

Tuesday, November 8, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, November 8, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present

Aghasaleh, Anderson, Banks, Benevides-Garb, Burkhalter, Capps, Cappuccio, Colegrove-Raymond, Guerro, Harmon, A. Thobaben, McGuire, Metzger, Miller, Miyamoto, Mola, Ramsier, Teale, Tillinghast, Woglom, Wrenn, Wynn

Members Absent

Abarca, Graham, M. Thobaben

Guests

Amanda Nelson, Amber Blakeslee, Amy Moffat, Ana Bernal, Bella Gray, Bethany Rizzardi, Carmen Bustos-Works, Charles Moore, Cooper Jones, Cutcha Risling-Baldy, Cyril Oberlander, Dylan McClure, Heather Madar, Janessa Wooley, Janet Winston, Jeff Crane, Jenni Robinson Resinger, Josh Calahan, Kali Rothrock, Kat Goldberg, Kenny Jacoby, Kim Perris, Kim White, Kimberly Stelter, Laura Hahn, Libbi Miller, Lisa Tremain, Maral Attallah, Mark Wicklund, Mary Beth, Maxwell Schnurer, Mike Le, Mira Friedman, Monica Ellis, Patrick Malloy, Raven Palomera, Ravin Craig, Rob Keever, Sara Sterner, Scott Paynton, Sheila Rocker Heppe, Sherie Gordon, Steve St. Onge, Thaddeus Greenson, Tim Downs, Wolf Koomson, Z. Zenobia

CFA Interruption Statement

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

Announcement of Proxies

A. Thobaben for M. Thobaben, Moyer for Graham, Woglom for Wynn (as needed), Cannon for Tillinghast

Approval of and Adoption of Agenda

M/S (Woglom/Harmon) to amend the agenda to allow the Open Forum portion of the meeting to last as long as necessary so that all signed up to speak may do so.

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on October 25, 2022

M/S (Woglom/Anderson) to approve the minutes from the meeting on October 25, 2022

Motion passed unanimously

Reports, Announcements, and Communications of the Chair

Chair Mola apologized for the lack of a report this week.

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs Committee:

Senator Miller reported the committee is close to putting a Resolution on Student Evaluation of Teaching Effectiveness before the Senate and plans to look at the Emeritus Faculty and Staff Policy, and the Roles of Program Leads in the future.

Integrated Curriculum Committee

- Written report attached

University Policies:

Senator Harmon reported the committee has talked with Assc Dir Wicklund and APS about the Program Review Policy

University Resources and Planning Committee:

Senator Woglom reported the second of the four Budget Open Forums last Tuesday which went over the GI2025 allocations. The third Open Forum will be held in the Great Hall next Tuesday November 15 from 9:00am to 10:30am; they will discuss broadly space allocations and related capital planning

ASCSU Statewide Senate:

- Written report attached

Associated Students

Senator Guerrero stated the one thing everyone should think about regarding students is the difficult financial times we all are living in, including inflation and increased cost of living. He noted at a recent conference he learned that the CSU is competing with major retailers to recruit young people. As a result of this pressure the student financial situation is becoming increasingly prioritized out of necessity.

Office of Diversity, Equity and Inclusion

- Written report attached

Academic Affairs:

- Written report attached

Administrative Affairs:

- Written report attached

Enrollment Management/Student Affairs

AVP Colegrove-Raymond reported: that Students Affairs has officially named the Wiyot Plaza; they are getting ready for Fall graduation celebrations (perhaps will need have two celebrations); everyone is invited to attend or volunteer at the December 12th late night breakfast for students; they are in the process of completing two MOUs with the Hoopa Tribe and Yurok Tribe to help provide solid internship placements and projects for students on campus; they are working with basic needs and additional

housing in partnership with the Office of Financial Aid; and that preparations for Spring Orientation are underway.

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

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

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

Senator Aghasaleh read from the prepared remarks below regarding Title IX:

Good afternoon. Thanks for the opportunity to speak with you again! I'd like to begin by paying due respect to those who were harmed but weren't heard. I invite all attendants to engage fully. Please, join me and stand up if you are (or know) someone who's experienced sexual assault or gender discrimination and whose complaint was not heard or properly addressed.

I want you all to remember the contraction in your calves as you stand up, and remember how you push the table or pull your chair back. The body keeps the score. We, the survivors, know that very well. I want you all to take note of this room (and the Zoom) full of people who share this experience. We are not alone. This is not my problem or yours. This is a broader, structural, and systemic issue that perpetuates victim blaming, denial and disbelief of survivors, and *himpathy*.

I have spoken and written here and in other spaces *to* and *with* Campus leaders and administrators and I believe there's more than enough for them to listen if there's a will.

Today, I want to read a letter to Jadence Clifton, a brave athlete, and former basketball player at Cal Poly Humboldt who came forward and shared her experience of being sexually battered during a women's basketball practice on campus and left us feeling the University had not responded appropriately to her report.

Here the letter goes:

Dear Jadence,

You don't know me. I'm a faculty member at the School of Education at Cal Poly Humboldt. I represent the College of Professional Studies tenure-line faculty at the Senate. During my relatively short term at Humboldt, I have been a member of the Sexual Assault Prevention Committee (SAPC), where we are supposed to make decisions, suggest policies, and design mechanisms to make the Campus safer for all.

I was born and raised in Iran. I remember the first book that I read about an American figure had a picture of a Black man on its front cover. For me, as a 10-year-old kid, the picture was a wonderful portrayal of energy and anger, a person with his fist up and a finger pointed out, a determined gaze, and a firm bite on his bottom lip as if he's pronouncing the letter F. That was my bodily reaction when I read the article in the North Coast Journal of Politics, People, and Art

about you.

As I'm writing this letter, led by young women people are protesting in my country, chanting "Woman, Life, Liberty". These unprecedented protests continue to be met by a systematic crackdown including the killing and arrest of hundreds of civilians, journalists, and activists. My generation was the center of the Green Movement in 2009. We gave up after expulsion, prosecution, and assault. I fled to make a better life for myself and my family, ignoring the fact that there will always be a part of me left behind. The part that wanted to fight back. The part that was not afraid. This generation though has resilience, courage, and fairness. Just like you who have been brave enough to put your story out hoping for justice for all. And, you should know that your story was the last drop in a bucket that turned the administration around to apologize.

I am writing to sincerely apologize to you, Jadence. Not because of what I did, but because of what I did not. I am sorry that I failed to make the Campus, including your basketball practice, a safe space for you to shine. I regret that I received credit for my service at SAPC and there was too little good coming out of that service. Indeed, I should confess that SAPC has likely become a master's tools that will never dismantle the master's house. We get together twice a month, pat one another on the shoulder, and celebrate receiving grants and staffing tables at events. This is not to discredit my colleagues' efforts, such as Check-It, Campus Advocate Team, CAPS, etc. who do an incredible job outside of that space.

To me, it is nonsense to discuss policies in the most disembodied fashion, in front of Zoom, about some of the most visceral experiences. How could SAPC prevent harm without sensing the spatiality of the events? How could SAPC make decisions while information is denied? While this campus is *full of secrets* and the secrets are shielded by the current interpretation of the law, I am afraid SAPC cannot function in the way that it is supposed to; i.e., making campus safer.

I realize you were held back, just like my colleagues at the School of Education, citing the law. I am very familiar with the discourse that uses the law to throw dust in eyes of justice. This law is about *order* and what we need is *justice*.

In his *Letter from Birmingham Jail*, Dr. King wrote, "I have almost reached the regrettable conclusion that the ... great stumbling block in the stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate who is more devoted to 'order' than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says "I agree with you in the goal you seek, but I can't agree with your methods of direct action;" who paternalistically feels he can set the timetable for another man's freedom; who lives by the myth of time and who constantly advises ... to wait until a "more convenient season."

This is exactly what you were told and this is what my colleagues in the School of Education have been hearing since April.

We all know how the law is enforced differently for different people. If an alumnus, who happened to become houseless, sheltered in one of the Campus buildings they would be immediately removed from the premises, tased, and put in jail for no crime. However, your

coach's husband can make his way to your practice, do the ugly thing that he did, and get away with it.

I refuse to be used as the master's tool. I cannot wait until a more convenient season. I won't stay still to be gaslit. I envy the bravery of your generation.

From now on, every first Friday morning of the month, instead of going to SAPC meetings, I will be sitting in the quad with a sign that reads 'Complaint!' or without one.

I will do nothing but be a feminist ear to listen. As Sara Ahmed said, "To hear with a feminist ear is to hear *who* is not heard, *how* we are not heard. If we are taught to tune out some people, then a feminist ear is an achievement. We become attuned to those who are tuned out, and we can be those, which means becoming attuned to ourselves can also be an achievement."



Professor Janet Winston spoke regarding the upcoming CFA meeting and President Jackson's remarks regarding Title IX; her comments are transcribed below:

Thank you, Mary. I wasn't able to get into the meeting earlier—I didn't have the link. But what I want to say is that the CFA has organized a meeting on the holiday, this Friday November 11th, from 11:00am to 12:30pm. And this is organizing for campus faculty, students, staff and community members who have ideas for what is needed beyond meeting the legal definition of Title IX, or Title VI, or Title VII violations.

This meeting is based on our own experiences and is about what we can do that is going, to not be focused solely on risk management, and not focus solely on meeting the letter of the law, but providing, as it was said in the President's memo of yesterday, providing survivor-centered care and support and advocacy and information and education, and mandating certain policies that

will truly be safer for people who have bravely come forward in the press, because they are not getting the kinds of protections to meet their concerns and their experiences on this campus in the current structure that we have.

We need multiple other kinds of structures, and we need to address the overlapping forms of harassment and discrimination and retaliation that Titles IX, Title VI, and Title VII cover. We cannot be treating these as separate incidents.

It's really a kind of grassroots organizing meeting, and I think that the people who get involved in this kind of organizing are going to want to take initiatives forward, not through the Senate necessarily, but there will be some people who do want to speak to the Cozen O'Connor lawyers, so certainly I will direct them to contact you, Monty, so that they can set up an appointment to speak to those lawyers when they come to campus. So, thank you.

Professor Maral Attallah spoke regarding Title IX; her remarks are transcribed below:

Hi, everyone. I have been advised by my colleagues within and outside of my college not to speak today because they fear that I may face retaliation for my comments. I do not have the benefited of tenure or retreat rights, I'm going up for another three-year contract renewal and salary negotiations at the end of the academic year, however, I have a supportive Department Chair, and I feel equally supported by my College Dean and associate Dean.

President Jackson's remarks regarding secrets, his incorrect information regarding Title IX, vague references to weaponizing students, and this call to maintain a contiguous positive attitude, among other points, were incredibly disturbing and completely out of line. In the welcome. I looked around to my colleagues sitting next to me, wondering if someone was going to say something, and feeling like I might be on the verge of saying something in an auditorium of several hundred colleagues, but I didn't say anything. I was in both shock, and I felt really harmed by what was being said. I'm speaking for myself today, however, I also speak in solidarity with my students and colleagues who voiced their concerns about the University's, handling of investigations involving Title IX violations as well as claims of discrimination, harassment, and retaliation. Folks will be coming to campus to assess Title IX and engage the campus climate. I love this campus. I love my colleagues. I love my students. But quite frankly. Our campus is one that clearly promotes reactionary policy rather than proactive approaches to addressing harm. The President's comments at the Fall Welcome were not taken out of context, and they were not misunderstood. These comments, along with the email set yesterday clearly come from a position of risk management rather than a genuine concern to promote an open and honest campus climate. We're one seeking to address harm, and stamp out acts of discrimination, harassment, and retaliation. It's been stated that the investigative story only caused harm, and nothing good came about from its publication. However, I disagree.

Prior to reading the USA Today article I had not fully realized that I could have filed my own official grievance against a colleague for harassment, though while not sexual in nature, they created a hostile work, environment for myself and other women that they worked with. The fear of retaliation proves stronger than I have words to explain. However, after talking with colleagues, I realized that I was not alone in my experiences with this individual, and yet all of us, half a dozen women, felt that there was no real recourse other than to just let it play out and hope that someone in a position of authority did something about it. No one ever did. This is what a culture of silence produces: more silence. I will remind you what department I teach in

the work that I do, and yet I never fully recognized that I could file a grievance for harassment and discrimination. Because it wasn't sexual in nature. I just didn't think about it. My job as faculty on this campus is not to sell the University, as was one of the President's asks in his presentation. I'm here to educate, facilitate dialogue, and encourage my students to engage in the curriculum in such a way that is meaningful and empowering.

I take offense to the suggestion that students who advocate for themselves or show support for faculty are somehow being weaponized. The insinuation that faculty are weaponizing students is incredibly condescending, and quite frankly it is paranoid. Our students are adults, and if they are voicing concerns, we should not diminish their experiences. Addressing a culture of silence and harm should be this university's number one priority, not promoting toxic positivity and shaming those who bring attention to acts of harassment and discrimination.

The President's remarks were shameful, and I would not be able to teach in my discipline or lead a first year learning community like "Students for Violence Prevention," if I did not speak up.

Thank you for your time.

Professor Maxwell Schnurer read from the prepared remarks below regarding Title IX:

To: Cal Poly University Senate

From: Maxwell Schnurer, Ph.D., chair of communication and co-chair of the SAPC

Re: Senate statement on the lies of sexualized violence

Date: November 8, 2022

I've asked to speak at the open comment period to talk about the three most common misunderstandings about sexualized violence. I come to you with care and compassion in the effort to support shared efforts to change culture at Humboldt. I believe in a future where sexualized violence is unthinkable and I work at that goal. I've been doing this work at Humboldt for 16 years through grassroots efforts and with the Sexual Assault Prevention Committee.

Rape culture is sustained by a few misunderstandings that can be relearned, but it takes all of us to be critical and reflective to forward culture change. I offer this as a toolkit to invite your bystander intervention. You are all invited to challenge relatives, friends and colleagues who forward misunderstandings about this issue.

Misunderstanding number one: this is rare.

Approximately one quarter of the students who attend university while be harmed as students. The reason why sexualized violence is part of Title IX is because domestic violence, rape, sexual harassment and assault are understood to harm success in classes. We know that Humboldt is not an exception.

The Safer Campus Surveys in 2012, 2015, 2020 all affirm that statistics are consistent for Humboldt. In 2020, 66 students reported that someone had committed sex acts on them when they were drunk, drugged or passed out. 38 Humboldt students reported that their partner made threats to physically harm them or someone they love. 100 students reported that someone made nonconsensual sexual contact with them.

Literally hundreds of students are harmed every year at Humboldt and the current climate is icy cold for those people. The cases reported in the media are not the exception, but are the tip of an iceberg.

Misunderstanding number two: people make it up.

The national statistics note that it is incredibly rare that anyone makes up being raped or assaulted. The FBI statistic is less than one-in-one hundred and other scholars name that the percentage is between 2 and 8 percent.

The reasons this is rare is that our culture blames victims, isolates survivors and smears people are hurt. At Humboldt approximately ten percent of people who report being harmed ever talk to a campus authority. Our problem is not that people make it up, but that people are afraid to come forward.

Anyone who lies about being harmed is a terrible person. Anyone who harms someone and then lies about it is a terrible person. In my opinion it is 99 times as likely that people who do harm are lying. But this means that we have a collective responsibility to challenge those who wish to identify with people who do harm. We need to get really good at disrupting victim blaming in ourselves and in our colleagues.

Third Misunderstanding: Title IX.

Title IX is a groundbreaking civil rights law that prohibits gender based discrimination and requires that universities work to prevent and respond to sexualized violence. It is not a behind-the-scenes or closed door process intended to pit survivor against perpetrator or resolve stalking or rape amicably.

For most survivors it is the only academic option available. It has taken decades of work from campus activists and federal legislators to have Title IX have teeth. We need to constantly re-educate our colleagues and friends about what Title IX is and why it is in our toolkit.

Speaking of toolkits, would you please take one action with me today to prepare to support survivors. *Will you please put the Campus Advocate Team confidential phone number in your phones? 707-445-2881.* This is the hotline that you can share with a survivor who comes to your office. They will go with someone harmed to the hospital, they will provide crisis counseling and they will explain the options while holding confidentiality. You may not need it, but be prepared to be a good friend and Humboldt community member by being ready to smoothly bridge a survivor to the resources they deserve.

We know that people are harmed, that they don't make it up and we know that they need support. The painful lack of adequate response to high-profile cases has set our campus back by a decade in necessary work. Cal Poly Humboldt should be prepared to do better. We welcome students, faculty and staff into this University community and then when they are harmed we cannot turn away.

Graduate Student Z. Zenobia spoke regarding Title IX; their remarks are transcribed below:

Hello, everyone. My name is Z. Zenobia. I'm currently a graduate student in the Fisheries Biology Department. I just came from the Trans Task Force meeting and just wanted to share some concerns and statements regarding the President's email. I believe that his apology statement was solely a PR attempt to save face, especially because he didn't actually apologize for all of the controversial comments that he made, and even calling them controversial, is, you know, disregarding the harm that it did to all of the students who have experienced assault or sexual violence on campus.

It's really frustrating, because so many people, like, it was so disrespectful. It was so disrespectful, so out of pocket. It was so not okay. And then for it to take three months for there to be any type of response. In addition to putting out the Wiyot Plaza's name in an email the same day that was like, disrespectful to the Wiyot Plaza, to that whole process, to all of the people that have been involved in it. As a student who has experienced serious harm on campus, it's something that happens to so many people, and so many people have no idea what to do. As a graduate student this past year, I've been in a position of power where undergrads are consistently coming to me saying, "I don't feel heard. I don't feel seen. I've been harassed. I've been stalked." And I've taken it to the professors, taken it to the Chair, taken it to the Dean, taken it to the Dean of Students. I've been in so many meetings. I've been in so many meetings.

This is just another one to add on top of it, and I need you to know that students are seriously harmed. This whole thing with, you know, just starting with violence in general, and then with the John Lee situation last semester, and the fact that he could possibly be coming back to teach next semester is so incredibly harmful to every single student who could possibly ever have to take his class. To know that your professor has committed sexual assault or sexual harassment, and that you still are supposed to respect and learn from someone is not okay. It should not be permitted, and every other professor who has committed sexual assault or sexual harassment or violence towards anyone in this community should be held accountable. As someone who has been trying to make noise about this, I've been accused of handing out Title IX complaints like candy. Which is... like, what do you say to that? Yes, I have been stating over and over how the University has harmed me. I have made a statement. Nothing happens.

I think that there are a lot of instances of harm and discrimination and racism that are happening on our campus that no one ever talks about. No one ever reports to anyone. Maybe they tell their friend or their partner or their roommate, but that's it. And I think that there should be a way to capture this type of harm that's happening on campus without having to file a whole Title IX complaint. I went through the whole Title IX process, because I found a slur written on a table with my name under it. There was nothing that could be done. There's no one to hold accountable, so it doesn't matter. What if the slur was written on the campus sign with my name under it, or someone else's name under it? What if a slur was just written across campus, what happens then, like, who is accountable? Who does Title IX hold accountable?

Sorry. I didn't prepare written statement. This is just kind of all coming off of emotion and I really appreciate you listening to me and listening to the countless other students voices that I'm also projecting right now. Thank you very much for your time.

Wolf Koomson-Maiden spoke regarding students' needs to access fax machines on campus; their remarks are transcribed below:

I've been trying to sign up for a while, but it's kind of difficult to find time in here. I'm here about fax machines. We have no fax machines available for students to use on campus. I went to the Library, they don't have one. I went to the Multi-Cultural Centers, their machine doesn't work, Nelson Hall Center doesn't have one, neither does the um student activity center. I want to snap them. They don't know how to use it, or it was broken. I went down to the Records office and they wouldn't let me use it because I was a student. Then I went down to the Recreation Room, and finally they had a fax machine and they let me use it. But it took something like an hour and a half of going back and forth, people tell me to go across town to Kinkos to get something faxed.

I'm bringing this up because we have elections today, and I was trying to get some paperwork sent to the elections office so that I can get my ballot, I have to call them and have it sent over here since I'm a student in Humboldt County but I'm from Kern. And for the last few weeks we had those, those people on the benches doing that ballot initiative, and apparently I fell prey to it I didn't realize that they were some kind of organization trying to do some messed up stuff, and I felt dumb about that and I had to do a whole process to fill out a form to get my name off the ballot initiative, so I wasn't part of something that I don't agree with. And again, I had to use a fax machine but I didn't want to bother the Recreation Center because I didn't want to push my luck. So I went to HR and they were nice to me, and they let me use it after I explained what's going on.

But I shouldn't have to go from building to building to have the use of a functioning fax machine. We're supposed to get all this funds and stuff supposed to be a poly tech university, but I can't access a fax machine to send in my ballot? In some counties they don't accept email, they only allow fax machines or manual mail. I would like for there to be a working fax machine that people know how to use in the library for students to use in the technical area.

So if they do have to do this, then they don't have to be running around town to fax important documents, and they don't end up being late for elections because a lot of people have been feeling confused about how to get their election things in, and I had to do a lot of research myself, and I if it wasn't for me getting the fax machine I probably would not have gotten my ballot in time so that I could vote. So, please, I'd like something like that on campus for students to access, and so we're not denied. By the way, if offices do have a fax machine, they need to be updated, or faculty need to know how to use it, because some of them are either broken, printers don't have a function, or don't know how to use it, so that's all I have to say.

Chair Monty Mola ceded the floor to Mira Friedman from the Student Health Center; her remarks are transcribed below:

My name is Mira Friedman I work for student Health and Wellbeing Services, and I brought some resource cards on the campus advocate team. As Maxwell said they are a 24/7, totally confidential, great resource. I would encourage everyone to have one on your person to be able to get that information to any survivor, whether that's yourself or someone else. They are from the North Coast Rape Crisis team. That is a resource for anyone, they work with people of all genders, people of all ages, and no matter when the harm had occurred. So, it's so important to know about that resource, and I appreciate having this conversation. I too was very appalled by the President remarks and I'm deeply, deeply concerned that we're in this position. We always will believe survivors when they come forward, absolutely. And so, I just want to say that for

Being a...

Supportive Ally

- Let them know that you care.
- Be willing to listen without giving advice or telling them what to do.
- Believe what they tell you.
- Reassure them that they are not to blame, and that they did not do anything wrong.
- Don't pressure them to report or ask them for details - respect their privacy.
- Remember they may or may not want to be touched - ask first and respect their wishes.
- Offer choices but allow the survivor to make decisions that feel right for them.
- Remember your feelings are important and you deserve support as well. Consider calling us to talk to a counselor.

Campus Resources

Campus Advocate Team

24-hr Hotline: (707) 445-2881

www.ncrct.org

HSU's Sexual Response Website

www.humboldt.edu/stoprape

Counseling/Psych Services

(707) 826-3236

www.humboldt.edu/counseling

Student Health Center

(707) 826-3146

www.humboldt.edu/health

University Police Department

(707) 826-5555

www.humboldt.edu/police

Women's Resource Center

(707) 826-4216

www.humboldt.edu/hsuwomen

Title IX Coordinator

(707) 826-3385

www.humboldt.edu/titleix



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Campus Advocate Team

Serving the HSU Community

A program of the
North Coast Rape Crisis Team
"Imagine a world without violence"

24-hr Hotline: (707) 445-2881
TTY (M-F 8:30-5:00): (707) 443-2738
Business Line: (707) 443-2737
www.ncrct.org



Title IX Rights

Title IX is a federal law that prohibits sex discrimination in education. It grants students, staff, and faculty of all gender identities rights and options if they experience sexual assault, dating violence, stalking, or gender based harassment during their time at HSU. Three things to know about Title IX and the rights it gives students are listed below:

1 Students can receive information about and have access to 24-hr confidential survivor support. The Campus Advocate Team (CAT) provides this support to HSU's campus community. CAT can help students secure campus accommodations based on their needs which can include changing residence halls or classes, making up school work, accessing counseling and advocacy, and establishing a no contact directive.

2 Students have the option to file a campus complaint with the Title IX Coordinator and/or file a police report. CAT can assist someone in any of these processes.

3 It can be helpful to know that Title IX requires HSU staff, faculty, and student employees to report to the Title IX Coordinator. If you want to talk to someone but are worried about a required report being made, **CAT is a confidential resource and has no reporting obligations.**

Services

The Campus Advocate Team (CAT) is made up of advocates from the North Coast Rape Crisis Team and provides services to anyone who has been affected by sexual assault, dating/domestic violence, stalking, and/or sexual harassment. **CAT does not have any reporting obligations**, so everything shared with us is completely confidential. One can receive services from CAT no matter how long ago the abuse happened.

All services are **FREE** and **CONFIDENTIAL!**

- 24-hr hotline: (707) 445-2881
- Counseling
- Assistance in securing on-campus accommodations
- Advocacy and accompaniment during their HSU reporting or investigative process
- Advocacy and accompaniment during related medical, law enforcement, or court processes on or off campus
- Information and referrals



Definitions

Sexual Assault: Any physical sexual act(s) committed without consent through the use of force, fear, coercion, threats, intoxication (by alcohol or other drugs), unconsciousness, or by taking advantage of someone's mental developmental or physical disability, or abuse of authority.

Dating/Domestic Violence: Abusive behaviors committed by someone a person is or was dating, seeing, hooking up with, or in a relationship with. This may include physical, verbal, mental, emotional, sexual, financial, or other forms of harm.

Stalking: Repeated or obsessive unwanted attention that makes one feel afraid, uncomfortable, harassed, or in danger. Can include someone repeatedly contacting a person, following them, monitoring their actions or where they go, or threatening them, including through the use of social media.

Sexual Harassment: Includes unwelcome sexual advances or requests for sexual favors, indecent exposure, as well as other hostile behavior of a sexual nature, which can be verbal, nonverbal, or physical. Sexual harassment also includes hostile behavior based on sex or gender stereotypes, or one's sexual identity, even if that behavior isn't explicitly sexual.

24 HR. SUPPORT NUMBERS:

For people who have experience(d) sexual assault, dating violence, and/or stalking. *Free & confidential.*

CAMPUS ADVOCATE TEAM (CAT):

Provided by North Coast Rape Crisis Team

(707) 445-2881

**HUMBOLDT DOMESTIC VIOLENCE
SERVICES: (707) 443-6042**



**WE ALL DESERVE TO BE
LISTENED TO, BELIEVED, & SUPPORTED**

**HSU'S COUNSELING &
PSYCHOLOGICAL SERVICES:**
(707)-826-3236

**NATIONAL SEXUAL ASSAULT
ONLINE HOTLINE:**
Ohl.rainn.org/online



For more info about support or reporting options
visit Humboldt.edu/stoprape

those of you that are out there, including myself, we are to be believed. Thank you. My email address is mira@humboldt.edu.

Senator Cannon spoke regarding the Open Forum and President's remarks; his comments are transcribed below:

I just think that when we have discussions like this I think it's important to take a minute and stop and think about what people have said because it's that important. I mean, we failed one student. We failed many more students, and I think a lot of us are in shock. I prepared comments, and I threw them out because they're not going to be any good. I am in my office, as you can tell but I want to ask, Monty, is President Jackson with us today?

[Chair Mola responds that President Jackson is not in attendance]

There's something in a philosophy called reactive fault. And that is that there are times that you know all of us maybe don't attain the kind of a deal ideal behavior that we wish. But sometimes when we look back on that, what is really relevant is how somebody acts after, that untoward event. What happens afterwards? Does that person seek to talk to those who are harmed? Does that person seek to have a real dialog? Does that person really and transparently show they care? To the President's remarks I sent out an email to them that was critical to them.

I know probably a dozen people who thought that those, what sounded like threats were directed at them, including myself and including people in CFA. I did a little retrospective of my time and CFA leadership, and I won't take too long. What I see now is, I think, Maral said this, this is a culture of fear, and for three years (four years, counting being faculty rights chair) I have seen staff and faculty and department chairs and program leads get less and less support for their jobs. My colleagues can speak much better about Title IX than I can. I have spent so many hours talking to different members of the Administration about how not to use our commitment to students against us, and I don't have any doubt but that the people in the Title IX office are doing their damndest to do a good job and to protect our students, and I think that most of our of our faculty, of course. I thank Maxwell and Mira for helping us to make sure we know where to direct students, and I think I think we really care about our students and that shows.

But I also know that for three years I have been asking to speak to President Jackson to talk to him about labor issues, and for three years he ignores my emails. He ignores the other Union leaders emails. When I try to corner him in person, he runs away. What are we building here? I identified like eight or nine different ways that in the last three years people's, jobs have been pinched in terms of not having enough time to serve students. And then we say, like, "Oh, this is all just going to be okay." No, it's not okay. I don't know what is in President Jackson's heart, I don't even know him because he won't talk to me, and I don't know if that's because of my identity, because I'm just a lecturer, or he doesn't value the Union movement, or what? But he won't even talk to an elected Union President at our University at the same time of overloading us semester after semester after semester.

What could possibly go wrong? Well, title nine information gets lost. What happens is that we do not have enough time and energy with our students. What happens is we sacrifice our own health, and in the meantime he is not even here to listen to Maxwell, to Maral, to Janet, not even here to listen to us? Trust is a really important thing, and that means that I trust

somebody, maybe they got my back. Maybe they're thinking about my first person experience. Maybe they have empathy, and whether this is trust, like our students, trust us. I want to trust my bosses that they will pay attention to the experience we have on this campus, even when other stuff is all glittery and fancy, in terms of like making the story of the most impressive Cal Poly build out in the state's history that is glittery and fancy and things are going to come to-- things are going to break.

I've had staff people tell me this. I've had faculty members tell me this. I've had students tell me this. We are at a breaking point. The stuff that's in the USA Today, and the North Coast Journal, that's the tip of the iceberg, as Maxwell said, with regards to what's going on on our campus. But it's also a symptom of not caring about the people who work and learn at this institution. I don't have much trust that the email President Jackson wrote means a lot, and the fact that three people are identified as campus leaders to sign off on the positivity doesn't impress me either. We need some real change here, and the fact that he's not here to listen to us, I would say, disappoints me, but I didn't really expect it. That's all I have to say.

Chair Mola asked that folks that didn't write out their comments allow the Senate Office to reproduce their statements via the transcript for the meeting minutes. He called for a few minutes of silent reflection as requested by Senator Cannon.

Resolution on Graduation Writing Assessment Requirement (GWAR) Policy (07-22/23- ICC - November 8, 2022, First Reading)

Senator Anderson explained that there was some work done over the last academic year by a group of colleagues in education and writing, and they were charged with developing a plan for how the campus will address GWAR with GWPE going away, the plan was shared broadly at the end of last spring, including with the ICC, who were very supportive of the four options suggested for moving forward. But there were some components that as a as a body wouldn't have been worked on and policy related to that needed to be discussed a little bit further this academic year. In the meantime, we had to get proposals then going for GWAR. So, there was communication over the summer to help support programs engage in getting that done, that included a document that had some of those elements that the ICC needed to discuss more. The campus community then looked at that document as a kind of completed policy, which is was not, but it was understandable that the community took it that way.

She continued, noting that the ICC has since been managing the implementation of something new related to curriculum, and at the same time needing to address that communications piece and to do so kind of as clearly and efficiently as possible.

Senator Anderson concluded that before the Senate today is an attempt to do both of those things to some extent, where this policy is pretty simple, and it mostly connects the campus to the Executive Order. But those process pieces are still going to be worked out and part of that is some of the recommendations included integrating writing across the curriculum and writing intensive curriculums to meet GWAR. Some of those components will take some infrastructure on campus that we would still be moving towards, so we are also in a position of addressing what we needed to be addressed immediately, and leaving space for that capacity building to happen.

Professor Lisa Tremain spoke regarding the Resolution, sharing that she was part of the team that implemented the plan for GWAR last year, and suggested that the Senate and the administrators that

are here consider that because CPH is now implementing policy that has to do with how the campus will meet writing proficiency, that we consider the ways that we're supporting faculty to teach writing on our campus. For example, we have fellowships for things like sustainability fellow, assessment fellow. She highly recommended that we move forward with structures that support writing on our campus in a more programmatic way, as while she has been doing as much as she can piecemeal by writing grants here and there, it is not sustainable over time. She concluded with a final suggestion that the campus move toward more structural support for writing on campus.

Chair Mola encouraged the Senate to direct further questions or comments to the ICC in order for them to contemplate suggested changes or answer any questions.

The Resolution will return for a Second Reading

Resolution on the Revised Bylaws of the Integrated Curriculum Committee (ICC) (08-22/23 - ICC - November 8, 2022, First Reading)

Senator Anderson explained there are three main areas of revision to the Bylaws, the first of which is updating some names and titles; the second is to add three additional members, someone from the Office of the Registrar to sit on the GEAR subcommittee, both of the curriculum analysts on the committee play distinct roles, and so the second position needs to be written into the document, and the third will be a professional academic advisor representative, as that was an identified group as an important one for the committee. She explained the third bucket of revisions is to clarify the processes within the ICC, including updates and updated language, clarifying some of the workload and the work flow through the subcommittees, because GEAR was added just a couple of years ago, so now we kind of worked out some of those processes and language around appropriately as academic program peer review processes.

Senator Wrenn asked about the appeal process, such that if a proposer appeals an ICC decision to the University Senate, what would happen next; what recourse do folks have?

Senator Anderson explained that particular line is maintained from previous Bylaws, and noted there was a lot of discussion in the ICC about that, especially because there is not a specific process for appeals; ultimately the ICC as a body felt that it was important to leave that line in there and work towards an answer instead of taking it out.

Chair Mola directed the Senate to send any comments or suggestions to Senator Anderson and the ICC.

The Resolution will return for a Second Reading

TIME CERTAIN: 4:00 PM - Resolution on Assessment and Program Review Policy (10-22/23 - APC & UPC - November 8, 2022 - First Reading) with Mark Wicklund & Amy Moffat

Assoc. Director Mark Wicklund explained that Cal Poly Humboldt has never had a policy on the books regarding this item, so this is designed to formally codify what we are doing. Chair Mola reminded the Senate of the procedures surrounding First and Second Readings of Resolutions, since this is the first one of the academic year.

Senator Moyer asked about a possible typo on page 6, and asked what the other units, such as the President's Office, the Office of Administrative Affairs, etc, be doing for their assessment, seeing that

they are non-academic. Amy Moffat affirmed that other units would be doing assessment, but that she wasn't aware of each assessment plan for each unit.

The Resolution will return for a Second Reading

TIME CERTAIN: 4:20 PM - Resolution to Amend the University Senate Constitution to Eliminate the Senate Faculty's Authority to Approve Candidates for Graduation (09-22/23-CBC – November 8, 2022 – First Reading)

Senator Aghasaleh explained that after receiving input and comments, the committee updated the resolution that suggests the removal of this part of the Senate Constitution and corresponding sections of the Faculty Handbook.

Senator Cannon suggested that he understands those who want to leave the symbolism, but that he would have preferred a resolution about how to making it more meaningful, such as to take two minutes where the campus leaders at the University come together and cheer for the graduates, and offer the grads space in the room or via zoom so that the Senate can tell them how proud they are to see them graduate. He noted this could be a chance to feel good and celebrate.

The Resolution will return for a Second Reading

TIME CERTAIN: 4:25 PM Sense of the Senate Resolution Supporting Survivors of Sexual Assault (10-22/23-EX – November 8, 2022)

Chair Mola explained that the Sense of the Senate Resolution will be voted upon today and opened the floor for comments.

Senator Miller spoke regarding the Resolution; his remarks are transcribed below:

[I wanted to speak to] the importance of this kind of affirmation of people's experiences, and what can be perceived as negative things that are happening on campus. I've been part of the Humboldt campus for a long time; since I came out and was an undergraduate in the nineties, and at that time there were some serious Title IX violations in Athletics, and I was a student athlete and a lot of my teammates filed a whistleblower complaint and made things a lot better for the University, for female athletes in the coming years.

There was a lot of retaliation about that. A lot of coaches lost their jobs after that, and then won settlements and lawsuits and things, and it's easy to say that all that stuff is negative. It would have been easy for me never to come back to the University after having a lot of negative interactions with that. But I do just want to express that at the time we wrote letters to what was the Faculty Senate at the time; we had interviews with local media to try to get attention around different issues, and I had a lot of staff and faculty members express support to myself and my teammates and my friends. A lot of community members expressed support, and that makes it easier for me to be here today. Aside from just Title IX there's a lot of things that have happened over the years, and I'm not always super excited about going to certain parts of campus that remind me of certain things.

But I do, because I've had a lot of good support from folks that've had a lot of support from faculty and staff and students. And that's because people talked. That's because people spoke out, that's because people supported them when they did.

And to me that's a big positive of our University. Bad things are going to happen. We're not unique. Every University has issues and things happen, and pretending that they're not is a problem, but shining a light on it expressing support, expressing what's happening, believing people when they come forward, taking things seriously, that's all positive in my opinion. I think this we can support people in these negative horrible times as a real positive for our university. We need to. We need to recognize that. Thank you.

Senator Woglom ceded the floor to Professor Libbi Miller. Professor Miller's comments are transcribed below:

Thank you, Jim. If I haven't met you, I'm currently the Chair of the School of Education. I'm gonna make it through this. I am advocating for survivor-centered solutions for our students.

In spring of 2023, Professor Lee will be returning to our class schedule. Professor Lee will be teaching classes in our Educational Leadership Administrative Services Credential program. He will also be teaching in our Masters of Arts in Education, as well as our Liberal Studies Elementary Education program.

I did not make these decisions, and I do not advocate for Professor Lee to be on our schedule. I currently have students who are reaching out to me and to my staff and to my colleagues, and asking for alternative courses to take to complete their undergraduate degree, and to complete their Administrative Services and their Multiple Subject teaching credentials, and I don't have them.

I have scoured the course catalog looking for things that match the requirements that we can substitute for our CDC requirements for our administrators. And I don't have them. And that's not a solution that I want to give to my students. That's not an answer. I have students who have shared stories of their status as survivors, students who have expressed distrust in the University, and I want to be able to give them something. I want to be able to give them survivor-centered solutions that will allow them to complete their degrees, complete their credentials, and move forward in a successful way. Thank you.

Senator Cannon responded, his remarks are transcribed below:

I sometimes go back and forth, and I just said, with regards to the Cranston Resolution that I'm a fan of uh symbolic acts, and I hope this is more than just that. Um you know, in terms of having a step in a statement of our values As a way to to show up our commitment to to make this a just place to work and learn. I will say that we need to realize that we need to know the numbers, and we need to, pass maybe Senses of the Senate, but we also have to make sure that we are preventing future harm.

CFA has been negotiating with the Chancellor's Office and administration here about the outsourcing of union work to a place called Timelan D [sp?]. This is outsourcing union work, which is why we have fair labor practice against it, and basically there's not enough money to hire permanent counselors. This is related to Title IX. There's not enough money to hire permanent counselors, and that we're giving thousands of dollars to the State of Texas for unvetted counselors. We're not interviewing them. We don't know them. It's like Uber. It's counseling Uber, and they're not just they're not just doing emergencies. They're doing regular counseling.

If a student has a dispute and it goes to go to the rise of the level of legality then they have signed away their rights through a jurisdiction in California, and it is now in Tarrant County, Texas, which is the state that has the most anti LGBT proposed legislation than any other State in the Union. So, I think we're going to talk about this more next time. We can outsource union work. I will tattoo that on my forehead. But what we're doing is outsourcing responsibility for our students' mental health, and this is all a part, this is all the same thing when we don't give good jobs to counselors who are on the front lines of talking to our students, and making sure that they can navigate these difficult waters, and our counselors can make twice as much money outside the University where they're actually respected. It's a related matter, and I've talked about it before, and I'll talk about it again, because I think it's serious, and basically it's just setting us up to fail another student. And I don't think we want to do that.

Chair Mola noted that the issue brought up by Senator Cannon will be revisited at a future meeting.

Senator Woglom spoke regarding the Resolution and comments by Professor Miller. His remarks as transcribed below:

My friend and colleague, Libbi, just said a hard thing in defense of our students and I'd like to follow up by saying things in support of our colleagues, because I do think the point that we need to maintain the safety of our spaces for learning is super important. We also need to support the health and safety of our colleagues, and in their careers, and their creative activities, and their means of living their lives. Because I worry that we're going to lose some incredible educators in maintenance of unjust practices. That is to me untenable, and irreconcilable and I just want us to have that at the forefront of our thinking not only in relationship to this Sense of the Senate but also in relationship to the way we maintain our University because people we care about are in painful situations right now and we need to protect them.

Senator Aghasaleh spoke regarding the Resolution; his remarks are transcribed below:

Thank you, Monty; I appreciate this Sense of the Senate. One of the resolved items and that recent documents and share the information about a supporting one in Title IX, some complaints do not meet the criteria for an actionable item, or something that would be fined or prosecuted, or um followed up. I think those should not be dismissed. We tend to put the tasks and the hard work on the person who made those complaints to bring evidence and provide more and more evidence, and tell those stories over and over and over, and that's exhausting, and that's taxation. The person who made that harm is just getting by and keeps doing their business. I don't think this is a healthy work environment for none of us to have someone who feels being unfairly in their work uh environments. I think that meeting is sufficient for the administrators and for the campus to follow up and to find a solution for that. We should not wait for a meeting set and criteria, or being served evidence or looking as the only time there should be some intervention. There should be some intervention before, and I think intervention does not happen without data. So uh, I appreciate this Sense of the Senate and we need that dashboard. We need to see that every day that there are people who are making complaints, but they are not being there. Thank you.

Chair Mola offered a point of information, noting that he checked in with the Title IX office about that clause and it seemed that they have the capacity and the ability to comply.

Senator Ramsier spoke regarding the resolution; her comments are transcribed below:

So, I think this Sense of the Senate is a step towards what is hopefully a willingness for us to call out incidents and not try to pretend that they are not happening. About whether or not we should name President Jackson on this SoS to acknowledge that we fail so that we can modify. We can't pretend it's not real, we can't pretend being is heard, we can't try to scare people into silence with statements like "you could be next," You don't want people say your HR file could be scrutinized—these are not survivor centered things. These are making people afraid. Using fear as a weapon. We need to not disparage our survivors speaking out when they try to work in the system that fails them, pretend everything is okay, and hope that nobody notices. People notice. Parents heard that. I'm a mother of a daughter who is considering coming to Humboldt. So that last bit as of Jackson's speech was speaking to me. I don't want people to pretend that harm does not happen here. I don't want to wonder what secrets are hiding. I'll tell you what I want. I want her to feel like if something happens to her that she can come forward and be heard and protected. She wants to be a teacher. I don't want her to have to wonder and struggle with whether or not she's going to take the classes that we just heard about, if she'll be safe in those classes. I think parents and students want honesty. I think it's insulting to think that if we just pretend that it's not real, then nobody will know, and we can't do that. Thank you.

Senate vote to approve the Sense of the Senate Resolution Supporting Survivors of Sexual Assault ***passed without dissent***

Ayes: Abarca, Aghasaleh, Anderson, Bell, Benavides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Guerrero, Harmon, McGuire, Metzger, Miller, Mola, Moyer, Ramsier, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Gordon

Chair Mola stated that this week he was asked who is accountable to Senses of the Senate. He explained he didn't respond because it was one of several hundred emails he received this week and he's still trying to dig out from that, but ultimately the Senate is responsible for that and so ultimately, he is responsible for that. He explained he will be digging through the Senses of the Senate Resolutions over the last year that are related to this. He stated the Senate will make sure that resources and policy decisions have the support, and noted that in terms of what the Senate can do, ultimately resources and policy recommendations is where the power of this body lies. He stated he will do the best he can for the next seven months as the chair of this body to make sure that we're keeping this at the forefront, and then will hand it off to whoever takes over this position to make sure that they keep it at the forefront as well. He thanked the Senate for their work.

M/S (Woglom/Harmon) to adjourn

Meeting adjourned at 4:45 PM

CAL POLY HUMBOLDT

University Senate Written Reports, November 08, 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 10/28/2022 to address

- Guidelines that were developed to detail process for appointments and elections
- Request from CBC for policy on process for appointments and elections
 - Jayne will provide that by the end of the month
- CBC's effort to clarify active committees on campus
- December effort to determine all 23-24 committee vacancies

Constitution and Bylaws Committee:

Submitted by Roughollah Aghasaleh, CBC Chair

Members: Chelsea Teale, George Wrenn, Deidre Clem, Garrett Purchio

Meeting Date(s): 10-31-2022

- finalized grad list resolution
- made recommendations for AEC policy document
- made recommendations for comprehensive approach to committees and including in Section 800

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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, Amy Spowles, 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

Meeting Date(s): 11/1/2022

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 NHE 106 or Zoom: <https://humboldtstate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09>

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

Due to technical difficulties with the hyflex room, not all of the planned agenda items were covered in this meeting and those items will be addressed during the 11/15 meeting.

ICC Bylaws

The final adjustments to the bylaws were reviewed and the committee voted to approve the revised bylaws to move forward to the Senate.

GWAR

The ICC was in need of addressing some confusion and concerns that arose with the GWAR table of options that was shared over the summer. The table was developed by a working group of colleagues in the English department based on their extensive expertise in writing and the teaching of writing. While the table presents a clear depiction of the possible options for students to meet the GWAR requirement, it is being viewed as a policy document by many across campus and that is creating some confusion.

To address this communication need, a simplified GWAR policy is being presented that outlines that larger parameters in 0665. Process components will continue to be refined as implementation continues. For example, GWAR could serve as an opportunity for campus to implement systematic writing instruction across the University. Such systematic instruction

would take resources supporting that infrastructure. As structures on systematic writing instruction evolve on campus, this could include an evolution on the approach of implementing a meaningful GVAR process.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter, ASCSU Representative (Senate Chair Monty Mola is filling in as he can as the second ASCSU representative)

The ASCSU committee meetings and plenary took place on November 2-4. The CSU [Board of Trustees](#) meeting will take place November 14-16. *You can access ASCSU resolutions and other documents at this site: <https://www.calstate.edu/csu-system/faculty-staff/academic-senate>*

These are some key issues of continuing importance in the ASCSU's business:

- AB928 (especially Cal-GETC, the systemwide common GE pathway)
- AB927-Community College Bachelor's Degrees
- Title IX and DHR (Joint Legislative Audit and Cozen O'Connor systemwide). The Chancellor's office now has a website dedicated to the Cozen O'Connor systemwide Title IX & DHR review which you can access [here](#). There is also a dedicated confidential email address to reach the Cozen team at CalStateReview@cozen.com
- CSU Faculty Salary Study (current being conducted by Mercer Consulting)
- Multi-year Compact between the Newsom Administration and CSU (read [here](#))
- Search and appointment of permanent CSU Chancellor
- Declining enrollment across 21 CSU campuses, especially 9 northern California campuses
- GI2025 assessment/what comes next?
- Increasing diversity, equity and inclusion in the culture and representativeness of the ASCSU

The following resolutions were heard in first reading. *Please take a look at these and if you have feedback, provide it to Stephanie Burkhalter by January 17, 2022.*

- AS-3578-22/JEDI "Expansion of California State University (CSU) Independent Doctoral Degree Programs"
- AS-3579-22/FGA "Funding Academic Senate CSU Summer Legislative Specialist Advocacy Work"
- AS-3580-22/FA "Request for Increased Ventilation and Air Purification Infrastructure Across the California State University (CSU) System"
- AS-3581-22/JEDI/FA "Adopting a Font Designed for Readability for California State University (CSU) Business"
- AS-3582-22/FA "In Solidarity with the Courageous Iranian Women and Girls, Abroad and Locally"

- AS-3583-22/EX “In Support of Native American Graves Protection and Repatriation Act (NAGRPA) Compliance in the California State University (CSU)”
- AS-3584-22/FA “Establishing Timely Responses to Legislative Resolutions from Campus Senates”
- AS-3585-22/JEDI/FA/FGA “CSU Employee Justice Equity and Diversity Housing Assistance Program”
- AS-3586-22/JEDI/FA “Systemic Inclusion of Preferred Names and Pronouns within the California State University (CSU) System”

The following resolutions were heard in second reading and passed

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

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3578-22/JEDI
November 3-4, 2022
First Reading/Waiver

**EXPANSION OF CALIFORNIA STATE UNIVERSITY (CSU) INDEPENDENT
DOCTORAL DEGREE PROGRAMS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 urge the Board of Trustees and the Office of the Chancellor to initiate and support
3 the process to establish independent doctoral degree pathways for the CSU in
4 collaboration with elected and community partners from across California.; and be it
5 further
- 6 **2. RESOLVED:** That the Office of the Chancellor and Board of Trustees work with
7 legislators to pursue the respective legislative modification of the California
8 Education Code; and be it further
- 9 **3. RESOLVED:** That that these programs address critical access, equity, academic, and
10 workforce needs within our state; and be it further
- 11 **4. RESOLVED:** That these doctoral programs be non-duplicative of those offered by
12 the University of California (UC); and be it further
- 13 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
- 14 • CSU Board of Trustees,
15 • CSU Chancellor,
16 • CSU campus Presidents,
17 • CSU campus Senate Chairs,

- 18 • CSU campus Senate Executive Committees,
- 19 • CSU Provosts/Vice Presidents of Academic Affairs,
- 20 • CSU campus articulation officers,
- 21 • California Faculty Association (CFA),
- 22 • California State Student Association (CSSA),
- 23 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 24 • Academic Senate for the California Community Colleges (CCC),
- 25 • Academic Senate of the University of California (UC),
- 26 • California Community Colleges' Board of Governors,
- 27 • University of California Board of Regents, and
- 28 • California Assemblymember Eduardo Garcia.

29 ***RATIONALE:*** *Sustaining and fostering the health of California's economy requires training a*
30 *skilled workforce with doctoral and professional degrees to meet the changing needs of society. The*
31 *average salary for those with a doctoral or professional degree is 50% higher than those with a*
32 *bachelor's degree, and the unemployment rate is further halved to less than 2% as compared to*
33 *those with a Baccalaureate, per the U.S. Bureau of Labor Statistics, both key determinants to*
34 *social mobility which is undercut for CSU students by setting a ceiling at the master's level¹.*
35 *Contributing to a high-quality workforce of scholars that is ethnically, racially, economically, and*
36 *academically diverse is paramount at this point in history. The CSU is a proven model to*
37 *provide educational and affordable access to underrepresented students to contribute to California's*

¹ *Why Earning a Ph.D. is an Advantage in Today's Industry Market.* (2019). **Nature:** <https://www.nature.com/articles/d41586-019-00097-x>

38 *economy, culture, and future, and 84% of CSU graduates remain in California communities*
39 *after graduation².*

40 *The involvement in advanced research are proper professional functions of any scholarly faculty.*
41 *The pursuit of such advanced scholarly activities at the doctoral level strengthens both*
42 *undergraduate and graduate education.*

43 *Unfortunately, the existing California Education Code³ restricts the CSU to joint doctoral*
44 *programs, thereby disproportionately limiting the direct access of an ever growing and diverse*
45 *student population from the most advanced degrees at the doctoral level, degrees that are highly*
46 *demanding by industries in California and across the country. The Code also constrains faculty*
47 *from conducting and advancing scholarly and research activities at the highest level enabled by*
48 *doctoral-level education, thereby limiting the growth and development of faculty systemwide. The*
49 *CSU's goal of diversifying the pool of faculty at CSU requires that students seeking to teach in*
50 *the future have access to doctoral programs, as 92.7% of faculty have Doctor of Philosophy*
51 *degrees⁴.*

52 *The existing joint doctoral programs with the University of California or private universities,*
53 *while a valuable component within the overall educational and research activities of the CSU,*

² Diversity. (2022). CSU website: <https://www.calstate.edu/impact-of-the-csu/diversity#:~:text=Nearly%20half%20of%20CSU%20students,and%20Native%20American%20students%20combined.>

³ California Education Code §66040: https://leginfo.ca.gov/jaces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=4.5.

⁴ *Quantifying Hierarchy and Dynamics in U.S. Faculty Hiring and Retention.* 2021. **Nature:** <https://www.nature.com/articles/s41586-022-05222-x>

54 *cannot provide sufficient doctoral degree-level academic pathways for students to strengthen their*
55 *educational experience or leverage the aspirations and diverse educational and research activities*
56 *at CSU. Additionally, these joint programs with the University of California or private in-state*
57 *universities often require CSU students to incur the additional costs of tuition relevant to the*
58 *collaborating institution, which puts additional financial and personal burdens on CSU students.*

59

60 *FEEDBACK FOR COMMITTEE:*

- 61 - *That the ASCSU ... (for resolves 2-4)*
- 62 - *Professional doctorates vs independent doctorates*
- 63 - *COST implications (CSU CO? BOT? Evidence? How to avoid political opposition)*
- 64 - *If highlighting DEI issues, include in body re: what our students bring..*
- 65 - *Two issue re: legislature. 1) COST re: doctoral issue in CSU (leg. Does not currently provide*
66 *any additional funds for doctoral degrees). 2) AB927 approval was to address workforce issue*
67 *(it was allowed as a "fix" to increase workforce preparation)*
- 68 - *Pursing this may lead to reconsideration of master plan, etc.*
- 69 - *Access to doctorates for our students would increase (presumably non-duplicative) workforce*
70 *preparation ... ???*
- 71 - *Consultation with AA? (a doctoral degree is an academic program)*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3579-22/FGA
November 3-4, 2022
First Reading

**FUNDING ACADEMIC SENATE CSU (ASCSU) SUMMER LEGISLATIVE
SPECIALIST ADVOCACY WORK**

- 1 1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize that the business of the University and the business of the ASCSU continue
3 outside the Fall and Spring terms and that, in particular, the work of the ASCSU
4 Legislative Specialist is especially important during the Summer; and be it further
- 5 2. **RESOLVED:** That the ASCSU recognize that the funding of service work during
6 Summer via assigned time units (WTUs) is problematic at best; and be it further
- 7 3. **RESOLVED:** That the ASCSU recognize that the position of Legislative Specialist has
8 a term that runs from October 1 through September 30 of the following year; and be
9 it further
- 10 4. **RESOLVED:** That the ASCSU request that the CSU Chancellor's Office provide
11 funding for this work be in the form of a stipend equal to the salary that the faculty
12 member would receive for a 3-unit Summer Course on their campus; and be it further
- 13 5. **RESOLVED:** That the ASCSU distribute this resolution to the:
- 14 • CSU Board of Trustees,
15 • CSU Chancellor,
16 • California Faculty Association (CFA), and the
17 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

18 ***RATIONALE: TBW***

19

20 ***FEEDBACK TO COMMITTEE:***

21 *Rationale – works during summer, work should be compensated*

- 22 • *Title seems to need some work (summer legislative specialist vs. Leg specialist during*
- 23 *summer) ...*
- 24 • *Compensation at “replacement cost” (WTU) for summer work is current model (?)*
- 25 • *Res. 2: “is problematic at best” ... sharpen to ID the problem (rationale)*
- 26 • *Res. 3: is it term of service or just that work continues*
- 27 • *Res. 4: 3-unit --> “comparable to workload” ...*
- 28 • *Part of effectiveness of summer action by leg. Spec. Is that it engenders early faculty input*
- 29 *into leg. Action (working in conjunction with senate chair)*
- 30 • *There are 2 legislative specialists right? Shouldn’t that be reflected here? Or is the*
- 31 *seniormost?*
- 32 • *May-revise is when the budget gets established; may-june is reconciliation with the other*
- 33 *half of the legislature (assembly/ senate) from where the bill originated. may15-aug1 is*
- 34 *the final push on legislation.*
- 35 • *Legislative specialist(s) -- address the 1 vs 2 issue and relevant compensation*
- 36 • *Summer ASCSU exec is flat rate when paid (once in recent history)*

37

38

39

40

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3580-22/FA
November 3-4, 2022
First Reading

**REQUEST FOR INCREASED VENTILATION AND AIR PURIFICATION
INFRASTRUCTURE ACROSS THE CALIFORNIA STATE UNIVERSITY (CSU)
SYSTEM**

- 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 acknowledge that a primary method of preventing the
6 spread of COVID-19, influenza, Respiratory syncytial Virus (RSV), and other
7 respiratory illnesses, is well-ventilated and filtered indoor air; and be it further
- 8 **3. RESOLVED:** That the ASCSU urge that additional ventilation and air filtration
9 improvements in our campus buildings be prioritized, including the installation of
10 public air quality monitors¹ and the publishing of building air exchange rates; and be it
11 further
- 12 **4. RESOLVED:** That the ASCSU request that the Office of the Chancellor and each
13 CSU campus conduct an inventory on room size and room capacity that takes into
14 account the recommended best practices for space sharing in the context of
15 aerosolized infection vectors; and be it further

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

16 5. **RESOLVED:** That the ASCSU request that the Office of the Chancellor, California
17 Faculty Association, and ASCSU lobby the California state legislature for additional
18 funding to support clean indoor air throughout the CSU as a critical public health
19 issue and for ensuring a safe educational environment and in alignment with
20 [California Assembly Bill \(AB\) 2232](#) (2022); and be it further

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

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

31 ***RATIONALE:** COVID-19 is airborne.² As a result, the precautions necessary to limit or*
32 *reduce the spread of COVID-19 and other respiratory illnesses, such as influenza and RSV,*
33 *must include infrastructural efforts to improve indoor air quality and protect campus public health*
34 *in the 21st century. This is analogous to the efforts to reduce the spread of water-borne diseases*
35 *such as cholera beginning in the 19th century. This includes improved air ventilation and*

² <https://www.epa.gov/coronavirus/indoor-air-and-coronavirus-covid-19>; <https://covid.rh.gov/covid-19-prevention/indoor-air-circulation>

36 *filtration – both centralized systems³ as well as lower-cost systems such as Corsi-Rosenthal*
37 *boxes.⁴ An appropriate foundation of indoor air quality improves the safety of our student*
38 *learning conditions, minimizing the role of educational facilities as “viral fountains,”⁵ and*
39 *improving the efficacy of masking and vaccination to limit the spread of COVID-19 and other*
40 *aerosolized pathogens.*

41

42 **FEEDBACK:**

- 43 • *Address in more detail (sb or ab 2232) ?*
- 44 • *Re: air exchange rates, what is the ask? What is actionable?*

³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8450051/>

⁴ <https://aghealth.ucdavis.edu/news/corsi-rosenthal-box-diy-box-fan-air-filter-covid-19-and-wildfire-smoke;>
[https://www.smithsonianmag.com/innovation/homemade-air-purifier-thats-been-saving-lives-during-covid-19-pandemic-180979681/;](https://www.smithsonianmag.com/innovation/homemade-air-purifier-thats-been-saving-lives-during-covid-19-pandemic-180979681/)
<https://www.nature.com/articles/d41586-021-02669-2>

⁵ <https://www.theguardian.com/world/2020/mar/09/coronavirus-us-shutdown-closures>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3581-22/JEDI
November 3-4, 2022
First Reading

**ADOPTING A FONT DESIGNED FOR READABILITY FOR CALIFORNIA STATE UNIVERSITY
(CSU) BUSINESS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize that visual impairment is a growing problem, and likely affects one or more
3 members of the body directly.
- 4 **2. RESOLVED:** That the Academic Senate of the ASCSU adopt for its business the Atkinson
5 Hyperlegible font, which was designed specifically for readability. The font is available
6 for free download from the Braille Institute: <https://brailleinstitute.org/freefont>; and
7 be it further
- 8 **3. RESOLVED:** That the ASCSU recommend that the Chancellors Office and administration
9 of the CSU adopt for their business the Atkinson Hyperlegible font; and be it further
- 10 **4. RESOLVED:** That the ASCSU recommend that faculty adopt the Atkinson Hyperlegible
11 font for their instructional materials; and be it further
- 12 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
 - 13 • CSU Board of Trustees,
 - 14 • CSU Chancellor,
 - 15 • CSU campus Presidents,
 - 16 • CSU campus Senate Chairs,
 - 17 • CSU campus Senate Executive Committees,
 - 18 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 19 • CSU campus articulation officers,
 - 20 • California Faculty Association (CFA)
 - 21 • California State Student Association (CSSA)

- 22 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 23 • Academic Senate for the California Community Colleges,
- 24 • Academic Senate of the University of California,
- 25 • California Community Colleges' Board of Governors,
- 26 • University of California Board of Regents

27 **RATIONALE:** *The CDC's Vision Health Initiative's "Fast Facts of Common Eye Disorders"*
28 *notes that "vision disability is one of the top 10 disabilities among adults 18 years and*
29 *older," and "12 million people 40 years and over in the United States have vision im-*
30 *pairment." It is likely that visually impaired individuals are represented in ASCSU.*

31 *Much of the ASCSU's work includes the perfection of resolutions and other documents*
32 *in a setting that involves projection (on a physical or virtual screen) and real-time ed-*
33 *iting. In addition, Senators need to be able to read a variety of documents, many of*
34 *which have been created by the body. The way the ASCSU works often makes it hard*
35 *for participants to use adaptive technologies or to control the font in their own view.*

36 *According to the Braille Institute, certain letters and numbers can be hard to distin-*
37 *guish from one another for low vision readers.*

38 *In 2019, the Braille Institute contracted with Applied Design Works to develop a font*
39 *that addressed the specific characteristics of letters and numbers that made them hard*
40 *to distinguish from one another. The font designer collaborated with a low-vision spe-*
41 *cialist and the design process included a panel of people with visual impairments (see*
42 [*Atkinson Hyperlegible typeface is designed for visually impaired readers*](#)*).* *The result*
43 *was the Atkinson Hyperlegible font. The font received an award from the Fast*

44 *Company, and in 2021, it joined the fonts offered by google. The font family also has*
45 *accent characters to support 27 languages. The Braille Institute offers the font for free*
46 *download to anyone from their website.*

47 *The adoption of a bona-fida and no-cost font to make ASCSU documents easier to read*
48 *for everyone, including those with visual impairments, is consistent with [principles of](#)*
49 *[Universal Design](#), and would be a step towards making the work on the floor of the*
50 *ASCSU more equitable and inclusive.*

51

52 *FEEDBACK:*

- 53 • *Kerning... promotes ease of reading and flow... is there the possibility of “both*
54 *and”... while also providing access and availability for other needs.*
- 55 •

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3582-22/FA
November 3-4, 2022
First Reading

**STANDING IN SOLIDARITY WITH IRANIAN WOMEN, GIRLS, AND
UNIVERSITY COMMUNITIES PROTESTING VIOLENT REPRESSION IN
RESPONSE TO THE “WOMAN, LIFE, FREEDOM” MOVEMENT**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 call for the immediate declaration of solidarity with the women, girls, students, and
3 professors in Iran who are engaged in citizen manifestations; and be it further

- 4 **2. RESOLVED:** That the ASCSU note that following the Iranian Revolution of 1979
5 Iranians arrived in the United States with over 40% settling in California - specifically
6 in the Los Angeles County. By 2021 the Ministry of Foreign Affairs of Iran reported
7 that 1,500,000 Iranians born in Iran lived in the U.S, known as the Iranian Diaspora.
8 This group constitutes the largest number of Iranians outside of Iran; and be it
9 further

- 10 **3. RESOLVED:** That the CSU direct campuses to document, publicize and support the
11 diverse programs focusing on Middle Eastern Studies and Peoples which are
12 important sites of community-building and education for all CSU students, faculty,
13 and staff; and be it further

- 14 **4. RESOLVED:** That the ASCSU disaggregate data to identify and feature people and
15 contributions in the CSU and society who are of Iranian descent; and be it further

- 16 **5. RESOLVED:** That the ASCSU shall develop formal processes to assist Iran-based
17 students and professors who seek refuge in the U.S. because of the violent responses
18 to their dissent in public spaces; and be it further
- 19 **6. RESOLVED:** That the ASCSU make public statements in solidarity with Iranian and
20 Iranian American (the Iranian Diaspora) students, faculty, staff, and their
21 community; and be it finally
- 22 **7. RESOLVED:** That the ASCSU distribute this resolution to the:
- 23 • CSU Board of Trustees,
 - 24 • CSU Chancellor,
 - 25 • CSU campus Presidents,
 - 26 • CSU campus Senate Chairs,
 - 27 • CSU campus Senate Executive Committees,
 - 28 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 29 • CSU campus Middle Eastern programs and faculty,
 - 30 • California Faculty Association (CFA),
 - 31 • California State Student Association (CSSA),
 - 32 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
 - 33 • Academic Senate for the California Community Colleges (CCC),
 - 34 • Academic Senate of the University of California (UC),
 - 35 • California Community Colleges' Board of Governors,
 - 36 • University of California Board of Regents,
 - 37 • California Governor the Honorable Gavin Newsom,
 - 38 • Member of the California Assembly Higher Education Committee,
 - 39 • U.S. Senators Alex Padilla and Diane Feinstein and the:

- 40 • Chief of the Interests Section of the Islamic Republic of Iran in the United States
- 41 at the Pakistani Embassy
- 42 • U.S. Department of State

43 ***RATIONALE:*** *Human Rights Watch researcher, Tara Seehri Far, reported on September*
44 *16th¹ News outlets reported that a 22-year old Iranian woman from Sanandaj in western Iran,*
45 *named Mahsa Amini was arrested by Tebran’s ‘morality police.’ Following her arrest she is*
46 *said to have been transported to a hospital in a coma and dying the same day. Multiple news*
47 *outlets report that the Iranian authorities describe the arrest of Ms. Amini as resulting from*
48 *“improper” hijab attire.*

49 *The ASCSU takes this action out of concern and respect for our colleagues, students, and*
50 *neighbors. California and the California State University are home to hundreds of thousands of*
51 *Iranians part of the Iranian diaspora, many of whom have family connections to that region and*
52 *many who suffer the lasting effects of the...California has the largest population of Iranian and*
53 *Iranian American students outside of Iran.*

54 *As of the beginning of November protestors in Iran are being charged with dissent actions that*
55 *will lead to the death penalty, over 12,000 have been arrested, and many protestors are being*
56 *shot on site including children.*

¹ <https://www.hrw.org/news/2022/09/16/woman-dies-custody-irans-morality-police> **Article in the Chronicle of Higher Education** (by Karin Fischer, in Latitudes Newsletter) about the open letter published 10/19/22: (second article in the newsletter)—please share with others: <https://cids.sfsu.edu/news/academics-urge-solidarity-iranian-protesters>

57 *Various campuses have passed resolutions supporting Woman, Life, Freedom, including San*
58 *José State University - <https://www.sjsu.edu/senate/docs/SS-F22-1.pdf>; San Francisco State*
59 *University - <https://cids.sfsu.edu/news/academic-senate-resolution-solidarity-women-and->*
60 *[university-communities-iran](https://cids.sfsu.edu/news/academic-senate-resolution-solidarity-women-and-university-communities-iran) ; Sonoma State University -*
61 *<https://senate.sonoma.edu/resolutions/resolution-regarding-university-response-protest> CSU*
62 *Dominguez Hills - [Exec 22-10: Sense of the Senate Resolution CSUDH Support and](#)*
63 *[Solidarity with Iranian Women and University Communities Manifested in “Woman, Life,](#)*
64 *[Freedom.”](#)*

65 *It is imperative that the CSU continue to stay informed on the rapidly changing condition of*
66 *people in Iran. Resources for updated information are being prepared and circulated by Iranian*
67 *Diaspora faculty members, including Dr. Roxana Marachi at San José State University, and*
68 *Dr. Persis Karim, at San Francisco State University.² This resolution is a collaborative effort*
69 *brought out of concern and a need for action by the CSU.*

² SF State TEACH-IN (10/7/22): <https://www.youtube.com/watch?v=JIONnkaLCmM> Center for Iranian Diaspora Studies at San Francisco State University

Resource list: about the context of protests in Iran that the Center **worked** on with folks at the Association for Asian American Studies: <https://cids.sfsu.edu/news/woman-life-freedom-resources-protests-iran>

"An Open Letter to Presidents, Chancellors and Provosts of US and Canadian Institutions" penned by Professors Camron Amin, Sholeh Quinn and Persis Karim which is now posted on the Center's website and includes the link to the letter that others can sign - **please share the link to the letter with colleagues far and wide!** <https://cids.sfsu.edu/news/us-and-canadian-scholars-issue-open-letter-calling-university-administrators-take-action>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3583-22/EX
November 3-4, 2022
First Reading

**IN SUPPORT OF NATIVE AMERICAN GRAVES PROTECTION AND
REPATRIATION ACT (NAGRPA) COMPLIANCE IN THE CALIFORNIA STATE
UNIVERSITY (CSU)**

- 1 1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 affirm its support for the federal [Native American Graves Protections and](#)
3 [Repatriation Act \(NAGPRA\)](#) and [California Native American Graves Protections and](#)
4 [Repatriation Act of 2001 \(CalNAGPRA\)](#) compliance, as per [AB 978](#), in the
5 California State University (CSU); and be it further
- 6 2. **RESOLVED:** That the Academic Senate CSU commend the CSU Office of the
7 Chancellor for their attention to the need for [respectful and relevant consultation](#)
8 with California Native American nations and administrators and faculty on the
9 stewardship of ancestral remains and objects of cultural patrimony; and be it further
- 10 3. **RESOLVED:** That the ASCSU urge the CSU Office of the Chancellor to instate a
11 moratorium on faculty research covered by [NAGPRA](#) and [CalNAGPRA](#) and work
12 that uses ancestral remains and objects of cultural patrimony until compliant
13 stewardship is adapted on all CSU campuses; and be it further
- 14 4. **RESOLVED:** That the ASCSU distribute this resolution to the:
15 • CSU Board of Trustees,
16 • CSU Interim Chancellor Jolene Koester,

- 17 • Sylvia A, Alva - CSU Executive Vice Chancellor of Academic and Student
- 18 Affairs,
- 19 • CSU Project Manager for CalNAGPRA,
- 20 • CSU campus Presidents,
- 21 • CSU NAGPRA Coordinators and Directors,
- 22 • CSU Provosts/Vice Presidents of Academic Affairs,
- 23 • CSU campus Senate Chairs,
- 24 • CSU campus Senate Executive Committees,
- 25 • California Faculty Association (CFA),
- 26 • CSU Ethnic Studies Council (CSUCES),
- 27 • CSU Native American and Indigenous Studies Discipline Council,
- 28 • California State Student Association (CSSA),
- 29 • CSU Emeritus and Retired Faculty and Staff Association (ERFSA), and the
- 30 • CSU Alumni Association.

31 ***RATIONALE:*** *This resolution expresses the support of the Academic Senate of the California*

32 *State University (ASCSU) for [NAGPRA](#) and [Cal NAGPRA](#) compliance in the California*

33 *State University. In 2001, the California legislature passed [AB 978](#) “California Native*

34 *American Graves Protection and Repatriation Act.” Central in this act was the requirement for*

35 *all state agencies and museums that receive state funding to provide cataloguing and repatriation*

36 *processes for human remains, funerary objects, and objects of cultural patrimony to Native*

37 *American tribal nations. Since this act, the CSU Office of the Chancellor has taken positive*

38 *steps to enable and ensure compliance with [CalNAGPRA](#), particularly with the [appointment of](#)*

39 *[a new project manager](#) to work with tribal nations in the State of California for repatriation;*

40 *however, in consultation with Native American members of the CSU community, new concerns*
41 *have surfaced suggesting that a moratorium is need to enable the assessment of [CalNAGPRA](#)*
42 *systemwide to ensure current faculty activities and research is in compliance. This resolution seeks*
43 *to respond to these concerns.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3584-23/FA
November 3-4, 2022
First Reading

**ESTABLISHING TIMELY RESPONSES TO LEGISLATIVE RESOLUTIONS
FROM CAMPUS SENATES**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize and reaffirm the legislative rights and responsibilities of CSU faculty via
3 their campus senates to adopt resolutions establishing campus curriculum and
4 academic policies; and be it further
- 5 **2. RESOLVED:** That the ASCSU assert the effectiveness of this process rests on the
6 direct articulation of the faculty’s legislative purview in such matters, on cooperation
7 with the campus administration, and on timely communication from the President
8 regarding resolutions passed by the campus senate; and be it further
- 9 **3. RESOLVED:** That in reaffirming and promoting the authority of the faculty and
10 campus senates across the CSU in curricular and academic decisions, the ASCSU
11 strongly urge each campus senate to review its constitution and bylaws toward the
12 goal of clarifying its legislative rights and responsibilities in such matters; and be it
13 further
- 14 **4. RESOLVED:** That the ASCSU strongly urge each campus senate in the CSU to
15 establish within its constitution or bylaws, a timely deadline not to exceed sixty days
16 for presidential responses to curricular and academic policy-related resolutions passed

17 by the campus senate, beyond which deadline such legislative resolutions shall be
18 considered enacted and in force; and be it further

19 5. **RESOLVED:** That campus senate bylaws require all presidential vetoes include a
20 rationale that is reported the Senate and accessible to the campus community; and be
21 it further

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

- 23 • CSU Board of Trustees,
- 24 • CSU Chancellor,
- 25 • CSU campus Presidents,
- 26 • CSU campus Senate Chairs,
- 27 • CSU campus Senate Executive Committees,
- 28 • CSU Provosts/Vice Presidents of Academic Affairs,
- 29 • California Faculty Association (CFA),
- 30 • California State Student Association (CSSA), and the
- 31 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

32 ***RATIONALE:** This resolution urges campuses to review and, if necessary, clarify the language*
33 *in their senate constitutions and/or bylaws concerning legislative (as opposed to advisory)*
34 *resolutions. It also asks campuses to incorporate into their bylaws a deadline of sixty days for*
35 *receipt of responses by the campus president to resolutions passed by the campus senate. In the*
36 *absence of a president's response by such deadline, the resolution would be considered*
37 *automatically in effect. The passive dismissal of curricular or academic legislation that has been*
38 *adopted by campus senates cannot be allowed to undermine faculty rights and responsibilities in*

39 *this area. Such “pocket vetoes” by presidents also compromise necessary faculty-administration*
40 *communication in developing effective curriculum and academic policies. Any veto by a campus*
41 *president of curricular or academic-policy legislation passed by a campus senate should be directly*
42 *communicated to the faculty in a timely manner.*

43 *The development of curriculum and academic policies on CSU campuses is the legislative purview*
44 *of the faculty. The American Association of University Professors (AAUP) emphasizes the*
45 *importance of shared governance as essential to the role of university faculty and maintaining*
46 *quality of higher education (<https://www.aaup.org/our-programs/shared-governance>). WASC*
47 *(Western Association of Schools and Colleges) Senior College and University Commission*
48 *(WSCUC) emphasizes the importance of shared governance in accreditation of the CSU*
49 *campuses, including maintaining and honoring clear policies on faculty governance*
50 *([https://changinghighered.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-](https://changinghighered.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-WSCUC-Accreditation.pdf)*
51 *[WSCUC-Accreditation.pdf](https://changinghighered.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-WSCUC-Accreditation.pdf)). The Higher Education Employer-Employee Relations Act*
52 *(HEERA) also emphasizes the role of faculty in shared governance of the University, including*
53 *in addressing professional matters affecting faculty*
54 *([https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=GOV&](https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=GOV&division=4.&title=1.&part=&chapter=12.&article=)*
55 *[division=4.&title=1.&part=&chapter=12.&article=](https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=GOV&division=4.&title=1.&part=&chapter=12.&article=)).* The CSU system has adopted the
56 *“Tenets of System Level Shared Governance”*
57 *([https://www.csusb.edu/sites/default/files/tenets_of_system_level_shared_governance_in_the](https://www.csusb.edu/sites/default/files/tenets_of_system_level_shared_governance_in_the_california_state_university.pdf)*
58 *[california state university.pdf](https://www.csusb.edu/sites/default/files/tenets_of_system_level_shared_governance_in_the_california_state_university.pdf)), which affords faculty on each campus a role in shared governance*

59 *of the University. The ASCSU has previously passed several resolutions that emphasize*
60 *academic freedom and the role of faculty and faculty Senates in shared governance*

- 61 • *AS-2781-06/FA (Rev) - [https://www.calstate.edu/csu-system/faculty-](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2006-2007/2781.pdf)*
62 *[staff/academic-senate/resolutions/2006-2007/2781.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2006-2007/2781.pdf);*
- 63 • *AS-2845-08/FA (Rev) - [https://www.calstate.edu/csu-system/faculty-](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2007-2008/2845.pdf)*
64 *[staff/academic-senate/resolutions/2007-2008/2845.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2007-2008/2845.pdf);*
- 65 • *AS-2891-09/AA/FA (Rev) - [https://www.calstate.edu/csu-system/faculty-](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2008-2009/2891.pdf)*
66 *[staff/academic-senate/resolutions/2008-2009/2891.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2008-2009/2891.pdf);*
- 67 • *AS-3348-18/EX (Rev) - [https://www.calstate.edu/csu-system/faculty-](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3348.pdf)*
68 *[staff/academic-senate/resolutions/2018-2019/3348.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3348.pdf)*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3585-22/JEDI
November 3-4, 2022
First Reading

**CSU FACULTY AND STAFF JUSTICE EQUITY AND DIVERSITY (JEDI)
HOUSING ASSISTANCE PROGRAM**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognizes that many faculty unit employees and staff are priced-out of the housing
3 market in California and its urban centers making it challenging to continue to reside
4 in-state and locally; and be it further
- 5 **2. RESOLVED:** That marginalized people, including CSU faculty and staff of Color, are
6 disproportionately denied home loans and, when loans are extended, interest rates
7 tend to be higher, even when incomes are the same¹. and be it further
- 8 **3. RESOLVED:** That the ASCSU urge the CSU system to implement a housing
9 assistance program for all faculty and staff systemwide that is fair and inclusive in
10 order to make homeownership attainable and conducive to long-term housing and
11 employment stability; and be it further
- 12 **4. RESOLVED:** That the ASCSU endorses mortgage assistance programs as tools to
13 attract, retain, and support faculty and staff and their families; and be it further
- 14 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
15 • CSU Board of Trustees,

¹ *Housing Perspectives*. (20220). **Joint Center for Housing Studies of Harvard University:**
<https://www.jchs.harvard.edu/blog/high-income-black-homeowners-receive-higher-interest-rates-low-income-white-homeowners>

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

25 ***RATIONALE:*** *California faces the most significant housing crisis in the state's history, as millions*
26 *of residents are facing insurmountable housing costs.² There is a significant shortage in housing of*
27 *two and a half million homes, with the median price of a home in California at \$850,000 (more*
28 *than double the national average) and rents costing an average of \$2,300 per month for a two-*
29 *bedroom apartment, one of the highest rents in the country with dramatic cost increases exacerbated*
30 *by the COVID-19 pandemic.³ The high cost of housing impacts all Californians, including*
31 *university faculty and staff and their families throughout the state who typically carry high education*
32 *debt. More than 46% of faculty are paying student loan debt and it is even higher for people of color*
33 *who tend to have higher education loans.⁴ The cost of living in California is 41% higher than the*

² *Most Californians Concerned About Housing Costs.* (2022). **Los Angeles Times:** <https://www.latimes.com/california/story/2022-03-24/californians-concerned-about-housing-affordability-poll-shows>

³ *A Home for Every Californian.* (2022). **California Department of Housing and Community Development:** <https://storymaps.arcgis.com/stories/94729ab1648d43b1811c1698a748c136>

⁴ *College Housing Challenges Extend to Faculty and Staff.* 2022. **Insight Into Diversity:** <https://www.insightintodiversity.com/college-housing-challenges-extend-to-faculty-and-staff/>

34 *national average⁵, with inflation at an all-time high; the price of gas is the most expensive in the*
35 *nation⁶; utilities are 27% higher⁷; and, families are paying 12% more for groceries⁸, contributing to*
36 *an alarming rate of food insecurity statewide.*

37 *Home prices in areas where California State University (CSU) faculty and staff work are some of*
38 *the highest in the nation, with the median priced homes in and around San Diego State University*
39 *(SDSU), CSU Los Angeles, San Francisco State University, and San José State University at*
40 *\$905,000, \$793,000, \$1.38 million, and \$1,88 million, respectively⁹. Additionally, mortgage*
41 *rates are rising and are projected to keep rising, having increased two percentage points this year,*
42 *roughly to 6.5%, the biggest increase by the federal reserve since 1994¹⁰. Many residents are leaving*
43 *California searching for a lower cost of living. The U.S. Census Bureau showed that California's*
44 *population decreased by 173,000 between July 2020 and July 2021.¹¹*

45 *University faculty and staff are valuable employees —the backbone of post-secondary educational*
46 *systems - having dedicated their careers to teaching and supporting students, cultivating a path*
47 *toward their personal growth and career success, while also leading the way in creativity, innovation,*

⁵ *Cost of Living Index.* (2022). **The Council for Community & Economic Research:** <https://www.coli.org/>

⁶ *States with the Highest Gas Prices.* (2022). **US News & World Report:** <https://www.usnews.com/news/best-states/articles/states-with-the-highest-gas-prices>

⁷ *San Diego Electricity Rates Show No Signs of Slowing Down.* (2022). **KPBS:** <https://www.kpbs.org/news/local/2022/05/26/san-diego-electricity-rates-show-no-signs-of-coming-down>

⁸ *Consumer Price Index.* (2022). **U.S. Bureau of Labor Statistics:** <https://www.bls.gov/cpi/>

⁹ *California Housing Market Report.* (2022). **Forbes:** <https://www.forbes.com/sites/andredepietro/2022/03/30/california-housing-market-report-2022/?sh=adff5542c4ad>

¹⁰ *Fed Rolls Out Biggest Rate Hike since 1994, Flags Slowing Economy.* (2022). **Reuters:** <https://www.reuters.com/markets/us/fed-seen-revving-up-inflation-fight-with-sharp-rate-hike-2022-06-15/>

¹¹ *E-2 California Counties Population Estimates and Components of Change by Year.* (2021). **CA Department of Finance:** <https://dof.ca.gov/forecasting/demographics/e-2-california-county-population-estimates-and-components-of-change-by-year/>

48 *and critical research development. the CSU's 56,000 faculty are one of the best and brightest, many*
49 *of whom have received national recognition for their excellence in education and research. CSU*
50 *faculty are also some of the most diverse, as over half of faculty are women and about 43% of all*
51 *faculty are People of Color¹². They serve more than 477,466 undergraduate students and 55,075*
52 *graduate students each year, who are increasingly of diverse backgrounds, opening up opportunities*
53 *for them to become part of the pool of faculty in the future.*

54 *Many universities are increasingly offering employees housing assistance, in the form of mortgage loan*
55 *programs, to recruit and retain high quality faculty and, in some cases, management. it is a well-*
56 *known fact that universities compete for the most talented faculty, offering many prospective*
57 *employee's competitive packages and incentives. The University of California (UC) system*
58 *established a home loan office offering a variety of lending services to full-time university appointees*
59 *who are members of the Academic Senate or senior members of management groups¹³. Another*
60 *major university in San Diego offers faculty housing assistance to purchase their first home via an*
61 *attractive first-time homebuyers' program.¹⁴ Many university housing programs also include low-*
62 *interest loans (some currently as low as 3.25% for a 30-year term), forgivable loans, no down*
63 *payment loans, and second mortgages at competitive rates¹⁵. This provides maximum flexibility for*

¹² The Employees of the California State University. (2022). **CSU 2021 Employee Profile:** <https://www.calstate.edu/csu-system/faculty-staff/employee-profile/Documents/Fall2021CSUProfiles.pdf>

¹³ Office of Loan Programs. **University of California:** <https://www.ucop.edu/loan-programs/>

¹⁴ Faculty Home Buying Assistance Program. **University of San Diego:** <https://www.sandiego.edu/provost/faculty-housing/faculty-home-buying-assistance-program.php>

¹⁵ Office of Loan Programs. **University of California:** <https://www.ucop.edu/loan-programs/>

64 *faculty and staff to choose from an array of options geared toward creating more opportunities for*
65 *them to purchase a home.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3586-22/JEDI
November 3-4, 2022
First Reading

**SYSTEMIC INCLUSION OF PREFERRED NAMES AND PRONOUNS WITHIN
THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 urges the Office of the Chancellor (CO) to make preferred names and pronouns
3 available to all people affiliated with the system, including but not limited to students,
4 faculty, staff, and administration, within all applicable identifications, forms, systems,
5 and technological applications utilized by the system and its affiliated foundations and
6 other entities, where legally allowed; and be it further
- 7 **2. RESOLVED:** the ASCSU urges the CO to expand technology acquisition review
8 processes for new and renewed digital systems (software, hardware, cloud-services,
9 etc.) consider if the system allows for options to specify pronouns and preferred
10 names and complies with Title IX and other regulation; and be it further
- 11 **3. RESOLVED:** the ASCSU urges the CO review their current systems to ensure that
12 users have the option to specify pronouns and use preferred names within those
13 systems and where applicable connected systems are properly transmitting preferred
14 names and pronouns; and be it further
- 15 **4. RESOLVED:** the ASCSU urges the CO develop wider messaging on usage of
16 pronouns and preferred names across the system; and be it further

17 5. **RESOLVED:** the ASCSU urges all CSU campuses and their affiliated entities to
18 implement similar access to preferred names and pronouns within all applicable
19 identifications, forms, systems, and technological applications, where legally allowed;
20 and be it further

21 6. **RESOLVED:** That the ASCSU urges the CSU system to develop and deploy training
22 modules on the use of preferred pronouns and the issues that can arise when that
23 doesn't happen; and be it further

24 7. **RESOLVED:** That the ASCSU distribute this resolution to the:

- 25 • CSU Board of Trustees,
- 26 • CSU Chancellor,
- 27 • CSU campus Presidents,
- 28 • CSU campus Senate Chairs,
- 29 • CSU campus Senate Executive Committees,
- 30 • CSU Provosts/Vice Presidents of Academic Affairs,
- 31 • CSU campus articulation officers,
- 32 • California Faculty Association (CFA),
- 33 • California State Student Association (CSSA),
- 34 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 35 • California Legislative LGBTQ Caucus,
- 36 • Equality California,
- 37 • National Center for Transgender Equality,
- 38 • Gay, Lesbian & Straight Education Network (GLSEN), and the
- 39 • Human Rights Campaign.

40 ***RATIONALE:*** *The usage of a person’s preferred name and correct pronouns is a fundamental*
41 *demonstration of respect and inclusion and contributes to an individual’s sense of belonging. As*
42 *the California State University’s mission includes commitments “to advance and extend*
43 *knowledge, learning, and culture, especially throughout California” and “to provide opportunities*
44 *for individuals to develop intellectually, personally, and professionally” so they may “be*
45 *responsible citizens in a democracy” with “understanding and appreciation of the peoples, natural*
46 *environment, cultures, economies, and diversity of the world,” it is incumbent on the CSU to*
47 *systemically integrate accessibility and usage of preferred names and pronouns.*

48 *In an effort to support the mission of the CSU and to ensure all members of our community are*
49 *represented in ways they find meaningful, and to show the campus community’s respect for all*
50 *identities, we wish to enshrine the ability of any student to use and be identified by their preferred*
51 *name and pronouns wherever possible within the CSU system.*

52 *The ASCSU recognizes that some students may prefer to use a name other than their*
53 *primary/ legal/ given name to identify themselves. To accommodate and honor these student*
54 *preferences, the CSU has created a preferred name option for all CSU students, faculty, staff,*
55 *and administrators within Peoplesoft and other locations. Pronoun specification is also available*
56 *to students within Peoplesoft, but not for faculty, staff, and administrators. All campuses have*
57 *the ability to turn on this feature and should do so, if they have not already. All campuses should*
58 *also create local policies regarding preferred name and pronoun usage on their local campuses.*
59 *Such policies should allow campus community members to make changes to their preferred names*

60 *and pronouns on their own by entering into their Peoplesoft account. Campus should provide easy*
61 *to accessible, easy to follow instructions on how to make such changes.*

62 *While all are welcome to use a preferred given name and pronouns, there are several groups of*
63 *people for whom this option is invaluable. This option will allow transgender and non-binary*
64 *students to use a preferred name and correct pronouns on campuses prior to or without pursuing a*
65 *legal change of their primary/ legal/ given name. In addition, some students are known by a*
66 *middle name or a nickname and are hard to identify when their primary/ legal/ given name is*
67 *used.*

68 *The preferred name and pronouns should be used where possible in the course of CSU business*
69 *and education. Persistent failure to use a student's preferred name and pronouns could result in a*
70 *complaint of discrimination, harassment, retaliation, or unprofessional conduct.¹*

71 *A student's primary/ legal/ given name should continue to appear where legally required, until*
72 *such laws are changed.*

¹Regarding gender as a protected status: Executive Orders 1096/07 (Title IX) include gender as a protected status. This includes gender identity and gender expression. A persistent misnaming of a student, whose preferred name is associated with their gender identity or expression, could result in a Title IX complaint of discrimination or harassment. This language from the Title IX Coordinator might be helpful in developing a better understanding: "If an incident or harassing conduct is based on protected status, the vulnerability of people with protected status, by law, requires a more 'robust' process of addressing such conduct. If an incident, harassing conduct, or disrespectful behavior is not based on protected status, we still address the conduct but either through the collective bargaining agreement or education code provisions related to unprofessional conduct."

Office of Equity, Diversity, and Inclusion:

Submitted by Rosamel Benevides-Garb, Interim AVP and Campus Diversity Officer

Diversity, Equity, and Inclusion Grant Program: ODEI launched its all-campus Request for Proposals (RFP) for the Diversity, Equity, and Inclusion Grant Program on October 14th. Applications will be reviewed starting on November 15th by the Grant Program Funding Committee, whose membership has been finalized for this cycle in accordance with University Senate Policy Number EM:P06-07.

- ODEI has received funding for the DEI Grant Program from the Provost in the amount of \$35,000, to be allocated in grant amounts between \$1,000 to \$5,000 to students, faculty, and staff to be disbursed during Spring 2023 and Fall 2023. This grant cycle provides funding between two fiscal years.
- Responding to suggestions from faculty, this grant cycle will be the final Fall semester call for proposals, as ODEI will move forward to align the grant disbursements with our regular academic/fiscal year, with the RFP launched every Spring, to be allocated for the next fiscal year, provided that funding is available. The possibility of a Spring 2023 RFP for Academic Year 2023/2024 is in discussion.

ODEI Student Fellowship Program: The ODEI Student Fellowship Program has been created as a unique opportunity for student leadership development in the areas of diversity, equity, and inclusion. The ODEI Student Fellow will serve as an ambassador for matters of diversity, equity,

and inclusion as outlined by the office. The ODEI Student Fellow will create pathways for student leadership and empowerment and will also engage in standard clerical and administrative skill development and support to the ODEI Leadership Team.

- The ODEI Student Fellows Position Description has been posted on Handshake as of 11/7/2022.
- We are seeking to complete our current ODEI Student Fellow team with a total of 5 to 6 students.

BIPOC Faculty Affinity Circle: In partnership with Academic Personnel Services, the BIPOC Faculty Affinity Group was formed in early 2021 as a way for Cal Poly Humboldt's BIPOC faculty community to come together regularly for discussion, community building, and culture sharing. The Circle has been reactivated with a luncheon hosted by ODEI at the Jolly Giant Commons Fishbowl on November 3rd. ODEI will host monthly gatherings and invites all BIPOC faculty to attend.

- ODEI is also in conversation with Human Resources to develop a similar initiative for BIPOC Staff.

Diversity and Equity Faculty Fellows: Psychology Professor and Diversity and Equity Faculty Fellow, Benjamin Graham, completed a successful Historic InQUEERies pilot project. With a team of students, the project completed a total of eleven slide presentations to elevate the contributions of historic figures of the queer community across disciplines. The presentations were integrated into participating classes. The ODEI anticipates supporting the continued development of the Historic InQUEERies project annually to take place in October during LGBTQ+ History Month.

Equity Advocate Program: In partnership with Academic Personnel Services, ODEI has finalized a revised and updated Equity Advocate Program Guidelines. An Equity Advocate is a volunteer faculty or staff member who serves on a department's search committee to be a presence and resource that encourages equitable consideration of all candidates across identity markers. The Equity Advocate adds a layer of awareness and consistency to the search and deliberative process that allows the search committee to focus on content expertise while minimizing the cognitive and structural impact of implicit bias.

- The Guidelines include a summary of the faculty search committee process, DEI best practices, an Equity Advocate Orientation, and a DEI Rubric for assessing a candidate's knowledge and commitment to DEI practices.
- Equity Advocates were invited for a review period to provide feedback. The document is now closed and will be reviewed on an annual basis, starting in Spring '23 in order to continually improve upon the foundation of the program.
- An appreciation lunch was held for the Equity Advocates on October 13th with 16 people in attendance.

- Letters of Appreciation for Institutional Service are being provided to Equity Advocates who served on faculty search committees during the 2021/2022 Academic Year.

Diversity, Equity, and Inclusion Workshops and Training: In response to the demand for DEI training from both on and off-campus communities, the ODEI has begun conversations to partner with the Center for Teaching and Learning and the College of Extended Education and Global Engagement to create sustainable capacity to offer such training. ODEI has developed a menu of DEI workshops/training and plans to engage with faculty and related programs and departments to design the training curriculum, which will then be offered to both the on and off-campus communities.

CSU Inaugural Juneteenth Symposium and ODEI: June 15th through 16th, 2022 marked the Inaugural CSU Juneteenth Symposium in which all 23 campuses sent delegations of students, faculty, and staff to participate in a two-day conference in Los Angeles to commemorate Juneteenth. In partnership with the Office of the President, ODEI has invited the CSU Inaugural Juneteenth Symposium delegation to meet for a working lunch/focus group on November 16th to discuss how ODEI can foster cross-departmental collaboration to develop campus-level engagement with this CSU initiative.

Affirmative Action Plan: ODEI is developing a new partnership with the Offices of Human Resources and Title IX to review and update Cal Poly Humboldt's current Affirmative Action Plan, as requested by the CSU Chancellor's Office.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Timothy Downs, Chief of Staff, Interim
Sherie Gordon, CFO/VP Administration and Finance
Jenn Capps, Provost and VPAA
Cooper Jones, Executive Director of Athletics and Recreational Sports
Frank Whitlatch, VP Advancement
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement and Interim Dean of Students

People

Dr. Chrissy Holliday has been appointed Vice President for Enrollment Management & Student Success at Cal Poly Humboldt. She begins her tenure January 1, 2023. ([Photo](#))
<https://pmc.humboldt.edu/portal/dr-chrissy-holliday-appointed-vp-enrollment-management-student-success>

Boldly Rising Campaign Cal Poly Humboldt has publicly launched the most significant fundraising effort in its history, aiming to raise at least \$50 million in support of students and campus programs. It's called Boldly Rising: the Campaign for Cal Poly Humboldt. To date, over \$33 million has been raised.

[Read the full story »](#)

Academic Program Excellence

Senator Mike McGuire announced on Tuesday a \$10,000,000 investment to transform the Samoa building into a state-of-the-art Healthcare Education Hub through a collaboration between College of the Redwoods and Cal Poly Humboldt. Please read the article for more information:

<https://lostcoastoutpost.com/2022/nov/1/all-hail-humboldt-health-hub/>. This will truly be transformational for our region in addressing workforce shortages in healthcare.

**Integrated Curriculum Committee Consent Calendar
November 8, 2022**

[Environmental Education and Interpretation Certificate of Study - Change Core Requirements - 22-1742](#)

Remove ESM 430, due to addition of 2 prerequisite courses. Replace ESM 430 requirement with choice of either: ESM 453 or CD 209. This will reduce the number of units for the certificate. It also removes a course with prerequisites that are not part of the certificate program.

CAL POLY HUMBOLDT
University Senate

Resolution on GWAR Policy

07-22/23-ICC – November 8, 2022 – First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached GWAR policy be approved

RATIONALE: The proposed policy brings Cal Poly Humboldt into alignment with [CSU Policy on Graduation Writing Assessment Requirement Determination of Competence in English](#), which stipulates that the Graduation Writing Assessment Requirement (GWAR) be met through an upper division course as part of the graduation requirements of the CSU.



CAL POLY HUMBOLDT

Graduation Writing Assessment Requirement (GWAR) Policy

[Policy Number]

[Responsible Office Name]

Applies to: *Faculty, staff, students*

Purpose of the Policy

The purpose of this policy is to establish a pathway for all Cal Poly Humboldt students to meet the Graduation Writing Assessment Requirement (GWAR) requirement through a three unit upper division course, consistent with [CSU Policy on Graduation Writing Assessment Requirement Determination of Competence in English](#).

Definitions

Writing intensive *Writing-Intensive Courses are those in which writing is used as a central mode of learning as well as of assessment of student learning.*

Policy Details *(optional)*

1. All students subject to the degree requirements of the 2023-24 or subsequent general catalogs must demonstrate competence in writing skills at the upper division level as a requirement for the baccalaureate degree.
2. Students who are undertaking a second baccalaureate degree will be deemed to have met the requirement if their first baccalaureate degree is from an institution of higher education accredited by a U.S. regional accreditor.
3. Certification of graduation writing competence shall be transferable from one CSU campus to another.
4. Cal Poly Humboldt shall integrate the assessment of writing into the demonstrated continuous improvement process of institutional accreditation.
5. Students shall meet the GWAR requirement via a minimum 3-semester unit, upper-division course.
 - a. Students may complete more than one GWAR certified course in the pathway to their degree. A course grade of C- or better in *any one* GWAR-certified course shall indicate successful completion of the GWAR requirement
6. Certified GWAR courses will be indicated in the catalog in alignment with the Course Numbering Policy.

7. Programs shall identify and report to the University how their major students are expected to meet the GWAR requirement. Options for meeting GWAR are outlined in the [GWAR framework table](#).
8. As a CSU graduation requirement, GWAR will be managed as part of General Education and All University Requirements (GEAR). As a result, GWAR courses shall be submitted for approval following the [GEAR/GWAR certification processes](#) and reviewed following the ICC processes outlined in the [ICC Bylaws and Rules of Procedure](#).
9. Cal Poly Humboldt recognizes that writing comes in many forms and places no limits on writing formats, venues, styles, lengths, or multi-media approaches that contribute towards demonstrating achievement for GWAR.
10. GWAR courses shall include activities that address one or more of the GWAR (Writing Intensive) criteria:
 - a. Students will use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content
 - b. Students will use drafting, revising, editing, and other writing processes to develop final writing products.
 - c. Students will use research and documentation practices when appropriate and integrate them in accordance with the conventions of the discipline.

History

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

CAL POLY HUMBOLDT
University Senate

Resolution on Amendments to the ICC Bylaws and Rules of Procedure
08-22/23-ICC – November 8, 2022 – First Reading

RESOLVED: That the University Senate adopts the attached revision to the ICC Bylaws and Rules of Procedure.

RATIONALE: *The proposed changes have been made to a) update naming on subcommittees and roles; b) update language on the ICC processes; and c) expand membership by three. Updates to naming include: changing the previous Academic Master Plan (AMP) to the Academic Planning and Programs (APP) Subcommittee and updating members titles to reflect current practice. Updates to language are to address that some of the current language refers to outdated practices (e.g. paper documents submitted) and to clarify the procedures within ICC meetings to address voting procedures as well as providing detail on how discussion items, which are a significant component of ICC meetings throughout the AY, are organized. The updated membership reflects the addition of: a second Articulation Officer from the Office of the Registrar to have a representative on both the Course and Degree Change and the GEAR Curriculum and Assessment subcommittees, a second curriculum analyst to have a representative on both the Course and Degree Change and the GEAR Curriculum and Assessment subcommittees, and representation from a professional advisor. These additions are intended to be responsive to changes at the university on advising and the critical voice professional advisors can provide to the Integrated Curriculum Committee and include an expanded knowledge base on the technical side of implementing GEAR updates to the GEAR committee to facilitate their work.*

Integrated Curriculum Committee Bylaws and Rules of Procedure

1.0 ICC INSTITUTIONAL LOCATION AND RELATIONSHIPS TO THE UNIVERSITY SENATE & CAMPUS COMMUNITIES

The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of Cal Poly Humboldt.

2.0 PURPOSE OF THE INTEGRATED CURRICULUM COMMITTEE

The Cal Poly Humboldt University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the Humboldt purpose and strategic plan. The University Senate will accept most ICC recommendations without further deliberation; however, the University Senate reserves the right to deliberate on any recommendation.

The University Senate further notes that while the ICC is charged with developing and applying academic planning and curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of the ICC. The University Senate encourages the appropriate bodies (e.g., college councils of chairs and cross-college affinity groups) to structure regular conversations to facilitate collaboration and sharing of ideas regarding changes. In support of this collaboration, members of the ICC are expected to report out on curricular proposals and ICC work in their Colleges, Schools, and Departments, and the ICC chair will send out bi-weekly updates to Department Chairs and Program Leaders to promote information sharing and identification of collaborative opportunities. The ICC as outlined in this constitution will be the only campus body with the authority to forward academic planning and curriculum proposals to the University Senate, which, when approved by Senate, will be forwarded to the Provost's office for final consideration.

3.0 MEMBERSHIP

In order to benefit from expertise in a range of curriculum-related roles, the ICC shall include 16 Faculty, 6 Administrators, 7 Staff, and 2 Students.

3.1 Chair: The Chair of the Integrated Curriculum Committee shall be a faculty member elected by the General Faculty for a three-year term, serves on the University Senate Executive Committee and as Chair of the Academic Planning and Programs (APP) Subcommittee.

3.2 Elected Membership: The elected membership of the Integrated Curriculum Committee shall be as follows:

- **One (1) Faculty from CAHSS**, elected by CAHSS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CNRS**, elected by CNRS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CPS**, elected by CPS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves as Chair of the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CAHSS**, elected by the CAHSS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CNRS**, elected by the CNRS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CPS**, elected by the CPS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee

3.3 Ex-officio and Appointed Members: The ex-officio and appointed membership of the Integrated Curriculum Committee shall be as follows:

- **Chair, Academic Policies Committee**, does not serve on an ICC Subcommittee
- **One (1) Department Chair from CAHSS**, selected by the CAHSS Chairs for a two-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Department Chair from CNRS**, selected by the CNRS Chairs for a two-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Department Chair from CPS**, selected by the CPS Chairs for a two-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Graduate Council Faculty Representative**, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Librarian**, appointed by the Dean of the Library, also serves on the Academic Planning and Programs Subcommittee
- **AVP of Academic Programs**, also serves on the Academic Planning and Programs Subcommittee and GEAR Curriculum and Assessment Subcommittee, floating between subcommittees as needed.
- **Associate Dean from CAHSS**, also serves on the Academic Planning and Programs Subcommittee

- **Associate Dean from CNRS**, also serves on the Academic Planning and Programs Subcommittee
- **Associate Dean from CPS**, also serves on the Academic Planning and Programs Subcommittee
- **Dean from CEEGE**, also serves on the Academic Planning and Programs Subcommittee
- **Registrar**, also serves on the Academic Planning and Programs Subcommittee
- **Articulation Officer**, also serves on the Course and Degree Changes Subcommittee
- **Registrar Designee**, also serves on the GEAR Curriculum and Assessment Subcommittee
- **Associate Director of Academic Assessment**, also serves on the Academic Planning and Programs Subcommittee and the GEAR Subcommittee, floating between subcommittees as needed.
- **One (1) Curriculum Analysts** (or related position in the Academic Programs office) also serves on the Course and Degree Changes Subcommittee
- **One (1) Curriculum Analysts** (or related position in the Academic Programs office) also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Professional Advisor**, also serves on the GEAR Curriculum and Assessment Subcommittee
- **Associated Students Legislative Vice President**, service on an ICC Subcommittee is not required
- **One (1) Student**, appointed by the Associated Students Presidents and determined by Associated Students, also serves on the GEAR Subcommittee.

4.0 SUBCOMMITTEES OF THE ICC

The Subcommittees of the ICC shall be the:

- Course and Degree Changes (CDC) Subcommittee
- Academic Planning and Programs (APP) Subcommittee
- General Education and All University Requirements (GEAR) Curriculum and Assessment Subcommittee

4.1 Course and Degree Changes (CDC) Subcommittee

4.11 Chair: The Chair of the CDC shall be elected from the CDC faculty members.

4.12 Membership

- Three (3) elected faculty members- one from each college
- One (1) additional faculty member elected at large from any college
- One (1) Articulation Officer
- One (1) Curriculum Analyst

4.13 Duties

- i. Evaluate and respond to assigned course and degree change and new course proposals, and GEAR proposals that include changes in addition to GEAR status.
- ii. Develop and update as needed a template for reporting to the ICC the evaluation criteria and related recommendations on a proposal.
- iii. As appropriate, consult with the GEAR, APP, and/or the Associate Director of Academic Assessment on proposals.

4.2 Academic Planning and Programs (APP) Subcommittee

4.21 Chair: The Chair of the APP shall be the ICC Chair

4.22 Membership

- Three (3) faculty department chair representatives- one from each college Council of Chairs
- One (1) additional faculty member elected at-large from any college
- One (1) Graduate Council Faculty Representative
- Three (3) Associate Deans (or Dean)- one from each college
- Dean of CEEGE
- One (1) Librarian
- AVP of Academic Programs
- Associate Director of Academic Assessment
- Registrar

4.23 Duties

- Annually review and update the Academic Master Plan (AMP), which is the Chancellor's Office document that details the degree programs offered and proposed to be added by the University; this process includes the review of new degree projections.
- Review and update the Cal Poly Humboldt Academic Roadmap.
- Evaluate and respond to new degree, minor, and certificate program proposals, new concentration proposals, concentration elevations, and proposals for suspension of minors, certificates, concentrations, and degree programs.
- Review and update the curriculum guidelines and related web resources.
- Review, update, and develop policies and procedures related to curriculum development, proposals, and approval processes.
- As appropriate, consult with CDC, GEAR and/or the Director of Academic Assessment on proposal details.

4.3 GEAR Curriculum and Assessment Subcommittee

4.31 Chair: The Chair of the GEAR Curriculum and Assessment Subcommittee shall be a member of the ICC and elected by the Faculty for a 3-year term.

4.31 Membership

- Four (4) Faculty, one from each college and one at-large
- One (1) Student representative (as determined by Associated Students)
- Associate Director of Academic Assessment
- Professional Advisor
- One (1) Curriculum Analyst
- One (1) Registrar Designee
- AVP of Academic Programs

4.32 Duties

- Evaluate and respond to new and revised GEAR course proposals, including GEAR course certification.
- Receive and advise the Associate Director of Academic Assessment on annual GEAR assessment schedule of work.
- Advise and support Associate Director of Academic Assessment in coordinating program participation in GEAR assessment.
- Review Annual GEAR Assessment Report from the Associate Director of Academic Assessment.
- Provide curricular guidance for the oversight of the GEAR program.
- Coordinate and facilitate General Education Program Review.
- As appropriate, consult with the CDC, APP, and/or the Associate Director of Academic Assessment on proposals.

5.0 RELATED SENATE COMMITTEE – ACADEMIC POLICIES COMMITTEE

The Academic Policies Committee (APC) is a standing committee of the University Senate of Cal Poly Humboldt. APC membership is defined in the University Senate's Bylaws. The APC Chair serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6.0 ANNUAL PROGRAM REVIEW PEER REVIEWS

All faculty members (including librarians) of the ICC will read and respond to the self-study portion of the seven-year academic program reviews. Based on the number of program reviews for the year, each faculty will be assigned 2-4 programs to review, with a minimum of 5 faculty, and the Associate Director of Academic Assessment, providing feedback for each program. The Director of Academic Assessment will compile all feedback into a peer review letter that will be distributed by the ICC chair to the Programs.

7.0 NOMINATIONS, ELECTIONS, AND QUALIFICATIONS

The ICC Chair and the nine (9) other generally elected ICC faculty members will be elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct the nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. Candidates for ICC Chair must be faculty with previous experience serving on the ICC, the University Senate, the Academic Policies Committee or as a department chair. The faculty members elected by the General Faculty will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on each subcommittee. When a faculty member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution and University Senate Bylaws.

The Chair of the Course and Degree Changes Subcommittee will be selected annually by the membership of the subcommittee. The chair of the GEAR Curriculum and Assessment Committee will be elected directly to that position as described above.

A department chair representative from each college will be elected by their respective college Council of Chairs for a two-year term on the ICC Academic Planning and Programs Subcommittee.

A Graduate Council Faculty Representative will be elected by the Graduate Council to serve a one-year term.

8.0 MEETING SCHEDULES

The ICC and its subcommittees meet during a two-hour time block on Tuesdays starting at 9 am, beginning the first Tuesday of each semester. There is no expectation for meetings outside this time block, but there is an expectation for reading of course and

program proposals, edits, and comments outside the scheduled meeting time. The Chair of the ICC may cancel meetings of the ICC if there are no agenda items. These meetings will be hyflex whenever possible. The Academic Policies Committee will meet at times other than the regularly scheduled ICC meeting times.

9.0 AGENDA CONSTRUCTION AND TASK ASSIGNMENT

All academic planning, curricular change proposals, and policy items shall be submitted to the ICC via the campus electronic curricular workflow management system. The ICC Chair builds the agenda for each ICC meeting in consultation with the AVP of Academic Programs and is assisted administratively by the Curriculum Analyst from the Office of Academic Programs. The Curriculum Analyst will screen materials submitted for review and return incomplete proposals to the originating unit before these are reviewed by the ICC chair and the AVP of Academic Programs. The ICC bi-weekly agenda is posted on the ICC website and distributed to Department Chairs and Program Leaders and is built around the following four areas:

9.1 Consent Calendar

The consent calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: Any member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate. Consent Calendar items include the following:

- Suspending/Deleting a course from the catalog that does not trigger a program change
- Requesting a change in course number
- Requesting a change in course title
- Requesting a change in grading mode
- Changes in prerequisites that do not trigger a program change
- Course classification change that does not trigger a workload (WTU) change

9.2 Voting Action Calendar

The voting action calendar includes items requested by a Subcommittee (APP, GEAR or CDC), or the Academic Policies Committee, for ICC decision. In some cases, the ICC may agree that first reading deliberations of voting action calendar items were sufficient and may immediately be voted on to move to the Senate.

9.3 Discussion Calendar

This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress and receive input from the larger full ICC group that will shape the work.

Table 1: Subcommittee Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	<ul style="list-style-type: none"> ● Course Changes ● Program Changes ● New Courses <p>Note: Proposals that come as part of a package that is under the APP preview, will go directly to the APP subcommittee.</p>
Subcommittee on GEAR Curriculum and Assessment	<ul style="list-style-type: none"> ● Course Change and New Course proposals that include changes in GEAR status, including GEAR designation ● GEAR course recertifications ● Design and implementation of GEAR Assessment ● Implementation of changes to GE requirements <p>Note: Proposals that come as part of a package that is under the APP preview, will go directly to the APP subcommittee.</p>
Subcommittee on Academic Programs and Planning (APP)	<ul style="list-style-type: none"> ● Projected Degree Proposals ● New Degree, Minor, and Certificate Programs, new Concentrations, and Concentration Elevation Proposals ● Pilot Programs ● Program Elimination ● Academic Master Plan ● Academic Roadmap ● Curriculum Proposal and Review Policies and Guidelines

10.0 DECISION-MAKING PROCESSES AND VOTING

Members are expected to read proposals before meetings in which these proposals are discussed.

When a voting action item is ready, the Subcommittee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The subcommittee reports that item to the ICC. If critical new information is introduced during voting action item discussion, the item lead is responsible for updating the record and delivering a final e-copy of any required document.

In the event that the ICC concludes that a curriculum proposal cannot be approved, the ICC chair will detail the rationale in writing to the faculty who submitted the proposal and the appropriate Department Chair(s) and Associate Dean(s). Additionally, that

information will be communicated to the University Senate as an information item. Proposers of the denied curriculum proposals have the right to appeal to the University Senate.

New course, course change, and program change proposals put forward for the voting action calendar by the CDC and/or GEAR will be voted on as first readings. All other items on the voting action calendar will follow a first and second reading format. In the event there are no concerns raised on a voting calendar item at the first reading, a motion to waive the second reading may be proposed and a vote held. For curriculum proposal voting items, the originator of a curricular proposal, and/or collaborator, will be invited to present the main points to the ICC and answer questions or address concerns. Proposal changes that can be appropriately addressed ahead of the publication of the next ICC agenda will return at the following ICC meeting. Proposals with significant changes that cannot be made appropriately ahead of the publication of the next ICC agenda, may be moved back to the subcommittee for further review. Based on the number of voting times on the agenda, voting items will be allotted up to 20 minutes for discussion at the first reading. Any feedback that has not been shared at the end of those 20 minutes can be emailed to the ICC chair. Based on the number of voting times on the agenda, items will be allotted up to 10 minutes at the second reading.

ICC decisions on consent and voting action items will be forwarded as recommendations to the University Senate. Projected degree proposals are moved forward to the University Senate as an informational item. All members of the ICC (elected or Ex-officio), except the AVP of Academic Programs, may vote and a majority carries the vote. Members that abstain from voting change the quorum for majority. Absent voting members can assign a Proxy to cast a vote on their behalf. A voting member can proxy for only one other member at a time and use of Proxies should be communicated to the ICC chair in writing ahead of the meeting.

The Curriculum Analysts will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate on the ICC consent calendar. The Chair of the ICC will present items for the University Senate agenda to the University Senate Executive Committee. The Executive Committee, in consultation with the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

10.1 Consent Calendar of the University Senate

The ICC will schedule most items on this calendar.

10.2 Business Calendar of the University Senate

Policy resolutions and new degree, minor, and certificates will appear on this calendar.

11.0 POST ICC RECOMMENDATION PROCESSES

Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for

deliberation. As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy, and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12.0 ICC BYLAWS AND RULES OF PROCEDURE REVIEW CHANGES

Changes to this set of bylaws and rules of procedure will be vetted through the ICC and introduced to the University Senate for consideration.

13.0 RELEASE TIME

The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related workload requires it.

14.0 APPENDICES

- Appendix 1: Diagram of ICC Work Flow

Approved: Vote of the General Faculty, May 5-6, 2009

Proposed Revision: Integrated Curriculum Committee, April 17, 2012

University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)

Provost Snyder: Revision Approved 05/02/12

Proposed Revision: Integrated Curriculum Committee, April 22, 2015

University Senate: Proposed Revision Passed, May 12, 2015 (Resolution #28-14/15-ICC)

Interim Provost Zorn: Revision Approved May 28, 2015

Proposed Revision and approval: Integrated Curriculum Committee, April 24, 2018

Proposed Revision: Integrated Curriculum Committee, October XX, 2022

University Senate: Proposed Revision Passed, XX XX, 2022 (Resolution #XX-ICC) Interim

Provost Capps: Revision Approved XX XX XX

Integrated Curriculum Committee Bylaws and Rules of Procedure

1.0 ICC INSTITUTIONAL LOCATION AND RELATIONSHIPS TO THE UNIVERSITY SENATE & CAMPUS COMMUNITIES

The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of [Cal Poly Humboldt](#)~~Humboldt State University~~.

2.0 PURPOSE OF THE INTEGRATED CURRICULUM COMMITTEE

The [Cal Poly Humboldt](#) ~~HSU~~ University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the [Humboldt ~~HSU~~ mission purpose](#) and strategic plan. The University Senate will accept most ICC recommendations without further deliberation; however, the University Senate reserves the right to deliberate [on](#) any recommendation.

The University Senate further notes that while the ICC is charged with developing and applying academic planning and curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of the ICC. The University Senate encourages the appropriate bodies (e.g., college councils of chairs and cross-college affinity groups) to structure regular conversations to facilitate collaboration and sharing of ideas regarding change. [In support of this collaboration](#)~~Therefore, members of the ICC are expected to report out on curricular proposals and ICC work facilitate such collaborative conversations in their Colleges, Schools and Departments, and the ICC chair will send out bi-weekly updates to Department Chairs and Program Leaders to promote information sharing and identification of collaborative opportunities.~~ These conversations should be conceived as mechanisms that foster creativity, sharing, and collaboration. The ICC as outlined in this constitution will be the only campus body with the authority to forward academic planning and curriculum proposals to the University Senate, which, when approved by Senate, will be forwarded to the Provost's office [for final consideration](#).

3.0 MEMBERSHIP

In order to benefit from expertise in a range of curriculum-related roles, the ICC shall include ~~16~~2 Faculty, 6 Administrators, ~~7~~2 Staff, and 2 Students.

3.1 Chair: The Chair [of the](#) Integrated Curriculum Committee shall be a faculty member elected by the General Faculty for a three-year term, ~~also~~ serves on the

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University Senate Executive Committee and as Chair of the Academic ~~Master~~ Planning and Programs (APP) Subcommittee.

3.2 Elected Membership: The elected membership of the Integrated Curriculum Committee shall be as follows:

- **One (1) Faculty from CAHSS**, elected by CAHSS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CNRS**, elected by CNRS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CPS**, elected by CPS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Academic ~~Program and Master~~ Planning and Programs Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves as Chair of the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CAHSS**, elected by the CAHSS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CNRS**, elected by the CNRS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CPS**, elected by the CPS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee

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3.3 Ex-officio and Appointed Members: The ex-officio and appointed membership of the Integrated Curriculum Committee shall be as follows:

- **Chair, Academic Policies Committee**, does not serve on an ICC Subcommittee
- **One (1) Department Chair from CAHSS**, selected by the CAHSS Chairs for a two-year term, also serves on the Academic ~~Master~~ Programs and Planning and Programs Subcommittee
- **One (1) Department Chair from CNRS**, selected by the CNRS Chairs for a two-year term, also serves on the Academic Programs and Master Planning and Programs Subcommittee
- **One (1) Department Chair from CPS**, selected by the CPS Chairs for a two-year term, also serves on the Academic Programs and Master Planning and Programs Subcommittee
- **One (1) Graduate Council Faculty Representative**, also serves on the Academic Programs and Master Planning and Programs Subcommittee
- **Librarian**, appointed by the Dean of the Library, also serves on the Academic Program and Master Planning and Programs Subcommittee
- **AVP of Academic Programs ~~Vice Provost~~**, also serves on the Academic Programs and Master Planning and Programs Subcommittee and GEAR Curriculum and Assessment Subcommittee

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- **Associate Dean from CAHSS**, also serves on the Academic Programs and Master-Planning and Programs Subcommittee
- **Associate Dean from CNRS**, also serves on the Academic Programs and Master-Planning and Programs Subcommittee
- **Associate Dean from CPS**, also serves on the Academic Programs and Master-Planning and Programs Subcommittee
- **Dean from CEEGE**, also serves on the Academic Programs and Master-Planning and Programs Subcommittee
- **Registrar**, also serves on the Academic Programs and Master-Planning and Programs Subcommittee.
- ~~Articulation Officer~~ **Assistant Registrar**, also serves on the Course and Degree Changes Subcommittee
- **Registrar Designee**, also serves on the GEAR Curriculum and Assessment Subcommittee
- **Associate Director of Academic Assessment Coordinator**, also serves on the Academic Planning and Programs Subcommittee and the GEAR Subcommittee
- **One (1) Curriculum Analysts Coordinator**, (or related position in the Academic Programs office); also serves on the Course and Degree Changes Subcommittee and the GEAR Curriculum and Assessment Subcommittee
- **One (1) Curriculum Analysts Coordinator**, (or related position in the Academic Programs office), also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Professional Advisor**, also serves on the GEAR Curriculum and Assessment Subcommittee.
- **Associated Students Legislative Vice President**, service on an ICC Subcommittee is not required
- **One (1) Student**, appointed by the Associated Students Presidents and determined by Associated Students, also serves on the GEAR Subcommittee. ~~service on an ICC Subcommittee is not required~~

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4.0 SUBCOMMITTEES OF THE ICC

The ICC Chair, in consultation with the Subcommittee Chairs, AVP of Academic Programs, and Curriculum Analysts ICC members, shall coordinate the allocation of tasks to the subcommittees and standing committees (See Section 8 on Agenda Construction and Task Assignment). The Subcommittees of the ICC shall be the:

- Course and Degree Changes (CDC) Subcommittee
- Academic Master Planning and Programs (APPCAMP) Subcommittee
- General Education and All University Requirements (GEAR) Curriculum and Assessment Subcommittee
- Academic Peer Program Review Subcommittee

4.1 Course and Degree Changes (CDC) Subcommittee

4.11 Chair: The Chair of the CDC shall be elected from the CDC faculty members.

4.12 Membership

- ~~Three (3)~~ One ~~elected~~ faculty members- one from each college
- One (1) additional faculty member elected at large from any college
- One (1) Articulation Officer ~~Office of the Registrar Staff Member~~
- ~~One (1) Curriculum Coordinator~~ Analysts

4.13 Duties

- i. Evaluate and respond to assigned course and degree change and new course proposals, including GEAR (General Education and All University Requirements) course approval requests, using specific decision-making criteria (i.e., 120 unit limit; plans for appropriate course rotation; and comparative data on similar programs) and GEAR proposals that include changes in addition to GEAR status.
- ii. Develop and update as needed a template for reporting ~~out of Subcommittee~~ to the ICC the evaluation criteria and related recommendations on a proposal
- iii. As appropriate, consult with the GEAR, APPC, and/or the Associate Director of Academic Assessment on proposals;

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4.2 Academic Master Planning and Programs (APPCAMP) Subcommittee

4.21 Chair: The Chair of the APPPC shall be the ICC Chair

4.22 Membership

- ~~Three~~ One (3) faculty department chair representative- one from each

- college Council of Chairs ~~Total of 36 Department Chairs~~
- One (1) additional faculty member elected at-large from any college
- One (1) Graduate Council Faculty Representative
- ~~Three~~ One (31) Associate Deans (or Dean) ~~from of~~ each college ~~Total 3~~
- Associate Deans
- Dean of CEEGE
- One (1) Librarian
- AVP of Academic Programs Vice Provost
- Associate Director of Academic Assessment
- Registrar

4.23 Duties

- Annually review and update the Academic Master Plan (AMP), which is the Chancellor's Office document that details the degree programs offered and proposed to be added by the University; this process includes the review of new degree projections
- Review and update the Cal Poly Humboldt Academic Roadmap
- Develop and update process, proposal formats, and evaluation criteria for Letters of Intent for New Programs and New Program Full Proposals including a template for reporting out of Subcommittee to the ICC recommendations on proposals *
- Evaluate and respond to new degree, minor, and certificate program proposals, new concentration proposals, concentration elevations, and proposals for new and suspension of minors, certificates, concentrations, and degree programs
- Review ~~Develop and update the curriculum guidelines~~ HSU Curriculum Handbook and related web resources
- Review, update, and develop policies and procedures related to curriculum development, proposals, and approval processes
- As appropriate, consult with CDC, GEAR and/or the Director of Academic Assessment on proposal details
- Review and comment upon PREP (Program Review, Evaluation and Planning) Memorandum of understandings (MOUs)
- Oversee the PREP Process, including reviewing PREP MOUs and developing and updating PREP protocols

*Proposals that constitute changes to the Academic Master Plan include new major, minor, and option proposals, as well as proposals based on approved pilot projects. Through the "Pre-proposal" process, units will seek permission to develop a Full New Program Proposal. The pre-proposal process serves two functions: It initiates an early university-wide conversation on a

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~~new program idea. Also, in cases where a unit is denied permission for further planning, considerable resources may be saved.~~

4.3 GEAR Curriculum and Assessment Subcommittee

4.31 Chair: The Chair of the GEAR Curriculum and Assessment Subcommittee shall be a member of the ICC and elected by the Faculty for a 3-year term.

4.32 Membership

- Four (4) Faculty ~~(who are not members of the ICC), one from each college and one at-large, appointed by the Senate Appointments and Elections Committee for a 3-year term~~
- ~~One (1) additional Faculty member, appointed by the Senate Appointments and Elections Committee for a 3-year term, ideally someone who teaches in at least one of the GEAR areas: A, E, DCG, Institutions, and who is not a member of the ICC~~
- One (1) Student representative (as determined by Associated Students)
- Associate Director of Academic Assessment ~~Coordinator~~
- One (1) Curriculum Analyst
- ~~One (1) Articulation Officers specialist,~~
- ~~AVP of Academic Programs Vice Provost, or Designee~~

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4.33 Duties

- Evaluate and respond to new and revised GEAR course proposals, including GWAR course certification
- Receive and advise the Associate Director of Academic Assessment Coordinator on annual GEAR assessment schedule of work
- Advise and ~~s~~Support Associate Director of Academic Assessment Coordinator in coordinating program participation in GEAR assessment
- Review Annual GEAR Assessment Report from the Associate Director of Academic Assessment Coordinator
- ~~Coordinate with APMPC and CDC, as needed, to provide curricular guidance for the oversight of the GEAR program~~
- Provide curricular guidance for the oversight of the GEAR program
- Coordinate and facilitate General Education on Program Review
- ~~As appropriate, consult with CDC, APPG, and/or the Associate Director of Academic Assessment on proposal details.~~
- ~~Periodically review and update GEAR assessment plan and curriculum matrix~~

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- Review and certify writing intensive courses
- Coordinate and facilitate General Education on Program Review

4.4 Academic Peer Program Review subcommittee

4.41 Chair: The Chair of the Peer Program Review Subcommittee shall be the ICC Chair

4.42 Membership

- One (1) Librarian
- Two (2) faculty members of the ICC such that each academic college is represented on the committee.
- Academic Assessment Coordinator

4.43 Duties

- Will be carried out annually during March and April.
- The Academic Peer Program Review subcommittee will read and respond to the self-study portion of the five-year academic program reviews. The APPR subcommittee will write a letter to the program faculty with recommendations for their consideration prior to finalizing their Five-year Action Plan. The Academic Peer Program Review letter will be included with the five-year academic program review documents.

5.0 RELATED SENATE COMMITTEE – ACADEMIC POLICIES COMMITTEE

The Academic Policies Committee (APC) is a standing committee of the University Senate of Cal Poly Humboldt State. APC membership is defined in the University Senate's Bylaws. The APC Chair serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6.0 ANNUAL PROGRAM REVIEW PEER REVIEWS

All faculty members of the ICC will read and respond to the self-study portion of the seven-year academic program reviews. Based on the number of program reviews for the year, each faculty will be assigned 2-4 programs to review, with a minimum of 5 faculty, and the Associate Director of Academic Assessment, providing feedback for each program. The Director of Academic Assessment will compile all feedback into a peer review letter that will be distributed by the ICC chair to the Programs.

7.0 NOMINATIONS, ELECTIONS, AND QUALIFICATIONS

The ICC Chair and the nine other generally elected ICC faculty members will be elected by the General Faculty. The Appointments and Elections Committee of the

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Commented [11R9]: We informally dissolved this subcommittee, but I think we should have it in the bylaws that all faculty on the ICC take part in spring peer reviews. I can write up a draft policy, but we need to decide where it goes in the bylaws.

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"All faculty members *(including librarians)* of the ICC will...."

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University Senate will conduct the nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. Candidates for ICC Chair must be faculty with previous experience serving on the ICC, the University Senate, ~~or the Academic Policies Committee, the GEAR Committee,~~ or as a department chair. ~~The~~ faculty members elected by the General Faculty will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on ~~each the~~ subcommittee. When a faculty member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution and University Senate Bylaws.

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The Chair of the Course and Degree Changes Subcommittee will be selected annually by the membership of the subcommittee. The chair of the GEAR Curriculum and Assessment Committee will be elected directly to that position as described above.

A department chair representative from each college will be elected by their respective college Council of Chairs for a two-year term on the ICC Academic ~~Master Planning and Programs Subc~~Committee.

A Graduate Council Faculty Representative will be elected by ~~the~~ Graduate Council to serve a one-year term.

8.0 MEETING SCHEDULES

The ICC and its subcommittees meet during a two-hour time block ~~on Tuesdays starting at 9 am, beginning beginning starting the first Tuesday of each semester classes, designated prior to the scheduling of fall classes.~~ There is no expectation for meetings outside this time block, ~~but there is an expectation for reading of course and program proposals, edits, and comments outside the scheduled meeting time.~~ The Chair of the ICC may cancel meetings of the ICC ~~if there are no agenda items.~~ ~~These meetings will be hyflex whenever possible.~~ The Academic Policies Committee will meet at times other than the regularly scheduled ICC meeting times.

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Commented [17]: Sometimes it seems like pre-req changes could be handled via Consent Calendar. Could this type of proposal be listed for both Consent and Voting Calendars?

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8.0 9.0 AGENDA CONSTRUCTION AND TASK ASSIGNMENT

All academic planning, curricular change proposals, and policy items shall be submitted to the ICC via ~~campus electronic curricular workflow management system~~ ~~the Academic Programs Office through CcCurriculog.~~ The ICC Chair builds the agenda for each ICC meeting in consultation with the ~~AVP of Academic Programs Vice Provost and is assisted and assisted~~ administratively by the Curriculum ~~Analyst Coordinator~~ from the Office of Academic Programs. The Curriculum ~~Analyst Coordinator~~ will screen materials submitted ~~for review~~ and return incomplete proposals to the originating unit ~~before these are reviewed by the ICC chair and the AVP of Academic Programs AP.~~ The ICC bi-weekly agenda is posted on the ~~ICC website and distributed to Department Chairs and Program Leaders Web~~ and is built around the following four areas:

8.1 9.1 Consent Calendar

The consent calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: Any member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate. Consent Calendar items include the following:

- Suspending/Deleting a course from the catalog that does not trigger a program change
- Requesting a change in course number
- Requesting a change in course title
- Requesting a change in grading mode
- Requesting a cChanges in prerequisites that do not trigger a program change
- Requesting a C-classification change that does not trigger a workload (WTU) change
- Catalog copy corrections or changes not related to curricular proposals

8.2 Assignment Action Calendar

The assignment action calendar is for new items for the ICC that were not appropriate for the Consent Calendar and require Subcommittee or Committee attention (Table 1).

8.3 9.2 Voting Action Calendar

The voting action calendar includes items requested by a Subcommittee (~~APPC, GEAR or CDCAssessment~~), or the the Academic Policies Committee, ~~or the GEAR Curriculum and Assessment Committee~~ for ICC decision. In some cases, the ICC may agree that first reading deliberations of voting action calendar items were sufficient and may immediately be voted on to move to the Senate. ~~agree that immediate deliberations of assignment action calendar items were sufficient and may immediately move an item to the Voting Action Calendar.~~

8.48.0 9.3 Discussion Information Calendar

This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress and receive input from the larger full ICC group that will shape the work.

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Table 1: Subcommittee ~~and Committee~~ Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	<ul style="list-style-type: none"> ● Course Changes including approval for GE, Institutions and DCG designation ● Program Changes ● <u>New Courses — unless they are in a package with a new program for which APPCMP is responsible</u> ● <u>Note: Proposals that come as part of a package that is under the APP preview, will go</u>

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	directly to the APP subcommittee.
Subcommittee on GEAR Curriculum and Assessment	<ul style="list-style-type: none"> ● <u>Course Change and New Course proposals that include changes in GEAR status, including GWAR designation</u><u>Assessment Plans for GEAR Curriculum</u> ● <u>GEAR course recertifications</u> ● <u>Revisions to GEAR SLOs</u> ● <u>Lead efforts to design and implementation of GEAR</u> ● <u>Learning Assessment</u> ● <u>Implementation of changes to GE requirements</u> <p>Note: Proposals that come as part of a package that is under the APP preview, will go directly to the APP subcommittee.</p>
Subcommittee on Academic Programs and Planning (APPE)	<ul style="list-style-type: none"> ● <u>Projected Degree Proposal</u>proposals ● <u>New Degree, Minor, and Certificate Programs, new Concentrations</u><u>and Concentration</u> ● <u>Elevation Proposals</u> ● Pilot Programs ● Program Elimination ● <u>Academic Master Plan</u> ● <u>Academic Roadmap</u> ● <u>Curriculum Proposal and Review Policies and Guidelines</u><u>Handbook</u>
<u>Academic Peer Program Review (APPR) Subcommittee</u>	● <u>Review five-year program documents; provide input for program faculty consideration.</u>
<u>Academic Policies Committee (APC)</u>	● <u>Policies</u>

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109.0 DECISION-MAKING PROCESSES AND VOTING

Members are expected to read proposals before meetings in which these proposals are discussed.

When a voting action item is ready, the Subcommittee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The subcommittee reports that item to the ICC. If critical new information is introduced during voting action item discussion, the item lead is responsible for updating the record and delivering a final e-copy of any required document.

In the event that the ICC concludes that a curriculum proposal cannot be approved, the ICC chair will detail the rationale in writing to the faculty who submitted the proposal and the appropriate Department Chair(s) and Associate Dean(s). Additionally, that information will be communicated to the University Senate as an information item. Proposers of the denied curriculum proposals have the right to appeal to the University Senate.

New course, course change, and program change proposals put forward for the voting action calendar by the CDC and/or GEAR will be voted on as first readings. All other items on the voting action calendar will follow a first and second reading format. In the event there are no concerns raised on a voting calendar item, a motion to waive the second reading may be proposed and a vote held. For curriculum proposal voting items, the originator of a curricular proposal, and/or collaborator, will be invited to present the main points to the ICC and answer questions or address concerns. Proposal changes that can be appropriately addressed ahead of the publication of the next ICC agenda will return at the following ICC meeting. Proposals with significant changes that cannot be made appropriately ahead of the publication of the next ICC agenda, may be moved back to the subcommittee for further review. Based on the number of voting times on the agenda, voting items will be allotted up to 20 minutes for discussion at the first reading. Any feedback that has not been shared at the end of those 20 minutes can be emailed to the ICC chair. Based on the number of voting times on the agenda, items will be allotted up to 10 minutes at the second reading.

ICC decisions on consent and voting action items will be forwarded as recommendations to the University Senate. Projected degree proposals are moved forward to the University Senate as an informational item. All members of the ICC (elected or Ex-officio), except the AVP of Academic Programs, may vote and a majority carries the vote. Members that abstain from voting change the quorum for majority. Absent voting members can assign a Proxy to cast a vote on their behalf. A voting member can proxy for only one other member at a time and use of Proxies should be communicated to the ICC chair in writing ahead of the meeting.

The Curriculum Analysts will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate on the ICC consent calendar. The Chair of the ICC will present items for the University Senate agenda to the University Senate Executive Committee. The Executive Committee, in consultation with the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

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10.1 Consent Calendar of the University Senate

The ICC will schedule most items on this calendar.

10.2 Business Calendar of the University Senate

Policy resolutions and new degree, minor, and certificates will appear on this calendar

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***NOTE ICC*:** The deleted section here got difficult to follow with all cross outs so these

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comments are integrated and included in the newly worded section 10 above.

he ICC is a consensus building body facilitated by the Chair of the ICC. Members are expected to read proposals before meetings in which these proposals are discussed. When proposals come to ICC they will be discussed for 20 minutes and questions and concerns will be recorded. If there are no issues that need to be addressed, the Chair will ask if there are objections to moving the proposal forward. If there are concerns that need to be addressed, the proposal comes back in two weeks and no new concerns should be raised. If the concerns have been addressed and there are no objections the proposal moves forward out of ICC. This second reading should take no longer than 30 minutes. Based on this process the The ICC makes recommendations to the University Senate. In cases where more than one ICC member is in disagreement on an item, the Chair of the ICC will call for a vote. All members of the ICC (elected or Ex officio), except the AVP of Academic Programs Vice Provost, may vote and a majority carries the vote. Members that abstain from voting change the quorum for majority.

When proposals are deemed ready to move to ICC the originator will present the main points at ICC and answer questions or address concerns. If there are multiple concerns and/or questions the originator will return with an updated draft of the proposal (see above).

The ICC Chair in consultation with the ICC will assign items to a subcommittee lead or committee as noted above, though a Subcommittee without work may assist another Subcommittee. As items are assigned as part of the ICC general meeting, ICC members may provide immediate input and raise questions. ICC members are not expected in preparation for the meeting to read all materials passing through the body, though Deans (or designees) are expected to more carefully monitor items central to their college. In addition, College Chair representatives communicate with their respective bodies regarding items of particular salience to their college.

The subcommittee or committee member assigned to lead an item through the ICC process will note questions and input raised by the ICC at introduction of the item. They also compile the formal record on a proposal based on subcommittee or committee processes and report formats or templates. This formal record provides a mechanism for answering possible future questions regarding proposal recommendations and rationale. While one subcommittee/committee member leads any inquiry pertaining to a proposal, all subcommittee members are expected to carefully read materials assigned to their group and contribute to any deliberations. In the case of items from the Academic Policies Committee or the GEAR Curriculum and Assessment subcommittee, items will always be brought to the ICC by the committee chair.

When a record of the recommendation is ready, the subcommittee/committee chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The subcommittee lead reports that item to the ICC. If critical new information is introduced

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Commented [21]: This is the part that lisa was referring to above?

Commented [22]: now that we have minutes I don't think we need this.

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during voting action item discussion, the lead is responsible for updating the record and delivering a final e-copy of any required record to the Curriculum Coordinator.

In the event that the ICC concludes that a curriculum proposal cannot be approved, that information will be communicated to the University Senate as an information item. Proposers of denied curriculum proposals have the right to appeal to the University Senate.

The Curriculum Coordinator will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate.

~~10.0 REPORTING ITEMS OUT OF ICC~~

The Chair of the ICC presents items for the University Senate agenda to the University Senate Executive Committee without deliberation. The Executive Committee, following recommendations of the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

~~10.1 Consent Calendar of the University Senate~~ the ICC will schedule most items on this calendar.

~~10.2 Business Calendar of the University Senate~~

Policy resolutions and Academic Master Plan changes will appear on this calendar.

11.0 POST ICC RECOMMENDATION PROCESSES

Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for deliberation. As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy, and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12.0 ICC BYLAWS AND RULES OF PROCEDURE REVIEW CHANGES

Changes to this set of bylaws and rules of procedure will be vetted through the ICC and introduced to the University Senate for consideration.

13.0 RELEASE TIME

The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related workload requires it.

14.0 APPENDICES

- Appendix 1: Diagram of ICC Work Flow
- Appendix 2: Diagram of ICC Membership and Intersections with the University Senate

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Approved: Vote of the General Faculty, May 5-6, 2009

Proposed Revision: Integrated Curriculum Committee, April 17, 2012

University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)

Provost Snyder: Revision Approved 05/02/12

Proposed Revision: Integrated Curriculum Committee, April 22, 2015

University Senate: Proposed Revision Passed, May 12, 2015 (Resolution #28-14/15-ICC)

Interim Provost Zorn: Revision Approved May 28, 2015

Proposed Revision and approval: Integrated Curriculum Committee, April 24, 2018

CAL POLY HUMBOLDT
University Senate

Resolution on Assessment & Program Review Policy
10-22/23-APC & UPC - November 8, 2022 - First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached Assessment & Program Review Policy policy be approved.

RESOLVED: That the policy be implemented immediately.

RATIONALE: The proposed policy outlines the requirements for assessment and program review at Cal Poly Humboldt. All academic programs, co-curricular programs, and operational units are included in this policy in order to maintain a comprehensive institutional effectiveness program and align with both internal and external standards and expectations, including as related to accreditation.

CAL POLY HUMBOLDT

Assessment and Program Review Policy

[Policy Number]

Office of Assessment

Applies to: Faculty and staff

Supersedes: N/A

Purpose of the Policy

To promote continuous, evidence-based improvement in support of the university's statement of purpose, this policy document outlines the requirements for assessment and program review at Cal Poly Humboldt. All academic programs, co-curricular programs, and operational units are included in this policy in order to maintain a comprehensive institutional effectiveness program.

The practices of assessment and program review serve both external and internal needs at Cal Poly Humboldt, as the university is beholden both to the expectations of its external stakeholders and accretor and to its own internal standards of excellence.

Externally, rigorous practices of assessment and program review are essential for Cal Poly Humboldt both as a public trust expected to create, preserve, and disseminate knowledge for the public good and as a WSCUC-accredited university subject to numerous review criteria. In order to maintain and improve the university's accreditation, Cal Poly Humboldt programs/units are charged with assuring the quality and continuous improvement of all services that support the university's vision, values, and beliefs. Among other things, the university's accretor looks for evidence of an infrastructure to assess student learning at program and institution levels, effective co-curricular programs designed to support all students' personal and professional development, and a deliberate set of quality-assurance processes in both academic and non-academic areas, including systematic review of all programs offered.

Assessment and program review also serve internal needs. While compliance with accreditation expectations is vital, robust processes of assessment and program review are also indispensable components of Cal Poly Humboldt's goals to foster excellence, creativity, and innovation. Faculty, staff, and administrators are united in their commitment to continuous improvement based on the results of inquiry, evidence, and

evaluation. Importantly, this commitment is motivated not by pursuit of compliance, but by pursuit of excellence.

Definitions

Academic assessment is the process of measuring and improving student learning. Faculty define their expectations via learning outcomes, collect empirical data to evaluate student attainment, and reflect on findings to improve learning.

An **academic program** is a sequence of courses leading to a degree. Some academic programs constitute an entire department, some share department designation with other academic programs, and some span multiple departments. Additionally, the university's GEAR program is treated as an academic program, in accordance with Executive Order 1100, which requires assessment of GE learning outcomes and "regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer."

Co-curricular refers to student activities, programs, and learning experiences that complement what students learn through the academic curriculum. These programs primarily have direct engagement and/or impact on students and their learning. This category includes academic support programs/units, initiatives, activities, and services and can demonstrate impact on student retention, persistence, and/or graduation. Other campuses may refer to this as student affairs assessment. Examples include Housing and Residence Life, the Center for Community Based Learning, and Campus Recreation.

Operational units serve administrative functions that maintain the institution and are essential to its operations. These units may include operational, structural, and/or organizational programs, initiatives, activities, and services as well as auxiliaries and self-support offices. Other campuses may refer to these units as administrative, nonacademic, or educational-support units. Examples include Facilities Management, Marketing and Communications (MarCom), and Information Security.

MBU refers to major budget unit. For budgeting purposes, MBUs are smaller than divisions and larger than departments. MBUs are at the same level as colleges.

The above characteristics are offered not as formal university definitions but to clarify their use in this policy document and to guide programs/units in developing and implementing their assessment structure. Some programs/units may have activities that

have overlapping purposes. Academic, co-curricular, and operational activities may not be mutually exclusive for an individual program/unit. For example, place-based learning communities (academic and co-curricular) and Financial Aid (co-curricular and operational) serve more than one function.

Policy Details

I. Guiding Principles of Assessment

The following guiding principles are necessarily general in that they apply equally to all forms of assessment (academic, co-curricular, and operational) and all areas on campus. The principles implicitly respect and support shared governance, drawing on the subject-matter expertise of our faculty, staff, and administrators. Our assessment activities are guided by Cal Poly Humboldt's collective purpose, vision, and values. Assessment is aligned with all phases of our university strategic plan, and it affirms our commitment to continuous improvement and inclusive excellence.

1. **Student-Centered:** Assessment should be conducted with the goal of improving the student experience.
2. **Prioritized and Supported:** Quality assessment is a vital component of university integrity. Resource allocation should support its practice — and should prioritize innovations that result from it. Leaders from all principal stakeholders must support good practice as an ongoing and dynamic effort that is sensitive to change. This includes recognizing and rewarding examples of best practice.
3. **Meaningful:** Assessment should be useful and significant. Results should answer questions that are important to the program or unit doing the measuring while also informing overall institutional quality. Efforts should compare findings with desired outcomes and objectives — not with the findings of other programs or units.
4. **Integrated:** Assessment is part of an agenda for excellence and should be integrated in the functions of all university work, from conceptualization to development and implementation.

5. **Formative:** Assessment is a formative process where various ongoing assessments yield insights that inform program changes in real time, including the action of making no change.
6. **Summative:** Assessment examines results over an entire cycle, which allows for summative reflection on the effectiveness of practices followed by evidence-informed changes.
7. **Inspirational:** Insights from earnest assessment can prompt bold re-envisioning and transformational action. Assessment should be seen as an opportunity to identify alternative pathways to achieving desired outcomes. It should yield actionable results — results that should never be used punitively.

II. Annual Assessment

IIa. Academic Assessment

Responsible Parties:

Expectations of learning assessment are communicated under the authority of the provost, with year-to-year coordination and oversight by the university's associate director of academic assessment in collaboration with department chairs, program coordinators, and the GEAR Committee chair.

What Programs Do:

Programs will structure their faculty workload in such a way that ensures that they are fulfilling the following learning-assessment activities in support of evidence-based continuous improvement:

- Programs maintain a six-year assessment plan¹ posted on the university's academic assessment web page. Plans are structured according to the CSU's expectations, with student learning outcomes (SLOs) aimed at demonstrating achievement of program learning outcomes (PLOs), which, in turn, are aligned

¹ Plans align to the university's seven-year program-review cycle by outlining six years of assessment activity followed by program review in the seventh year.

with the university's institutional learning outcomes (ILOs). All PLOs shall be assessed at least once per six-year cycle.

- Programs collect and analyze data according to the schedule identified in their assessment plans.
- Programs submit annual assessment reports to the associate director of academic assessment describing the findings, discussions, and actions resulting from their assessment activities.

Timeline:

Each fall, programs will submit a report describing the learning-assessment activities of the previous academic year. These annual assessment reports are due on November 1st. A template identifying report specifics as well as submission and archival procedures is located on the university's academic assessment web page.

Ib. Co-Curricular and Operational Assessment

Responsible Parties:

Expectations of annual co-curricular and operational assessment are communicated under the authority of the President's Administrative Team, with coordination with the Integrated Assessment and Planning Working Group. More specific year-to-year coordination and oversight is provided by the university's associate director of institutional assessment in collaboration with vice-presidents, provost, college deans, major budget unit (MBU) directors, and department managers.

What Programs Do:

Programs will structure their staff workload in such a way that ensures that they are fulfilling the following assessment activities in support of evidence-based continuous improvement:

- Programs maintain a six-year assessment plan posted on the university's institutional assessment web page. Plans are structured according to the expectations set forth by the Integrated Assessment and Planning Working Group, with unit objectives aimed at demonstrating achievement of division outcomes, which, in turn, are aligned with the university's strategic planning goals.
- Assessment plans should be reviewed and approved by the unit's MBU director, dean and/or divisional VP every seven years.
- Programs collect and analyze data each academic year (summer, fall, and spring) according to the schedule identified in their assessment plans.

- Programs submit annual assessment reports to the associate director of institutional assessment and divisional leadership describing the findings and discussions resulting from their activities.

The unit is responsible for designating a team or person to write and submit its annual assessment report. Departments, MBUs or divisions that oversee one or more units are expected to establish internal processes and deadlines for their units regarding the submission, review, and collection of final drafts of their units' annual assessment reports. After an initial review of the unit assessment report has been completed by the associate director of institutional assessment and all feedback has been addressed, a final draft should be submitted to the division before October 1st.

Timeline:

Each fall, programs will submit a report describing the learning-assessment activities of the previous academic year. These annual assessment reports are due from the division to the Provost's office on November 1st. A template identifying report specifics as well as submission and archival procedures are located on the university's institutional assessment web page. The divisions are responsible for ensuring that the Office of Assessment has access to all their units' annual assessment reports, including accompanying evidence.

III. Program Review

IIIa. Academic Program Review

Responsible Parties:

Academic program reviews shall be conducted under the authority of the provost, with coordination and oversight by the university's associate director of academic assessment in collaboration with the Integrated Curriculum Committee (ICC) and the Office of Institutional Research, Analytics, and Reporting (IRAR).

What Programs Do:

Each program undergoing review (see below for exceptions for externally accredited programs) will prepare a self-study in which they engage with institutional data

identifying program performance in metrics reflecting university priorities, summarize and reflect on the cycle's assessment activities, create a new six-year assessment plan, and draft an action plan for the coming cycle. The self-study template is located on the university's academic assessment web page.

Self-studies are submitted to the ICC for university-internal peer review according to ICC bylaws and according to the deadline in place that academic year. Programs will reflect on peer recommendations prior to sending their self-studies to external reviewers.

After receiving its ICC peer review, the program in review will send its self-study to an external reviewer in advance of the reviewer's campus visit.² External reviews shall be conducted in the spring of the review year. The specifics of the external reviewer's report are contained in a template available on the university's academic assessment web page.

What Administration Does:

After reading a program's self-study and internal and external reviews, the provost, college dean, department chair, and program lead (where applicable) will bring the process to a close via an MOU by the end of the following fall semester. MOUs identify actions and responsible parties for the coming cycle.

Schedule of Academic Program Review:

Reviews of academic programs occur every seven years. Program cycles comprise six years of learning assessment and other actions followed by review and planning in year seven. Actions performed over the six years (beyond annual assessment expectations) are determined by the MOU that ended a given program's previous review cycle.

² Virtual external reviews are subject to dean approval on a case-by-case basis.

The associate director of academic assessment establishes and maintains the sequence of program reviews, which is posted on the university's academic assessment web page. Postponements or accelerations are granted only for the direst of circumstances.

Externally Accredited Programs:

Program review for externally accredited programs diverges somewhat from the protocol for other Cal Poly Humboldt programs. Accredited degree programs undergo periodic reviews with their accreditors, and, given the significant workload that these reviews involve, these programs are not required to prepare the standard program review self-study for the university. However, the process of accreditation still comprises a self-study, an ICC peer review, an external review, and an MOU upon completion.

The year preceding an accreditor's evaluation shall be considered the program review year for an externally accredited program. The accreditor determines the self-study format (diverging from Cal Poly Humboldt's standard self-study) and serves as the external reviewer. The ICC will conduct its peer review by reading the self-study prepared for the accreditor; the deadline for submission to the ICC will be determined by the deadline for the accreditation paperwork.

The MOU concluding the process will identify a timeline of actions and responsible parties for the coming (in this case, accreditation) cycle. As with non-accredited programs, the MOU will serve as an action plan agreed upon by the program, the college dean, and the provost. The accreditor's requirements and recommendations may determine much of the MOU's content.

IIIb. Co-Curricular and Operational Program Review

Responsible Parties:

Co-curricular programs and operational units conduct program reviews under the authority of the President's Advisory Team, with coordination and oversight by the university's associate director of institutional assessment in collaboration with the Integrated Assessment and Planning Working (IAPW) Group and the Office of Institutional Research, Analytics, and Reporting (IRAR).

What Programs Do:

Each program undergoing review (see below for exceptions for externally accredited programs) will prepare a self-study in which they engage with data identifying program performance in metrics reflecting university, division, and diversity and inclusion priorities, summarize and reflect on previous assessment activities, and create a new six-year assessment plan that also aligns with the institutional strategic plan. The self-study template is located on the university's institutional assessment web page.

Self-studies are submitted to the IAPW for university-internal peer review according to the deadline in place that year. Programs and units will reflect on peer recommendations prior to sending their self-studies to external reviewers.

After receiving its IAPW peer review, the program in review will send its self-study to an external reviewer in advance of the reviewers' campus visit. External reviews shall be conducted in the spring of the review year. The specifics of the external reviewer's report are contained in a template available on the university's institutional assessment web page.

What Divisions Do:

After reading the program's / unit's self-study and internal and external reviews, the vice president or provost will meet with the MBU or department manager and bring the process to a close via an MOU identifying actions and responsible parties for the coming cycle.

Schedule of Co-Curricular and Operational Program Review:

Reviews of co-curricular programs and operational units occur every seven years. The cycle comprises six years of annual assessment and actions followed by review and planning in year seven. Actions performed over the six years (beyond annual assessment expectations) are determined by the MOU that ended a given program's previous review cycle.

The associate director of institutional assessment establishes and maintains the sequence of program reviews, which is posted on the university's institutional assessment web page. Postponements or accelerations are granted only for the direst of circumstances.

Externally Accredited Programs:

Program review for externally accredited programs diverges somewhat from the protocol for other Cal Poly Humboldt programs. Accredited programs like the Health Center and the Child Development Center are required to report periodically with their accreditors, and, given the significant workload that these reports involve, these programs are not required to prepare the standard program review self-study for the university. However, the process of accreditation still comprises a self-study, an IAPW peer review, an external review, and an MOU upon completion. The accreditor determines the self-study format (diverging from Cal Poly Humboldt's standard self-study) and serves as the external reviewer. As with non-accredited programs, the MOU will serve as an action plan agreed upon by the program, the college dean, and the provost. The accreditor's requirements and recommendations may determine much of the MOU's content.

History

Issued: MM/DD/YYYY

CAL POLY HUMBOLDT
University Senate

Sense of the Senate Resolution on
Supporting Survivors of Sexual Assault

11-21/22 - EX - November 08, 2022

WHEREAS: The University Senate of Cal Poly Humboldt believes survivors when they report harm; and

WHEREAS: Cal Poly Humboldt strives to become a campus free of discrimination, retaliation, sexual harassment and sexual assault; and

WHEREAS: We acknowledge that harm does happen on our campus and affirm that survivors must be supported with a myriad of structures and processes; and

WHEREAS: We also acknowledge the historical underresourcing of and inadequate attention to these structures and processes, which has led to challenges in implementation, despite concerted efforts and advocacy; and

WHEREAS: Past and present structures, processes, outcomes, and recent statements by President Jackson have led to additional harm and a feeling of distrust, which may lead survivors to choose not to report harm out of concern for retaliation or a belief that nothing would come from reporting, and

WHEREAS: We believe that when survivors go public after feeling failed by the Title IX process, even in the face of potential negative personal outcomes from doing so, they are not doing so for personal gain or to take “nips” at the University, but instead, insisting that the University live up to its promise while navigating a situation where they may not feel empowered; therefore be it

RESOLVED: That all Cal Poly Humboldt institutions which receive reports about sexual assault, gender or racial discrimination and/or retaliation (Title IX, Dean of Students, Housing, UPD, Athletics, ODEI) must swiftly respond to individual needs by offering support and bridging them to resources to navigate the impact on their personal and professional life; and be it further

RESOLVED: That the University Senate of Cal Poly Humboldt work to develop support and reporting structures for members of the campus community that span the range of harm from interpersonal conflict, to bullying, to Title IX violations; and be it further

RESOLVED: That the Cal Poly Humboldt structures, processes, and outcomes shall be survivor-centered, thereby gaining the trust of those that need them most; and be it further

RESOLVED: That the Annual Security Report includes demographically disaggregated Title IX, hostile work environment, and harassment complaints, including those that were dismissed as unactionable, while maintaining the confidentiality of the individuals reporting or accused; and be it further

RESOLVED: That the University Senate of Cal Poly Humboldt demands that this campus do better; that all members of the campus community know the procedures for filing a complaint; that all members of the campus community understand that retaliation in all forms is prohibited, that resources are allocated to ensure timely investigations, and that those found responsible for violating Title IX are held accountable; and be it further

RESOLVED: That adequate resources are dedicated to prevention efforts so that far fewer individuals in our campus community are harmed to begin with; and be it further

RESOLVED: That the University provide the necessary resources to ensure that the Safer Campus Survey is administered every three years with the summary results shared through the University Senate to track how impactful our efforts have been; and be it further

RESOLVED: That this resolution be distributed to:

Cal Poly Humboldt President Tom Jackson
Title IX Coordinator Dave Hickcox
Interim Dean of Students Adrienne Colegrove-Raymond
Associate Vice President of Student Success Stephen St. Onge
Interim AVP for Safety & Community Well-Being Fernando Solorzano
Executive Director of Intercollegiate Athletics & Recreational Sports Cooper Jones
Interim AVP and Campus Diversity Officer Rosamel Benavides-Garb
Cal Poly Humboldt Campus Community