer break. The funding also allowed the reintroduction of admitted student receptions at various locations to help families with questions and other related topics important to admitted students transitioning successfully to the university. Approximately \$85,000 supported these events this year.

► **Alignment with Academic Programs**

The transition to a polytechnic also included launching new programs that required dedicated outreach and recruitment efforts. These efforts in Year 1 included building out new department landing pages to promote new degrees, such as our new engineering programs. Admissions also collaborated with our academic departments to expand the ability for faculty to travel to identified regions and conferences to support enrollment growth.

The University has seen positive responses to the announcements with a late surge of application submissions, increases in confirmation rate, and projected growth in enrolled students for the Fall 2022 semester.

Student Retention

Cal Poly Humboldt has integrated GI2025 and polytechnic funding investment strategies related to retention and graduation priorities. These priorities include: Increasing advising support for every student; Diversity, equity, and inclusion efforts; Increasing student progress to degree; Redesigning curriculum to support the success of students; and Mental health and basic needs.

► **Increasing Advising Support for Every Student**

The university prioritized working toward a student to professional academic advisor ratio of 1:200 and providing every student with at least three advising touch points to support their success (e.g. faculty advisor, professional advisor, and cultural center advisor). Some examples of these efforts include hiring nine new academic professional advisors, additional cultural center advisors and staff as well as additional RAMP staff. Additionally, the university invested in supporting expansion of Place Based Learning Communities (PBLC) to eventually serve every first year student at Cal Poly Humboldt and plans to expand to transfer students.

► **Diversity, Equity, and Inclusion Efforts**

The university prioritized diversifying the faculty to better match the student body by creating a robust faculty cluster hiring strategy for the AY 2021-22 hiring cycle. This strategy was successful in yielding 55% BIPOC faculty. Additionally, the university increased support for the campus by increasing the Office of Diversity, Equity, and Inclusion staffing capacity and equity fellow funding.

► **Increasing Student Progress to Degree**

The university provided free summer session to all undergraduate students up to six units during Summer 2022. The course offerings were strategic and consisted primarily of courses with high DFW rates and general education courses to target the student completion of 60 units in the first two years. This strategy resulted in an increased summer participation by 900 units over the previous summer.

► **Curricular Redesign**

Academic programs and the Center for Teaching and Learning partnered to launch curricular redesign opportunities for academic departments in an effort to reduce administrative barriers for students and increase student success. Additionally, a strategy to create an Individualized Degree Plan was developed and a program director was hired with a start date of August 2022.

► **Mental Health and Basic Needs**

Funding was allocated for a Basic Needs Coordinator and Student Assistant as well as dedicated funding for the Hotel Voucher program, Emergency Housing, and Oh Snap food program. Funding was also provided to support additional Clinician Positions focusing on serving our BIPOC population, and a new residency program that focuses on social justice and serving URM students.

► **Additional Investments**

Data informed practices are central to our operations at Cal Poly Humboldt and thus enhancing our Data Assessment Capacity by increasing the staffing for Institutional Research, Analytics, and Reporting through 1 FTE and funding Assessment Fellows was critical. Additional funding also went to support technology enhancements leading to registration and advising reports as well as increased funding for High Impact Practices like additional internships and student research assistants.

A significant area of heightened focus with major impact to student recruitment and retention is the availability of student housing both on campus and in the community. The on campus housing waitlist was considerable this summer and we did not experience the summer melt we have historically experienced given very limited housing availability in the community. As such, this summer we master leased a hotel as a stopgap measure to add almost 100 additional beds to meet current student demand.

We are excited about the progress we have made over the past six months and remain steadfast in our dedication to transforming Cal Poly Humboldt into a thriving polytechnic institution.

Again, thank you and your staff for continued support of Cal Poly Humboldt.



Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter,, ASCSU Representative

The first ASCSU plenary of 2022-2023 took place on September 8-9, preceded by standing committee meetings on September 7. The CSU [Board of Trustees](#) meeting will take place September 13-14.

If you have any questions regarding ASCSU activities or the duties of an ASCSU senator, do not hesitate to reach out to me.

These are some major issues that the ASCSU will address in 2022-2023:

AB928 (including Cal-GETC), the systemwide common GE pathway

AB927-Community College Bachelor's Degrees

Title IX and DHR audit

CSU Faculty Salary Study (in conjunction with CFA)

Multi-year Compact between the Newsom Administration and CSU (read [here](#))

Search and appointment of permanent CSU Chancellor

Policy guiding executive searches at the systemwide level

The CSU is in the first stages of an audit of Title IX and Discrimination, Harassment, and Retaliation policies across all 23 campuses. The CSU has employed the institutional change practice of law firm, Cozen O'Connor. The two lead attorneys made presentation and engaged in Q&A for over an hour during the plenary. They both are former sexual-violence prosecutors and seem open to different forms of feedback. The team is scheduled to visit Cal Poly Humboldt on December 6, 7, & 8.

The following resolution received a first reading and passed:

[AS-3565-22/APEP \(First Reading/Waiver\)](#) On the Intersegmental Committee of Academic Senates (ICAS)
Cal-GETC Proposal: Feedback

Note: This resolution charges the University Senate with gathering feedback on the ICAS recommendation regarding the elements of a shared CSU-UC GE pathway for transfer mandated by AB928 (I have included this for your reference).

By October 24, 2022, Cal Poly Humboldt Senate must convey to the ASCSU our recommendation on the ICAS proposal using one of these options:

- a. Support the ICAS Cal-GETC proposal (June 2022)
- b. Recommend specific changes that satisfy the requirements of AB 928, with rationale,
- c. Unable to come to a consensus

The following resolutions were heard in first reading. Please take a look at these and let me know if you have feedback before they are heard in second reading at the November 3-4 plenary.

- [AS-3566-22/AA/FA](#) Considering the Campus Impacts of AB 928
- [AS-3567-22/FGA/AA](#) Clarifying AB 927 in the Event of an Intersegmental Impasse First Reading
- [AS-3568-22/FA](#) The Role of Faculty in Protecting Fair Faculty Workload in the CSU
- [AS-3569-22/APEP](#) On the Intersegmental Committee of Academic Senates Cal-GETC Proposal
- [AS-3570-22/FA](#) Requesting Extension of WSCUC Authorization of Remote Teaching
- [AS-3571-22/APEP](#) Engaging Intersegmental Discussions Regarding College Preparatory Coursework in Mathematics (Area C)
- [AS-3572-22/FA](#) Proclaiming the Personhood and Rights of Women
- [AS-3573-22/AA](#) To Adopt Gender Inclusive-Language and Titles at the California State University (CSU)
- [AS-3574-22/FA](#) Reaffirming the Role of Campus Senates in the California State University (CSU)
- [AS-3575-22/FA](#) Provision of Free Condoms to Students on California State University (CSU) Campuses
- [AS-3576-22/FA](#) Request for Ongoing Accommodations and Flexibility in the Time of COVID-19
- [AS-3577-22/JEDI/FA](#) Support for Evaluating the CSU Course Equity Proposal

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3565-22/APEP
September 8-9, 2022
First Reading/Waiver

**FEEDBACK ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC
SENATES (ICAS) CAL-GETC PROPOSAL**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University
2 (ASCSU) appreciate the time and effort of the CSU faculty in providing
3 feedback on AB 928 last spring that was important to the development of the
4 ICAS Cal-GETC proposal (June 2022); and be it further
- 5 **2. RESOLVED:** That the ASCSU request that each Campus Senate submit feedback to
6 the ASCSU by October 24, 2022, that takes one of the following three positions
7 regarding the ICAS Cal-GETC proposal (June 2022):
 - 8 a. Support the ICAS Cal-GETC proposal (June 2022),
 - 9 b. **Recommend** specific changes that satisfy the requirements of AB 928, with
10 rationale, or
 - 11 c. Unable to come to a consensus; and be it further
- 12 **3. RESOLVED:** That the Executive Committee of the ASCSU compile and distribute to
13 the ASCSU the results of this feedback by October 31, 2022, at 5pm; and be it further
- 14 **4. RESOLVED:** That the ASCSU distribute this resolution by September 16, 2022, to
15 the:
 - 16 • CSU campus Senate Chairs, and
 - 17 • CSU Provosts/Vice Presidents of Academic Affairs.

18 ***RATIONALE:***

19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37

NOTE: add clarity in decision making process. Ensure that the form of feedback collection is clear (i.e., that a survey will be distributed by ASCSU)

Formatted: Font color: Red

NOTE: add clarity in how feedback was used in developing Cal-GETC.

Formatted: Font color: Red

This resolution specifies a particular path for the ASCSU to seek guidance on the acceptance or viable alternatives or modifications to the Intersegmental Committee of Academic Senates (ICAS) recommended California General Education Transfer Curriculum (Cal-GETC) proposal for a “singular lower division general education pathway” to meet the requirements of AB 928.

ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.\(2021-2022\)](#) Specifically, AB 928 required that:

“(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the

38 *California State University, and the California Community Colleges is unable to come to*
39 *agreement on or before May 31, 2023, the respective administrative bodies of those*
40 *segments shall establish a singular lower division general education pathway that meets*
41 *the academic requirements necessary for transfer admission to the California State*
42 *University and the University of California by December 31, 2023.*

43 *(2) Commencing with the fall term of the 2025–26 academic year, the singular lower*
44 *division general education pathway established pursuant to paragraph (1) shall be the*
45 *only lower division general education pathway used to determine academic eligibility and*
46 *sufficient academic preparation for transfer admission to the California State University*
47 *and the University of California.*

48 *(3) The singular lower division general education pathway established pursuant to*
49 *paragraph (1) shall not lengthen the time-to-degree and shall not include more units than*
50 *is required under the Intersegmental General Education Transfer Curriculum on July*
51 *31, 2021.”*

52 *This resolution follows earlier calls for guidance and actions related to establishing the proposal*
53 *for the “singular lower division general education transfer pathway” called for in AB 928.*

54 *Specifically, during February and March of 2022 the ASCSU requested campuses to indicate*
55 *priorities and options for consideration in establishing the recommended pathway. AS-3530-*
56 *22/APEP/AA ([Recommendation for a Singular General Education \(GE\) Transfer](#)*
57 *[Pathway](#)) [March 2022] recommended prioritizing the ‘golden four’ foundational skills and*

58 *competencies required for admission to the CSU. AS-3535-22/APEP (Rev) [Defining the](#)*
59 *[“Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP*
60 *(Rev) [Towards Developing Common Understandings for the Content Areas of the California](#)*
61 *[Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) addressed the need for*
62 *the proposal to go beyond a list of courses and to include both shared definitions of the areas and*
63 *courses comprising the singular pathway and to establish, in advance, the shared-governance*
64 *mechanisms for changes and updates to the singular pathway.*

65 *ICAS, in June of 2022, made a recommendation for a “singular lower division general education*
66 *pathway” pending approval by the three segments¹. Of note, the Cal-GETC package does*
67 *include oral communication but excludes the IGETC requirement of a language other than*
68 *English. The essence of the proposal, relative to CSU GE is:*

69 *i) a reduction of 5 units (mandated by AB 928),*
70 *ii) loss of 3 of the 9 units of area C (Humanities and Arts),*
71 *iii) loss of 3 of the 3 units of Area E (lifelong learning),*
72 *iv) the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
73 *v) defining critical thinking to be writing intensive, and*

¹ *Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved “singular lower division general education transfer pathway”*

74 vi) *defining oral communication in a manner that focusses on content (vs. skill*
75 *development).*

76

77

78

79

80

81

82

In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B4 – 1 course: Mathematics/ Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)		
5	5A	Physical Science	1 course (3 units)		Area B – 3 courses (4 courses if

	5B	Biological Science	1 course (3 units)	Physical & Biological Sciences	independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3566-22/AA
September 8-9, 2022
First Reading/Waiver

CONSIDERING THE CAMPUS IMPACTS OF AB 928

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 request that the twenty-three California State University (CSU) Campus senates, in
3 consultation and conversation with relevant constituencies (e.g., General Education
4 committees, department chairs, chairs of curriculum committees) debate the
5 following:
- 6 a. The implications of aligning CSU General Education (GE) with California
7 General Education Transfer Curriculum (Cal-GETC).
8 b. How might programs and campuses use the 5/6 units released from CSU
9 GE to serve the educational interests of our students, should alignment be
10 required.
- 11 ; and be it further
- 12 **2. RESOLVED:** That the ASCSU request that the Senate chairs provide a summary of
13 any discussion on these questions to the ASCSU by the end of the fall semester; and
14 be it further
- 15 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 16 • CSU Chancellor,
17 • CSU campus Senate Chairs,
18 • CSU campus Senate Executive Committees,

- 19 • CSU Provosts/Vice Presidents of Academic Affairs,
- 20 • California State Student Association (CSSA), and the
- 21 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

22 ***RATIONALE:** AB 928 requires a unified transfer pathway from the California Community*
23 *Colleges (CCC) to campuses in either the University of California (UC) or the CSU. The new*
24 *pathway suggested by the Intersegmental Committee of the Academic Senates (ICAS) in May*
25 *comprises 34 units (including a lab); this contrasts with the 39 (or 40 with an optional lab)*
26 *units of lower division GE that CSU students take, per Title 5. The new transfer pathway*
27 *agreed by ICAS (called “Cal-GETC”) must still be approved by the Academic Senates of the*
28 *three systems. If the segments recommend and ICAS approves the Cal-GETC pattern, which -*
29 *per AB928 - they must do by May 2023, the pattern is adopted. If ICAS fails to make a*
30 *recommendation by May 2023, then the task of defining the transfer curriculum falls to the*
31 *administrations of the three system offices.*

32 *The CSU Chancellor’s Office is proposing to ask the BoT to amend Title 5 to align CSU lower*
33 *division GE with the new Cal-GETC pattern. This would reduce CSU lower division GE by*
34 *five or six units which has several implications and questions that require careful consideration by*
35 *the CSU faculty, namely:*

- 36 • *The implications of the 3-unit reduction in Area C and a 3-unit reduction by the*
37 *elimination of Area E from CSU GE.*

- 38 • *The issue of how to use the additional lower division units that would no longer be*
39 *required for GE if Cal-GETC is adopted and CSU GE is aligned with it:*
- 40 ○ *campuses may choose to allow each program to add “preparation for the major”*
41 *required courses;*
 - 42 ○ *campuses may require all their students to complete a course (or courses) as a*
43 *graduation requirement.*

44 *The implications of the potential alignment of CSU GE with Cal-GETC require careful*
45 *consideration by the faculty and debate in the faculty senates. Since under Higher education*
46 *employer-employee relations act (HEERA), curriculum is the purview of the faculty, these are*
47 *issues that the faculty needs to debate and ultimately take a position on. This resolution calls for*
48 *that process of faculty consultation and engagement to deal with these issues.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3567-22/FGA
September 8-9, 2022
First Reading

CLARIFYING AB 927 IN THE EVENT OF AN INTERSEGMENTAL IMPASSE

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 urge the California State Legislature to amend AB 927 by appending this or equivalent
3 language to Section 78042 of the Education Code (i) (5) such that it shall read:
4 “The written agreement required between the objecting segment and the
5 Chancellor of the California Community Colleges shall address, at a minimum,
6 whether each of the elements of the original objection addressed in paragraph (4)
7 has been resolved. The Community Colleges may not proceed to offer the
8 proposed program(s) about which objections have been made unless or until the
9 objecting segment’s concerns have addressed to the satisfaction of the objecting
10 segment”,
11 ; and be it further
- 12 **2. RESOLVED:** That the ASCSU requests the Chancellor’s Office support this request
13 by advocating for such amendment with the Legislature, and be it further
- 14 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
15 • CSU Chancellor,
16 • CSU Executive Vice Chancellor of Academic Affairs,
17 • CSU Executive Vice Chancellor Chief Financial Officer,

- 18 • CSU campus Senate Chairs,
- 19 • CSU campus Senate Executive Committees,
- 20 • CSU Provosts/Vice Presidents of Academic Affairs,
- 21 • California State Student Association (CSSA),
- 22 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 23 • California Community Colleges' Board of Governors,
- 24 • University of California Board of Regents,
- 25 • Assemblymember Medina,
- 26 • Senator Leyva,
- 27 • Senate President pro tem, and the
- 28 • Speaker of the Assembly.

29 ***RATIONALE:** AB 927, passed into law in 2021, amends Section 78042 of the California*
30 *Code of Education. It permits California Community Colleges (CCC) to offer four-year*
31 *baccalaureate programs if these are not duplicative of programs already offered or under*
32 *consideration at the California State University (CSU) or the University of California (UC).*

33 *Section 78042 (i) sets out an intersegmental process by which the CCCs requesting authorization*
34 *to implement the proposed program must consult with and seek agreement from the two other*
35 *segments - the CSU and the UC.*

36 *However, Section 78042 (i) (5) which comes into play when the CSU or the UC raise an*
37 *objection to one or more of the proposed programs, states "The written agreement established*
38 *between the objecting segment and the Chancellor of the California Community Colleges shall*

39 *address, at a minimum, whether each of the elements of the original objection addressed in*
40 *paragraph (4) have been resolved". While ostensibly it may appear that this requires*
41 *intersegmental agreement with respect to the curricular consents of the proposal course(s), it could*
42 *be read as simply requiring that the two segments agree to disagree. In that case the law is silent*
43 *on whether an agreement to disagree bars the Community Colleges from proceeding or not. Indeed,*
44 *the law is also silent on what happens should this agreement not be reached; if the proposing and*
45 *objecting segments cannot and do not agree as stipulated in 78042 (i) (5), are the CCCs entitled*
46 *to offer the proposed programs or not? It is that ambiguity that this resolution is calling on the*
47 *legislature to clarify by amendment*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3568-22/FA
September 8-9, 2022
First Reading

**THE ROLE OF FACULTY IN PROTECTING FAIR FACULTY WORKLOAD IN
THE CSU**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the importance of fair faculty workload for the quality of faculty work in
3 the CSU, including quality of instruction, mentoring, and advising of our students;
4 and be it further

- 5 **2. RESOLVED:** That the ASCSU recognize the role of faculty themselves in maintaining
6 fair faculty workload in the CSU; and be it further

- 7 **3. RESOLVED:** That the ASCSU recognize that reassigned units provided for vital
8 faculty work (including supervision of student research and scholarly activities,
9 academic advising, coordination of programs, roles in shared governance) are
10 necessary to support fair faculty workload and quality of faculty work; and be it
11 further

- 12 **4. RESOLVED:** That the ASCSU encourage CSU faculty on all campuses to request and
13 use reassigned units for which they are eligible, based on the Collective Bargaining
14 Agreement (CBA) and campus policies and practices; and be it further

- 15 **5. RESOLVED:** That the ASCSU discourage CSU faculty from volunteering for work
16 for which reassigned units are provided by their campus administration, recognizing

17 that it is detrimental to quality of education in the CSU, a violation of the Collective
18 Bargaining Agreement, and a violation of the *Fair Labor Standards Act* to volunteer for
19 one's own job; and be it further

20 6. **RESOLVED:** That the ASCSU discourage CSU faculty from working overload units
21 for which they are not compensated or for which they are relinquishing compensation
22 in any academic term for any role or task; and be it further

23 7. **RESOLVED:** That the ASCSU acknowledge that when faculty are not compensated
24 for their work, when faculty volunteer for their work, and when faculty relinquish
25 units fairly provided for their work, "past practice" within the CSU is established,
26 which endangers fair workload for other faculty contemporaneously and into the
27 future, and undermines the integrity of faculty work and our profession; and be it
28 further

29 8. **RESOLVED:** That the ASCSU itself will follow fair workload practices and avoid
30 allowing CSU faculty to participate in roles or work for which they are relinquishing
31 compensation; and be it further

32 9. **RESOLVED:** That the ASCSU strongly urge Academic Senates on all CSU campuses
33 to communicate the important role of faculty in maintaining a fair workload for all
34 faculty and discourage their campus faculty from relinquishing units and volunteering
35 for their work; and be it further

36 **10. RESOLVED:** That the ASCSU distribute this resolution to the:

- 37 • CSU Board of Trustees,
- 38 • CSU Office of the Chancellor,
- 39 • California Faculty Association (CFA),
- 40 • CSU campus Presidents,
- 41 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 42 • CSU campus Offices of Faculty Affairs,
- 43 • CSU campus Offices of Human Resources Management,
- 44 • CSU campus Senate Chairs,
- 45 • California State Student Association (CSSA), and the
- 46 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

47 ***RATIONALE:** The Collective Bargaining Agreement (CBA) is the governing document on*
48 *faculty workload. Across the CSU, faculty are currently compensated for teaching courses with*
49 *enrollments specified clearly in EP&R 76-36 (contained in the CBA in Appendix H in the*
50 *Memorandum of Understanding “Article 20 Changes”) and/or in campus approved course*
51 *proposals. Across the CSU, faculty are currently compensated with units for a wide variety of*
52 *work activities, including supervision of student research and scholarly activities, student advising,*
53 *coordinating/directing graduate programs, roles in shared governance, and other duties. When*
54 *faculty relinquish reassigned units that have previously been provided for faculty work outside the*
55 *classroom, that behavior suggests those units are not necessary, thus undermining provision of*
56 *those units to other faculty members contemporaneously and in the future. In addition, any time a*
57 *faculty person works overload (through increasing class enrollments, supervising student*

58 *scholarly/ creative activities, taking on other duties) without compensation, it establishes “past*
59 *practice” in the institution which can then justify maintaining this work as uncompensated.*
60 *Faculty in the CSU may not realize that taking on additional course enrollments without*
61 *compensation or relinquishing reassigned units endangers fair workload for everyone. Junior*
62 *faculty and lecturer faculty are particularly likely to be exploited and not provided fair*
63 *compensation for overload work. It is also a violation of CSU policy for faculty to volunteer to*
64 *take on additional duties related to their primary job for which they could be paid. Each and*
65 *every faculty person is responsible for preserving fair workload for faculty with their own CSU*
66 *campus and across the CSU system.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3569-22/APEP
September 8-9, 2022
First Reading

**ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES (ICAS)
CAL-GETC PROPOSAL: ACTION**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 [ADOPT / FAIL TO ADOPT] the California General Education Transfer
3 Curriculum (Cal-GETC) proposal recommended by ICAS for consideration at its
4 June 1, 2022, meeting; and be it further
- 5 **2. RESOLVED:** That the ASCSU distribute this resolution to the:
- 6 • Intersegmental Council of Academic Senates (ICAS),
 - 7 • CSU Chancellor, and
 - 8 • CSU Campus Senate Chairs.

9 ***RATIONALE:** This resolution acts as the mechanism by which the ASCSU communicates its*
10 *preferred disposition of the Cal-GETC proposal of the Intersegmental Committee of Academic*
11 *Senates (ICAS) as the “singular lower division general education pathway” to meet the*
12 *requirements of AB 928.*

13 *ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for*
14 *consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student](#)*
15 *[Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental](#)*
16 *[Implementation Committee.\(2021-2022\)](#). Specifically, AB 928 required that:*

17 “(1) On or before May 31, 2023, the Intersegmental Committee of the Academic
18 Senates of the University of California, the California State University, and the
19 California Community Colleges shall establish a singular lower division general
20 education pathway that meets the academic requirements necessary for transfer admission
21 to both the California State University and University of California. If the
22 Intersegmental Committee of the Academic Senates of the University of California, the
23 California State University, and the California Community Colleges is unable to come to
24 agreement on or before May 31, 2023, the respective administrative bodies of those
25 segments shall establish a singular lower-division general education pathway that meets
26 the academic requirements necessary for transfer admission to the California State
27 University and the University of California by December 31, 2023.

28 (2) Commencing with the fall term of the 2025–26 academic year, the singular lower
29 division general education pathway established pursuant to paragraph (1) shall be the
30 only lower division general education pathway used to determine academic eligibility and
31 sufficient academic preparation for transfer admission to the California State University
32 and the University of California.

33 (3) The singular lower division general education pathway established pursuant to
34 paragraph (1) shall not lengthen the time-to-degree and shall not include more units than
35 is required under the Intersegmental General Education Transfer Curriculum on July
36 31, 2021.”

37 *This resolution follows earlier calls for guidance and actions related to establishing the proposal*
38 *for the “singular lower division general education transfer pathway” called for in AB 928.*
39 *Specifically, during February and March of 2022 the ASCSU requested campuses to indicate*
40 *priorities and options for consideration in establishing the recommended pathway. AS-3530-*
41 *22/APEP/AA [Recommendation for a Singular General Education \(GE\) Transfer Pathway](#)*
42 *[March 2022] recommended prioritizing the ‘golden four’ foundational skills and competencies*
43 *required for admission to the CSU. AS-3535-22/APEP (Rev) [March 2022] [Defining the](#)*
44 *[“Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP*
45 *(Rev) [Towards Developing Common Understandings for the Content Areas of the California](#)*
46 *[Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) [March 2022]*
47 *addressed the need for the proposal to go beyond a list of courses and to include both shared*
48 *definitions of the areas and courses comprising the singular pathway and to establish, in advance,*
49 *the shared-governance mechanisms for changes and updates to the singular pathway. The*
50 *intended action of this resolution follows the request for campus feedback contained in AS-3565-*
51 *22/APEP (On the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC*
52 *proposal: Feedback) [September 2022].*
53 *ICAS, in June of 2022, made a recommendation for a “singular lower division general education*
54 *pathway” pending approval by the three segments¹. Of note, the Cal-GETC package does*

¹ Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any

- 55 *include oral communication but excludes the Intersegmental General Education Transfer*
56 *Curriculum (IGETC) requirement of a language other than English. The essence of the*
57 *proposal, relative to CSU General Education (GE) is:*
- 58 *i. a reduction of 5 units (mandated by AB 928),*
 - 59 *ii. loss of 3 of the 9 units of area C (Humanities and Arts),*
 - 60 *iii. loss of 3 of the 3 units of Area E (lifelong learning),*
 - 61 *iv. the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
 - 62 *v. defining critical thinking to be writing intensive, and*
 - 63 *vi. defining oral communication in a manner that focusses on content (vs. skill development).*

subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved “singular lower division general education transfer pathway”

64

In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course <i>(3 units)</i>	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course <i>(3 units)</i>		
	1C*	Oral Communication (*currently CSU only)	1 course <i>(3 units)</i>		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course <i>(3 units)</i>	1 mathematical concepts course	Area B4 – 1 course: Mathematics/Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses <i>(6 units)</i>	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences Physical & Biological Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses <i>(6 units)</i>		Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course <i>(3 units)</i>		Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course <i>(3 units)</i>		
	5C	Laboratory (for Bio/Phys Sci course)	<i>(1 unit)</i>		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course <i>(3 units)</i>		Area F – 1 course Ethnic Studies
TOTAL			11 courses <i>34 units</i>	7 courses	13 courses

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3570-22/FA
September 8-9, 2022
First Reading

**REQUESTING EXTENSION OF WSCUC AUTHORIZATION OF REMOTE
TEACHING**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize that remote instruction has been vital in keeping CSU faculty and students
3 in safer environments during the COVID-19 pandemic; and be it further
- 4 **2. RESOLVED:** That the ASCSU recognize that the threat of COVID-19 remains in the
5 United States and in California, as infections, hospitalizations, and deaths continue
6 and are increasing in some regions despite growing vaccination rates; and be it further
- 7 **3. RESOLVED:** That the ASCSU recognize that COVID-19 will likely still be a threat to
8 the health of CSU faculty and students in Spring, 2023; and be it further
- 9 **4. RESOLVED:** That the ASCSU strongly urge the Chancellor’s Office to seek from the
10 WASC Senior College and University Commission (WSCUC) authorization of remote
11 teaching for the CSU system for the Spring, 2023 academic term; and be it further
- 12 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
13 • CSU Board of Trustees,
14 • CSU Office of the Chancellor,
15 • California Faculty Association (CFA),
16 • California State Student Association (CSSA),
17 • CSU campus Provosts,

- 18 • CSU campus Presidents,
- 19 • CSU campus Senate Chairs, and the
- 20 • Emerti and Retired Faculty & Staff Association (ERFSA).

21 ***RATIONALE:*** *The various variants of COVID-19 virus are highly contagious. Although the*
22 *CSU has mandated vaccines, exceptions are still allowed and unvaccinated people are and will be*
23 *present on CSU campuses. People are still getting sick, being hospitalized, and dying from*
24 *COVID-19, including vaccinated people. Long-term negative effects of COVID-19 are*
25 *increasingly found, especially negative effects of having COVID-19 more than once. Although it*
26 *is not ideal, remote teaching and learning (meeting virtually for class meetings through Zoom or*
27 *other means) has allowed CSU instruction to continue throughout the pandemic and provides an*
28 *extremely safe, 0% contagion environment for instruction for faculty and students. As the*
29 *uncertainty surrounding COVID-19 and what will happen in 2023 remains, it is likely that*
30 *some degree of remote teaching will continue in the CSU in 2023. WSCUC authorization of*
31 *remote teaching is important for accreditation and continuing quality of instruction within the*
32 *CSU.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3571-22/APEP
September 8-9, 2022
First Reading

**ENGAGING INTERSEGMENTAL DISCUSSIONS REGARDING COLLEGE
PREPARATORY COURSEWORK IN MATHEMATICS (AREA C)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recommends to the CSU Math Council the formation of an ad hoc committee
3 consisting of faculty and, as appropriate, staff and administrators, to engage - in the
4 2022-23 Academic Year - with the appropriate leadership of the University of
5 California (UC) and the California Community Colleges (CCC) to review recent
6 changes to the UC Area C mathematics standards and the courses subsequently
7 approved that validate or replace Common Core Algebra 2 or Integrated Mathematics
8 III; and be it further
- 9 **2. RESOLVED:** That the ASCSU requests a report from the Math Council on progress
10 made on this issue by May 1, 2023; and be it further
- 11 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 12 • CSU Chancellor,
 - 13 • CSU Math Council,
 - 14 • Academic Senate for the California Community Colleges,
 - 15 • Academic Senate of the University of California,
 - 16 • The California Intersegmental Committee of the Academic Senates (ICAS), and
 - 17 the

- 18 • University of California Board of Admissions and Relations with Schools
19 (BOARS).

20 ***RATIONALE:*** [AS-3161-14/APEP \(Rev\)](#) called for the adoption of the language of the
21 *Common Core State Standards in defining college readiness. These standards also form the*
22 *foundation of the expectations of the Smarter Balanced Assessment Consortium (SBAC). The*
23 *SBAC includes the mathematics components of the 11th grade California Assessment of Student*
24 *Performance and Progress ([CAASPP](#)). The CSU has long accepted mathematics proficiency on*
25 *these assessments as a proxy for readiness for college level mathematics. The CSU has a vested*
26 *interest in the success of high school students on this assessment. This resolution expresses concern*
27 *that changes to the CSU/UC A-G college preparation standards should not diminish the*
28 *specific foundational mathematics content of the [California Common Core State Standards in](#)*
29 *[Mathematics](#) (CCCSSM) that form the foundation of the 11th grade testing. Recent changes to*
30 *the UC standards for Area C coursework are too ambiguous and school districts have begun*
31 *submitting coursework alternative to Common Core Algebra 2 and Integrated Mathematics III*
32 *that do not address the range of standards expected for college and career readiness. For example,*
33 *the Los Angeles Unified School District has received approval for their “[Introduction to Data](#)*
34 *[Science](#)” as an alternative to Common Core Algebra 2 and Integrated Mathematics III. This*
35 *IDS curriculum only addresses CCCSSM [statistics standards](#) and therefore it likely represents*
36 *inadequate preparation for college and career readiness as defined by the CSU, the CCCSSM,*
37 *and the [Statement on Competencies in Mathematics Expected of Entering College Students](#)*
38 *adopted by the Intersegmental Committee of Academic Senates (ICAS). This alternative*

39 *curriculum also puts these students at risk relative to their 11th grade CAASPP testing in*
40 *mathematics. This in turn threatens to increase the number of students entering the CSU who are*
41 *identified as needing extra support to succeed in General Education Area B4 coursework,*
42 *increasing the costs to the CSU for that required extra support. The CSU must do what it can*
43 *to ensure that A-G college preparatory coursework approved by the UC properly meets college*
44 *and career readiness expectations of the CCCSSM.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3572-22/FA
September 8-9, 2022
First Reading

PROCLAIMING THE PERSONHOOD AND RIGHTS OF WOMEN

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 proclaim that girls and women have personhood, the state or fact of being an
3 individual, having human characteristics and feelings, including self-awareness and
4 abilities of reason and reflection; and be it further
- 5 **2. RESOLVED:** That the ASCSU proclaim that girls and women are full and equal
6 human beings, with rights equal to those of boys and men under the law; and be it
7 further
- 8 **3. RESOLVED:** That the ASCSU proclaim that as indicated in the Declaration of
9 Independence, girls and women have certain inalienable rights, including rights to life,
10 liberty, and pursuit of happiness; and be it further
- 11 **4. RESOLVED:** That the ASCSU assert that forcing girls and women into life-
12 threatening pregnancy and childbirth, violates their right to bodily autonomy,
13 endangers the physical health of girls and women and violates the right to life; and be
14 it further
- 15 **5. RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
16 and childbirth violates the right to liberty, the right to be free from oppressive

17 restrictions on one's way of life, beliefs, or behaviors imposed by authority; and be it
18 further

19 6. **RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
20 and childbirth endangers the psychological health and well-being of those people and
21 violates the right to the pursuit of happiness, the right to live one's life in a way that
22 brings one joy; and be it further

23 7. **RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
24 and childbirth is associated with generational poverty, affecting single women and
25 their children more than any other group on the planet and across history; and be it
26 further

27 8. **RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
28 and childbirth is associated with low educational attainment by girls and women; and
29 be it further

30 9. **RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
31 and childbirth is associated with numerous negative outcomes that are most
32 negatively impactful for girls and women who are members of historically oppressed,
33 exploited, and marginalized groups (biracial people and people of color, people living
34 in poverty, LGBTQ+ people), especially those people experiencing intersectionality
35 of these group memberships; and be it further

36 **10. RESOLVED:** That the ASCSU recognize and affirm the designation of forced
37 pregnancy as a *crime against humanity* by the United Nations; and be it further

38 **11. RESOLVED:** That the ASCSU assert that access to safe, legal abortion is a
39 Constitutional right in the United States and essential to girls' and women's health
40 and well-being all over the world; and be it further

41 **12. RESOLVED:** That the ASCSU distribute this resolution to the:

- 42 • Honorable Gavin Newsom, Governor of the State of California,
- 43 • Members of the U.S. Congress representing California,
- 44 • Members of the California Assembly and Senate,
- 45 • CSU Board of Trustees,
- 46 • CSU Office of the Chancellor,
- 47 • California Faculty Association (CFA),
- 48 • CSU campus Presidents,
- 49 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 50 • CSU campus Senate Chairs,
- 51 • Directors of CSU Student Health Centers,
- 52 • CSU College Deans,
- 53 • California State Student Association (CSSA), and the
- 54 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

55 ***RATIONALE:*** *There are various definitions of personhood, all of which revolve around the*
56 *experiences of consciousness and self-awareness, and the ability to reason. Like other people, girls*
57 *and women have personhood; fetuses, embryos, and zygotes do not. Self-awareness (the ability to*

58 *turn consciousness back toward itself and examine oneself as an object of attention) develops*
59 *around age two years in most human beings (Kagan, 1984; Lewis, 1992). The U.S.*
60 *Constitution in the 14th Amendment indicates that personhood is the status of being a human*
61 *being or legal entity with some or all Constitutional rights and occurs when a person is born*
62 *(Datiles, 2010). Personhood as defined by legal experts means “a person who can sue and be*
63 *sued, own property, and enter into contracts” (https://www.law.cornell.edu/wex/legal_person).*
64 *Under Roe v. Wade, the U.S. Supreme Court indicated that fetuses are not persons entitled to*
65 *rights under the 14th Amendment. The U.S. Constitution states that all people are equal under*
66 *the law in the 14th Amendment; since men can never be pregnant (except transgender men), and*
67 *since the bodily autonomy of men is not compromised or threatened by any laws, laws preventing*
68 *access to safe legal abortion treat girls and women very differently than they treat boys and men.*
69 *Pregnancy and childbirth are leading causes of death for girls and women all over the world,*
70 *especially for poor girls and women (World Health Organization, 2010). Pregnant women are*
71 *particularly vulnerable to physical attack, including from intimate partners and those men*
72 *responsible for fetuses (Curry, 1998; Gelles, 1988; Kaslow & Thompson 2008. Forcing a*
73 *person to risk their life against their will, and to compromise their lives and their way of being, is*
74 *the essence of oppression and a violation of the right to liberty and pursuit of happiness. Girls and*
75 *women who go through unplanned pregnancies are unlikely to pursue higher education (Craig,*
76 *2002; Gray & Chapman, 2001) and are likely to live in poverty for the rest of their lives, as*
77 *are their children (Hoffman, 2006; U.S. Congress, Ways and Means Committee, 2004). All of*
78 *the negative effects of lack of access to reproductive health care and safe legal abortion are most*

79 *detrimental to girls and women living in poverty and who are members of historically*
80 *marginalized, oppressed, and underrepresented groups (Hankivsky, 2012; McGibbon, 2016;*
81 *Weber & Parra-Medina, 2003). Indeed, forced pregnancy is so inhumane and so disregarding of*
82 *girls' and women's bodily autonomy that the United Nations has identified forced pregnancy as a*
83 *crime against humanity ([https://www.un.org/en/genocideprevention/](https://www.un.org/en/genocideprevention/ Crimes-against-humanity.shtml)*
84 *[Crimes-against-](https://www.un.org/en/genocideprevention/ Crimes-against-humanity.shtml)*
85 *[humanity.shtml](https://www.un.org/en/genocideprevention/ Crimes-against-humanity.shtml)). The CSU is already charged to protect our students' rights to medical abortion*
through State Bill 24 (<https://openstates.org/ca/bills/20192020/SB24>).

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3573-22/AA
September 8-9, 2022
First Reading

**TO ADOPT GENDER INCLUSIVE-LANGUAGE AND TITLES AT THE
CALIFORNIA STATE UNIVERSITY**

- 1 **1. RESOLVED:** The Academic Senate of the California State University (ASCSU)
2 recommend the adoption of gender-inclusive terms such as “first-year student” (or
3 “first-time, first-year student”) and “upper-level student,” instead of gender-based
4 terms such as “freshman” and “upperclassman” respectively in university records,
5 materials, communications, and processes; and be it further,
- 6 **2. RESOLVED:** The ASCSU recommend that communications from the California State
7 University (CSU), including from the system, CSU campuses, academic and other
8 units adopt the use of gender-inclusive language; and be it further,
- 9 **3. RESOLVED:** The ASCSU recommend that communications from the California State
10 University (CSU), including from the system, CSU campuses, academic and other
11 units adopt the use of gender-inclusive language; and be it further,
- 12 **4. RESOLVED:** The ASCSU along with the CSU Chancellor’s Office support broader
13 efforts for adoption of gender-inclusive language and titles in the CSU, such as
14 “Chair”, “Spokesperson,” Administrative Assistant” and “Supervisor” in official
15 communications and meetings; and be it further,
- 16 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
17 • CSU Board of Trustees,
18 • CSU Chancellor,

- 19 • CSU Campus Presidents,
- 20 • CSU Campus Provosts and Vice Presidents of Academic Affairs,
- 21 • CSU Vice Presidents of Student Affairs,
- 22 • CSU Campus Senate Chairs,
- 23 • Academic Senate of the University of California,
- 24 • Academic Senate of the California Community Colleges,
- 25 • California State Student Association (CSSA),
- 26 • California Faculty Association (CFA), and the
- 27 • CSU Emeriti Retired Faculty & Staff Association (CSU-ERFSA).

28 ***RATIONALE:*** *The CSU is committed to fostering a vibrant community of diverse students,*
29 *faculty, staff, and administrators focused on student success which includes a commitment to*
30 *achieving inclusive excellence for all its students.*

31 *Studies have shown that gender-inclusive language positively impacts women and non-binary*
32 *people, while having no negative impacts on men (Kleinman, 2002; McConnell & Fazio, 1996;*
33 *Moulton et al. 1978¹).*

34 *California has the highest population of lesbian, gay, bisexual, and transgender (LGBTQ)*
35 *people in the United States, and CSU respects gender and sexual diversity.*

36 *The use of gendered terms such as “freshman” or “chairman” reflect outdated gender stereotypes,*
37 *inequalities, and patterns of participation in college life, the elimination of which*

¹ Kleinman, S. 2002. *Why sexist language matters. Qualitative Sociology, 25: 299-304; McConnell, A.R. and Fazio, R.H. 1996. Women as men and people: Effects of gender-marked language. Personality and Social Psychology Bulletin, 22: 1004-1013; Moulton, J., Robinson, G.M. and Elias, C. 1978. Sex bias in language use: “Neutral” pronouns that aren’t. American Psychologist, 33: 1032*

38 *(from communications, campus policies, documents, reports, webpages, press materials, recruiting*
39 *materials, flyers etc.) would help foster an inclusive environment for gender-expansive students,*
40 *faculty, and staff.*

41 *Gender-inclusive language and terms have been implemented in multiple universities such as*
42 *CSU Long Beach, California State Polytechnic University - Pomona, the State University of*
43 *New York, Elon University, Texas Tech University, the University of Oklahoma, and Yale*
44 *University. Many more universities continue to adopt and implement gender neutral language.*
45 *The CSU is the largest public higher education system in the US and should lead the way in*
46 *adopting gender inclusive language.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3574-22/FA
September 8-9, 2022
First Reading

**REAFFIRMING THE ROLE OF CAMPUS SENATES IN THE CALIFORNIA STATE
UNIVERSITY (CSU)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize and affirm the role of campus Academic Senates in creating campus
3 policies and procedures; and be it further
- 4 **2. RESOLVED:** That the ASCSU recognize and affirm that campus Academic Senates
5 and subcommittees of the Senate may modify and create campus policies that are
6 consistent with, and which complement the Collective Bargaining Agreement (CBA);
7 and be it further
- 8 **3. RESOLVED:** That the ASCSU assert that claims that campus Academic Senates may
9 not create or address policies that include items bargained between the CSU and the
10 California Faculty Association (CFA) are false and without any legal or other
11 foundational basis; and be it further
- 12 **4. RESOLVED:** That the ASCSU urge the CSU Chancellor's Office to recognize the
13 rights and responsibilities of campus Academic Senates and their vital role in shared
14 governance, including creating and modifying policies that are consistent with and
15 which complement the Collective Bargaining Agreement; and be it further

16 5. **RESOLVED:** That the ASCSU urge campus Presidents to support the role of campus
17 Academic Senates, including their right to create and modify policies on items that are
18 also addressed in the Collective Bargaining Agreement; and be it further

19 6. **RESOLVED:** That the ASCSU distribute this resolution to the:

- 20 • CSU Board of Trustees,
- 21 • CSU Office of the Chancellor,
- 22 • CSU General Counsel,
- 23 • California Faculty Association (CFA),
- 24 • CSU campus Presidents,
- 25 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 26 • CSU campus Offices of Faculty Affairs,
- 27 • CSU campus Offices of University Counsel,
- 28 • CSU campus Senate Chairs,
- 29 • California State Student Association (CSSA), and the
- 30 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

31 ***RATIONALE:** Academic Senates on every CSU campus have created campus policies that*
32 *address items included in the terms and conditions of employment that are bargained for between*
33 *the CSU and the California Faculty Association (CFA) and that are contained in the*
34 *Collective Bargaining Agreement. It is disingenuous and entirely false to presume or to assert that*
35 *the Academic Senates (and their subcommittees) have no right to create policies addressing faculty*
36 *working conditions, including issues addressed in the Collective Bargaining Agreement. While*
37 *campus policies must be consistent with the Contract, there are no prohibitions contained therein*

38 *or anywhere else to indicate that Academic Senates cannot create policies that address issues that*
39 *are bargained for between the CSU and the CFA. The American Association of University*
40 *Professors (AAUP) emphasizes the importance of shared governance and participation in it as*
41 *essential to the role of university faculty and maintaining quality of higher education*
42 *(<https://www.aaup.org/our-programs/shared-governance>). WASC Senior College and*
43 *University Commission (WSCUC) emphasizes the importance of shared governance in*
44 *accreditation of the CSU campuses, including maintaining and honoring clear policies on faculty*
45 *governance ([https://changinghigher.com/wp-content/uploads/2021/12/TCL-Board-Duties-](https://changinghigher.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-WSCUC-Accreditation.pdf)*
46 *[and-WSCUC-Accreditation.pdf](https://changinghigher.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-WSCUC-Accreditation.pdf)). Campus administrators who attempt to destroy shared*
47 *governance on their campus by making such claims are acting dishonestly and in bad faith.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3575-22/FA
September 8-9, 2022
First Reading

**PROVISION OF FREE CONDOMS TO STUDENTS ON CALIFORNIA STATE
UNIVERSITY (CSU) CAMPUSES**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the low cost, ease of use, and effectiveness of condoms in preventing
3 sexually transmitted infections and diseases as well as unwanted pregnancies; and be it
4 further
- 5 **2. RESOLVED:** That the ASCSU recommend that each CSU campus provide free
6 condoms to students on campus, as well as information about use and effectiveness
7 of condoms; and be it further
- 8 **3. RESOLVED:** That the ASCSU recommend that each CSU campus make condoms
9 easily accessible by providing them in multiple locations on campus, perhaps
10 including Student Health Centers, all restrooms, basic needs distribution sites, and
11 other locations; and be it further
- 12 **4. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office and each CSU
13 campus to devote sufficient resources to the development and support of providing
14 free condoms to CSU students; and be it further
- 15 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
16 • Governor's Office of the State of California,
17 • California State Legislators, Senate and Assembly,

- 18 • California Assembly Committee on Higher Education,
- 19 • California Senate Committee on Education,
- 20 • Director - California Department of Health and Human Services,
- 21 • CSU Board of Trustees,
- 22 • CSU Office of the Chancellor,
- 23 • California Faculty Association (CFA),
- 24 • California State Student Association (CSSA),
- 25 • CSU campus Presidents,
- 26 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 27 • CSU Student Health Center Directors,
- 28 • CSU campus Dean of Students/Student Services offices,
- 29 • CSU campus Senate Chairs, and the
- 30 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

31 ***RATIONALE:** Correct use of condoms effectively prevents pregnancy, and is the best and*
32 *besides abstinence, the only way to prevent the spread of sexually transmitted infections and*
33 *diseases (U.S. Food and Drug Administration, 2018). Condom use is especially important for*
34 *young adults, who are more likely to engage in casual sex and less likely to be in monogamous*
35 *relationships compared to older adults (England, Shafer, & Fogarty, 2008; Hamilton &*
36 *Armstrong, 2009; Planned Parenthood, 2018). Among available contraception methods,*
37 *condoms are the cheapest and easiest, with the fewest side effects. Given the California State*
38 *requirement that CSU campus Student Health Centers provide medication abortion services to*
39 *students (State Bill 24), preventing the need for such services with easily accessed, effective birth*
40 *and disease control is safer and more cost effective. In addition, accessibility of condoms will reduce*

41 *the spread of sexually transmitted infections and diseases, the treatment of which is costly to*
42 *students and campus Student Health Centers. Our female students suffer greatly from unwanted*
43 *pregnancies, which can derail their education and endanger their health and well-being. Provision*
44 *of accurate information about condom use and effectiveness, and the primary responsibility of*
45 *young men to control their semen to prevent unwanted pregnancies - easily accomplished through*
46 *the use of condoms - is also essential to increase condom use by students (World Health*
47 *Organization, 2001)¹*

48 *Condoms should be available to students at various campus locations, including in restrooms for*
49 *student privacy concerns.*

50 *[AB 367](#), menstrual products at CSU campuses*

51 *[SB 24](#), medication abortion services at CSUs*

52 *CEP resolution, rationale needs more description of the CEP tool, more safety for our students*

¹ https://apps.who.int/iris/bitstream/handle/10665/67409/WHO_FCH_RHR_02.3.pdf

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3576-22/FA
September 8-9, 2022
First Reading

**REQUEST FOR ONGOING ACCOMMODATIONS AND FLEXIBILITY IN THE
TIME OF COVID-19**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledge the ongoing impact of the COVID-19 pandemic, including the Omicron
3 variant and subsequent sub/variants, on our CSU campuses and surrounding
4 communities throughout the state of California; and be it further
- 5 **2. RESOLVED:** That the ASCSU commend our students, faculty, and staff for
6 continuing to persevere during this time; and be it further
- 7 **3. RESOLVED:** That the ASCSU continue to request that the Interim Chancellor urge
8 the campus presidents, in the context of the ongoing pandemic to be flexible,
9 compassionate, and accommodating in responding to evolving conditions; and be it
10 further
- 11 **4. RESOLVED:** That the ASCSU request that students, faculty, and staff who are
12 immunocompromised or have COVID-19 related medical exemptions be
13 accommodated for remote instruction and employment, in consultation with their
14 Department Chair or supervisor; and be it further

- 15 5. **RESOLVED:** That the ASCSU urge the Chancellor’s office and campus Presidents to
16 address the need for additional long-term sick leave support for COVID-19
17 infections and for long COVID; and be it further
- 18 6. **RESOLVED:** That the ASCSU recommend that faculty, in consultation with their
19 department chair, be allowed flexibility in determining the best course of action
20 should a class be exposed to COVID-19, including adopting an alternative modality
21 in order to continue class sessions; and be it further
- 22 7. **RESOLVED:** That the ASCSU urge that additional ventilation improvements be
23 prioritized, including the installation of public air quality monitors; ¹ and be it further
- 24 8. **RESOLVED:** That the ASCSU recommend that faculty, students, and staff be
25 surveyed regarding the issues they faced, and continue to face, in returning to a
26 hybridized campus following the COVID-19 lockdowns to determine what long-term
27 changes to campus and system policies need to be put into place; and be it further
- 28 9. **RESOLVED:** That the ASCSU distribute this resolution to the:
- 29 • CSU Board of Trustees,
 - 30 • CSU Chancellor,
 - 31 • CSU campus Presidents,
 - 32 • CSU campus Senate Chairs,
 - 33 • CSU campus Senate Executive Committees,

¹ Such as those in use in Japan and elsewhere since 2020; see [Nonaka 2020](#) and [Salleh 2021](#) for examples.

- 34 • CSU Provosts/Vice Presidents of Academic Affairs,
- 35 • California Faculty Association (CFA),
- 36 • California State Student Association (CSSA), and the
- 37 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

38 ***RATIONALE:*** *We are now enduring the third year of the global COVID-19 pandemic.²*
39 *While numbers were significantly lower over the summer compared to the Winter 2022 Omicron*
40 *surge, the overall COVID-19 BA5 infection curve in California was higher than the Delta*
41 *surge of the previous summer³. Community transmission rates of COVID-19 continue to*
42 *remain high or substantial⁴ throughout nearly all counties in the state of California as we enter*
43 *the Fall 2022 term.*

44 *The lifting of masking requirements increases the likelihood of further outbreaks⁵ through*
45 *airborne transmission⁶ during the fall, winter, and early spring periods. The short-term*
46 *consequences of COVID-19 spread will at the minimum result in students, faculty, and staff*
47 *continuing to need additional sick leave support as they contract and recover from the immediate*
48 *illness. In addition, ongoing research continues to point to short- and long-term consequences of*
49 *COVID-19 infections, including heart⁷, vascular⁸, and neurological damage⁹ as a result of*

² [World Health Organization 2022](#); pandemic status continues as of September 6, 2022.

³ [91-divoc.com](#), last accessed September 6, 2022.

⁴ [CDC 2022](#), Community Transmission map by county; last updated September 1st, 2022 showing all counties but Modoc County in California at substantial or high community transmission.

⁵ [Brosseau, et. al 2021, Table 1](#) – note that this matrix pre-dates the increased transmissibility of the Omicron variant and its subvariants.

⁶ [Greenhalgh, Ozbilgin, and Tomlinson 2022](#)

⁷ [Puntmann, et. al 2022](#)

⁸ [Ahamed and Laurence 2022](#)

⁹ [Ely 2022](#)

50 *infection (regardless of severity) and the risk of Long COVID.¹⁰ In fact, COVID-19 proved*
51 *to be a leading cause of death in both 2020 and 2021, “account[ing] for 1 in 8 deaths in the*
52 *US,”¹¹ which led to a 2.7-year decline in US life expectancy between 2019 and 2021.¹²*

53 *The new boosters designed to protect against Omicron and its subvariants are not yet available to*
54 *the public, and will take several weeks/months to roll out across the population, in order to*
55 *increase the partial immunity wall created by the previous vaccinations. But vaccines are not*
56 *enough by themselves. To break community transmission and support our campus and*
57 *surrounding communities requires the swiss cheese model,¹³ including improved ventilation,*
58 *masking, and additional strategies as we move into another COVID winter.*

59 *In addition, this high continued likelihood of having students, faculty, and staff out sick during*
60 *the academic terms makes it critical that we continue our calls from previous resolutions, including*
61 *[AS-3501-21/FA](#), [AS-3470-21/FA](#), and [AS-3418-20/FA](#), for continued accommodations*
62 *for those impacted by COVID-19, flexibility to support those impacted by COVID-19, and to*
63 *continue to work toward improving workplace safety as COVID-19 continues to spread. To that*
64 *end, this resolution is meant as a continuing interim position, similar to those previous*
65 *resolutions, as the CSU collectively determines the new, longer-term expectations for policies and*
66 *processes that will allow us to live with COVID-19 in the foreseeable future – and not ignore its*
67 *significant impacts on individuals, our campuses, and on society.*

¹⁰ [Schaffer 2022](#)

¹¹ [Shiels, et. al 2022](#)

¹² [Arias, et. al 2022](#)

¹³ [Roberts 2020](#); based on [Mackay 2020](#), adapted from [Reason 2000](#)

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3577-22/JEDI/FA
September 8-9, 2022
First Reading/Waiver

SUPPORT FOR EVALUATING THE CSU COURSE EQUITY PORTAL

1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)

2 support the concept and implementation of a Course Equity Portal where faculty

3 members can see a snapshot of achievement gaps in their own courses between:

4 • Underrepresented (URM) students and students not from URM groups;

5 • Female and male students;

6 • Students who receive Pell Grants and those who do not; and

7 • First-generation students and those who are not first-generation within each

8 of their courses

9 ; and be it further

10 **2. RESOLVED:** That the ASCSU urge the Academic Senates of individual campuses

11 selected to participate in the pilot study to work with the Course Equity Portal team

12 to encourage individual faculty members to reflect on the portal, its design, and how

13 the portal could effectively help faculty members eliminate achievement gaps in their

14 own courses and to provide that information to the Course Equity Portal team via an

15 anonymous survey; and be it further

16 **3. RESOLVED:** That the ASCSU distribute this resolution to the:

17 • CSU Office of the Chancellor,

- 18 • CSU campus Presidents,
- 19 • CSU campus Academic Senate Chairs,
- 20 • CSU campus Senate Executive Committees,
- 21 • CSU Provosts/Vice Presidents of Academic Affairs,
- 22 • CSU Offices of Faculty Affairs,
- 23 • California Faculty Association (CFA),
- 24 • California State Student Association (CSSA), and the
- 25 • Emeritus and Retired Faculty and Staff Association (ERFSA).

26 ***RATIONALE:***

27 *A – Equity is our CSU Goal*

28 *A.2 – Equity gaps are bad*

29 *B – GI 2025*

30 *C – The ACSSU has supported this effort through selecting two senators to work with the CO*
31 *in this effort.*

32 *D – Data is private*

33 *E – Allowing individual faculty members access to their own equity data may help them identify*
34 *ways to reduce equity gaps in their classes.*

March 7, 2022

TO: ICAS

FROM: Robert Horwitz
Chair of Special Committee on AB 928

SUBJECT: Recommendation on a singular GE transfer pathway

The Special Committee on AB 928 met three times to discuss the singular general education (GE) transfer pathway. After considering several options and patterns, the group came to consensus on a pattern that it believes satisfies the legislation's requirements for both a clear and transparent singular pathway, and maintaining at 34 the total units required to complete the Intersegmental General Education Transfer Curriculum (IGETC). The recommendation is best understood by the attached chart.

For purposes of quick summary, the new pathway pattern recommended to ICAS requires the following:

- UC will accept Oral Communication as a new (third) course in Area 1 – English Communication.
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.
- The number of courses required in Area 3 – Arts and Humanities will decrease from three to two (one in Arts, one in Humanities).
- UC will remove its Language Other than English proficiency requirement from IGETC and treat it as a graduation requirement.
- CSU will remove its Lifelong Learning and Self-Development course from IGETC and treat it as an upper-division requirement.

Note that the pattern includes a forthcoming new Area 7 – Ethnic Studies requirement. The UC Academic Senate recently approved this requirement, proposing to accommodate it within IGETC by reducing from three to two courses required in Area 4 – Social and Behavioral Sciences. It is anticipated that a final vote to approve Area 7 – Ethnic Studies for the CSU will occur at the March 2022 CSU Board of Trustees meeting.

These recommendations come with full support of the Special Committee members, following careful deliberation as well as a commitment to strong GE preparation for successful CCC student transfer to UC and CSU.

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities Social & Behavioral Sciences	Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

Labor Council:

Submitted by Steve Tillinghast, Labor Council Delegate

Humboldt Labor Council, September 9th, 2022

All the major Bargaining Units have signed 2-year contracts. Highlights are as follows:

Unit 6 (Teamsters) 3% GSI retro to July 1, 2022 plus \$2,500 signing bonus

Unit 4 (APC) 4% GSI retro to October 1, 2021; Another 3% GSI retro to July 1, 2022; \$2,500 signing bonus

Units 2,5,7,9 (CSUEU) 7% GSI retro to July 1, 2022, \$3,500 signing bonus

SB 410, the Steps Bill, passed the Legislature on August 31st. This bill will would require the California State University to implement a merit 9-step salary system for all California State University nonfaculty staff employees that runs for 15 years. Details [here](#). The bill now is awaiting signature of the Governor.

The Labor Council urges members of the Humboldt University Senate to reach out to Governor Newsom and express your views on this important piece of legislation.

You can email Governor Newsom [here](#). Scroll down the (long!) subject line and select SB00410\...

Thanks!

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President

Sherie C. Gordon, VP Administration and Finance

Peggy Metzger, Interim VP Enrollment Management

Jenn Capps, Provost and VPAA

Cooper Jones, Executive Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

People

Traditional Ecological Knowledge (TEK) Faculty Fellow

- Dr. Kaitlin Reed, Department of Native American Studies, has been appointed the TEK faculty fellow for academic year 2022-2023. Dr. Reed has been deeply engaged in faculty book circles and workshops and is the co-director of the Food Sovereignty Lab and Traditional Ecological Knowledge Institute.

Office of Diversity, Equity, and Inclusion (ODEI) 2022-2023 Equity Fellows

The newest iteration of the Faculty Diversity and Equity Fellowship initiative is underway and

the Office of Diversity, Equity, and Inclusion (ODEI) is grateful for the appointments of the following Equity Fellows:

- Dr. Benjamin Graham, Department of Psychology, 2nd-year Equity Fellow, representing LGBTQIA+.
- Dr. Lisa Bond-Maupin, Department of Sociology, 1st-year Equity Fellow, representing

Equity Arcata, a shared initiative between Cal Poly Humboldt and the City of Arcata, and the College of Arts, Humanities, and Social Sciences.

- Dr. Jianmin Zhong, Department of Biological Sciences, 1st-year Equity Fellow, representing the College of Natural Resources and Sciences.
- Dr. Humnath Panta, School of Business, 1st-year Equity Fellow, representing the College of Professional Studies.

Campus Culture and Operations

- Humboldt is developing a Physical Campus Plan, a powerful tool that captures the future vision of the University and outlines near, medium, and long-term capital improvements. With assistance from SmithGroup and Brailsford & Dunlavey, the University will assess and recommend improvements to academic life, sustainability, campus life, infrastructure, mobility, housing, and open space. The plan will guide the physical development of campus, providing a framework that is visionary and implementable. The university is kicking off planning this week with a number of stakeholder meetings occurring from Sept. 12-14, 2022. More information can be found at physicalplan.humboldt.edu.
- Fall Preview is scheduled for November 5, 2022.
- In January - July 2022, The Registrar processed 47,000 transfer courses through DARS for incoming and continuing students - wow!
- 2,100+ students reviewed for final degree clearance by Transfer & Graduation Counselor team
- The Gutswurrak Student Activities Center is excited to welcome back students with their regular weekly programming: Bob Ross paint night, karaoke & open mic, and Friday night movies as well as providing music on the quad during the lunchtime hour to kick off the start of semester. We will also have a special outdoor movie screening of Thor Love and Thunder on September 30th! The students are enjoying the addition of two new pool tables to the game lounge. It is very exciting to see the space come alive and packed with students!
- Conference and Events Services (CES) are working with campus users on implementing the use of Lumberjack Link for event submissions to simplify workflow, processes, and outreach. CES continues to provide M-F 9am-noon [Drop In Zoom Sessions](#) for anyone who may need assistance with submitting a space reservation in 25Live or event submission in Lumberjack Link.

Global and Tribal Outreach and Education

- **Rou Dalagurr Food Sovereignty Lab Article featured in Indian Country.com** Please take a moment to click on the link below and read about a story featuring the Rou Dalagurr Food Sovereignty Lab. <https://indiancountrytoday.com/the-press-pool/rou-dalagurr-food->

[sovereignty-lab-and-traditional-ecological-knowledges-institute-receives-exterior-space-allocation-at-cal-poly-humboldt](#)

Sustainability

- With the beginning of the Fall semester Facilities are excited about the students, faculty and staff on campus. With the increased activities and people on campus we are hard at work satisfying work orders and key requests. In addition to operations we continue to work on projects across campus which include repaving of LK Wood from 14th Street to Granite Avenue, Renovations in BSS, Gist Hall, Trinity Child Development and Childrens Center to name a few.
- There are also exciting developments on the Cal Poly infrastructure projects. The Cal Poly [infrastructure website](#) has been updated with renderings of potential planned buildings. The site includes renderings of Craftsman Student Housing, Engineering & Technology commons at the campus events field, the Sustainability and Microgrid Building south of the existing SERC building, and the Library Circle Student Housing Health and Dining.