

Tuesday, January 24, 2023, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, January 24, 2023, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present

Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Burkhalter, Cannon, Capps, Cappuccio, Cappuccio, Gordon, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn

Members Absent

Abarca, Teale

Guests

Amy Moffat, Bethany Gilden, Cameron Allison Govier, Carmen Bustos-Works, Cassandra Tex, Christine DiBella, Cris Koczera, Deb Doel-Hammond, Enoch Hale, Jeanne Wieglass, Jeff Crane Kim White, Mike Le, Molly Kresel, Peggy Metzger, Robert Yunker, Sabre Stacey, Sheila Rocker Heppe, Su Karl

CFA Interruption Statement

ASC Watson read the attached Interruption Statement from the California Faculty Association

Announcement of Proxies

Aghasaleh for Woglom (as needed)

Approval of and Adoption of Agenda

M/S (Miller/Wrenn) to approve the agenda

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on December 13, 2022

M/S (Wynn/Woglom) to approve the minutes from the meeting on December 13, 2022

Motion passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

In addition to the written report, Chair Mola reported he will have more information from Cozen and campus implementation as the information becomes available to him

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Faculty Affairs Committee:

Senator Miller reported that the committee met for the first time today and they continue work on updating and revising the emeritus status process; look for something forthcoming at the next meeting.

Integrated Curriculum Committee

- Written report attached

University Resources and Planning Committee:

- Written report attached

ASCSU:

- Written report attached

In addition to the written report, Chair Mola reported the Chancellor said at the Board of Trustees meeting that each of the 7 campuses below enrollment targets will be treated individually

CFA:

Senator Cannon reported the CFA will have their first meeting this week.

Associated Students:

Senator Guerrero highlighted the challenges faced by the campus community regarding housing; he noted the increasing enrollment trends will make the outlook faced by students and community members even more challenging, even though the higher enrollment bodes well for the students and the University. He also addressed the telehealth services at the University, noting that the AS Board's sentiment values increased options and accessibility, for which they are appreciative, but hopes that the need for increased in person services will be met.

Staff Council:

Senator Banks announced the end of year appreciation event for staff and faculty will be held on Thursday May 25, and encouraged the Senate to look for an official announcement soon.

Administrative Affairs:

VP Gordon reported that the Chancellor has been very candid about the enrollment situation, and that Director Blakeslee has put together a workbook about what it means financially if Humboldt is 10 percent under enrollment for 2024-2025; she noted there is a lot of work that needs to happen across all areas of campus to ensure the enrollment projections are yielded. She also announced that Risk Management Director Cris Koczera will be stepping into her role as VP for Administrative Affairs due to an urgent medical matter for about 30 days.

Senator Tillinghast asked would the Craftsman's Mall fire issue affect the groundbreaking timeframe at all, and has there been a response to Arcata Fire's letter regarding the CIQUA process. Director Koczera answered that they don't anticipate any delays regarding the fire, and that ultimately the Fire Department has already signed off on the approval of those plans on July 26.

Student Affairs:

VP Holliday introduced herself and reported that the strategic enrollment management plan will be sent to the Chancellor's Office next week.

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

The attached name change of the Department of Environmental Resources Engineering to the School of Engineering was approved via General Consent

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

Student Christine DiBella submitted the following remarks, which were read by ASC Watson:

Evacuation planning for wheelchair users - lack of evacuation chairs

Lack of access to classes for wheelchair users - no building hour

information. When is the Access pathway open this semester? how can i register for classes not knowing when the access pathway is open?

Who is doing building maintenance and ADA compliance? I have asked repeatedly for access audits and repeatedly left in dehumanizing situations where door pressure is out of compliance, I am told the building is accessible only to not have an ADA bathroom. Why does the university think they are above the law and disproportionality harm people with disabilities by failing to be ADA compliant?

I want to stop the biased attitudes toward me by the administration and faculty. I am asking that the university stop taking me to make accommodations for things that ADA law protects like door pressure, bathroom access, and access pathways. It is not my responsibility to request these things I am entitled to them. Please do not ask students with disabilities to request services through SDRC unless All students are asked to do the same. This is discrimination.

Where are the evacuation chairs? I asked twice prior to transferring to HSU and was told by staff that there are evacuation chairs in each building then when I arrived there are no evacuation chairs where. What was the point of lying to me? Why is my life not worth saving?

How do I graduate? My advisor keeps telling me these issues are out of his wheelhouse and the academic advising tells me to go to SDRC. How do I find competent academic advising? is it possible for me to graduate from Cal Poly Humboldt in Sociology before my financial aid runs out? Because no classes in my major are offered in accessible locations I am told to take non-major courses but I do not see how this will lead me to graduate. How is this university getting federal funding if I am denied equal access? I was promised a fully integrated equally accessible sociology program by Dr. Renee Byrd, Since she left the sociology department and I have not received the program I was advertised during prospective student events. Where is the accountability to students? I want the equally accessible fully integrated sociology program I was promised how do I get it?

Later in the meeting, DiBella joined and spoke further:

Thank you for letting me speak. I had a statement, I guess, that was read before, but I wasn't able to

log on to the meeting. I spoke last semester about a lot of the issues I'm facing as a wheelchair user on campus. None of those issues have been resolved. I'm especially worried after the earthquake that there's still no emergency planning for wheelchair users on campus. I think everything I've been bringing up is very relevant, and I'm especially offended that I received in the Humboldt Now email on Monday emergency response, like campus safety protection planning for objects, like for property, not students and while I'm waiting for my own safety, you're protecting property before wheelchair users, which I find to be pretty disgusting and pretty horrific, and horrendous that I have been nonstop advocating for my safety on campus, and that I am viewed as worth less than property. I'm horrified that the University did this to me.

I don't even have an accessible class that I can take in my major. There's no way for me to graduate. I have no plan to graduate. I don't have an advisor who can tell me how to graduate from this university. I'm currently in a class in a building that doesn't have a bathroom. The closest bathroom is Wild Berries, and I want to understand like, why no every semester things get worse and worse and worse, and I keep bring these issues up. I'm not any closer to getting any kind of resolution or solution. The access pathways through the campus are still closed on the weekends. I didn't even know when they were closed until halfway through the first week of the semester, because the hours for buildings weren't even published. So how can I possibly plan accordingly, if I don't know what the hours the buildings are? I don't know which building will even be open to me. And I just think I would like some answers. I would like a plan, and I would like especially safety planning, and maybe prioritize students before objects. Thank you.

Discussion around the issues raised by DiBella ensued and is summarized below:

Senator Cannon noted that he has heard from numerous faculty and students that certain areas on campus, for example the Telonicher House, is not ADA compliant—the only way to access that house is via stairs. He asked whether there is a process the University is undertaking to become ADA compliant everywhere.

VP Gordon noted they are currently going through ADA assessment to refine a few things, and it is an opportunity for us to improve communication and the interactive process to support the workforce. She noted there are processes within Facilities Management to come up with a comprehensive plan to address these matters. She noted the Disability Access and Compliance Committee has been dormant but will be reconstituted in the Spring.

Risk Management Director Koczera noted that people should feel free to direct individual problems to the office of Risk Management, which can work with HR to navigate those problems. She also noted that years ago an audit was performed and buildings were prioritized.

Senator Wrenn noted the DACC might need to be reevaluated so that student representatives could be present; VP Gordon noted the committee makeup will be reevaluated.

Senator Graham offered to meet and help the student run DARS and talk about their issues. Their emails were exchanged.

Resolution on the Bachelor's of Science in Biochemistry (14-22/23-ICC - January 24, 2023 - Curriculum Reading)

Senate vote to approve the Resolution on the Bachelor's of Science in Biochemistry ***passed without dissent***

Ayes: Aghasaleh, Anderson, Banks, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Guerrero, Harmon, McGuire, Miller, Miyamoto, Mola, Moyer, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Abarca, Bell, Capps, Holliday, Koczera, Ramsier, Teale

Resolution on the Credit Hour Policy (15-22/23-APC - January 24, 2023 - First Reading)

Senator Ramsier introduced the resolution, noting this is mostly a policy outlining what we already do—it's just that the Federal Law and CSU Policy has indicated that we need to have something on the books about credit hours that follows their definitions and rules. She explained that the new part here are the definitions of what direct faculty instruction means, and what out of class work means, reiterating that these are consistent with the CSU policy and consistent with the federal laws.

TIME CERTAIN: 3:45 PM - Resolution on the Online Survey Coordination Policy (16-22/23-UPC - January 24, 2023 - First Reading) - Mike Le & Amy Moffat

IRAR Director Le introduced the policy and resolution, noting that this will clarify the process for registering for online surveys on the calendar through IRAR, notes the exceptions, definitions of polls, community members, surveys, etc., and allows the office to coordinate large surveys on campus so that folks aren't being asked the same questions over and over, nor are they inundated with requests to complete surveys. He noted that a University Survey Coordinating Committee would be created in order to do this collaborative work. He noted there are policies around data classification and management, email use policy, and accessibility needs.

Senator Cannon asked for clarification that this would apply to those surveys sent out by the University, not those from the CFA; Le noted he thinks that would be the case, and reiterated that this would apply to scheduling surveys through Humboldt.

Senator Wrenn asked whether those committee policies and procedures can come to the Senate for discussion after they are in place; Chair Mola suggested that the Senate ask the committee to report back to the Senate with any issues in the first year.

Senator Aghasaleh asked for clarification regarding the scope of the policy, and some of the definitions, noting there could be more clarity and operational definitions for those areas that aren't excluded. Director Le reiterated that this would cover any survey coming through email and asking for folks' attention.

TIME CERTAIN: 4:05 pm - Learning Center Annual Report 2021-2022 – Su Karl

Learning Center Director Su Karl gave the attached presentation

M/S (Guerrero/Cannon) to adjourn

Meeting adjourned at 4:43 PM

CFA Interruption Statement

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

University Senate Chair Report

January 24, 2023

Welcome back! I hope everyone had a great winter break and your semester is starting off well. I so appreciate everyone's diligent effort to keep our Senate productive and collegial. Over the next few months, I suspect we will have multiple challenging conversations. As such, I kindly remind all of us of our co-created Norms and Expectations and ask all of us to be gracious with our intentions and thoughtful with our words.

Updates:

Provost Capps (acting as President Jackson's designee) approved Resolution 13-22/23-APC - Resolution on the Course Numbering Policy.

[Here](#) you will find the most recent update from the Intersegmental Committee of the Academic Senates (ICAS) on the California Intersegmental General Education Transfer Curriculum (Cal-GETC) proposal which resulted from AB 928.

Reminders:

If you have not yet filled out the [Cozen O'Connor survey](#), please take a moment and fill it out. So far Cozen has only received around 2000 entries from the entire system. Although the [letter](#) from the Chancellor's Office says that the survey will close in February, members of the Cozen team assured the ASCSU that it will remain open longer. Likewise, if you prefer to directly contact Cozen, you can [email](#) them to provide confidential feedback. Please do provide your feedback sooner than later as we expect our campus report and the system wide report sometime in February or March.

In addition, we have recently found out that the Cozen reports will be posted publicly and that each campus will be expected to have an implementation team made up of faculty, staff, and administrators, who will be tasked with carrying out the Cozen team recommendations. I will have more information to share on this team soon.

Service Opportunities:

We will be putting out a call for service for next year soon. Please keep your eyes out for this call and be sure your colleagues are aware of the opportunities.

We will also be needing folks with course scheduling experience (both faculty and staff) to populate a taskforce to take a look at our scheduling processes, course times, zones and blocks. Please let me know if you know someone who would be interested in serving.

APS will soon be searching for a New Faculty/Immigration Support specialist. They have asked that a faculty member serve on this search. So, if you are interested, please let me or Jayne McGuire (chair of AEC) know.

As always, let me know if you have questions or concerns.

Thanks,

Monty

CAL POLY HUMBOLDT

University Senate Written Reports, January 24, 2023

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Marissa Ramsier, APC Chair

Members: Julie Alderson, Frank Cappuccio, Thomas Gray, Michele Miyamoto, Humnath Panta, Li Qu, Jenni Robinson Reisinger, Mark Wicklund. Vacant: AS Student 2nd Rep.

Meeting Date(s): January 20, 2023 via Zoom

We completed revisions to the Credit Hour Policy and prepared it for a senate first reading. This policy establishes that the student credit hour definition at Cal Poly Humboldt is consistent with the CSU and federal credit hour definition. Further, this policy establishes practices for ensuring compliance with the student credit hour definition, in compliance with federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4, revised July 1, 2020), WSCUC guidelines and CSU policy.

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

Members: Joshua Frye, Jorge Monteiro, Sasheen Raymond, Jenn Capps, Monty Mola

The following Call for Nominations was sent on January 23, 2023:

January 23, 2023

To: Cal Poly Humboldt General Faculty
From: University Senate Appointments and Elections Committee
Subject: Call for Nominations for General Faculty Elections and Appointments

Faculty members are needed to serve on the following campus committees. Committee work will begin at the start of the Fall 2023 semester, unless otherwise noted with an asterisk (*). You may self-nominate by emailing your nomination to the University Senate Office (senate@humboldt.edu) or to mary.watson@humboldt.edu.

Nominations are due by February 13, 2023

Please visit the Committee Directory <http://www2.humboldt.edu/senate/committees> for more information about each committee. For general information on committees, see section 800 of the *HSU Faculty Handbook* via the following link:
<http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/Section800.pdf>

Elected Position Openings:

GENERAL FACULTY / UNIVERSITY SENATE

- General Faculty President / University Senate Chair, 2 year term
- General Faculty Treasurer / Secretary, 3 year term
- General Faculty Representative to the ASCSU (Statewide Senate), 3 year term
- Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term
The position is open to Lecturers, Coaches and non-tenure line Counselors and Librarians with a time base of .40 or greater.
- Tenure Line At-Large Faculty Delegate, 3 year term
- Tenure Line Non-Instructional Faculty Delegate, 3 year term
- Tenure Line **CPS** Instructional Faculty Delegate, 3 year term

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

Faculty serving as UFPC Chair will receive 9 units of Assigned Time in AY 22-23; faculty serving on the UFPC will receive 6 units of Assigned Time per year, workload varies and additional WTU or a stipend may be awarded at the Provost's discretion; the committee meets MWF 9am to 11am. Please note: faculty participating in the Faculty Early Retirement Program are eligible for nomination with the Provost's approval.

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

Please refer to the following page for information regarding the duties of the UFPC:
<http://www2.humboldt.edu/senate/ufpc>

Appointed Position Openings:

APPOINTMENTS AND ELECTIONS COMMITTEE

- Faculty Member (CPS), 2 year term
- Faculty Member (CAHSS), 2 year term
- Faculty Member (CNRS), 1 year term

Duties: Oversees the appointments and elections for the University Senate, General Faculty, Senate Standing Committees, Faculty positions on University committees and other duties as outlined in the [Senate Bylaws](#), Section 11.5.

ACADEMIC POLICIES COMMITTEE (APC)

- Faculty Member, 3 year term

Duties: Develops and maintains the academic policies of California State Polytechnic University Humboldt.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Duties: The Committee is advisory to the President through the Vice President for Student Affairs for policy issues related to alcohol, marijuana, and other drug use within the University community.

CENTER FOR COMMUNITY BASED LEARNING

- Faculty Member (CAHSS), 2 year term
- Faculty Member (CPS), 1 year term
- Faculty Member (CNRS), 1 year term

Duties: The Advisory Committee members provide feedback and guidance on the Center’s activities and strategic direction.

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

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

- Tenured or Tenure Line Faculty Member (CAHSS), 3 year term
- Tenured or Tenure Line Faculty Member (CPS), 3 year term

Duties: To provide a mechanism for approval of department/unit criteria and standards and to provide a mechanism for the revision of existing approved standards. To ensure department/unit criteria and standards are in alignment with university standards and criteria as specified in Appendix J and that criteria and standards are not overly complex or prone to misinterpretation.

CONSTITUTION AND BYLAWS COMMITTEE

- TWO Faculty Members, 2 year terms

Please refer to [Senate Bylaws](#), Section 11.6 for committee description.

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Duties: To assist in the evaluation of current campus policies and procedures relating to students with disabilities; develop prioritized plans relating to programs and services for students with disabilities; review barrier removal priorities as specified in the State University Administrator’s Manual (SUAM); and to develop timelines. (See [Executive Memorandum P03-07](#))

FACULTY AFFAIRS COMMITTEE

- Faculty Member, 3 year term

Please refer to [Senate Bylaws](#), Section 11.4 for committee description.

FACULTY AWARDS COMMITTEE

- Faculty Member (Co-Chair), 1 year term
- THREE Faculty Members, 1 year terms

Duties: The committee is appointed to select the nominees for the following Humboldt awards: Excellence in Teaching, Scholar of the Year, Outstanding Service Award, and Outstanding Professor.

GRADE APPEAL COMMITTEE

- THREE Faculty Members, 1 year terms

Duties: Consistent with other campus and system policies, and in accordance with Grade Appeal Policy, provide a fair, equitable, and timely process by which students may formally appeal assigned course grades (See Grade Appeal Policy [[VPAA 22-01](#)]).

HUMBOLDT SPONSORED PROGRAMS FOUNDATION BOARD

Faculty members are elected by the General Faculty and recommended to the President for approval

- Faculty Member, 4 year term
- Faculty Member, 4 year term

Duties: The SPF Board of Directors govern the Humboldt Sponsored Programs Foundation, a non-profit corporation formed to advance the welfare of Humboldt through the development, encouragement, and management of sponsored programs and other special campus programs and their related trusts.

HONORARY DEGREE NOMINATING COMMITTEE

Faculty members are appointed by the President of the University after appropriate consultation

- Faculty Member, 2 year term

Duties: Serve as the campus review committee to invite, receive and evaluate campus recommendations for honorary degrees. (See Executive Memorandum P06-04)

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Academic Planning and Programs (formerly AMP)

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

Subcommittee on Course and Degrees (CDC)

- Faculty Member (CAHSS), 3 year term
- Faculty Member (CNRS), 3 year term

Subcommittee on GEAR Curriculum and Assessment

- Faculty Member (At-Large) / GEAR Chair, 3 year term

Please refer to the [ICC Bylaws and Rules of Procedure](#) for detailed information regarding the charge to subcommittees of the ICC.

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

Faculty members are selected in consult with the Senate Executive Committee and appointed by the President

- Faculty Member, 1 year term
- Faculty Member, 2 year term

Duties: Serve as a forum for the President and Athletic Director to seek advice and refine ideas and develop or revised policies of the Athletic Department on such subjects as equity compliance, annual budget and the direction and balance of sports that constitute the program. The IAAC has the authority to review all proposed athletic policies and budgets and to make recommendations to the President and Athletic Director. The committee will also review the Athletics Grant-in-Aid and Compliance Handbooks and update them as needed. [revised by IAAC, AY 10/11)

INTERNATIONAL ADVISORY COMMITTEE

Faculty members are appointed by the President of the University after appropriate consultation

- Faculty Member (CPS), 3 year term
- Faculty Member (CAHSS), 3 year term

Duties: Provides advisory support for, and promotes programs and initiatives that foster international educational opportunities for the campus community.

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

Faculty members are appointed by the President of the University after appropriate consultation

- THREE Faculty Members, 3 year terms

Duties: Advise the President regarding both level of fee and allocation of fee revenue. Additionally, this committee reviews the intercollegiate athletics budget proposal from the Intercollegiate Athletic Advisory Committee prior to its submission to the President. The committee shall work within the confines of the Chancellor's Executive Order relating to instructionally related activities fee and BA letters of instruction from the Chancellor's Office.

PARKING AND TRANSPORTATION COMMITTEE

- TWO Faculty Members, 1 year terms

Duties: The Committee serves as a forum for parking and transportation issues. The Committee receives input, evaluates parking and transportation strategies, develops and recommends policies and procedures for adoption, makes other recommendations for action to the President, and implements strategies as directed by the President.

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

- Faculty Member (CPS), 2 year term
- Faculty Member (CAHSS), 2 year term

Duties: Reviews and selects proposals/applications submitted by faculty and students for various research related competitions on campus. This committee is primarily responsible for reviewing and awarding applications for three main awards:

- Research Scholarship Creative Activity Awards (RSCA)
- CSU Student Research Competition

- McCrone Graduate Student Fellowship & Faculty Scholars Award

Performs other duties when above listed funds are not available or alternative funds are allocated for disbursement. *Please note, faculty elected to this committee are not eligible to submit applications (during their two year term) for competitions which they are responsible for reviewing.

PROFESSIONAL LEAVE COMMITTEE

- THREE Tenured Faculty Members, 2 year terms

Duties: The committee reviews sabbatical leave applications and considers questions related to the quality of the proposed sabbatical project.

UNIVERSITY CENTER BOARD

Faculty members nominated by the Appointments and Elections Committee and approved by the Board, for two-year terms

- Faculty Member, 2 year term

Duties: Formulate and administer the policies for the development, financing, and operation of the University Center subject to the final approval of the University President. The Board shall see that net earnings will be used for the benefit of the students of Humboldt.

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 3 year term

Please refer to [Senate Bylaws](#), Section 11.8 for committee description.

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Senator (Co-Chair), 2 year term
- Faculty Member, 2 year term

Please refer to Senate Bylaws, Section 11.3 for committee description.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

Members: Ramesh Adhikari, Jill Anderson (Chair), Paul Michael Atienza, Brad Ballinger, Carmen Bustos-Works*, Christine Cass, Will Fisher, Cameron Allison Govier, Sara Jaye Hart, Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Joshua Smith, Amy Sprowles, Anna Thaler, Justus Ortega, Jenni Robinson Reisinger, Sheila Rocker Heppe, Melissa Tafoya, Carly Marino, Mark Wicklund

GEAR Chair: Cutcha Risling-Baldy

CDC Chair: Eden Donahue

APC Chair: Marissa Ramsier

Administrative Coordinator: Mary Watson

Curriculum Coordinators: Cameron Allison Govier and Bella Gray

Current Vacancies:, Student representatives (2), CAHSS Chair, CPS Chair, Faculty At-Large on APP

*Non-voting member

Meeting Date(s): 1/17/2023

Meeting Details:

Biochemistry BS Proposal

The ICC reviewed updates to the Biochemistry concentration elevation proposal and approved the program to move forward to the Senate without dissent.

CEEGE and Non-Credit Bearing Certificates

Dr. Sheila Rocker-Heppe made a presentation to the ICC on the work that CEEGE does to support both credit bearing and non-credit bearing programs at Humboldt. The Slides that Sheila shared are available [here](#). CEEGE is playing an integral role in the offering of several new programs being proposed including: Certificate for an Equitable and Sustainable Future, Equine Assisted Health Practitioner, Gerontology, Tourism and Travel, TK Education Certificate, American Indian Education (AIE) Certificate, and non academic credit bearing certificates in Cybersecurity and Information Technology. Items that the ICC noted for more detailed discussion were the approval and/or consultation process for non-credit bearing certificates,

which currently do not go through the ICC for review or approval, and discussion of offering canned third party curriculum.

Follow Up Discussion on the Process for Review of Criteria for A1 Courses

Dr. Maxwell Schnurer joined the ICC to discuss the process for reviewing and approving updated criteria for A1 courses. Maxwell shared [these slides](#) on the concerns from the Communication Department Faculty on the review and approval of new A1 courses and [these standards](#) established by the Communication Faculty. It was reiterated that the review and any subsequent update to the criteria for A1 proposals would happen in consultation with the faculty. Additionally, changes to these criteria would trigger a change to the GEAR policy which would need approval by both the ICC and the Senate. The main areas for discussion were processes for consultation not only with Comm faculty but also more broadly and possibilities of reviewing the criteria for other GEAR areas as well. The GEAR subcommittee and ICC will discuss further picture details (which will have to be ready to be responsive to AB 928) early this semester to share out.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

Members:

Meeting Date(s):

Meeting Details:

Happy New Year from the University Resources Planning Committee! The URPC met for the first meeting of 2023 on Friday, January 20th from 1-2:30. During that inaugural meeting of the year, we reaffirmed our membership (determining that we are in need of a AS Rep and Staff Rep for this term), reviewed the governor's budget proposal, and discussed enrollment projections and recalibration scenarios (both of which were covered in the Provost's Spring Welcome presentation). We also discussed the impending reabsorption of the Polytechnic Budget Working groups responsibilities into the URPC, rather than retaining two committees that addressed redundant content. We then reviewed our scheduled work for the Spring Semester, largely centered in the collaborative authorship of the URPC's Annual Budget Proposal. Finally, we reviewed and approved (through unanimous vote) the University Space and Facilities Advisory committee's two space allocation proposals for the AY '22-'23 cycle. Thanks (from Jim) to the URPC, and to the Campus Community for engaging with us in the shared stewardship of our University towards a more just and impactful educational structure.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Monty Mola ASCSU Representatives

The ASCSU committee meetings and plenary took place virtually on January 18-20, 2023. The CSU [Board of Trustees](#) meeting is scheduled for January 24-25.

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-expansion of Community College Bachelor's Degrees
- Title IX and DHR (Joint Legislative Audit and Cozen O'Connor systemwide review)
- CSU Faculty Salary Study (results might be reported in late March)
- Multi-year Budget Compact between the Newsom Administration and CSU (read [here](#))
- Search and appointment of permanent CSU Chancellor
- Enrollment decline of 7% across 21 CSU campuses, especially 7 northern California campuses

Cozen O'Connor continues to make campus visits and are beginning the process of writing the reports that they will provide to each campus. It is their intent that this report is shared with the campus community. The Chancellor's Office Cozen O'Connor Title IX & DHR Website can be accessed [here](#). Their confidential email address is CalStateReview@cozen.com.

AVC for Academic and Student Affairs Sylvia Alva reported the CSU is challenging the proposed Fire Science and Management B.A. at Feather River College. AB927 allows community colleges to expand their 4-year degree programs if the program does not duplicate a CSU 4-year degree program, although there are not strict guidelines for evaluation of duplication (for example, is a Public Safety B.A. at a community college too duplicative of a Criminology B.A. at a CSU?). Each proposed B.A. must be negotiated with the CSU. This will be an ongoing issue, as community college enrollment has declined even more sharply than CSU

enrollment and community colleges are looking for ways to increase enrollment by expanding their 4-year degree programs.

EVC Alva also reported on progress on Cal-GETC. The first step is getting to an agreement between all three systems on a common GE pathway, which she hopes will happen in the near future. The UC system has agreed to the proposed pathway but many in the community college system's are opposed to it (see this [EdSource article](#))

After a pathway is agreed upon, which will occur sometime this year, the next step will be determining if the same GE pathway will apply to "native" CSU students (students who begin their degrees at CSU) as well as transfer students. The law might not require it, but having different GE pathways will not work well for a subset of students who take classes from multiple systems and campuses. The American Institutions requirement is still seen as *not* GE (it's a different type of requirement mandated in a different part of the Ed code) so will not be part of this round of negotiation. The biggest workload will come when ADT's are revised once the GE pathway is decided.

Interim Chancellor Jolene Koester reported that in response to the Governor's Budget Compact with the CSU and declining enrollment across the system, the Education Policy Committee and the Finance Committee came together to create a "resource realignment" plan. She noted that seven CSU's, including Humboldt, have been receiving funding above what their enrollment suggests they should receive. Over three years, AY23-24, AY24-25, and AY25-26, campuses that don't meet certain enrollment targets will have their funding reduced by the Chancellor's Office and redistributed to other campuses. The full plan will be shared at the Board of Trustees meeting on January 24, 2023.

The following *substantive* resolutions were heard in first reading. They will return for second reading and vote at the plenary March 16-17. *Please take a look at these and if you have feedback, provide it to your ASCSU senators by March 12, 2023.*

AS-3587-23/APEP "Supporting a Fourth Year of Mathematics/Quantitative Reasoning"

AS-3590-23/AA "Request for Additional Input for the CSU 2030 Challenges: Faculty Perspectives Project"

AS-3591-23/FGA/AA "A Call for State Gas/Oil Excess Profit Fee Funding in Support of Public Higher Education"

AS-3592-23/FA "Compensation for AB 928 Curricular Reform"

AS-3594-23/APEP "Regarding Coursework and Correspondences in Subject Matter Domains for Teaching"

AS-3595-23/FA/FGA "Equitable Capping of Executive Administrative Raises in the CSU Compared to Other Unit Employee Raises"

AS-3596-23/APEP “Engaging Disciplinary Faculty in the Development of the Early Childhood Education Specialist Credential”

AS-3597-23/FA “Dissemination of Report and Recommendations by the Cozen O’Connor team investigating Title IX practices on CSU campuses”

AS-3599-23/APEP “California State University Authority Over Changes to College Preparatory A-G Standards and Guidelines”

AS-3600-23/FA “Support and Commendation for Graduate Student and Post-Doctoral Workers”

AS-3601-23/AA “Support for Maintaining Veterans’ Centers on all CSU Campuses”

AS-3602 -23/APEP “Recommendation Regarding Advanced Placement Precalculus”

The following resolutions were heard in second reading and passed

AS-3578-22/JEDI “Expansion of California State University (CSU) Independent Doctoral Degree Programs”

AS-3579-22/FGA “Funding Summer Advocacy Work for the Position of Legislative Specialist of the Academic Senate CSU (ASCSU)”

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 “Solidarity with Iranian University Communities Protesting Violent Repression in response to the ‘Woman, Life, Freedom’ Movement”

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 Campus Senate Resolutions and Policies”

AS-3585-22/JEDI/FA/FGA “CSU Employee Justice Equity and Diversity (JEDI) Housing Assistance Program” AS-3586-22/JEDI/FA “Systemic Inclusion of Preferred Names and Pronouns within the California State University (CSU) System”

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3587-23/APEP
January 19-20, 2023
First Reading/Waiver

SUPPORTING A FOURTH YEAR OF MATHEMATICS/QUANTITATIVE REASONING

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 support the Board of Trustees' recommendation that applicants to the CSU
3 complete a fourth year of quantitative reasoning in addition to admissions
4 requirements; and be it further
- 5 **2. RESOLVED:** That the ASCSU request that the CSU recommendation of a fourth
6 year of quantitative reasoning mirror the messaging of the University of California
7 (UC) and strongly encourage prospective high school students to complete a fourth
8 year of CSU/UC approved Area C high school mathematics/quantitative reasoning
9 coursework; and be it further
- 10 **3. RESOLVED:** That the ASCSU support and request the continuation of research and
11 analysis of the benefits and challenges of additional college-preparatory coursework
12 beyond current A-G minimums in science, mathematics, and analytic/technology-
13 based electives with particular attention to impacts on enrollment and the perceived
14 value of the CSU degree, as well as the connections between high school
15 quantitative reasoning pathways and both access to, and success in, various
16 academic fields of study and professions; and be it further

17 **4. RESOLVED:** That the ASCSU distribute this resolution to the:

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

32 **RATIONALE:** *The interaction between admission standards, the quality of the*
33 *student body, and the perceived value of the degree with enrollment is not well*
34 *understood. One of the hottest burning issues currently facing the CSU is the*
35 *enrollment decline and associated negative financial impacts. The CSU has*
36 *recently discontinued use of standardized testing in admissions, changed the*
37 *minimum high school GPA eligibility threshold to 2.50, eliminated systemwide*
38 *placement testing in mathematics and English, and grown eligibility far beyond*
39 *the 33% maximum of high school graduates called for in [Title 5](#). Despite these*
40 *increases in access, CSU enrollment has dropped, and dangerously so, for the*
41 *non-impacted campuses that do not apply additional admissions criteria above*

Commented [MS1]: JEDI ...

42 *the minimum. In 2017 the CSU enrolled over 36% of the eligible graduates from*
43 *California public high schools. In 2022 that percentage dropped to below 27%¹.*
44 *This dramatic decrease is evidence that admissions standards have a more*
45 *complex relation to enrollment than previously thought. Expanding access by*
46 *changing standards has not resulted in enrollment growth. One possible cause*
47 *that deserves attention is the perception of the loss of value of the degree.*
48 *Moreover, expanded access is of little value if newly eligible students are ill-*
49 *prepared and unlikely to complete a degree. The ASCSU has previously gone on*
50 *record multiple times endorsing the recommendations of the [Quantitative](#)*
51 *[Reasoning Task Force \(QRTF\) report](#), including specific calls for strengthening*
52 *academic preparation standards by requiring four years of high school*
53 *quantitative reasoning coursework (see "Related ASCSU Resolutions" below). The*
54 *Board of Trustees took on the exploration of this potential change to admissions*
55 *and commissioned MDRC (Manpower Demonstration Research Corporation) to*
56 *conduct a [study](#) of the potential impacts, and in particular to identify school*
57 *capacity and any inequitable consequences to CSU eligibility.*
58 *The report revealed that 97% of CSU applicants who met the existing A-G*
59 *requirements also met the proposed additional requirement. Data generated in*
60 *the report showed that the percentage distribution of non-compliant applicants*
61 *to the CSU was surprisingly uniform among different demographic groups. With*

¹ Based on 41% eligibility in 2017, 50% in 2022 and data from [DataQuest](#) and [CSU enrollment data](#).

62 *regards to the question of whether impacts would be inequitable, the report*
63 *offered the following conclusion:*

64 *Disparities in the percentage of students meeting the current A-G course*
65 *requirements exist across almost all the subgroups explored, including for*
66 *Black and Latinx students, students from families with low incomes,*
67 *students from rural areas and small towns, students whose parents did*
68 *not attend college, and English learners. The proposed additional*
69 *requirement is unlikely to diminish or intensify these disparities.*

70 *In other words, all demographic groups would be impacted similarly and the*
71 *strengthened requirement would be equitable. In addition, the data indicated*
72 *that most students who did not comply were able to attempt a fourth-year*
73 *course but did not successfully complete it. The analysis concluded:*

74 *This suggests that most of the students not meeting the additional*
75 *requirement were not hampered by their high school's capacity to offer a*
76 *qualifying quantitative reasoning course, but rather failed to succeed in a*
77 *course they took.*

78 *The report also provided additional confirmation that quantitative reasoning*
79 *college preparation coursework beyond the third high school year is associated*
80 *with student success and increased degree attainment, particularly in Science,*
81 *Technology, Engineering, and Mathematics (STEM) fields. The range of courses*

82 *qualifying to meet the fourth-year requirement was quite broad in the study. In*
83 *addition to the more traditional precalculus or mathematics analysis course, the*
84 *study included consumer mathematics, forensic science, computer literacy and*
85 *other Area D laboratory science courses as well as area G electives deemed to be*
86 *"quantitative reasoning focused". The breadth of this range of coursework could*
87 *mask the strength of the effect on student success that specific fourth year*
88 *CSU/UC Area C courses might have on specific fields of study in college. Despite*
89 *objective data supporting positive conclusions in the MDRC study the Board of*
90 *Trustees has received a recommendation from the CSU administration to*
91 *abandon consideration of requiring an additional year of quantitative reasoning*
92 *(QR) for admissions. The recommendation made by the Chancellor's Office to*
93 *the Board of Trustees at their meeting in November 2022 also included language*
94 *broadening the scope of fourth year courses that would be advised but optional.*
95 *The recommendation assumed knowledge exists regarding the connections*
96 *between various high school QR coursework pathways and success in different*
97 *fields of study.*

98 *Despite the positive quantitative evidence in the [MDRC report](#) regarding*
99 *equitable impacts, existing school capacity, and student success, the ASCSU*
100 *recognize there are benefits to a delay and continued study of this potential*
101 *admissions requirement and advocate for deeper analysis of the impacts to*
102 *enrollment and degree completion. This resolution also calls for strengthened*

103 *efforts to encourage students to voluntarily complete an additional Area C*
104 *mathematics/quantitative reasoning course, rather than the broader spectrum of*
105 *courses used in the [MDRC study](#) and expanded further in the November*
106 *recommendation from the CSU Administration to the Board of Trustees. Previous*
107 *research connecting student success to academic preparation in quantitative*
108 *reasoning typically analyzed the effect of a mathematics course "beyond the*
109 *level Algebra 2". For example Adelman (1999)² concluded*

110 *"Of all the components of curriculum intensity and quality, none has such*
111 *an obvious and powerful relationship to ultimate completion of degrees as*
112 *the highest level of mathematics one studies in high school...Finishing a*
113 *course beyond the level of Algebra 2 more than doubles the odds that a*
114 *student who enters postsecondary education will complete a bachelor's*
115 *degree."*

116 *The recommendation to take a fourth Area C mathematics/quantitative reasoning*
117 *course is consistent with this research, the Quantitative Reasoning Task Force*
118 *(QRTF) Final Report and the recommendation by the University of California.*

119 *Rationale for a delay in implementing a new requirement includes the high level*
120 *of existing compliance, the resilience of negative impacts of the pandemic, and a*
121 *heightened sense of respect for the long-standing UC/CSU collaboration on A-G*

² Adelman, Clifford "Answers in the Toolbox" U.S. Department of Education, June, 1999 retrieved December 19, 2022 from <https://files.eric.ed.gov/fulltext/ED431363.pdf>

122 *requirements. The pause will provide time for the CSU to collaborate with its UC*
123 *partners regarding any changes to the A-G coursework requirements. The pause*
124 *will also provide time to examine new questions that have arisen (e.g. on*
125 *enrollment) and to implement and assess strengthened efforts to increase*
126 *voluntary completion of an additional Area C course, and to establish the*
127 *connections between different high school QR coursework pathways and student*
128 *success in specific fields of study. The goal is to identify and broadcast widely*
129 *the QR academic preparation that students need to be successful at whatever*
130 *field of study they decide - including STEM - once they get to college.*
131 *Identifying and broadcasting these connections is needed to provide the clarity*
132 *that is critical for students and their families, counselors, and teachers to make*
133 *informed choices.*
134 *Establishing a policy to strengthen and assess efforts to encourage the fourth*
135 *year of Area C coursework while the CSU continues to explore the impacts of the*
136 *broader spectrum of additional A-G coursework, will signal that the CSU is*
137 *committed to ensuring high expectations regarding academic preparation. The*
138 *recommendations in this resolution are intended to ensure data-driven*
139 *approaches continue to be valued when establishing stable and more accurate*
140 *communications related to college QR preparation that are locally and*
141 *individually relevant, regionally consistent, and statewide compatible. These*

142 *approaches will enhance both the public perception and reality of the value of a*
143 *CSU degree.*

144 ***Related ASCSU Resolutions:***

- 145 • [AS-3161-14/APEP \(Rev\)](#) *Using Common Core State Standards in CSU*
146 *Admission and Prerequisite Requirements for Mathematics and Other*
147 *Disciplines*
- 148 • [AS-3244-16/APEP \(Rev\)](#) *Support for Requiring a Fourth Year of*
149 *Mathematics/Quantitative Reasoning for Admission to the California*
150 *State University*
- 151 • [AS-3265-16/APEP](#) *Implementation of Quantitative Reasoning Task Force*
152 *(QRTF) Recommendations that Reflect Items Previously Approved by the*
153 *Academic Senate CSU*
- 154 • [AS-3211-15/AA \(Rev\)](#) *Expectations for Upper Division General Education*
155 • [AS-3119-13 \(Rev\)](#) *Clarifying the Changing Expectations for General*
156 *Education*
- 157 • [AS-3270-16/APEP \(Rev\)](#) *Implementation of the Quantitative Reasoning*
158 *Task Force (QRTF) Recommendations*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3590-23/AA
January 18-20, 2022
First Reading/Waiver

**REQUEST FOR ADDITIONAL INPUT FOR THE CSU 2030 CHALLENGES: FACULTY
PERSPECTIVES PROJECT**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 request the Chairs of the twenty-three Campus Academic Senates, at their next
3 Council of Senate Chair’s meeting, enumerate what they consider to be the major
4 challenges facing higher education in the next decade and the California State
5 University (CSU) in particular, to help inform the development of the “CSU 2030:
6 Faculty Perspectives” position paper; and be it further
- 7 **2. RESOLVED:** That the Chairs of the Campus Academic Senates provide feedback
8 through the [CSU 2030 Feedback Portal](#); and be it further
- 9 **3. RESOLVED:** That the ASCSU distribute this resolution to all CSU campus Senate
10 Chairs.

11 ***RATIONALE:** The Academic Senate of the California State University (ASCSU)*
12 *passed a resolution in May of 2022 ([AS-3528-22 \[Rev\]](#)) supporting the*
13 *development of a position paper on the challenges for higher education in*
14 *California and those that affect the California State University (CSU) in particular*
15 *and requesting faculty input in its development. A portal with a short*
16 *questionnaire was developed and deployed in the fall of 2022 to collect faculty*

17 *input. The campus Senate Chairs were asked at the Council of Senate Chairs*
18 *meeting in September 2022 to encourage faculty on their campuses to provide*
19 *input before the end of the fall semester. Unfortunately, as the semester ended,*
20 *only five members of the CSU's faculty had responded. This wasn't seen as*
21 *providing a broad enough sampling of campus sentiment and this resolution is an*
22 *attempt to gather at least something from each of the system's 23 campus*
23 *Senate Chairs to ensure that some input from each of the campus is reflected in*
24 *the position paper.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3591-23/FGA/AA
January 19-20, 2023
First Reading

**A CALL FOR STATE GAS/OIL EXCESS PROFIT FEE FUNDING IN SUPPORT OF
PUBLIC HIGHER EDUCATION**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 appreciates the Governor and his administration for the continuing [multi-year](#)
3 [compact](#) (2022-2027) and for the [investments proposed for 2023-2024](#) and beyond;
4 and be it further
- 5 **2. RESOLVED:** That the ASCSU express serious concern that these state general funds
6 are still not sufficient and sustainable enough to meet the needs of the [2023-24](#)
7 [Operating Budget request](#), which builds upon the recent academic successes of the
8 California State University (CSU), while also allowing the system to aggressively
9 pursue ways to reach our goals for student success; and be it further
- 10 **3. RESOLVED:** That the ASCSU re-affirm support for the intent of [AS-2899-09/FGA](#)
11 and [AS-3128-13/FGA](#), and consequently urge the Governor to issue an Executive
12 Order for a state gas/oil excess profit fee, which will be used to augment funding in
13 support of public higher education; and be it further
- 14 **4. RESOLVED:** That **the ASCSU ...** members of the ASCSU mindfully convey that for
15 every \$1 California invests in the CSU, \$6.98 of industry activity is stimulated in the
16 state. When the impact of the enhanced earnings of CSU alumni are factored in, the

17 ratio rises to \$29.90 in total economic activity for every dollar the state invests in
18 the CSU¹; and be it further

19 **5. RESOLVED:** That the ASCSU **express its gratitude...** grateful to our CSU faculty and
20 staff who have been proactive in developing and implementing academic curricula
21 that address climate change with a commitment to scientific exploration, sustainable
22 stewardship of our environment, and social justice, and additional and sustained
23 funding for this work is needed to benefit all Californians; and be it further

24 **6. RESOLVED:** That **the ASCSU express its concern....** members of the ASCSU are
25 concerned about the higher percentage of commuter students in the CSU, who are
26 more directly impacted by the cost of travel to/from campus for their education, and
27 we are concerned for CSU students who have been directly impacted by the high
28 gas prices; and be it further

29 **7. RESOLVED:** That the ASCSU urge the Governor and Legislature to maximize the
30 proposed budget allocation to the CSU with this call for an innovative and much
31 needed state funding stream; and be it further

32 **8. RESOLVED:** That the ASCSU urge the CSU Board of Trustees and the CSU
33 Chancellor to work with the Governor and Legislature to achieve such requisite
34 funding support; and be it further

¹ See <https://www.calstate.edu/impact/Pages/benefitting-california.aspx>

35 **9. RESOLVED:** That this resolution be sent to the:

- 36 • California State Governor,
- 37 • California State Legislature,
- 38 • California State Department of Finance (DOF),
- 39 • California State Legislative Analyst's Office (LAO),
- 40 • CSU Board of Trustees (BOT),
- 41 • CSU Chancellor,
- 42 • CSU campus Presidents,
- 43 • CSU VPs of Finance/Chief Financial Officers,
- 44 • CSU Provosts/Vice Presidents of Academic Affairs',
- 45 • Campus Senate Chairs,
- 46 • California Faculty Association (CFA),
- 47 • CFA campus Chapter Presidents,
- 48 • California State Student Association (CSSA),
- 49 • CSU Emeritus and Retired Faculty & Staff Association (ERFSA), and the
- 50 • CSU Alumni Council.

51 ***RATIONALE: Severance tax legislative history in California: A severance***
52 *tax is an article of legislation that imposes a tax on the extraction of natural*
53 *resources. In the United States, California is the only state that does not impose*
54 *a significant severance tax. Instead, California imposes a statewide assessment*
55 *fee, as set by the California Department of Conservation, and individual counties*
56 *may choose to impose an ad valorem tax on a per county basis. Over the years,*
57 *several measures have been introduced as ballot initiatives and legislation in an*
58 *attempt to pass a statewide severance tax, though none has become law. The*

59 *members of the ASCSU are dismayed that state gas/oil companies saw a 1700%*
60 *increase in profits during the immediate past year.*

61 ***California Proposition 87, Severance Tax on Oil Producers to Fund***
62 ***Alternative Energy Programs Initiative (2006): California Proposition 87***
63 ***was on the ballot as a combined initiated constitutional amendment and state***
64 ***statute in California on November 7, 2006. Although there was 45.44% support***
65 ***for a severance tax on oil producers, it was defeated (54.56%).***

<i>California Proposition 87</i>		
<i>Result</i>	<i>Votes</i>	<i>Percentage</i>
<i>Yes</i>	<i>3,861,217</i>	<i>45.44%</i>
<i>✘ No</i>	<i>4,635,265</i>	<i>54.56%</i>

66 **[AS-2899-09/FGA](#) *May 7-8, 2009: In Support of AB 656 (Torricono)***
67 ***California Higher Education Endowment Corporation: oil and gas***
68 ***severance tax: In this prior resolution, the Academic Senate of the California***
69 ***State University (ASCSU) supported [AB 656](#) (Torricono), California Higher Education***
70 ***Endowment Corporation (CHEEC) which would annually allocate monies from the***
71 ***Higher Education Fund to the California Community Colleges (CCC), California***
72 ***State University (CSU) and University of California (UC).***

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AS-3128-13/FGA May 16-17, 2013: In Support of SB 241 (Evans): Oil Severance Tax Law: *In this prior resolution, the Academic Senate of the California State University (ASCSU) supported SB 241 (Evans): Oil Severance Tax Law, which would impose a California oil and gas severance tax, from which the majority of revenues are to be allocated to the California State University (CSU), the University of California (UC), and the California Community Colleges (CCC). According to Senator Evans, the bill would give the University of California, California State University and California Community College systems 50% of the funds to share equally, with health and human services receiving 25% and state parks the remaining 25%.*

CSU Commuter Campuses: *None of the eight University of California (UC) schools are meant to be "commuter" schools; while the twenty-three California State University (CSU) schools by geographical placement are intended to serve as commuter campuses, meaning that the CSUs distributed such that every California student has at least one campus within commuting distance from their home.*

Because of this higher percentage of commuter students in the CSU, CSU students are more directly impacted by the cost of travel to campus for their education; and, therefore, CSU students have been directly impacted by the high gas prices.

94 *Additionally, further supporting this argument of the higher impact of gas costs*
95 *on the average CSU student; is that the expectation that CSU clearly*
96 *communicates travel costs to those individuals potentially considering enrollment.*
97 *(See in the [CSU's 2022-23 Estimated Undergraduate Cost of Attendance](#).)*

98 *In prior ASCSU resolutions, several rationales have included the following*
99 *information. Since the Donahoe Act of 1960, the State of California has taken*
100 *pride in seeking two goals in public higher education that are commonly*
101 *summarized as "quality" and "access." Both of these goals have been enshrined*
102 *in the California code: "It is the intent of the Legislature that the segments of*
103 *higher education recognize that quality teaching is the core ingredient of the*
104 *undergraduate educational experience" (66050). The CSU's success in achieving*
105 *these goals, in turn, has traditionally been dependent upon the state's*
106 *willingness to provide the necessary resources, a commitment it also makes*
107 *explicit in code "The State of California reaffirms its historic commitment to*
108 *ensure adequate resources to support enrollment growth" (66202.5).*

109 *Unfortunately, the resources provided by the state in recent years have*
110 *dramatically undercut the ability of the CSU to achieve both of these goals in*
111 *even rudimentary form. Shortfalls in funding during this period have been "paid*
112 *for" by reductions in quality, as outlined in the report "[The California State](#)*
113 *[University at the Beginning of the 21st Century](#)". The CSU has reached the point*
114 *where additional reductions to the quality of the education it provides are*

115 *intolerable. To quote a former CSU administrator "access without quality is not*
116 *access."*

117 *Because the admissions calendar does not correspond to the state budget*
118 *calendar, the CSU admits students for an academic year prior to receiving the*
119 *budget that is required to pay for that academic year. In years when the state*
120 *fails to meet its legislative commitment to support enrollment growth, the CSU*
121 *must still accept and educate those students who have already been admitted.*
122 *In the past, the CSU has done so by accepting an on-going deterioration in the*
123 *quality of the education it has provided as evidenced by:*

- 124 • *Escalating student-faculty ratios (SFRs).*
- 125 • *Increasingly inadequate technology and staffing to support instruction.*
- 126 • *Declining purchasing power for library collections; CSU need to increase*
127 *the funding for the Electronic Core Collection (ECC) in order to address*
128 *increasing costs and continue to reap the advantages of collective*
129 *purchasing power.*
- 130 • *Non-competitive salaries combined with California's high cost of living,*
131 *diminishing our ability to recruit the best faculty and staff from a national*
132 *pool.*
- 133 • *Expanded reliance on temporary faculty rather than permanent faculty,*
134 *leading to a concomitant increase in permanent faculty service loads, and*
135 *resulting in a declining capacity to mentor and advise students.*

- 136 • *A declining capacity to mentor and advise students.*
- 137 • *A continued and significant accumulation of deferred maintenance.*
- 138 • *A declining capacity to provide students and alumni with letters of*
139 *reference in support of their career aspirations and other employment*
140 *opportunities.*

141 *Given the state's unwillingness to fully support public higher education, and the*
142 *fact that increasing tuition in this continuing pandemic economy is not feasible,*
143 *the CSU has reached the point prompting the question "access to what?" To*
144 *maintain an acceptable level of quality and access, it is necessary for the state to*
145 *reevaluate its support for the CSU in providing sufficient resources, especially*
146 *while maintaining student tuition at a reasonable level. Trying to maintain quality*
147 *while assuring growth in graduation rates and corresponding new enrollment*
148 *during a time of diminished resources ultimately serves no one and harms the*
149 *state's future workforce.*

150 *In short, with the potential for legislation continuing to increase unfunded*
151 *mandates for the CSU (e.g. AB 1930, AB 1460, etc.), coupled with the inability to*
152 *increase tuition in such a severe current recession, to avoid having to reduce*
153 *enrollment, slow graduation rates, decrease student support, terminate or freeze*
154 *faculty positions, and further foster the deterioration of our campus*
155 *infrastructure, the ASCSU urge the Governor and Legislature to use all available*
156 *resources, including a new Executive Order which calls for a state gas/oil excess*

157 *profit fee which will be used to augment funding in support of public higher*
158 *education*

159 *Additional information regarding these issues is addressed in prior ASCSU*
160 *resolutions; these include but are not limited to: AS-3361-19/FGA, AS-3357-*
161 *18/FGA (Rev), AS-3273-16/FGA, AS-3237-15/FGA (Rev), AS-3229-15/FGA (Rev),*
162 *AS-3196-14/FGA, AS-3149-13/FGA (Rev), AS-3097-12/FGA (Rev), AS-3040-*
163 *11/FGA (Rev), AS 2920-09/FGA (Rev), AS-2913-09/AA/FA (Rev), AS-2831-*
164 *08/EX/FGA; AS 2812-07/FGA (Rev); AS-2796-07/FGA (Rev); AS-2749-06/FGA;*
165 *AS-2772-06/FGA/FA; AS-2694-05/FGA; AS-2654-04/FGA; AS-2612-03/FGA; AS-*
166 *2563-01/FGA; AS-2449-99/FGA; AS-2418-98/FGA; AS-2367-97/FGA; AS-2317-*
167 *96/FGA; AS-2258-95/FGA.*

168 **References:**

- 169 • *Multi-Year Compact Between the Newsom Administration and the*
170 *California State University May 2022 - [https://dof.ca.gov/wp-](https://dof.ca.gov/wp-content/uploads/Programs/Education/CSU-Compact-May-2022.pdf)*
171 *[content/uploads/Programs/Education/CSU-Compact-May-2022.pdf](https://dof.ca.gov/wp-content/uploads/Programs/Education/CSU-Compact-May-2022.pdf)*
- 172 • *California Budget 2023-24, Budget Summary – Higher Education -*
173 *[https://ebudget.ca.gov/2022-](https://ebudget.ca.gov/2022-23/pdf/BudgetSummary/HigherEducation.pdf)*
174 *[23/pdf/BudgetSummary/HigherEducation.pdf](https://ebudget.ca.gov/2022-23/pdf/BudgetSummary/HigherEducation.pdf)*
- 175 • *CSU Operating Budget Request 2023-24 -*
176 *[https://www.calstate.edu/csu-system/about-the-csu/budget/2023-24-](https://www.calstate.edu/csu-system/about-the-csu/budget/2023-24-operating-budget/Documents/2023-24-operating-budget.pdf)*
177 *[operating-budget/Documents/2023-24-operating-budget.pdf](https://www.calstate.edu/csu-system/about-the-csu/budget/2023-24-operating-budget/Documents/2023-24-operating-budget.pdf)*

178

179

- *AS-2899-09/FGA May 7-8, 2009: In Support of AB 656 (Torrico)*

180

California Higher Education Endowment Corporation: oil and gas

181

severance tax - <https://www.calstate.edu/csu-system/faculty->

182

[staff/academic-senate/resolutions/2008-2009/2899.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2008-2009/2899.pdf)

183

- *AS-3128-13/FGA May 16-17, 2013: In Support of SB 241 (Evans): Oil*

184

Severance Tax Law - <https://www.calstate.edu/csu-system/faculty->

185

[staff/academic-senate/resolutions/2012-2013/3128.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2012-2013/3128.pdf)

186

- *CSU Benefiting California – Return on Investment*

187

So ASCSU can read this as the ROI is 7 to 1, but raises to almost 30 to

188

1 - <https://www.calstate.edu/impact/Pages/benefitting-california.aspx>

189

- *Severance tax legislative history in California -*

190

https://en.m.wikipedia.org/wiki/Severance_tax_legislative_history_in_C

191

[alifornia](https://en.m.wikipedia.org/wiki/Severance_tax_legislative_history_in_C)

192

- *California Proposition 87, Severance Tax on Oil Producers to Fund*

193

Alternative Energy Programs Initiative (2006) -

194

https://ballotpedia.org/California_Proposition_87,_Severance_Tax_on

195

[Oil Producers to Fund Alternative Energy Programs Initiative \(2006\)](https://ballotpedia.org/California_Proposition_87,_Severance_Tax_on)

196

197 *COMMENTARY:*

198

- *FGA as primary = good*

- 199 • *Resolved 4,5,6 might be best as rationale (but maybe here they fit [other*
200 *commentary])*
- 201 • *per Sabalius "I think legislators will like the idea to collect this tax. But I am*
202 *not so certain that they will want to commit to spend it on higher ed.*
- 203 • *Throughout "That the ASCSU requests... "*
- 204 • *Severance tax as the term of art throughout*
- 205 • *CSSA policy agenda (total cost of education including commute cost to be*
206 *included as a potential barrier to student success)*
- 207 • *Increase EV chargers to campuses (can students afford EVs?)*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3592-23/FA
January 19-20, 2023
First Reading

COMPENSATION FOR AB 928 CURRICULAR REFORM

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 reassert that the curriculum remains in the purview of the faculty; and be it further
- 3 **2. RESOLVED:** That the ASCSU reaffirm that CSU faculty are the ones to do the
4 primary decision-making work of revising curricula to meet the requirements of
5 [California Assembly Bill 928](#) (AB 928); and be it further
- 6 **3. RESOLVED:** That the ASCSU recognize that many hundreds of hours above and
7 beyond the faculty's normal curricular work have already gone into working on AB
8 928 tasks and that many hundreds more are likely to be accrued in the coming
9 months, and thereby drawing faculty resources away from normal, necessary
10 activities; and be it further
- 11 **4. RESOLVED:** That the ASCSU call on the California State University Chancellor's
12 Office and CSU campuses to document the cumulative time being spent in support
13 of activities required by AB 928, including but not limited to:
- 14 • Department, college, and university meetings dedicated to curricular decision-
15 making associated with AB 928.
 - 16 • Campus-based information sessions provided about the requirements of AB
17 928 and ongoing campus efforts to meet those requirements.

18 • Shared-governance feedback processes and decision-making related to AB
19 928.

20 • Any other dedicated AB 928 activities that may arise as a result of the
21 ongoing process to meet AB 928 requirements in the mandated timeline of
22 the law

23 ; and be it further

24 **5. RESOLVED:** That the ASCSU urge the CSU to provide appropriate compensation in
25 the forms of reassigned time and/or stipends for this additional workload; and be it
26 further

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

- 28 • CSU Board of Trustees,
- 29 • CSU Chancellor,
- 30 • CSU campus Presidents,
- 31 • CSU campus Senate Chairs,
- 32 • CSU campus Senate Executive Committees,
- 33 • CSU campus Curriculum Committees,
- 34 • CSU Provosts/Vice Presidents of Academic Affairs,
- 35 • California Faculty Association (CFA),
- 36 • California State Student Association (CSSA), and the
- 37 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

38 ***RATIONALE:** California AB 928 requires the CSU system to work with the*
39 *University of California (UC) and California Community College (CCC) systems to*
40 *create a singular lower-division transfer general education pathway for*

41 *community college students transferring to either a CSU or a UC (now known as*
42 *Cal-GETC). In addition, the law mandates revisions to existing and development*
43 *of new Associate Degree for Transfer (ADT) model curricula. The AB 928*
44 *mandate has already constituted significant workload across all CSU campuses in*
45 *providing education about the requirements of AB 928 and in subsequent review,*
46 *research, feedback, and deliberation regarding the Cal-GETC proposal for*
47 *curricular changes. Future work on ADT model curricula and messaging is likely*
48 *to dwarf the workload of Cal-GETC revision thus far on our 23 campuses. Faculty*
49 *who significantly participate in the work of curricular revision in order to meet*
50 *the mandates of AB 928 should be compensated for their additional workload.*

51
52 **COMMENTARY:**

- 53 • *CCC, CSU, UC faculty re: workload resolved 2*
- 54 • *Oral communication, critical thinking w/ writing changes to Cal-GETC, this*
55 *only applies to the CSU to the extent that CSU GE content changes to*
56 *match the newer definitions in Cal-GETC*
- 57 • *The Cal-GETC review processes will require extensive workload.*
- 58 • *The legislative action that reduces GE for our transfer students vs. Local*
59 *students leads to potentially less prepared students post-transfer that*
60 *provide an additional burden on the CSU.*

- 61 • *APEP should be involved here (pre-transfer assessments and actions) --*
- 62 *see the request in AS-2541-22*
- 63 •

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3596-23/APEP
January 19-20, 2023
First Reading

**ENGAGING DISCIPLINARY FACULTY IN THE DEVELOPMENT OF THE EARLY
CHILDHOOD EDUCATION SPECIALIST CREDENTIAL**

- 1 **1. RESOLVED:** That the ASCSU affirm that teacher preparation program curriculum
2 requires disciplinary faculty expertise; and be it further
- 3 **2. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
4 receive the CSU Liberal Studies Council's Resolution: *Engaging Faculty Expertise in*
5 *the Development of Subject Matter Curriculum Preparation for PK-3 Early Childhood*
6 *Education Specialist Credential*; and be it further
- 7 **3. RESOLVED:** That the ASCSU recommend that prospective PK-3 credential programs
8 engage, at a minimum, with faculty who teach undergraduate coursework in Liberal
9 Studies, Child Development, and Early Childhood Education/Studies to inform
10 subject matter curriculum preparation; and be it further
- 11 **4. RESOLVED:** That the ASCSU distribute this resolution to the:
- 12 • CSU Board of Trustees,
 - 13 • CSU Chancellor,
 - 14 • CSU campus Presidents,
 - 15 • CSU campus Senate Chairs,
 - 16 • CSU campus Senate Executive Committees,
 - 17 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 18 • CSU Deans of Colleges of Education,
 - 19 • California Faculty Association (CFA),

- 20 ● California State Student Association (CSSA),
- 21 ● CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 22 ● Academic Senate for the California Community Colleges (ASCCC),
- 23 ● Academic Senate of the University of California (ASUC),
- 24 ● CCC Board of Governors, and the
- 25 ● UC Board of Regents.

26 ***RATIONALE:*** *The Liberal Studies Council sent a memo to the Academic*
27 *Preparation and Educator Programs (APEP) Committee of the ASCSU on 31*
28 *October 2022 to request endorsement of their resolution. In that memo they*
29 *state that "the council believes that it is critical to engage appropriate faculty*
30 *expertise from multiple programs in the development of curriculum to prepare*
31 *students to earn the PK-3 ECE Specialist Credential. The existing Liberal Studies*
32 *programs on CSU campuses are designed to prepare students for K-6 teaching."*
33 *The full text of the Liberal Studies Council resolution is as follows:*

34 ***ENGAGING FACULTY EXPERTISE IN THE DEVELOPMENT OF SUBJECT MATTER***
35 ***CURRICULUM PREPARATION FOR PK-3 EARLY CHILDHOOD EDUCATION SPECIALIST***
36 ***CREDENTIAL***

37 ***1. RESOLVED:*** *The California State University (CSU) Liberal Studies Council*
38 *recognizes that the development of subject matter program curricula for*
39 *teacher preparation programs requires faculty expertise from undergraduate*
40 *programs; and be it further*

- 41 2. **RESOLVED:** *The CSU Liberal Studies Council acknowledges the California*
42 *Commission on Teacher Credentialing's (CCTC) development of a new*
43 *teaching credential for pre-school through third grade, the PK-3 Early*
44 *Childhood Education (ECE) Specialist Credential; and be it further*
- 45 3. **RESOLVED:** *The CSU Liberal Studies Council acknowledges that the CCTC is in*
46 *the process of defining the subject matter preparation needed to earn the PK-*
47 *3 ECE Specialist Credential with 24 units of coursework; and be it further*
- 48 4. **RESOLVED:** *The CSU Liberal Studies Council affirms that the existing liberal*
49 *studies programs at California State University campuses prepare students for*
50 *teaching at the elementary school level, grades kindergarten through sixth*
51 *grade, through Elementary Subject Matter (ESM) programs; and be it further*
- 52 5. **RESOLVED:** *The CSU Liberal Studies Council endorses that the development of*
53 *new curriculum and identification of existing curriculum for the new PK-3 ECE*
54 *Specialist Credential subject matter preparation requires faculty expertise*
55 *from both liberal studies and child development programs; and be it further*
- 56 6. **RESOLVED:** *The CSU Liberal Studies Council recommends that the curriculum*
57 *for the new PK-3 ECE Specialist Credential subject matter preparation shall be*
58 *developed by faculty, directors, and chairpersons representing both liberal*
59 *studies and child development programs; and be it further*

60 7. *RESOLVED: That the CSU Liberal Studies Council distributes this resolution to*
61 *the Academic Preparation and Education Programs (APEP) Committee of the*
62 *Academic Senate of the California State University (ASCSU).*

63
64 *COMMENTARY:*

- 65 • *Will CSU faculty be willing and engaged in the review process?*
- 66 • *History is that the faculty who will be asked to review requested that this review*
67 *option exist.*
- 68 • *Kudos for consultation (esp. Re: liberal studies)*
- 69 • *Non-credentialed student teachers being exploited, these students will benefit*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3597-23/FA
January 19-20, 2023
First Reading

**DISSEMINATION OF REPORT AND RECOMMENDATIONS BY THE COZEN
O'CONNOR TEAM INVESTIGATING TITLE IX PRACTICES ON CSU CAMPUSES**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 urge the Board of Trustees to share the report and recommendations from Cozen
3 O'Connor with the ASCSU at its May plenary meeting; and be it further
- 4 **2. RESOLVED:** That the ASCSU urge the Board of Trustees to direct campus
5 presidents to share the campus-level reports and recommendations from Cozen
6 O'Connor to their campuses, as stated in the "Cozen Assessment Opportunities..."
7 document disseminated on December 21, 2022; and be it further
- 8 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 9 • CSU Board of Trustees,
 - 10 • CSU Chancellor,
 - 11 • CSU campus Presidents,
 - 12 • CSU campus Senate Chairs,
 - 13 • CSU campus Senate Executive Committees,
 - 14 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 15 • CSU campus articulation officers,
 - 16 • California Faculty Association (CFA),
 - 17 • California State Student Association (CSSA), and the
 - 18 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

19 ***RATIONALE:*** *In 2022, the firm Cozen O'Connor was hired to investigate the*
20 *systems and practices surrounding Title IX implementation on CSU campuses*
21 *and recommend changes to these practices. The investigation was ordered in*
22 *response to egregious events on three campuses, CSU Fresno, San Jose State,*
23 *and Sonoma State Universities, and because the state legislature had also*
24 *ordered an audit of these three campuses.*

25 *Cozen O'Connor has been clear their client is the Board of Trustees and would*
26 *only be sharing their report to the Board of Trustees. On December 21, 2022,*
27 *Acting Vice Chancellor for Human Resources, Leora Freedman released the*
28 *document "Cozen Assessment Opportunities to share feedback with Cozen and*
29 *learn more.pdf", which clarified how the system-wide report and campus reports*
30 *would be disseminated.*

31 *Acting Vice Chancellor Freedman's letter did not include the ASCSU as part of the*
32 *chain of reports. Tenets of shared governance and the role of ASCSU as an*
33 *advisory body to the Chancellor's Office dictate that this report and any*
34 *recommendations to change Title IX procedures be shared with the ASCSU.*
35 *Changes to policies and procedures require meaningful consultation with faculty*
36 *and other employee groups.*

37 ***COMMENTARY:***

38 *Ensure rationale reflects JAN reports from Cozen..*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3598-23/APEP
January 19-20, 2023
First Reading

**CALIFORNIA STATE UNIVERSITY AUTHORITY OVER CHANGES TO COLLEGE
PREPARATORY A-G STANDARDS AND GUIDELINES**

1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recommends that the Chancellor of the CSU engage appropriately with the
3 leadership of the University of California (UC) and the leadership of the Academic
4 Senates of both systems to explore establishing joint decision-making mechanisms
5 between the CSU and UC to review and approve new courses and changes to the
6 college preparatory A-G coursework standards and guidelines; and be it further

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

- 8 • CSU Chancellor,
- 9 • President of University of California,
- 10 • Academic Senate for the California Community Colleges,
- 11 • Academic Senate of the University of California,
- 12 • The California Intersegmental Committee of the Academic Senates (ICAS),
- 13 • Board of Regents of the University of California (UC),
- 14 • University of California Board of Admissions and Relations with Schools
15 (BOARS),
- 16 • CSU Board of Trustees, and the
- 17 • CSU Admission Advisory Council.

18 ***RATIONALE:** The CSU has long accepted the guidelines and standards*
19 *approved by both the University and California and the CSU when the two*
20 *systems aligned their college preparation requirements in 2003. Since that time*

21 *all course review and approval and modifications to the standards and guidelines*
22 *have been the unilateral purview of the University of California. The CSU has*
23 *had no role in those high school courses submitted for A-G approval or for*
24 *changes to the guidelines and standards. Recently, changes to guidelines and*
25 *standards have been authorized by the UC that represent potential implications*
26 *to the academic preparation of students planning to attend either the CSU or the*
27 *UC. For example, in 2021 the UC adopted several changes to Area C that have*
28 *created cause for concern by CSU disciplinary experts. In that instance, the*
29 *changes to the Area C guidelines have resulted in the Area C certification of high*
30 *school coursework by the UC that can replace coursework meeting the [California](#)*
31 *[Common Core State Standards in Mathematics \(CCCSSM\)](#). Both the UC and the*
32 *CSU rely upon students meeting the CCCSSM for college and career readiness.*
33 *Furthermore, the CCCSSM have been used in practice to identify students who*
34 *meet the ICAS [Statement on Competencies in Math Expected of Entering](#)*
35 *[Freshmen](#). The 11th grade Smarter Balanced Assessment Consortium (SBAC)*
36 *statewide testing by the California Department of Education assesses college and*
37 *career readiness based on the CCCSSM and the CSU uses the results of that*
38 *testing for mathematics readiness placement. Recent changes to the UC*
39 *standards for Area C coursework are too ambiguous and school districts have*
40 *begun submitting coursework alternative to Common Core Algebra 2 and*
41 *Integrated Mathematics III that do not address the range of standards expected*
42 *for college and career readiness. For example, the Los Angeles Unified School*

43 *District has received approval for their "[Introduction to Data Science](#)" as an*
44 *alternative to Common Core Algebra 2 and Integrated Mathematics III. This IDS*
45 *curriculum only addresses CCCSSM [statistics standards](#) and therefore it*
46 *represents inadequate preparation for college and career readiness as defined by*
47 *the CSU, the CCCSSM, and the [Statement on Competencies in Mathematics](#)*
48 *[Expected of Entering College Students](#) adopted by the Intersegmental Committee*
49 *of Academic Senates (ICAS). This alternative curriculum also puts these*
50 *students at risk relative to their 11th grade [CAASPP](#) testing in mathematics. This*
51 *in turn threatens to increase the number of students entering the CSU who are*
52 *identified as needing extra support to succeed in General Education Area B4*
53 *coursework, increasing the costs to the CSU for that required extra support. The*
54 *CSU must do what it can to ensure that A-G college preparatory coursework*
55 *properly prepares students to attend both the CSU and the UC. This resolution*
56 *expresses concern that course approvals and changes to the CSU/UC A-G college*
57 *preparation standards should not be a unilateral process conducted by the UC*
58 *and instead should be a collaborative process between the CSU and the UC to*
59 *hopefully avoid the kinds of problems that are arising from the recent unilateral*
60 *changes to Area C and the associated coursework approvals.*

61

62

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3600-23/FA
January 19-20, 2023
First Reading

**SUPPORT AND COMMENDATION FOR GRADUATE STUDENT AND
POST-DOCTORAL WORKERS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) as
2 members of the CSU System represented by the California Faculty Association (CFA)
3 union, hereby express support for the University of California (UC) graduate student
4 and post-graduate scholar instructors and researchers in their struggle for
5 recognition as workers; and be it further
- 6 **2. RESOLVED:** That the ASCSU, the largest system of higher education in the nation
7 will be a possible destination for faculty and research employees who encounter
8 higher education structures undergoing potentially harmful transformations and
9 challenges to job security and fair pay; and be it further
- 10 **3. RESOLVED:** That the ASCSU commend the UC strikers for their tenacious and
11 proactive negotiations for higher wages, health and housing benefits, and overall
12 better working conditions in higher education; and be it further
- 13 **4. RESOLVED:** That the ASCSU distribute this resolution to the:
- 14 • University of California Graduate Student and Post-Doctoral Fellows
 - 15 Representatives,
 - 16 • University of California Board of Regents,
 - 17 • Academic Senate of the University of California,
 - 18 • CSU Board of Trustees,

- 19 • CSU Chancellor,
- 20 • CSU campus Presidents,
- 21 • CSU campus Senate Chairs,
- 22 • CSU campus Senate Executive Committees,
- 23 • CSU Provosts/Vice Presidents of Academic Affairs,
- 24 • CSU campus articulation officers,
- 25 • California Faculty Association (CFA),
- 26 • California State Student Association (CSSA),
- 27 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 28 • Senators Alex Padilla and Diane Feinstein,
- 29 • Senator Josh Newman, Chair of the California Government Committee on
- 30 Education, and
- 31 • Senator Rosilicie Ochoa Bogh, Vice-Chair Committee on Education.

32 ***RATIONALE:*** *The UC graduate students and postdoctoral scholars (who are*
33 *referred to as students) launched a five-week strike on November 14, 2022 to be*
34 *recognized as workers and to bargain for fair wages and benefits. The strike has*
35 *been referred to as a historic labor mobilization in the United States. An*
36 *agreement was reached on December 23, without complete support from all its*
37 *members. Over 36,000 members continue to strike until the deal is ratified. The*
38 *CSU, a union campus, also experiences challenges in addressing workload,*
39 *compensation parity for faculty, especially those classified as Lecturers. National*
40 *threats to job security through tenure have been raised as part of the future of*
41 *higher education employment. Support for higher education teachers and*

42 *researchers requires examination of current employee relations including*
43 *recognition as employees, benefits, workload, and equitable salary.*

44

45 **COMMENTARY:**

- 46 • *What is the intent/message of resolved 2? ASCSU or CSU? What is the*
47 *ask? (or rationale?)*
- 48 • *Biggest bargaining unit (TAs), minimum pay for 1/2 time position is greater*
49 *than the rate for starting salaries for some ?T/TT? in the CSU...*
- 50 • *CSUs may be using more and more UC TAs as CSU lecturer faculty*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3602-23/APEP
January 19-20, 2023
First Reading

RECOMMENDATION REGARDING ADVANCED PLACEMENT PRECALCULUS

1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 support the recommendation of the California State University Math Council and
3 (endorse/reject) the addition of successful completion of the Advanced Placement
4 (AP) Precalculus course together with achieving a score of three or more on the
5 associated AP Precalculus exam result in the award of 4 units of credit toward
6 graduation together with satisfaction of the General Education Area B4
7 (Mathematics/Quantitative Reasoning) requirement; and be it further

8 **2. RESOLVED:** That the ASCSU distribute this resolution to the:

- 9 • CSU Board of Trustees,
- 10 • CSU Chancellor,
- 11 • CSU campus Presidents,
- 12 • CSU campus Senate Chairs,
- 13 • CSU campus Senate Executive Committees,
- 14 • CSU Provosts/Vice Presidents of Academic Affairs,
- 15 • CSU campus articulation officers,
- 16 • California Faculty Association (CFA),
- 17 • California State Student Association (CSSA),
- 18 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 19 • Academic Senate for the California Community Colleges,
- 20 • Academic Senate of the University of California,
- 21 • California Community Colleges' Board of Governors, and the
- 22 • University of California Board of Regents.

23 ***RATIONALE:*** *The CSU has a systemwide list that specifies minimum credits*
24 *to be awarded for external exam credit. Part of this list specific to Advanced*
25 *Placement includes the criteria, units, GE units, and GE Area to be awarded for*
26 *courses and exams taken as part of College Board Advanced Placement*
27 *programs. This list needs to be updated to incorporate the recommendation*
28 *regarding the newly offered coursework and examination in Advanced*
29 *Placement Precalculus. The recommendation reflects the evaluation of the CSU*
30 *Math Council, who represent the relevant disciplinary experts.*

DRAFT

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
Chrissy Holliday, VP Enrollment Management and Student Success
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

New Interim Admissions Director Kip Darcy is now part of the campus community; announcement [here](#).

Inclusive Student Experience

Beginning in February, the University will commence construction of the new student housing project at Craftsman's Mall offsite location in Arcata. This will deliver 960 new beds to our growing student population by Fall of 2025. While this project is under construction, the University is employing multiple strategies to ensure we have housing for students for the academic years 23/24 and 24/25. Expect an announcement on these strategies in February.

Pride

Congratulations to Susan Edinger Marshall, Todd Golder, and the six students who are going to be competing in the Society for Range Management Conference in Boise, Idaho for the annual plant competition. Last year the team finished second and this year there are high hopes for an even better finish. Good luck and we're proud of you.

Community

Vero Networks delivers new fiber network to boost connectivity, earthquake detection, and healthcare in Humboldt County: A link to the article can be found [here](#)

Cal Poly Humboldt students, faculty and staff took part in the MLK Day of Service, sponsored by the Y.E.S. program and organized by the MLK Day of Service Committee, headed by Melea Smith. As part of our service activities, **65 volunteers** contributed **242 collective hours** to **four campus** and **community sites**. Service site partners included ohSnap food pantry, the Boys and Girls Club of the Redwoods, the Jefferson Community Center, and the Northcoast Regional Land Trust.

Sustainability

The Office of sustainability will be completing our reporting period for STARS this semester. It is our aim to be top of the class in the CSU with a high point, Gold ranking. Thank you to the campus community on your contributions to this reporting.

The University is currently soliciting for a 3 megawatt solar system and 750 megawatt hour battery system to be the primary components of a full campus microgrid. The University will announce the successful award of this project in February. The system will be installed and operational in 2024. In addition, the microgrid will be supported by a 2 megawatt generator which will ensure campus resilience during power outages. This includes generation for campus essential business operations including instruction. The generator has been delivered and will be operational by May.

Integrated Curriculum Committee Consent Calendar

January 24, 2023

[Climate Justice and Resilience Leadership Certificate - Change Concentration/Emphasis Requirements - 22-1845](#). Addition of the newly proposed ENST 420 to the Sustainability minor as an elective in the "Systems Change" list of courses.

[ENST - 420 - 21-1618](#). "Energy Justice". This new 4-unit C-05 course is proposed as a standalone course having been previously offered as a special topics 480 course. This course will become an elective for the Environmental Studies, B.A., the Climate Justice & Resilience Leadership certificate, and the Sustainability minor.

Course description: "Advanced seminar course drawing on the critical social sciences and humanities to understand how energy issues are central to understanding the environmental and social inequalities of our times."

[Environmental Studies, B.A. - Change Core Requirements - 21-1625](#)

- Add NAS 312: Grant Writing for Social and Environmental Justice as an option with COMM 416 to the Community Organizing Emphasis area (to read in catalog: COMM 416 OR NAS 312).
- Add PHIL 309B as an option to the Earth Sciences bucket in the ENST BA curriculum.
- Add PSCI 381S: Community Leadership in Action to the same list of options as #3 (to read: ENST 482 OR ENST 381 OR PSCI 381S).
- Add the newly proposed ENST 420 to Social Sciences bucket of options.

[Sustainability Minor - Change Concentration/Emphasis Requirements - 22-1844](#). Addition of the newly proposed ENST 420 to the Sustainability minor as an elective in the "Socio-economic Institutions, Policy and Equity" category.

Engineering Packet (Undergraduate)

[Environmental Resources Engineering, B.S. - Change Core Requirements - 22-1838](#). Drop Engr 211: Dynamics as a required course. Add Phyx 109 as a required course. Reduce Engr 351 Water Quality from 4 units to 3 unit to keep total major units at 120.

[ENGR - 115 - 22-1733 - Course Change - Introduction to Engineering](#). Course title and description edits. Additional labs that include mechanical systems engineering.

[ENGR - 225 - 22-1776 - Course Change - Computational Methods for Engineering I](#). Change to course title and course description. No significant change to course content.

[ENGR - 313 - 22-1780 - Course Change - Systems Analysis](#). Change to course description only to remove reference to environmental engineering only.

[ENGR - 322 - 22-1779 - Course Change - Risk and Data Analysis for Engineers](#). Change to course title and description to remove references to ERE and replace with engineering.

Integrated Curriculum Committee Consent Calendar

January 24, 2023

[ENGR 325 - 22-1777 - Course Change - Computational Methods for Engineering II](#). Change of course title and description to include all engineering majors and not just ERE majors. Change course number to reflect second year course.

[ENGR - 326 - 22-1778 - Course Change - Computational Methods for Engineering III](#). Change of course title and description to remove environmental engineering so it includes all engineering majors. No content change.

[ENGR - 331 - 22-1756 - Course Change - Thermodynamics and Energy Systems I](#). Change of prerequisites to support changes to the engineering curriculum. Specifically, ENGR 211 is no longer required for any major (replaced by PHYX 109), and mechanical engineering is planning to not require CHEM 110, the course relies on this only very minorly, and can easily be included when the content is needed in the course.

[ENGR - 351 - 22-1781 - Course Change - Introduction to Water Quality](#). Unit reduction from 4 and 3 units and removal of environmental risk assessment content. This class needs to be reduced by 1 unit to keep the ERE major to 120 units. The environmental risk assessment content will be covered in another course.

[ENGR – 492W - 22-1732 - Course Change - Capstone Design Project](#). GWAR Certification for Environmental Resources Engineering and Energy Systems Engineering B.S. programs. Minor change to the description to change ERE to engineering to include all of the engineering programs.

[FIRE – 479W - 22-1832 - Course Change - Applied Fire Capstone](#). GWAR certification in support of Applied Fire Science and Management, B.S. students.

[FOR – 479W - 22-1757 - Course Change - Forestry Capstone](#). This will be our GWAR class for students majoring in forestry.

[JMC – 332W - 22-1829 - Course Change - Media Ethics](#). GWAR certification in support of Journalism, B.A. students.

[SOIL – 460W - 22-1759 - Course Change - Wildland Soil Management and Erosion Control](#). Certifying for GWAR for Rangeland Resource Science bachelor's students.

A School of Engineering for Cal Poly Humboldt

October 15, 2021

[Introduction](#)

[School of Engineering](#)

[Engineering Programs' Structure = 2+2+1](#)

[Administrative Structure](#)

[Staffing Needs](#)

[Vision for Engineering at Cal Poly Humboldt](#)

Prepared by: Peter Alstone, Josephine Archibald, Liza Boyle, Eileen Cashman, Beth Eschenbach, in consultation with our Engineering faculty colleagues

Introduction

With the work towards expanding engineering program offerings as part of the Humboldt State polytechnic transition, there is an opportunity to rethink how we organize and deliver engineering training for the 21st century.

We propose developing a School of Engineering with a student-focused structure that can support inclusive access to engineering education and foster interdisciplinary work.

The School of Engineering will be a home for five programs focused on *engineering of physical systems* that are anticipated for Fall 2023, and could grow to include more in the future. The five initial programs will include: our existing Environmental Resources Engineering B.S. degree, the existing M.S. Environmental Systems E.R.E. option, and three new programs: Energy Systems Engineering B.S., Mechanical Engineering B.S., and Engineering & Community Practice¹ M.Eng.

The three new programs are being newly developed for launch in 2023. The Engineering & Community Practice M.Eng, a one-year practice-based masters, is being developed and offered as an interdisciplinary collaboration between the Native American Studies department and

¹ In the prospectus this program was renamed "Engineering Leadership." We anticipate continued deliberation and conversation to identify the final name.

engineering faculty. The other new programs, Energy Systems and Mechanical Engineering, are being developed by engineering faculty in consultation with others on campus.

School of Engineering

Based on decades of experience in engineering education and insights from serving our students, we propose to structure the Engineering programs with a 2+2+1 framework (outlined below), housed within a **School of Engineering** that offers multiple degree programs. In our vision the first two years are common among all undergraduate engineering students and are transfer-friendly. The second two years go in depth in a specialty area along with maintaining some shared coursework and services. After the B.S., there is an option for a +1 (or +2) year masters at the end. This framework will be designed to ensure inclusive and equitable access to engineering majors, support seamless integration of transfer students, balance course enrollment, expose students to a wider diversity of methods, provide opportunities for valuable masters degrees, and allow a centralized design of the first-year experience and lower-division pedagogy that prepares students for success and balances course enrollment.

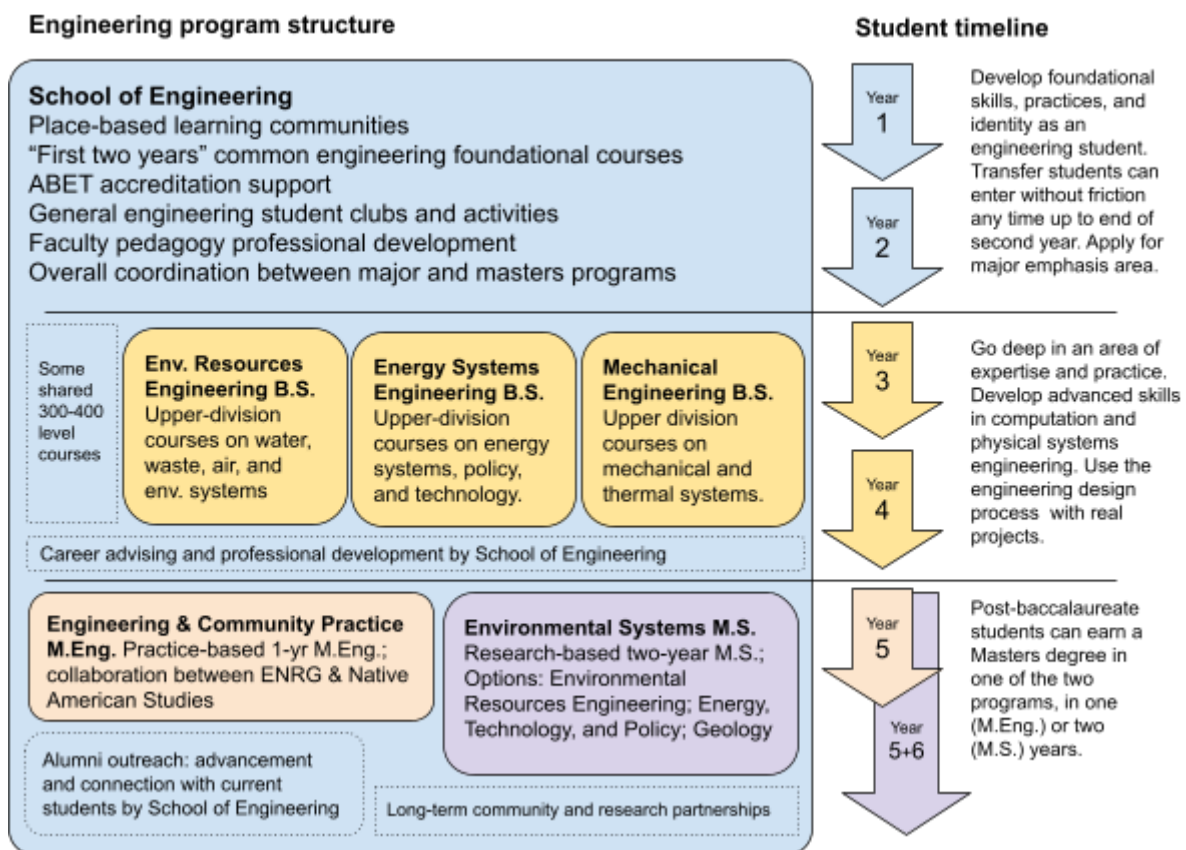


Figure 1: School of Engineering administrative structure and student experience

Engineering Programs' Structure = 2+2+1

General first two years: Engineering and computational foundations. During these two years students will take a sequence of courses including introduction to engineering and design, statics and dynamics, physics, math, chemistry, and computational methods. These courses will be organized by a new "School of Engineering" that will be in charge of cross-departmental offerings including these "first two years" courses.

Focused second two years: Major area of depth and practice. Students will apply to matriculate into one of the major areas of focus and will spend two years completing a series of courses that are focused on the specifics of their chosen area. These will include advanced courses in engineering fundamentals (e.g., thermodynamics, hydrology, mechatronics), and several design-oriented elective courses to provide practical experience in applying engineering. All majors will culminate with an interdisciplinary Capstone Design experience that involves a client-focused project.

Plus one final year for a Masters in Engineering: All students who meet the enrollment requirements (TBD) for the masters program will have the option to complete one additional year of study to earn a *Masters in Engineering & Community Practice*. This practice-based degree program, offered through a partnership between the School of Engineering and Native American Studies department, will provide students with the support they need to better understand the context of their work as engineers and leaders. They will complete a yearlong applied design project that focuses on better meeting community needs in our region.

Plus two years for a Masters of Science: We will continue offering our two-year, research-based M.S. degree programs through the *Environmental Systems* program, with admission depending on student preparation and the availability of faculty to support their research and provide mentorship. There are two options areas of the Environmental Systems program that are supported by engineering faculty: Environmental Resources Engineering and the Energy Technology and Policy.

Administrative Structure

Meeting the needs outlined above requires new thinking for how to structure engineering education. We cannot meet the goals with three or more siloed departments who only loosely organize their offerings. This would result in students being in silos as well, losing opportunities to engage with a range of perspectives and reducing the effectiveness of education. This integrative approach aligns well with the current thinking in Engineering Education. In order to solve "*wicked problems*" we need a new approach to engineering education. Our Vision for this approach is presented below.

The School of Engineering will be an organizing structure between the five physical systems Engineering programs (Environmental Resources, Energy Systems, Mechanical, Engineering &

Community Practice and Environmental Systems) as well, supporting common needs for accreditation support, career advising, clubs, etc.

We propose that the Cal Poly Humboldt School of Engineering would initially be part of the College of Natural Resources and Sciences, and be administered as a large department that offers multiple majors and masters programs. If the number of students and programs within the School become large enough, then the Cal Poly Humboldt College of Engineering could be proposed at a later date with departments representing each engineering program.

Based on this structure, **faculty appointments and hiring will be at the School of Engineering level**. (The specifics of faculty title are not yet conceived. Faculty may be known as Professors of Engineering, or may be known as Professors of Mechanical Engineering etc.)

Staffing Needs

In order to have people in place to plan before the launch of the polytechnic programs, we recommend that administrative and technical staff support is provided for Fall 2023.

We recommend that there be the following faculty administrative support for the Cal Poly Humboldt School of Engineering:

- a **School Chair** for the School of Engineering with full buyout (15 WTU)
- faculty **Program Coordinators** (with buyout time) in each of the three B.S. programs and each of the two masters programs

We recommend that the following staff support the start up of the Cal Poly Humboldt School of Engineering. These positions *are in addition* to the current staff in the ERE department who we anticipate retaining.

- **Recruitment Coordinator** for the School of Engineering for at least five years.
- **Professional Advisor** dedicated to engineering - this advisor may focus on students in their first two years of the curriculum.
- **Analyst** to support accreditation and other program functions
- **Lab technician (2)** staff to assist with facilities scale-up and lab operations

Vision for Engineering at Cal Poly Humboldt

We want to have Engineering programs at Cal Poly Humboldt that are consistent with the principles described in the Polytechnic Prospectus and our current programs' focus on student success. We would like to develop programs and the School of Engineering to emphasize several priorities, including:

- Develop **excellent fundamental skills** in technical and professional practices

- Use best practices in engineering education across the curriculum with active learning, project-based learning, and other proven STEM education strategies.
 - Provide a cohesive and continuously supportive program for professional skill development, including communication, teamwork, and collaboration
 - Incorporate inclusive and equitable practices into courses across the curriculum and nurture and maintain a professional School of Engineering culture that communicates in word and deed the importance of equity and inclusion.
- **Provide opportunity for authentic interdisciplinary practice and collaboration**
 - Facilitate collaboration across the engineering disciplines as well as disciplines outside of engineering with a focus on social and environmental justice.
 - Integrate indigenous sciences into the curriculum of the School of Engineering
- **Provide inclusive and equitable access** to engineering education to a diverse student population
 - Design all courses, but especially lower division courses, to meet the needs of all Cal Poly Humboldt engineering students. Rather than “weeding students out”, we will focus on “priming the pump” to make engineering accessible to a wider range of students. We will focus on meeting students where they are and with the assets they bring, rather than use a deficit model when working with our students.
 - Provide students an opportunity to choose their specific major after they have developed confidence in their knowledge, skills and abilities to be successful in engineering. This approach gives students who couldn’t picture themselves as a particular type of engineer a chance to form that intention.
 - Enable transfer students to enter after 1 or 2 years of focused work at the community college without slowing their progress to a four year degree.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Biochemistry BS Program
14-22/23-ICC - January 24, 2023 - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Biochemistry BS program detailed in [22-1567](#) proposal be approved.

RATIONALE: The Biochemistry BS program is an elevation of the current Biochemistry concentration within the Chemistry BS. The Biochemistry BS focuses on the molecular level chemical reactions that control the basic processes in living organisms and will prepare students for careers in the chemical and biotechnology industries, bioanalytics, biophysics, medicine and academia. Graduates can directly seek careers in manufacturing, pharmacology, environmental protection, biotechnology, nanotechnology and many other areas related to chemical and biochemical sciences and prepare students for graduate programs. The proposed program will be accredited by the American Chemical Society (ACS) and will enroll students beginning fall of 2024.

Bachelors of Science in Biochemistry Program Learning Outcomes

1. Breadth, depth, and mastery in biochemistry, and will be able to apply that knowledge in a variety of medical, environmental, biotechnology, industrial and professional settings.
2. Ability to apply three-dimensional models and modern computational methods to aid in the understanding of chemical and biomolecule structures and properties; and to proficiently translate those models into representations to interpret biochemical processes and develop an in-depth understanding of binding and catalysis in biochemistry.
3. The ability to locate, evaluate, cite and interpret scientific literature in biochemistry.
4. The ability to employ the scientific method to design, perform, and interpret laboratory experiments in chemistry and biochemistry.
5. The ability to use written communication sufficient to convey an understanding about biochemical phenomena to a diverse audience.
6. The ability to orally communicate and convey an understanding about chemical and biochemical phenomena to a diverse audience.

Bachelors of Science in Biochemistry Curriculum

Major Required Units: 75-85

Lower Division (32-42 Units)

BIOL 105 - Principles of Biology Units: 4

CHEM 109 - General Chemistry I Units: 5

CHEM 110 - General Chemistry II Units: 5

and

BOT 105 - General Botany Units: 4

or

ZOOL 110 - Introductory Zoology Units: 4

Physics/Calculus Options

Complete one series:

PHYX 106 - College Physics: Mechanics and Heat Units: 4 and

PHYX 107 - College Physics: Electromagnetism and Modern Physics Units: 4

or

PHYX 109 - General Physics A: Mechanics Units: 4 and

PHYX 210 - General Physics B: Thermodynamics, Waves and Optics Units: 4 and

PHYX 211 - General Physics C: Electricity, Magnetism Units: 4

Complete one series:

MATH 105 - Calculus for the Biological Sciences and Natural Resources Units: 3 and

MATH 215 - Multivariate Calculus for the Biological Sciences and Natural Resources Units: 3

or

MATH 109 - Calculus I Units: 4 and

MATH 110 - Calculus II Units: 4 and

MATH 210 - Calculus III Units: 4

Upper Division Core (41-43 Units)

BIOL 340 - Genetics Units: 4

CHEM 323 - Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques Units: 1

CHEM 324 - Organic Chemistry I Units: 3

CHEM 324L - Organic Chemistry I Laboratory Units: 2

CHEM 325 - Organic Chemistry II Units: 3

CHEM 325L - Organic Chemistry II Laboratory Units: 2

CHEM 341 - Quantitative Analysis Units: 5

CHEM 361 - Physical Chemistry I Units: 3

CHEM 485 - Seminar in Chemistry Units: 1

CHEM 434 - Biochemistry I Units: 3

CHEM 434L - Biochemistry I Laboratory Units: 2

CHEM 435 - Biochemistry II Units: 3

CHEM 435L - Biochemistry II Laboratory Units: 2

Select 3-4 units of Chemistry from the following:

CHEM 310 - Inorganic Chemistry I Units: 3

CHEM 362 - Physical Chemistry II Units: 3

CHEM 441 - Instrumental Analysis Units: 4

Select 4-5 units of Biological Sciences from the following:

BIOL 350 - Cell Biology Units: 3

BIOL 412 - General Microbiology Units: 4

BIOL 440 - Molecular Genetics Lab Units: 2

BIOL 450 - Cell Biology Laboratory Units: 2

BOT 310 - General Plant Physiology Units: 4

ZOOL 310 - Animal Physiology Units: 4

ZOOL 312 - Human Physiology Units: 4

Upper Division Restricted Electives

Complete 0-6 units from the courses below or non-duplicated courses above to complete 79 units total. [No more than 2 units of CHEM 495 may be used to fulfill this requirement.]

BIOL 426 - Bioinformatics Units: 3

BIOL 544 - Stem Cell Biology Units: 2

BIOL 544L - Stem Cell Biology Lab Units: 2

BIOL 564 - Transmission and Scanning Electron Microscopy Units: 4

CHEM 326 - Natural Products Chemistry Units: 4

CHEM 310 - Inorganic Chemistry I Units: 3

CHEM 330 - Molecular Modeling Units: 3

CHEM 335 - Forensic Chemistry Units: 4

CHEM 362 - Physical Chemistry II Units: 3

CHEM 363 - Physical Chemistry Laboratory Units: 2

CHEM 370 - Earth System Chemistry Units: 3

CHEM 495 - Undergraduate Research Units: 1-2

CHEM 436 - Biochemistry III, Advanced Topics in Biochemistry Units: 3

Associated Course Proposals

[CHEM - 326 - 22-1668 - New Course - Natural Products Chemistry](#)

A comprehensive introduction to the classes of natural products and biosynthetic pathways of substances produced by natural sources. Isolation and characterization methods and the importance of natural products in the drug discovery process will be explored. 4 units

[CHEM - 335 - 22-1690 - New Course - Forensic Chemistry](#)

Methods of forensic science and criminalistics will be introduced with a focus on forensic chemistry and toxicology for the use in solving crimes. DNA and RNA isolation and analysis as well as methods for the detection of trace drugs and toxins in biological samples will be covered. 4 units

[CHEM - 436 - 22-1691 - New Course - Biochemistry III, Advanced Topics in Biochemistry](#)

A deeper exploration of selected topics in biochemistry. Topics covered will expand upon concepts from Biochemistry I and II and provide students with a greater understanding of the importance of biochemistry to medicine, biotechnology, nanotechnology or other scientific disciplines. 3 units

[CHEM - 437 - 22-1692 - New Course - Biosensors, Biomaterials and Bionanotechnology](#)

Biotechnology and biomaterials is an emerging field. This course will prepare students who seek to enter pharmaceutical jobs after graduation or apply to medical, pharmacy, or chemistry and biochemistry graduate programs. It will encourage enrollment in the proposed biochemistry major and enhance work force relevant learning. It will be of interest to chemistry, biochemistry, and cellular and molecular biology majors.

[CHEM - 440 - 22-1693 - New Course - Introduction to Medicinal Chemistry](#)

A course in medicinal chemistry prepares students to enter pharmaceutical jobs after graduation and helps to reduce the STEM workforce gaps in California. It prepares student to apply to medical, pharmacy, or chemistry and biochemistry graduate programs. It will encourage enrollment in the proposed biochemistry major and enhance work force relevant learning. It will be of interest to chemistry, biochemistry, and cellular and molecular biology majors.

CAL POLY HUMBOLDT
University Senate

Resolution on the Credit Hour Policy

15-22/23-APC- January 24, 2023 - First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached Credit Hour Policy be approved; and be it further

RESOLVED: That the Cal Poly Humboldt syllabus policy shall be revised by the end of AY 23/24 to (1) require that course syllabi demonstrate compliance with the credit hour policy by including a statement describing the expected minimum hours of direct faculty instruction and out-of-class work as per its classification and number of units, and (2) prompt faculty to ensure that the course structure and assignments are consistent with the included statement, and (3) include a plan for periodic review of syllabi across the institution in a manner that ensures corresponding periodic review of the application of the credit hour policy via items (1) and (2).

RATIONALE: This policy establishes that the student credit hour definition at Cal Poly Humboldt is consistent with the CSU and federal credit hour definition. Further, this policy establishes practices for ensuring compliance with the student credit hour definition, in compliance with federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4, revised July 1, 2020), WSCUC guidelines and CSU policy.

Notes to erase prior to submission:

- **Blue parts** are direct from the policy and need to stay worded as-is. Some wording below corresponds with <https://www.law.cornell.edu/cfr/text/34/600.2>
 - **Blue will be removed in final draft**
- [Link to the resolution](#)

Credit Hour Policy Policy Number Academic Policies Committee

Applies to: Faculty, students

Supersedes: Guidelines and policies concerning course credit units, class schedules, and course numbering. April, 1995, [VPAA 95-01](#)

Purpose of the policy: This policy establishes that the student credit hour definition at Cal Poly Humboldt is consistent with the CSU and federal credit hour definition. Further, this policy establishes practices for ensuring compliance with the student credit hour definition, in compliance with federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4, revised July 1, 2020), WSCUC guidelines and CSU policy. This policy pertains to all Cal Poly Humboldt degree programs and courses bearing academic credit.

I. Background

On July 1, 2020, the United States Department of Education changed its definition of the student credit hour. The new federal law (600.2 and 600.4), updated July 1, 2020, shifted responsibility for credit hour compliance to the accreditation agency and/or state. The law requires all accredited institutions to comply with the federal definition of the credit hour.

As such, the CSU's accreditor, the WASC Senior College and University Commission (WSCUC), has published its own updated definition of student credit hour and related accreditation processes (implementation June 2021). The new regulations no longer require an accrediting agency to review an institution's credit hour policy and procedures. They do require the WSCUC to review the institution's definition of credit hour and its processes and policies for ensuring the credit hour policy is followed.

For purposes of accreditation, all CSU campuses are required to develop, communicate and implement procedures for regular, periodic review of this credit hour policy to ensure that credit hour assignments are accurate, reliable and consistently applied (CSU memorandum December 21, 2020). Campuses are responsible for publishing a clearly stated practice or process that ensures they are in compliance with the student credit hour definition.

II. Definitions

Credit Hour:

Cal Poly Humboldt commonly uses the term “unit” (for example, a 3-unit course) in the way that “credit hour” is used herein.

For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as the amount of work represented in stated learning outcomes and verified by evidence of student achievement. Such evidence is an institutionally established equivalency that:

1. Approximates not less than 45 clock hours of work per unit, including:
 - a. One hour of direct faculty instruction and a minimum of two [clock] hours of out-of-class student work each week for approximately 15 weeks for one semester or equivalent amount of work over a different amount of time; or
 - b. At least an equivalent amount of work as required in paragraph 1.a. of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours; and
2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that require more student work.

Clock Hour: The amount of actual time spent on student work. As in the past, each “clock hour” of work is assumed to be a 50-minute (not 60-minute) period.

Direct Faculty Instruction: Course activities related to the academic subject that occur during synchronous (in-person or online) class time where there is opportunity for direct interaction between the instructor and students, or similar asynchronous (e.g., online) course activities in which student-faculty engagement is intrinsic or in which student participation in an activity can be monitored and documented. Examples include but are not limited to: read/view/listen to a lecture or webinar; engage in a class discussion; take an exam; and participate in a tutorial, field, lab, performance, or internship activity.

Out-of-Class Work: Course activities related to the academic subject, completed outside of synchronous (in-person or online) class time, including but not limited to: conduct subject-matter research, read/view/listen to assigned materials, study course materials/concepts; and complete homework assignments and projects. To count towards credit hours, out-of-class work must either be monitored (e.g., engagement time recorded within a learning management system like Canvas) or be evidenced in a manner that can be assessed by faculty (e.g., submit assignments that are consistent with required work time).

Note: Courses that include extensive informal activities should pay special attention to ensuring that credit hours are reasonably based on direct faculty instruction and out-of-class work consistent with those definitions.

III. Course Classification & Scheduling

Minimum required clock hours of student work does not vary by course mode or type. However, the relative contribution of direct faculty instruction and out-of-class work does vary—Cal Poly Humboldt follows a [course classification system](#) that specifies the requisite hours of direct faculty instruction (“Weekly Class Hrs. Per Unit of Credit.” assuming a 15-week term).

Table 1. Minimum clock hours of student work per credit hour (unit), 15-week term

Course Classification	Minimum Clock Hours of Direct Faculty Instruction Per Unit	Minimum Clock Hours of Out-of-Class Work Per Unit	Minimum Total Clock Hours Per Unit
C1-C6	15 total (1 per week)	30 total (2 per week)	15 + 30 = 45
C7-C14	30 total (2 per week)	15 total (1 per week)	30 + 15 = 45
C15-C21	45 total (3 per week)	0	45 + 0 = 45
S23-25, 36, 48, C77-78	Varies	Varies	45

15 weeks is the length of a typical full-term semester course not including finals week. For terms of other lengths, the totals are the same and thus the average per week can be calculated by dividing the totals by the number of weeks in the term. For example, a 1-unit C-1 course in a **five**-week term has a minimum of $15 \div 5 = 3$ hours per week of direct faculty instruction and $30 \div 5 = 6$ hours per week of out-of-class work.

The figures in this table are per unit. For courses that are other than 1 unit, multiply each figure by the number of units. For example, a **3**-unit C-1 course includes $15 \times 3 = 45$ hours total of direct faculty instruction and $30 \times 3 = 90$ hours of out-of-class work, for a total of $45 + 90 = 135$ minimum clock hours of student work in the course.

All courses, regardless of modality (e.g., in-person, online, synchronous, or asynchronous) must adhere to the minimum clock hours of direct faculty instruction and out-of-class work as per the credit hour definition, course classification, and units. Fully in-person or online synchronous courses shall be scheduled for at least the number of meeting hours as the required minimum clock hours of direct faculty instruction. Instructors of partially asynchronous courses must take particular care to ensure that the minimum clock hours of direct faculty instruction are met. Hours of direct faculty instruction beyond the minimum may count towards minimum hours of out-of-class work, but not vice-versa.

IV. Documentation & Compliance

- a. Cal Poly Humboldt credit hour definitions are communicated to the campus community via the [Cal Poly Humboldt Catalog](#), which is reviewed on an annual basis.
- b. During the scheduling process, courses that are scheduled fully face-to-face or synchronous online are scheduled according to the amount of direct faculty instruction associated with their course classification and units, ensuring compliance with this aspect of the credit hour policy for such courses.
- c. The campus syllabus policy shall require that course syllabi demonstrate compliance with the credit hour policy by including a statement describing the expected minimum hours of direct faculty instruction and out-of-class work as per its [classification](#) and number of units. Further, the syllabus policy shall prompt faculty to ensure that the course structure and assignments are consistent with the included statement.
- d. Cal Poly Humboldt shall [review periodically the application of this credit hour policy across the institution](#), corresponding with (i) periodic review of syllabi as outlined in the syllabus policy, and (ii) Integrated Curriculum Committee review of syllabi provided for new and revised courses.

Related Policies:

[WSCUC Credit Hour Policy](#)

[CSU Definition of Credit Hour](#)

Expiration Date: n/a

Appendix A - Mandatory Catalog Copy Policy

The CSU annually issues mandatory catalog language each campus must include, inserting our unique policies and practices where indicated. For context, here is the 2022 mandatory catalog copy for [Credit Hour \(sec. XXV\)](#).

CREDIT HOUR

On July 1, 2020, the United States Department of Education changed its definition of the student credit hour. Fundamentally, the change shifted responsibility for credit hour compliance to the accreditation agency and/or to the state.

As such, the CSU's accreditor, the WASC Senior College and University Commission (WSCUC), has published its own updated definition of student credit hour and related accreditation processes. The new regulations no longer require an accrediting agency to review an institution's credit

hour policy and procedures. It does require the WSCUC to review the institution's definition of credit hour and an institutions' processes and policies for ensuring the credit hour policy is followed.

The CSU credit hour definition is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of the WSCUC. The CSU defines a credit hour as an amount of work represented in stated learning outcomes and verified by evidence of student achievement. Such evidence is an institutionally established equivalency that:

- 1. Approximates not less than:
 - a. One hour of direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or equivalent amount of work over a different amount of time; or*
 - b. At least an equivalent amount of work as required in paragraph 1.a. of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours; and**
- 2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that require more student work.*

As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period. In some courses, such as those offered online, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

For purposes of accreditation, all CSU campuses are required to develop, communicate and implement procedures for regular, periodic review of this credit hour policy to ensure that credit hour assignments are accurate, reliable and consistently applied. WSCUC published new draft guidelines that took effect in June 2021. Campuses are responsible for publishing a clearly stated practice or process that ensures they are in compliance with the student credit hour definition.

History:

Academic Policies Committee: X/X/2023

Reviewed: University Senate: X/X/2023

Reviewed: Provost: X/X/2023

CAL POLY HUMBOLDT
University Senate

Resolution on Online Survey Coordination Policy
16-22/23-UPC - January 24, 2023 - First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached Online Survey Coordination Policy be approved.

RESOLVED: That the policy be implemented immediately.

RATIONALE: The proposed policy outlines the requirements for conducting large scale surveys online. This policy aims to encourage that online surveys of university community members are conducted to minimize redundancy and frequency and that online survey best practices are followed. All online surveys (with some exceptions) of university community members will be coordinated through the University Survey Coordination Committee. This policy defines the role of the University Survey Committee and the coordination procedure for online surveys.



[Online Survey Coordination Policy]
[Policy Number]
[Institutional Research, Analytics, and Reporting]

Applies to: All online surveys of prospective, current, and past university community members.

Supersedes: *(former policy number or numbers)*

Purpose of the Policy

Surveys of prospective, current, and past university community members are essential for collecting information that can ensure educational quality/satisfaction, enhance institutional effectiveness, and improve student success. This policy aims to encourage that online surveys of university community members are conducted to minimize redundancy and frequency and that online survey best practices are followed. All online surveys (with some exceptions) of university community members will be coordinated through the University Survey Coordination Committee. This policy defines the role of the University Survey Committee and the coordination procedure for online surveys.

Table of Contents *(optional; suggested for longer documents)*

Definitions

- I. **University Community Members:**
 - a. **Prospective university community** generally refers to the potential future students and their parents/guardians that have interacted with Cal Poly Humboldt or submitted an application. The prospective university community also includes people who have applied for employment.
 - b. **The current university community** generally refers to the matriculated students, employees (i.e., faculty, staff, administrators, and auxiliary employees), and volunteers.
 - c. **Past university community members** generally refer to alums, previously enrolled students who have not graduated, and retired employees/volunteers.
- II. **Data Collection Methods:**
 - a. **Survey:** A survey is a data collection method that uses a list of questions designed to gather information about a group of people.
 - b. **Administrative surveys** are conducted for the purposes of assessment, program evaluation, or quality assurance, in which findings are solely intended for internal use in planning, development, and program

- improvement, and are not designed to contribute to generalizable knowledge.
- c. **Research surveys** are designed to contribute to generalizable knowledge (e.g., theory building, building upon others' work in a field or discipline), which may be disseminated through a scholarly paper, conference presentation or poster, or other academic outlets that require IRB approval per EM:P14-02.
- III. **Polls, ballots, and class evaluations:** The following are not considered surveys, even if they are administered using survey software.
- a. **Poll:** A poll is a data collection method that uses a short list of questions (1-3) designed to gather information about a topic from a group of people.
 - b. **Ballot:** Ballots are a method of collecting votes such as elections, resolutions, etc.
 - c. **Class evaluation:** Class evaluations collect students' evaluation of teaching outlined in the Faculty Collective Bargaining Agreement sections 15.15 to 15.18 (<https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/collective-bargaining-agreements.aspx>).
- IV. **The Institutional Review Board (IRB)** assures ethical conduct and the protection of human subjects in research according to federal regulations and university policy (see EM:P14-02)
- V. **Online** for the purposes of this policy refers to electronic information transmitted over telecommunications lines (i.e., the internet).

Policy Details *(optional)*

All **online administrative surveys** and **research surveys** of **prospective, current, and past university community members** shall be scheduled with the University Survey Coordinating Committee (USCC) with the following exceptions:

Exceptions to this policy

- I. Ballots, Polls, Class evaluations.
- II. Surveys that utilize a student **research participation pool** (e.g., Psychology Department Sona Systems).
- III. Surveys from service providers to service recipients for process improvement, quality assurance, and/or administrative assessment, such as **point-of-service** surveys administered during or immediately following the service interaction or event.
- IV. Surveys of students by their instructor of record for pedagogical or curricular purposes where the results will not be published or otherwise disclosed.

- V. Surveys that evaluate an individual's leadership, **performance evaluation**, or periodic review.
- VI. Fact-based **administrative forms** that individuals complete as part of routine business operations (e.g., directory information updates, scholarship applications, information technology help tickets).
- VII. Student surveys of fellow students that are conducted solely to fulfill the requirements of a **course assignment** (i.e., results will not be published or otherwise presented to an audience external to Cal Poly Humboldt) under the guidance and direction of a faculty member who has completed an approved human subjects protection curriculum.
- VIII. Surveys from academic programs, departments, and colleges to students affiliated with their unit.
- IX. Any survey that is conducted in person and not **online**.

Scheduling a Survey

The process of scheduling a survey shall be outlined in the Online Survey Coordination procedure and guidelines. Institutional Research, Analytics, and Reporting shall be responsible for maintaining the Online Survey Coordination procedure and guidelines with input from the University Survey Coordinating Committee.

University Survey Coordinating Committee Charge and Authority

- I. University Survey Coordinating Committee Leadership
 - a. The University Survey Coordinating Committee Shall be co-chaired by the Institutional Research, Analytics, and Reporting (Director or designee) and the Institutional Assessment (Associate Director or designee).
- II. University Survey Coordinating Committee Membership
 - a. Ex Officio Members (no term limits)
 - i. Institutional Research, Analytics, and Reporting (Director or designee)
 - ii. Institutional Assessment (Associate Director or designee)
 - iii. Information Security, ITS (ISO or designee)
 - iv. Institutional Research, Analytics, and Reporting staff member (selected by the IRAR Director)
 - v. One representative from the Institutional Review Board (selected by the IRB)
 - b. Terms for Appointed Members
 - i. Appointed staff, faculty, and administrator members of the University Survey Coordinating Committee shall serve three-year terms.
 - ii. Student terms shall be one year.
 - c. Appointed Membership
 - i. One faculty representative from Academic Affairs Division

- ii. One representative from each of these three divisions
 - 1. Administrative Affairs Division
 - 2. Enrollment Management Division
 - 3. University Advancement Division
 - iii. One student representative appointed by Associate Students
 - III. University Survey Coordinating Committee duties
 - a. Coordinate the administration of surveys that are not exempt from this policy.
 - b. Review university survey proposals to ensure the information sought serves university interests and is not already available.
 - c. Disseminate best practices and provide resources (on the web) for support and/or training for university survey development, administration, and analysis.
 - d. Approve university survey requests by outside entities.
 - IV. Frequency of meetings of the University Survey Coordinating Committee
 - a. Monthly or as needed to be determined with the Co-chairs.

Data Classification Standards Data Management

All surveys shall adhere to the [Data Classification Standards - HSU Implementation of the CSU Data Classification Standards](#) (EM:P10-03) and [Data Management Policy](#) (P16-02).

Protection of Human Subjects in Research

All surveys shall adhere to the [Protection of Human Subjects in Research Policy](#) (EM:P14-02). When applicable, researchers shall receive approval from the Cal Poly Humboldt Institutional Review Board before collecting data.

Email Use

All surveys that use Cal Poly Humboldt assigned email accounts shall adhere to the [Email Policy](#) (P21-01).

Accessibility

Cal Poly Humboldt is committed to being an inclusive and accessible campus for all people of all abilities. Beyond the inclusion aspects, failure to make content accessible creates legal exposure for the University. Cal Poly Humboldt's digital communication is legally required to be accessible under federal, state, and California State University policy. All surveys affiliated with Cal Poly Humboldt shall

- I. Use the Survey Accessibility Guide by QualtricsXM
<https://www.qualtrics.com/support/survey-platform/survey-module/survey-tools/check-survey-accessibility/>

- II. Adhere to the Accessible Technology Initiative (ATI) Policies (1) [CSU Policy on Disability Support and Accommodations \(EO 1111\)](#) and (2) [Accessible Technology Initiative Memo \(March 2021\)](#).

Survey Software

There are a number of free and paid survey software and services; however, it is encouraged that all Cal Poly Humboldt surveys use QualtricsXM survey software. All current university community members may request a free account.

Expiration Date *(if any; optional)*

History *(required)*

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018



Learning Center Annual Report 2021 to 2022

Looking back, moving forward



Peer Tutoring
Writing Consultations
Academic Peer Coaching
Supplemental Instruction (SI)

Meet the Learning Center Staff



**Su
Karl,**
Director



**Arianna
Thobaben,**
Supplemental
Instruction
Coordinator



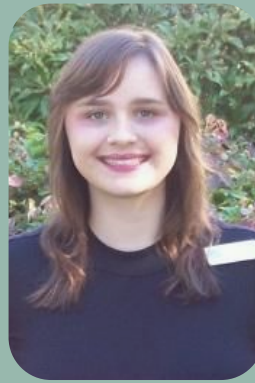
**Maxine
Mota,**
Peer
Instruction
Assistant



**Jessica
Citti,**
Writing
Specialist



**Michele
Miyamoto,**
Tutor
Coordinator



**Kasandra
Colwell,**
EOP/SSS
Learning
Specialist



**Gabe
Munoz,**
Interim ASA

Learning Center Student Team



Learning Center Impact

TUTORING 2X/WEEK



.2-.4 predicted increase in course GPA**

SUPPLEMENTAL INSTRUCTION



.5 predicted increase in course GPA**

**Analysis conducted by Steven Margell using mixed-effects regression of 2016-17 to 2019-20 data.

1515 students served



**1 OUT OF 4
Humboldt
Students**

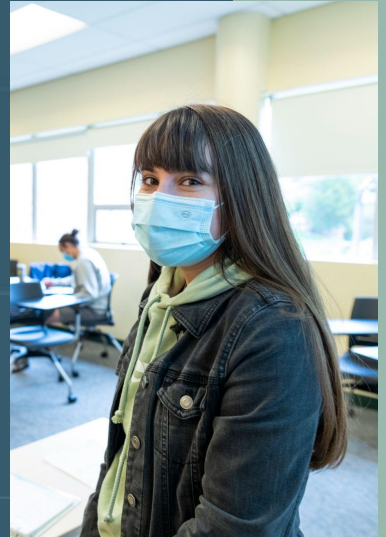
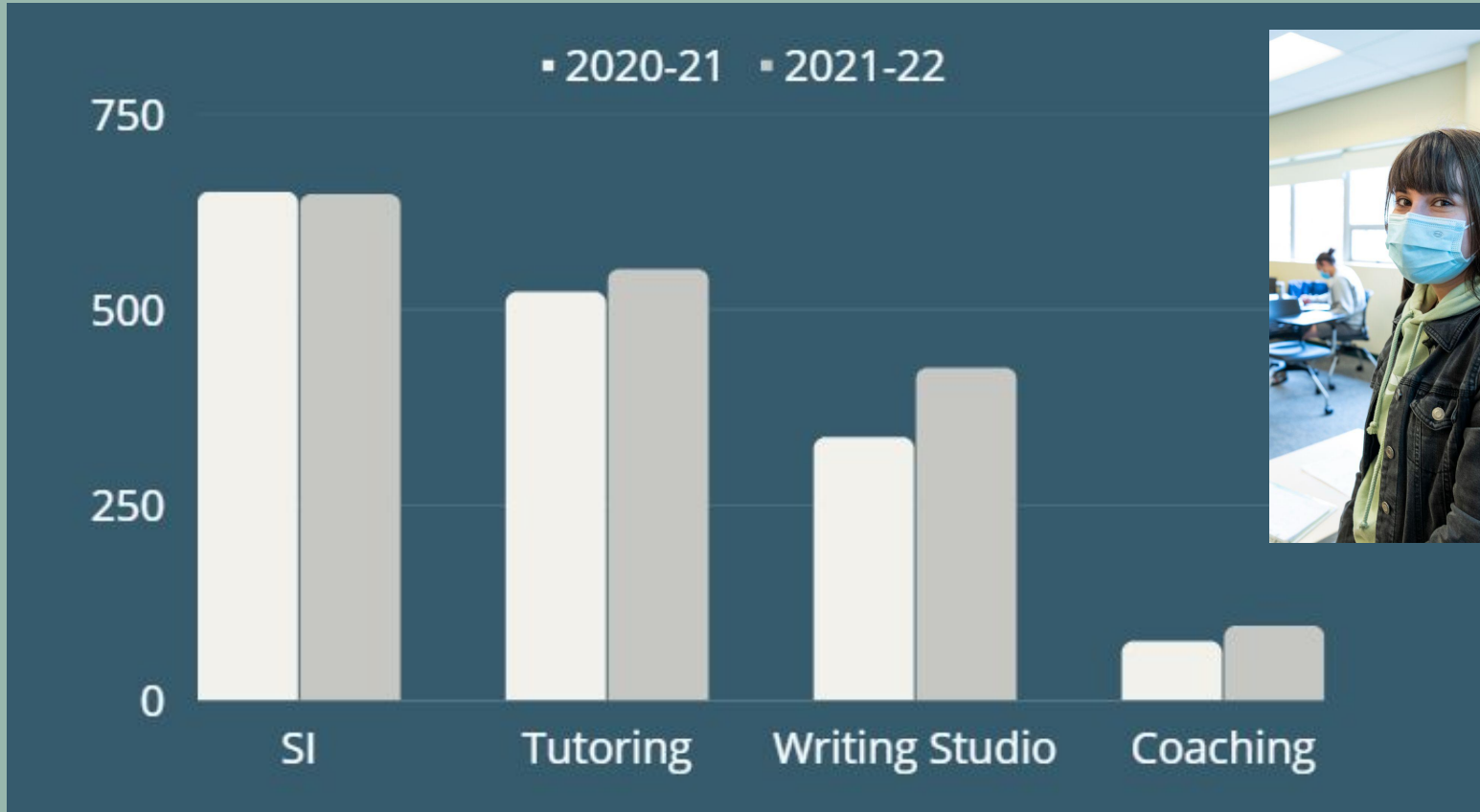
409

Freshmen Served
(1 out of 2)

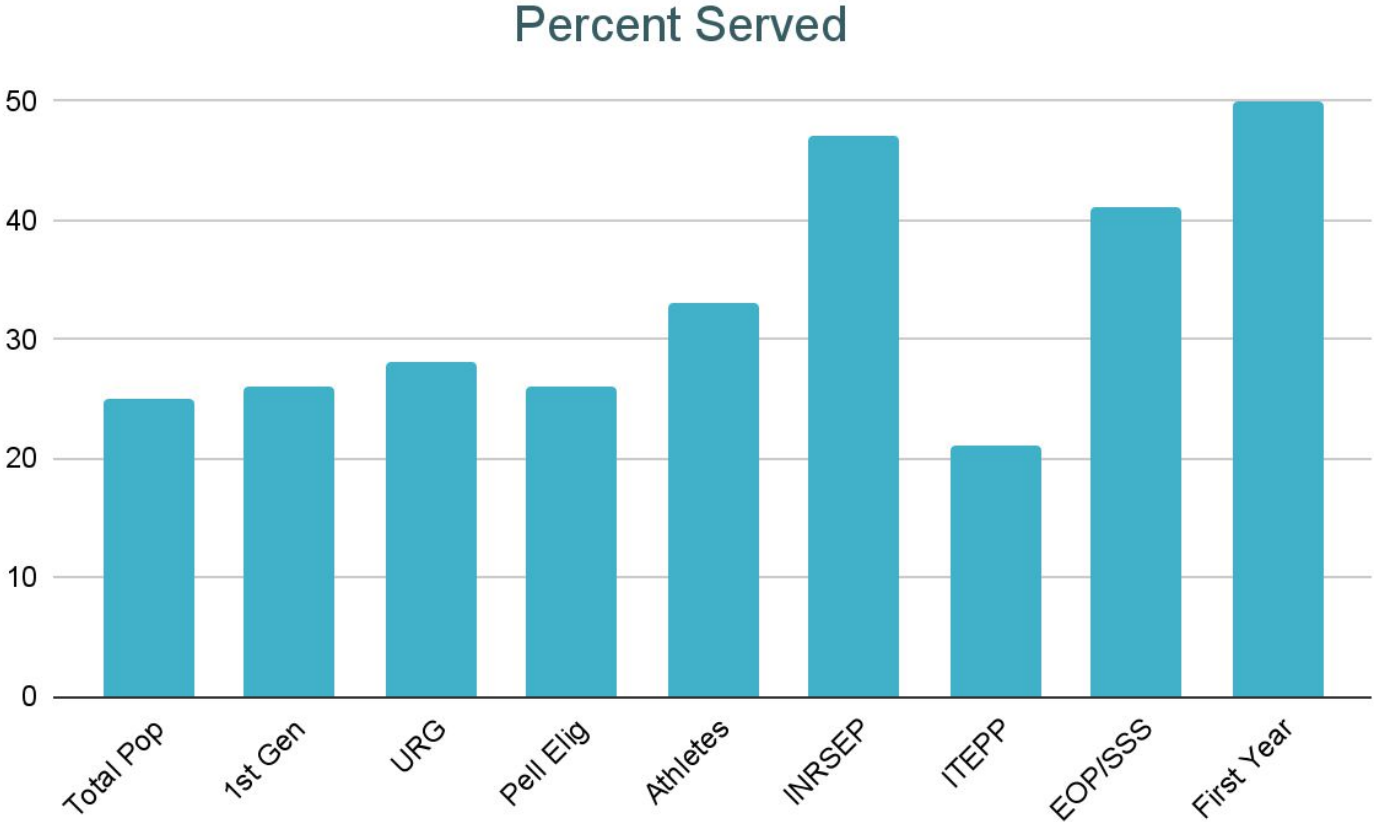
14,500

Peer to Peer
Instruction Hours

Unique Students Served Between 2020-21 & 2021-22



Who used the Learning Center in AY 2021-2022 (Graph)



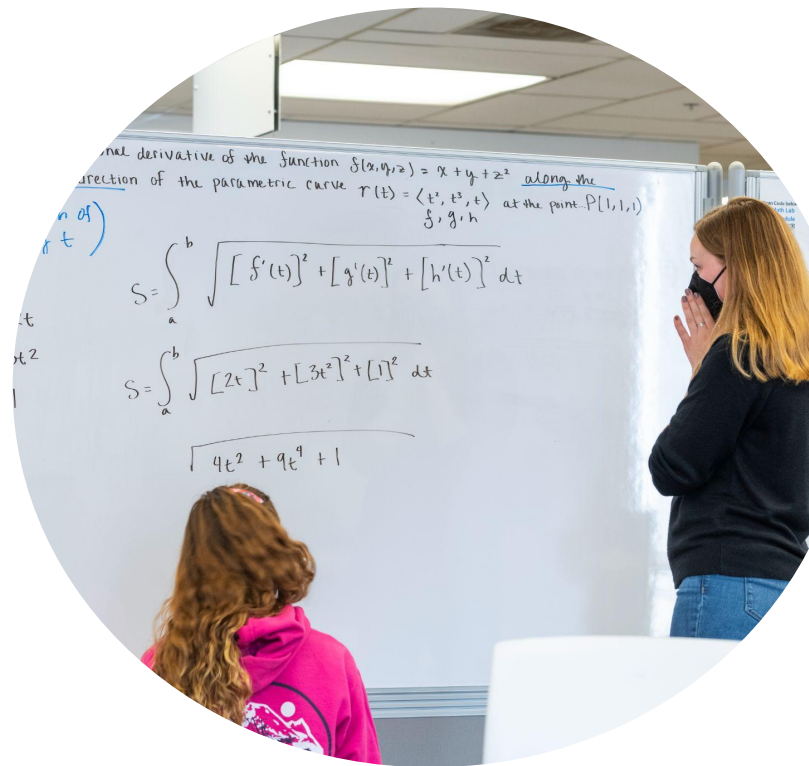
Our work is focused on building equitable support and equitable outcomes for students:

- Provide several ways to access to academic support
 - In person and online
 - Evening hours
 - SI embedded in Early Start math classes
 - Study strategy videos
- Easy referrals - student referral form on our website
- Wide outreach when hiring student staff - staff that represent our diverse student body
- Multilingual student staff
- Prioritize professional development focused on equitable practices
- Fostering community and sense of belonging






Equity Project

Student staff engage in action research projects after learning about equitable practices and reflecting on their approaches.



Sample from Spring 2022 Equity Projects

Increasing Equity Through Next Steps,
Katie Hardaker, former ENGR tutor

 Increasing Equity Through Next Steps 		
Katie Hardaker Spring 2022		
Importance of Equity	Project Goal	Outcomes
<p>Incorporating equity is an important part of being a Learning Center tutor. The Learning Center at Cal Poly Humboldt was originally formed as a way to increase equity in higher education at the university, and continuing equitable practices furthers the effort to provide fair access to education.</p>  <p>Equity at the Learning Center provides opportunities for students of different backgrounds and life circumstances to succeed at Cal Poly Humboldt.</p>	<p>The goal of this project was to increase equity in the Learning Center's tutoring labs through planning next steps for assistance.</p>	<p>Closing with a review of help opportunities:</p> <p>Makes the tutee recall or look-up office hours times which reinforces the timing and normalizes asking for help.</p>
	Approach	<p>Makes the tutee think through next steps and visualize themselves working on it.</p>
	Next Steps	<p>Future projects could be improved with more organization such as keeping better track of implementation such as with a tally or checklist.</p> <p>I will be graduating, but the skills I developed in this position and through this project will carry into future work. These skills include ending meetings and/or work days with plans to meet again, and locating where to get help using other sources.</p>
	<p>At the end of each tutoring session the tutee was asked one of the following:</p> <ul style="list-style-type: none"> • Do you know when the professor's office hours are? Are you able to make that time? • Are you able to attend the Thursday engineering tutoring session? • Walk me through the next steps for this assignment? Or What do you think the next steps for this assignment should be? 	

“At the end of each tutoring session the tutee was asked one of the following:

- Do you know when the professor's office hours are? Are you able to make that time?
- Are you able to attend Thursday engineering tutoring sessions?
- Walk me through the next steps for this assignment. Or what do you think the next steps for the assignment should be?”

Sample from Spring 2022 Equity Projects

The Change and Moving Toward Equity Slide, Xander Roberts,
embedded SI leader & tutor

The Change and Moving Towards Equity

What I Changed

At the end of my lesson plan, I would include a section called "Math in Life" where I would have the students take 5-10 minutes to reflect on how they used/could use these concepts outside of the classroom. I would also allow them to share their ideas aloud.

How it helps with Equity

Having the students reflect on how the core topics relate to their lives can allow me to make the content even more applicable to the students. Allowing them to not only internalize the content, but be learners that can apply the concepts in their daily lives.

"At the end of my (SI) lesson plan, I would include a section called 'Math in Life' where I would have the students take 5-10 minutes to reflect on how they used/could use these concepts outside of the classroom."

New for 2022-23

Learning Strategies Videos (Student Lingo)
Supplemental Instruction (SI) for Psych 109
Computer Science tutoring
Opt-Out SI for Chem 109
Interactive Online Resources
After-Hours Online Tutoring with NetTutor

How we can support students, together

Encourage students to use the Learning Center:

- Include a statement about the LC in your syllabus
- Add our website link to Canvas
- Give an assignment or extra credit to attend tutoring, writing consultations, or coaching. (Contact us in advance)
- Arrange a class visit to the Learning Center
- Request writing consultants to support your writing assignment in class
- Encourage enrollment in SI
- Call us! Contact us! Really!
- Visit our website...

H.



Questions?

H.