

Tuesday, March 28, 2023, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:04pm on Tuesday, March 28, 2023, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present

Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Cannon, Capps, Cappuccio, Colegrove-Raymond, Gordon, Graham, Harmon, Koczera, A. Thobaben, M. Thobaben, Miyamoto, Mola, Moyer, Peggy Metzger, Ramsier, Teale, Tillinghast, Woglom, Wrenn, Wynn

Members Absent

Burkhalter, Miller

Guests

Amber Blakeslee, Ana Bernal, Bella Gray, Bethany Gilden, Brigid Wall, Carmen Bustos-Works, Cyril Oberlander, Felix Nichols, Isaac Torres, Jeff Crane, Jenni Robinson Resinger, Josh Callahan, Justin Valunzuela, Mike Le, Pearl Podgorniak, Rebeca Robertson, Sandy Wiekowski, Shawna Young, Sheila Rocker Heppe, Troy Lescher

CFA Interruption Statement

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

Announcement of Proxies

Teale for Burkhalter, Wrenn for Miller, Mola for Wynn (as needed), Metzger for Holliday (as needed)

Approval of and Adoption of Agenda

M/S (Tillinghast/Graham)

Motion to approve the agenda as amended passed unanimously

Approval of Minutes from the meeting on March 7, 2023

M/S (Wynn/Anderson) to approve the minutes from the meeting on March 7, 2023

Motion passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws Committee:

- Written report attached

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Policies Committee:

- Written report attached

ASCSU:

- Written report attached

Associated Students:

- Written report attached

Office of Equity, Diversity, and Inclusion:

- Written report attached

Academic Affairs:

- Written report

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

It was noted there were no items on the Integrated Curriculum Committee consent calendar for consideration

General Consent Calendar

The attached Emeritus and Retired Staff and Faculty nominations were approved via general consent

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

Senator Graham read the below prepared remarks regarding budget suggestions:

Greetings,

Thank you for giving me time to speak. Before the spring break we had a presentation on the plans for the budget and I would like to ask that funding is provided to a few areas to address accessibility for students, employees and community members with disabilities. I am speaking on this here today because the only approaches that I am aware of to request funding to address these issues is here at senate or to have a fund-raising campaign.

While I am speaking on behalf of students and employees have disabilities, many of us here today may have visible or invisible disabilities and are protected by federal and state laws. One fourth of people in the United States have disabilities that are covered and you will probably be joining this group at some point in the future if you are not already a member. Thus, providing

access to folks with disabilities is not just the right thing to do and required by law but it also helps almost all of us at some point in our lives.

The United States government and the state of California have laws in place that make it illegal to prevent access to public facilities, including universities, for people with disabilities for employment or education. Also, the Chancellor's Executive order 1111 requires equal access for individuals with disabilities. I have recently become aware of the extent that our university has been violating these laws and the chancellor's executive order for decades.

A few of these issues are:

1. BSS is not accessible to individuals in mobility devices (e.g. wheel chairs). This is shown on the campus access map (<https://www.humboldt.edu/sites/default/files/campusaccessmap.pdf>).
2. The SDRC van is a minivan, that is too small to fit a power wheelchair and it also does not have wheel locks or appropriate straps making it dangerous for mobility devices.
3. Smaller buildings, including the Telonicher House are not accessible and need ramps constructed.
4. We do not have accessible bathrooms in a number of buildings including Siemens-Hall, Forestry, and the Telonicher house.
5. Evacuation procedures for people with disabilities not posted in buildings.

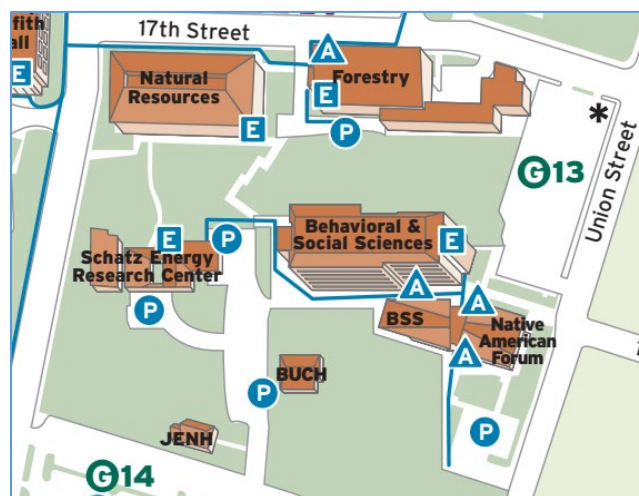


Figure 1. Portion of the CPH Printable Disability Access Map showing BSS is not accessible from the rest of campus (<https://www.humboldt.edu/visit/getting-here#maps>).

These issues are preventing students from graduating and putting our employees and community members who visit campus at risk. Students and employees have raised these issues and we heard here in senate that there are plans to address them. I have requested the plans from Risk Management and our ADA Coordinator but no one responded to my emails so we do not know what the plans are or if funding has been made available. I asked about funding for access during the UPRC open forum and the response was that it might be in the infrastructure funding but the only item in the priorities was "Polytech Infrastructure" and

funding is need for access to existing structures as well. Since we are predicting \$5 million in excess funds for this year, it seems like now is the time to address these issues.

Thus, I am requesting:

1. Purchase of two busses that include power ramps able to lift mobility devices (e.g., wheel chairs) onto and off of the busses. These busses will allow a wide range of individuals, including students with disabilities to access all of the buildings on and off campus. Specifically, this will allow people to:

1. Access BSS
2. Move from all of the campus apartments to campus and back again during power outages and the elevator in the J cannot be used
3. Move from bridge housing to campus and back again
4. Attend field trips and off campus events

Most of this funding could be offset by the need to provide buses for the bridge housing.

Cost: \$100,00 to \$200,00

2. Funding to Facilities specifically to address accessibility barriers.

Funding is needed for the construction of ramps, accessible bathrooms, and removal of a number of other barriers. I have provided a very rough estimate below but facilities would need to provide a more accurate figure.

Cost Estimate: \$400,000

3. Ongoing funding is also needed for maintenance to maintain power doors and other equipment. We will also need commercial drivers with appropriate certification for the busses.

Cost Estimate: \$200,000 per year

This funding will be a big step toward compliance with federal regulations, state law, and the chancellor's executive order.

Thank you and have a good day.

Background

Below is a bit of background on the areas of protection for people with disabilities.

Rehabilitation Act of 1973 (29 U.S.C. Section 701)

A national law that protects qualified individuals from discrimination based on their disability and applies to employers and organizations that receive financial assistance.

<https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf>

American Disabilities Act (ADA) states:

State and local governments must provide people with disabilities an equal opportunity to benefit from all of their programs, services, and activities.

<https://www.ada.gov/topics/title-ii/#:~:text=Title%20II%20of%20the%20ADA,programs%2C%20services%2C%20and%20activities.>

From the US Commission on Civil Rights:

If a recipient of federal funds is found to be discriminating and refuses to come into compliance with the law, the federal agency may terminate the funding to that recipient or refer the case to the Department of Justice for possible litigation.

<https://www.usccr.gov/files/pubs/uncsam/complain/fedasst.htm#:~:text=If%20a%20recipient%20of%20federal,of%20Justice%20for%20possible%20litigation.>

California Fair Employment and Housing Act (FEHA), Government Code Section 12920 states:

It is hereby declared as the public policy of this state that it is necessary to protect and safeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination or abridgment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, reproductive health decision making, or military and veteran status.

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV§ionNum=12920

CSU Executive Order 1111 states:

It is CSU policy to ensure that individuals with disabilities shall have equal access to and the opportunity to participate in CSU programs, activities and services.

TIME CERTAIN: 3:30 - Re-introducing the Office of Diversity, Equity, and Inclusion (ODEI): Institutional Impact and our Future Forward

Rosamel Benevides-Garb, Pearl Podgorniak, and Isaac Torres shared the attached presentation

TIME CERTAIN: 4:00 PM - Sexual Assault Prevention Committee (SAPC)

Maxwell Schnurer & Ana Bernal shared the attached presentation

Resolution on University Election Policy (21-22/23 - AEC - March 28, 2023, Second Reading)

Senator McGuire spoke in favor of the resolution and described changes made to the policy since the first reading, including a description of membership, where one can find the membership, a point to clarify election process within the committee, and that the committee learns about vacancies in all different ways.

Senate vote on the Resolution on University Election Policy ***passed without dissent***

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

Nays: none

Abstentions: Banks, Capps

TIME CERTAIN: 4:20 PM - Resolution on Department Chair Assigned Time Policy (24-22/23 - FAC - March 28, 2023, First Reading) - Shawna Young, Kim White, & Monty Mola

Chair Mola introduced the resolution and asked for feedback for the committee to take back for the second reading.

Senator Cannon suggested that the 6th Resolved about the review schedule might be improved to say it could be looked at earlier than 5 years out based on a vote from the Council of Chairs.

Senator Moyer noted she remains very uncomfortable with programs not living in academic departments inside colleges; the idea that a program would live in academic affairs and not within a college is disturbing. She noted if you have program leader or chair, who isn't part of a college, then that person is not going to the college meetings, learning everything that you learn at the college meetings, which would not set them up for success.

Senator Teale agreed that anyone who are not department chairs officially are not welcome to go to those meetings, although that seems to be moving toward change.

TIME CERTAIN: 4:35 PM - Resolution on Gift Card to Students Policy (23-22/23 - UPC - March 28, 2023, First Reading) - Peggy Metzger and Sandy Wieckowski

Senator Harmong and Peggy Metzger introduced the resolution, noting that this establishes accounting of a gift cards over \$25 given to students for doing things such as surveys or research studies. Chair Mola reminded the Senate that this came out of a previous conversation last year when the Senate heard that gift cards were being used in some shocking ways, including in lieu of salary, and so this is the policy that was requested of the Senate to try and curb that.

Senator Aghasaleh noted that the language in the policy should include faculty, staff, and administrators; asked whether international students would be held to other standards. Senator Harmon agreed that the policy should mention Administrators in the body and not just at the “applies to” space; Metzger and Wieckowski noted they’d have to do more research on the international student question.

TIME CERTAIN: 4:40 PM – Discussion Item: URPC Budget Recommendation, with Amber Blakeslee, Jim Woglom & Jenn Capps

Senator Woglom shared information about feedback received from the URPC Budget Open Forum and the follow up they’ve undertaken so far, including campus safety, class safety resources, student housing, CAPS/Health Center, multiple year investments, modes of procedure allocations, and other repeated concerns from the University. Senator Woglom reported they were able to get data via polls about one time allocations and shared them with the group, noting the budget recommendation and resolution will be brought at the next meeting.

M/S (Harmon/Tillinghast) to adjourn

Meeting adjourned at 5:02 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

March 28, 2023

Congrats to former Senate Chair Mary Virnoche. She was a finalist for the Faculty Trustee of the CSU. Though she was not one of the two names forwarded to the Governor (Romey Sabalius, the current Faculty Trustee, and Darlene Yee-Melichar, from SFSU were chosen), she represented Humboldt very well during her interview with the ASCSU.

Systemwide Updates

As mentioned in previous reports, the Intersegmental Committee of the Academic Senates (ICAS) has adopted the proposed Cal-GETC transfer curriculum. ICAS is now working through implementation details. There has been much confusion on how this affects our GE curriculum. To be blunt, it doesn't.

- The law, AB928, speaks only to transfer curriculum. It is silent on the curriculum for non-transfer students.
- The approval of Cal-GETC is completely separate from changes to CSU GE Breadth

There will be discussions between the ASCSU and the Chancellor's Office about whether Cal-GETC should usurp CSU GE. The Chancellor's Office has indicated that there should only be one lower division GE pattern for both transfer and non-transfer students. However, such a change is not inevitable. ASCSU resolution AS-3615-23/AA, *On separation of Cal-GETC and CSU GE Breadth*, opposes it. This resolution is in first reading and if you have strong feelings about this resolution or any of the other first read ASCSU resolutions (see Stephanie's ASCSU report), please email Stephanie Burkhalter or me.

The ASCSU has asked through a formal [resolution](#) for additional input from the campuses on the CSU 2030 Project. The purpose of this project is to attempt to envision the future of the CSU, the challenges it may bring and to engage policy makers in conversations about possible ways in which those challenges might be met. Feedback can be provided directly through the [ASCSU "CSU 2030" Feedback Portal](#), or shared with me as the CSU senate chairs have also been tasked with providing input.

Campuswide Updates:

Provost Capps (acting as President Jackson's designee) approved Resolution 22-22/23-FAC - Resolution on the Individualized Degree Program.

Both Sense of the Senate Resolutions to support MMIP were submitted to the appropriate legislative portals as well as distributed to their intended recipients.

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

Thanks,

Monty

CAL POLY HUMBOLDT

University Senate Written Reports, March 28, 2023

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Marissa Ramsier, APC Chair

Members: Julie Alderson, Frank Cappuccio, Michele Miyamoto, Humnath Panta, Li Qu, Jenni Robinson Reisinger, Mark Wicklund. Vacant: AS Student Reps.

Meeting Date(s): March 24, 2023

Meeting Details: We have two main policies in the works. The Credit for Prior Learning Policy is drafted and receiving feedback from Deans and the Academic Programs regarding some key issues that need to be sorted before moving forward. In particular, we are working on how faculty will engage with the process. We are also working on a revision to the syllabus policy, with an eye to streamlining requirements.

Appointments and Elections Committee:

Submitted by Mary Watson p.p. Jayne McGuire, AEC Chair

Members: Jayne McGuire, Monty Mola, Sasheen Raymond, Joshua Frye, Jorge Monteiro

Meeting Date(s): 03/20/2023

Meeting Details: Ballots for Cycle 2 of the General Faculty Elections were sent to the General Faculty on Monday, March 27, 2023; the ballots close on Monday, April 3, 2023 at noon.

Resolution 21-22/23-AEC will be coming for a second reading at the University Senate meeting on Tuesday, March 28th.

Constitution and Bylaws Committee:

Submitted by Roughollah Aghasaleh, CBC Chair

Members: [George Wrenn](#), [Chelsea Teale](#), [Garrett Purchio](#), Deidre Clem

Meeting Date(s): 03/21/2023

Meeting Details: Finalized resolutions on Senate bylaws amendments ([11.62](#), [11.84](#) & [11.82](#)) to update CBC Membership, UPC Membership, and UPC Duties.

Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Kim White, Loren Cannon, Tim Miller

Meeting Date(s): 3/8, 3/22

Standing meetings are held Wednesdays 11:00-11:50 in BSS 508, Zoom hyflex link:

<https://humboldtstate.zoom.us/j/81769198379?pwd=aWhCSmYxRlpReU1jdHVrSGNiL2VaZz09>.

Department Chair Compensation

FAC is bringing the Resolution on Department Chair Assigned Time Policy for a first read. This policy is the culmination of almost two years of conversations and discussions with chairs, faculty, and all parties involved. The task force has put together a strong plan that will provide transparency and equity into the process of calculating assigned time for chair work. This plan also provides for the growth we anticipate at Cal Poly Humboldt so that as our campus and programs grow and chair demands increase, so will the support for that work.

If you have questions or feedback about the resolution, please contact any of the task force members or FAC Chair Tim Miller (tim.miller@humboldt.edu).

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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

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

Meeting Date(s): 3/21/23

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks. Full Committee meetings are hyflex in NHE 106 or Zoom: <https://humboldtstate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09>

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

Meeting Details:

Report for AVP Bustos-Works

WSCUC forms were submitted and approved for low unit majors. Based on recent conversations and events, we currently have a clear process for review and approval of GE/AR curricular proposals but that process may not be working as effectively as they could for campus so the opportunity to review the process will be present within GE/AR program review.

New Program Proposal Guidelines

The committee reviewed the New Program Proposal Guidelines again. Additional feedback was provided on strengthening the campus understanding of the process for broad communication related to curricula proposal. Further edits are being made to support this feedback.

Credit for Prior Learning Policy

Professor Ramsier presented the Credit for Prior Learning policy from the Academic Policies Committee (APC). The committee asked clarifying questions and provided feedback, with the largest point being how to provide equitable compensation for faculty who are going to be responsible for the work considering the very different types of assessments that may be available/necessary across different content areas.

University Policies Committee:

Submitted by Chris Harmon, UPC Chair

Members:

Meeting Date(s):

Meeting Details: UPC had a first and second reading of the Gift Card policy, which will be up for a first reading in Senate.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter, ASCSU Representative and Monty Mola

Members:

Meeting Date(s):

Meeting Details: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

You can access ASCSU resolutions and other documents at this site:

<https://www.calstate.edu/csu-system/faculty-staff/academic-senate>

The ASCSU met for committee meetings and plenary on March 15-17, 2023. Speakers included Jolene Koester, Interim Chancellor, Sylvia Alva, Executive Vice Chancellor of Academic and Student Affairs, Thomas A. Parham, President of CSU Dominguez Hills, Wenda Fong, Chair and Lateefa Simon, Trustee, CSU Board of Trustees, Charles Toombs, CFA President, and Dixie Samaniego, CSSA VP of Systemwide Affairs.

The ASCSU voted on recommendations for the next Faculty Trustee. Romey Sabalius, the current Faculty Trustee, and Darlene Yee-Melichar, a long-serving ASCSU senator, were recommended as the two finalists of six candidates. The Governor will make the final decision on whom to appoint in May.

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

- AB928 and Cal-GETC--agreement on a pathway should be reached by May 2023 but this is just the beginning of the curricular work
- Response to AB927 expansion of Community College Bachelor's Degrees, especially the Fire Science and Management B.A. at Feather River College, which was just approved by their trustees despite Cal Poly Humboldt letter and Chancellor's Office objection.
- Title IX and DHR (In April, campus reports from Cozen O'Connor systemwide review will begin to trickle in; larger report will be presented to Board of Trustees at their May meeting)
- Achieving fair compensation for employees in a climate of state budget deficit (Faculty Salary Study will be presented to Board of Trustees at their March meeting;

CFA bargaining is reopening in May and other units are also bargaining for higher wages given increases in cost of living)

- Meeting the benchmarks of the multi-year Budget Compact between the Newsom Administration and CSU (read [here](#))
- Search and appointment of permanent CSU Chancellor (it's expected announcement will happen at July Board of Trustees meeting, if not sooner)
- CSU Budget realignment plan across campuses to reflect enrollment stability at some campuses and decline at others
- Increased student need for mental health services at CSU counseling centers and outsourcing telehealth (e.g., Timely MD) to meet demand
- Diversity, equity and inclusion concerns about retaining diverse faculty and investing in strategies for improving degree achievement of underrepresented students
- Continuing intrusion of legislature into CSU curriculum (see list of bills in AS-3605-FGA)

The following *substantive* resolutions were heard in first reading. They will return for second reading and vote at the plenary May 18-19. ***Please take a look at these and if you have feedback, provide it to your ASCSU senators by May 15, 2023.***

- AS-3606-23/EX "ASCSU Awards for Outstanding Contributions to the CSU"
- AS-3608-23/AA "CSU Discipline Council Involvement in California Community College (CCC) Course Review"
- AS-3609-23/FGA "Encouraging Campus Faculty Legislative Specialists"
- AS-3610-23/AA "Exploring the Impact of Artificial Intelligence (AI) on Higher Education Instruction"
- AS-3612-23/AA "Graduate Education as Value-Added Outcome for Public Higher Education in California"
- AS-3613-23/AA "On the Process of Identifying and Resolving Issues of Duplication of CSU programs in AB 927 California Community College 4-year Baccalaureate Programs"
- AS-3614-23/JEDI "Solidarity with Immunocompromised, Disabled and Caregiver ASCSU members"

- AS-3615-23/AA “On the Separation of CSU GE Breadth from CalGETC”
- AS-3616-23/FA “Providing Timely and Quality Counseling within the CSU”
- AS-3619-23/FA “Maintaining Educational Continuity During Emergencies and Disasters”
- AS-3620-23/JEDI “Change in Bylaws of the Academic Senate, the California State University (ASCSU) to Accommodate the Addition of Three Designated Temporary Faculty Positions

The following substantive resolutions were heard in first reading with a first reading waiver and passed.

- AS-3603-23/FGA/AA “On AB 506 and Control of the CSU Curriculum”
- AS-3605-23/FGA “2023 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)”

The following resolutions were heard in second reading and passed

- AS-3587-23/APEP “Recommending 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-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”



**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3608-23/AA
March 16-17, 2023
First Reading

**CSU DISCIPLINE COUNCIL INVOLVEMENT IN CALIFORNIA COMMUNITY
COLLEGE COURSE REVIEW**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU);
2 reiterate its desire that appropriate discipline faculty members be involved in any
3 course approval being sought by the California Community Colleges (CCCs); and
4 be it further
- 5 **2. RESOLVED:** That the ASCSU ask that the Chancellor's Office seek the advice from
6 the discipline Councils in the selection of course reviewers, as originally called for
7 in [AS-3426-20/FA](#); and be it further
- 8 **3. RESOLVED:** That the ASCSU distribute this resolution to.
- 9 • CSU Board of Trustees,
 - 10 • CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors)
 - 11 • CSU campus Presidents,
 - 12 • CSU campus Senate Chairs,
 - 13 • CSU campus articulation officers,
 - 14 • California Faculty Association (CFA)
 - 15 • California State Student Association (CSSA)
 - 16 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
 - 17 • Academic Senate for the California Community Colleges,
 - 18 • California Community Colleges' Board of Governors,
- 19

***RATIONALE:** This resolution reiterates the ASCSU's position that in matters of curriculum, the faculty, and in particular faculty from the relevant discipline have purview. When California Community Colleges propose or propose changes to programs or course curricular, the relevant discipline council should be consulted. That consultation should also include the selection of course reviewers for new lower division GE courses, new transfer curricula and changes to existing TMCs. Since any course that will articulate to the CSU or model transfer model curriculum will count towards a CSU degree, CSU disciplinary faculty must determine the suitability of the proposed curriculum. We are asking that in operationalizing this request whenever reviewers are solicited for courses that will count toward a CSU degree, the relevant discipline council is provided with the list of potential reviewers and is afforded the opportunity to make recommendations as to their suitability as reviewers for that discipline.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3609-23/FGA
March 16-17, 2023
First Reading

ENCOURAGING CAMPUS FACULTY LEGISLATIVE SPECIALISTS

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) suggests that campus Senates create a position of Campus Faculty Legislative Specialist; and be it further
2. **RESOLVED:** That the ASCSU recommends that this position be held by a Campus Senator who will report and communicate with the campus Senate Executive Committee and the campus Senate; and be it further
3. **RESOLVED:** That the ASCSU recommends that CSU Campus Senates and Presidents support faculty in lobbying efforts to strengthen individual and collective CSU efforts with a point person for such efforts on the part of the faculty; and be it further
4. **RESOLVED:** That the ASCSU Legislative Specialists and the FGA Chair meet twice annually (in a virtual format unless the CO will fund a trip to a common location) with Campus Senate Faculty Legislative Specialists; and be it further
5. **RESOLVED:** That the ASCSU requests the head of the CO Advocacy and State Relations office join those meetings; and be it further

6. **RESOLVED:** That the ASCSU requests the CFA Legislative Director and/or the CFA Legislative Analyst, and CFA ASCSU Liaison join those meetings; and be it further
7. **RESOLVED:** That the ASCSU advises CSU Presidents that they encourage cooperation between the Senate Faculty Legislative Specialist and the Campus Senate Legislative Liaisons (see <https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/campus-legislative-liaisons.aspx>); and be it further
8. **RESOLVED:** That the ASCSU recommend that CSU Senates request funding from their President for this essential faculty service work; and be it further
9. **RESOLVED:** That the ASCSU distribute this resolution to **(Delete unnecessary recipients and add additional recipients if warranted; leave bulleted list for drafts to be introduced on the floor and staff will delete bullets for final version).**
- CSU Board of Trustees,
 - CSU Chancellor,
 - CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors)
 - CSU campus Presidents,
 - CSU campus Senate Chairs,
 - CSU campus Senate Executive Committees,
 - CSU Provosts/Vice Presidents of Academic Affairs,
 - CSU campus articulation officers,
 - California Faculty Association (CFA)
 - California State Student Association (CSSA)

- CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- Academic Senate for the California Community Colleges,
- Academic Senate of the University of California,
- California Community Colleges' Board of Governors,
- University of California Board of Regents,
- Assemblymember [**insert name**],
- Senator [**insert name**],
- Legislative Leadership, [**indicate which leadership members – speaker pro temp? caucus whip? Chair of a particular committee?**]
- For additional Legislative distribution a listing of California State Assembly Committees can be found here: <http://assembly.ca.gov/committees>,
- For additional Legislative distribution a listing of California Senate committees can be found here: <http://senate.ca.gov/committees>

***RATIONALE:** Advocacy efforts for the CSU are built on the work of The Office of Advocacy and State Relations (ASR) advocates for the interests of the California State University with the state's government. ASR does so with the help of the Chancellor's Office, the CSU's 23 campuses, alumni, and other supporters." Presently, the advocacy efforts by the Fiscal and Government Affairs Committee, and more specifically the work of the ASCSU Legislative Specialists, are not coordinated with CSU Senates beyond ASCSU statewide senator reporting. Each year the ASCSU Senate votes on legislative advocacy priorities with some cross-consultation with CFA leadership. While Campus Legislative Liaisons exist, there is no coordination with the campus Senates. The creation of parallel Senate Faculty Legislative*

Liaisons will strengthen overall CSU advocacy efforts and, especially the advocacy efforts of the ASCSU by mobilizing campus Senates and increasing individual and collective faculty to contact their representatives in support of ASCSU legislative advocacy priorities.

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3610-23/AA
March 16-17, 2023
First Reading

**EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE (AI) ON HIGHER
EDUCATION INSTRUCTION**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 renews its call ([AS-3360-19/AA](#)) for the establishment of an ASCSU / CSU working
3 group on the impact of Artificial Intelligence (AI) on instruction in higher education;
4 and be it further

- 5 **2. RESOLVED:** That the ASCSU call upon this working group to explore the following
6 list of topics (which incorporates elements of a resolution written by the AI chat bot
7 ChatGPT):
 - 8 a. Professional development opportunities for faculty to learn about AI and
9 its applications to ensure they are prepared to effectively integrate it into
10 their teaching.
 - 11 b. Education on the responsible use of AI in academia, including the
12 potential consequences of academic dishonesty.
 - 13 c. Technology and resources, such as plagiarism detection software, to help
14 detect and prevent academic dishonesty that is facilitated by AI.

- d. the potential impact of AI on assessment practices in higher education
with a view to the possible integration of AI into assessments in a manner
that is fair and consistent

; and be it further

3. RESOLVED: That the ASCSU urge campus senates consider the effect of AI on the curriculum through robust conversations and policy development in curriculum, academic integrity, and faculty development committees regarding the following topics:

- a. Professional development opportunities for faculty to learn about AI and its applications to ensure they are prepared to effectively integrate it into their teaching.
- b. The potential impact of AI on academic integrity and relevant policies and procedures.
- c. Examples of how AI might be used in coursework and assessments.
- d. Partnerships with local industries to create real-world applications and opportunities for students to learn and practice AI in a practical setting;

; and be it further

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

- CSU Board of Trustees,
- CSU Chancellor,

- CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors)
- CSU Institute for Teaching and Learning Advisory Board
- CSU Directors of Academic Technology
- CSU campus Presidents,
- CSU campus Senate Chairs,
- CSU campus Senate Executive Committees,
- CSU Provosts/Vice Presidents of Academic Affairs,
- California State Student Association (CSSA), and
- CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

***RATIONALE:** Artificial Intelligence (AI) is rapidly evolving and playing a significant role in various industries and aspects of society. It is essential for the future workforce to be proficient in the use and understanding of AI to prepare them for technological advancements. Colleges and universities have a responsibility to prepare students for their future careers by providing them with a well-rounded education that includes a deep understanding of AI and its impact on society. However, the increasing use of AI in academia raises concerns about academic integrity and the potential for AI-assisted cheating. Additionally, AI is expected to bring about changes to assessment practices in higher education.*

In 2019, the Academic Affairs committee published a white paper titled Artificial Intelligence: And its impact on Career Preparation, Reorientation and Lifelong Learning, which clearly articulated how Artificial Intelligence (AI) could impact many different areas of the CSU. This paper was disseminated to the ASCSU

59 *through Resolution AS-3360-19/AA, which called for the formation of a task*
60 *force to consider how AI would change the professions that CSU graduates*
61 *enter and what activities campuses could undertake to adapt.*

62 *The release of ChatGPT by Open AI in December 2022 has brought this*
63 *conversation to the forefront of the academic community. This tool, which is*
64 *able to generate narrative responses to an inquiry, is more comparable to a paid*
65 *essay writer than it is to student work databases, such as Chegg or Coursera,*
66 *because it is able to produce unique, original work. As a demonstration, the*
67 *enumerated items in the resolution are primarily derived from a resolution*
68 *written by ChatGPT on the topic of AI in higher education. The first paragraph*
69 *of the rationale was entirely written by ChatGPT. The full chat that generated*
70 *the AI version of the resolution is attached.*

71 *The Chronicle of Higher Education explores the various implications of this*
72 *technology in it article, ["AI and the Future of Undergraduate Writing"](#) on*
73 *December 13, 2022. The article highlights the need for faculty to consider the*
74 *impact of ChatGPT on assignments and assessments going forward. Articles*
75 *from other publications such as [Forbes](#), [the New York Times](#), and [Inside Higher](#)*
76 *[Education](#) paint different pictures as to how this technology will impact higher*
77 *education. This resolution calls upon the CSU to consider how it wants to*
78 *approach this technology, will change the nature of education independent of*
79 *any action the system takes.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3612-23/AA
March 16-17, 2023
First Reading

**GRADUATE EDUCATION AS VALUE-ADDED OUTCOME
FOR PUBLIC HIGHER EDUCATION IN CALIFORNIA**

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) urge the Governor and Legislature of the State of California; the California State University's Board of Trustees, Interim Chancellor, and Faculty; the University of California's Regents, President, and Faculty; and California's business and industry leaders to acknowledge that California's future economic strength depends on investing in graduate education today, and to support policies to ensure that California's public graduate education programs retain the excellence they have achieved and remain competitive in their ability to attract the very best students from within California, across the nation and around the world; and be it further
2. **RESOLVED:** That the ASCSU re-affirm [Actions to Support Graduate Education in the California State University \(AS-3286-17/AA \[Rev\]\)](#) which acknowledged that the *CSU Masters' Degree Program Quantitative Characteristics Report* underscored the important need to address prior ASCSU recommendations on graduate education in the CSU contained in:
 - (a) [Reaffirming the Importance of Graduate, Post Baccalaureate, and Credential Programs and Access to Those Programs \(AS-3122-13/AA \[Rev\]\)](#);

(b) [Graduate Education Development in the California State University \(AS-2790-07/AA \[Rev\]\)](#);

(c) [The Place of Graduate Education in the CSU \(2006 report of the CSU Academic Council Report\)](#);

(d) [Recommendation on the Report from the Task Force on Graduate and PostBaccalaureate Education in the California State University \(AS-2652-04/EX\)](#);

(e) [Rethinking Graduate Education in the CSU: Meeting the Needs of the People of California for Graduate Education in the 21st Century \(2004 Report of the Task Force on Graduate and Post-baccalaureate Education in the CSU\)](#);

(f) [New Study of Post-Baccalaureate Programs in the CSU \(AS-2534-01/AA\)](#); and

be it further

3. **RESOLVED:** That the ASCSU urge that an ASCSU/CSU Task Force on Graduate Education in the CSU be formed without delay to ensure that prior recommendations or any relevant reports created by the ASCSU or by campuses and any continuing concerns are collectively addressed, strategically prioritized, and support mechanisms put in place; and be it further

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

- Governor of California,
- Legislative Leadership of California,
- CSU Board of Trustees,
- CSU Chancellor,
- CSU Chancellor's office,

- CSU campus Presidents,
- CSU campus Senate Chairs,
- CSU campus Senate Executive Committees,
- CSU Provosts/Vice Presidents of Academic Affairs,
- California Faculty Association (CFA),
- California State Student Association (CSSA),
- CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- Academic Senate for the California Community Colleges,
- Academic Senate of the University of California,
- California Community Colleges' Board of Governors, and
- University of California Board of Regents.

***RATIONALE:** The ASCSU reaffirm resolutions in the resolved clauses above and cite from the references below in order to convey the significance of graduate education as value-added outcome for public higher education in California. California's future economic strength and cultural vitality depend fundamentally on a workforce with advanced training. The state of California faces an increasing challenge in its ability to meet this need in the areas of biotechnology, telecommunications, engineering, computer science, multimedia and the digital arts, education, management, health care, microelectronics and in many other professions that require advanced degrees.*

***Appendix A** below presents the value-added role of graduate education in the California State University (CSU) and the state of California. The Master Plan for Higher Education in California codified the role of graduate*

education in the CSU; however, in the intervening years this role has expanded and diversified and workforce demands and professional expectations evolved. Graduate education is vital to the CSU as it supports regional and statewide workforce needs for the expanding California 21st century economy. The CSU's cost-effective, high-quality graduate programs provide opportunities for California's diverse population to achieve upward mobility. Strong graduate programs also support undergraduate success and enhance CSU faculty work. Finally, robust master's degree programs in the CSU help prepare future faculty members for doctoral programs.

References:

- (1) [Reaffirming the Importance of Graduate, Post Baccalaureate, and Credential Programs and Access to Those Programs \(AS-3122-13/AA \[Rev\]\)](#)
- (2) [Graduate Education Development in the California State University \(AS-2790-07/AA \[Rev\]\)](#)
- (3) [The Place of Graduate Education in the CSU \(2006 report of the CSU Academic Council Report\)](#)
- (4) [Recommendation on the Report from the Task Force on Graduate and PostBaccalaureate Education in the California State University \(AS-2652-04/EX\)](#)
- (5) [Rethinking Graduate Education in the CSU: Meeting the Needs of the People of California for Graduate Education in the 21st Century \(2004 Report of the Task Force on Graduate and Post-baccalaureate Education in the CSU\)](#)

- 85 (6) [*New Study of Post-Baccalaureate Programs in the CSU \(AS-2534-01/AA\)*](#)
- 86 (7) [*University of California Concurrent Resolution on Graduate Education*](#)

DRAFT

ATTACHMENT A

CSU BOARD OF TRUSTEES

January 24-25, 2023

COMMITTEE ON EDUCATIONAL POLICY

Graduate Education in the CSU

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Brent M. Foster
Assistant Vice Chancellor and State University Dean
Academic Programs

Summary

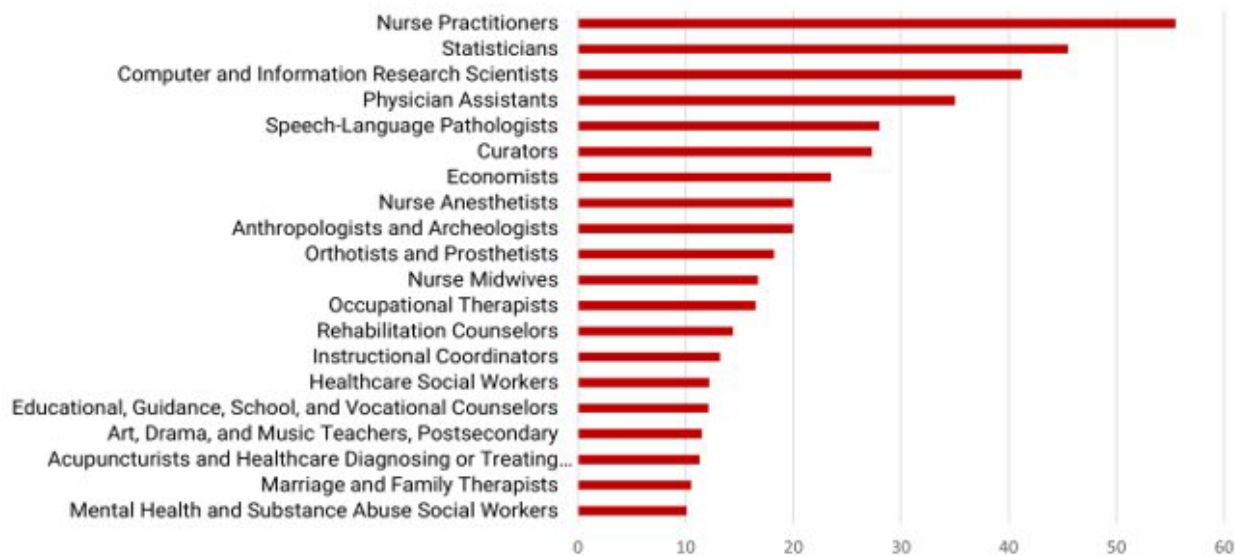
This information item presents the role of graduate education in the California State University (CSU) and the state of California. The Master Plan for Higher Education in California codified the role of graduate education in the CSU; however, in the intervening years this role has expanded and diversified and workforce demands and professional expectations evolved. Graduate education is vital to the CSU as it supports regional and statewide workforce needs for the expanding California 21st century economy. The CSU's cost-effective, high-quality graduate programs provide opportunities for California's diverse population to achieve upward mobility. Strong graduate programs also support

undergraduate success and enhance CSU faculty work. Finally, robust master's degree programs in the CSU help prepare future faculty members for doctoral programs.

Background

Graduate programs are taking on greater significance in California and the nation. An increasing number of careers require an advanced degree, and graduate degrees are often required to keep knowledge, training and skills current. According to the National Association of Colleges and Employers (2022), the average starting salary for an individual with a master's degree will net an additional 22% or more per year than individuals with only a bachelor's degree. Those with professional or doctoral degrees, on average, earn even higher wages.

The following chart, based on data from the California Employment Development Department, demonstrates the anticipated growth in California jobs that require a master's degree from 2020 through 2030.



CSU Graduate Programs

The CSU provides graduate programs in the disciplines that represent the greatest regional, state and national need, including nearly every one of the areas listed in the chart above. Graduate programs produce students with advanced training that will drive California's future workforce. In addition, those with graduate degrees offer other benefits

to communities as civic leaders or by bringing special qualities to the arts, culture and general discourse of their communities.

Graduate degrees in the CSU are comprised of both master's and doctoral programs. There are also numerous combined-degree and certificate or credential programs at many universities. Based on the Master Plan for Higher Education in California, the primary mission of the CSU is undergraduate education and graduate instruction through the master's degree. The CSU is also authorized to offer joint doctoral degrees with the University of California (UC), or with one or more independent institutions of higher education. The CSU also enrolls a number of post-baccalaureate credential-seeking students. These post-baccalaureate students – the majority of whom are seeking a teaching credential – are also critical to the CSU mission of meeting California's statewide and regional workforce needs.

Doctoral Programs

Doctoral degrees, the highest earned terminal degree, can be professional or academic in nature. Academic doctoral degrees (e.g., Doctor of Philosophy) focus on advancing knowledge through original research in a given academic field. Professional doctoral degrees (e.g., Doctor of Education) stress the practical application of knowledge and skills. Doctorate degrees typically take three to six years to complete.

The CSU has sought legislative authority to offer independent professional doctoral degrees in areas where there is an identified workforce or accreditation need that may not be fulfilled through existing educational opportunities in California. Currently, the CSU is authorized to offer the following independent doctoral degrees:

- Doctor of Education (Ed.D.)
- Doctor of Nursing Practice (DNP)
- Doctor of Physical Therapy (DPT)
- Doctor of Audiology (AuD)
- Doctor of Occupational Therapy (OTD)

CSU	Degree	Discipline
Bakersfield	Ed.D.	Educational Leadership (Community College)
Bakersfield	Ed.D.	Educational Leadership (PK-12)
East Bay	Ed.D.	Educational Leadership (PK-12)
Fresno	DNP	Nursing Practice
Fresno	DPT	Physical Therapy
Fresno	Ed.D.	Educational Leadership (Community College)
Fresno	Ed.D.	Educational Leadership (PK-12)
Fullerton	Ed.D.	Educational Leadership (Community College)
Fullerton	Ed.D.	Educational Leadership (PK-12)
Fullerton	DNP	Nursing Practice
Long Beach	DPT	Physical Therapy
Long Beach	Ed.D.	Educational Leadership (Community College)
Long Beach	Ed.D.	Educational Leadership (PK-12)
Long Beach	DNP	Nursing Practice
Los Angeles	AuD	Audiology
Los Angeles	Ed.D.	Educational Leadership (Community College)
Los Angeles	Ed.D.	Educational Leadership (PK-12)
Los Angeles	DNP	Nursing Practice
Northridge	AuD	Audiology
Northridge	DPT	Physical Therapy
Northridge	Ed.D.	Educational Leadership (Community College)
Northridge	Ed.D.	Educational Leadership (PK-12)
Pomona	Ed.D.	Educational Leadership (Community College)
Pomona	Ed.D.	Educational Leadership (PK-12)
Sacramento	AuD	Audiology
Sacramento	DPT	Physical Therapy
Sacramento	Ed.D.	Educational Leadership (Community College)
Sacramento	Ed.D.	Educational Leadership (PK-12)
San Bernardino	Ed.D.	Educational Leadership (Community College)
San Bernardino	Ed.D.	Educational Leadership (PK-12)
San Diego	AuD	Audiology
San Diego	DPT	Physical Therapy

San Diego	Ed.D.	Educational Leadership (Community College)
San Diego	Ed.D.	Educational Leadership (PK-12)
San Francisco	DPT	Physical Therapy
San Francisco	Ed.D.	Educational Leadership (Community College)
San Francisco	Ed.D.	Educational Leadership (PK-12)
San Jose	AuD	Audiology
San Jose	DNP	Nursing Practice
San Jose	Ed.D.	Educational Leadership (PK-12)
San Jose	OTD	Occupational Therapy
Stanislaus	Ed.D.	Educational Leadership (Community College)
Stanislaus	Ed.D.	Educational Leadership (PK-12)

Additionally, the CSU is finalizing authority to offer an independent Doctor of Public Health (DrPH) to cultivate experts in community public health in light of the global pandemic and the greater realization of workforce disparities in public health.

In addition to select independent professional doctoral degrees, the CSU is authorized by California Education Code to offer joint doctoral programs with other accredited California universities. Joint doctoral programs are created when there is a demonstrated need for a degree that is not being met by an existing Ph.D. program, or, in the case of the juris doctor, to create an accelerated pathway for eligible students to complete their advanced coursework simultaneously. Currently, there are 23 active joint Ph.D. programs, four joint J.D. programs and one joint Ed.D. available with the CSU.

CSU	Partner	Degree	Discipline
Long Beach	Claremont Graduate University	Ph.D.	Engineering and Industrial Applied Mathematics
Los Angeles	UC Los Angeles	Ph.D.	Special Education
Sacramento	UC Santa Barbara	Ph.D.	Public History
San Diego	California Western School of Law	M.S.W./J.D.	Social Work (Administration & Community Development)

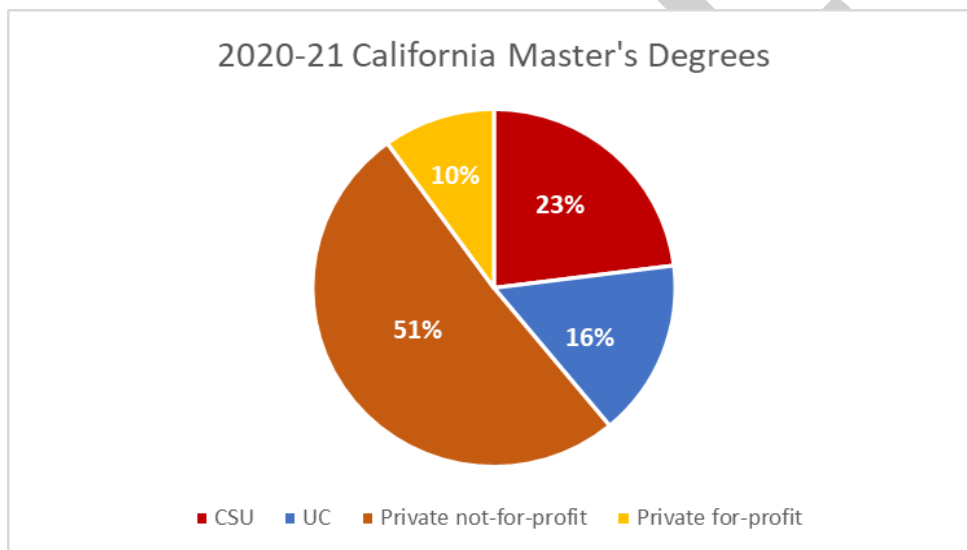
San Diego	California Western School of Law	M.S.W./J.D.	Social Work (Direct Practice)
San Diego	California Western School of Law	MBA/J.D.	Business and Management
San Diego	Claremont Graduate University	Ph.D.	Education
San Diego	UC Davis	Ph.D.	Ecology
San Diego	UC Irvine	Ph.D.	Computational Science
San Diego	UC Riverside	Ph.D.	Evolutionary Biology
San Diego	UC San Diego	Ph.D.	Bioengineering
San Diego	UC San Diego	Ph.D.	Biology
San Diego	UC San Diego	Ph.D.	Chemistry
San Diego	UC San Diego	Ph.D.	Clinical Psychology
San Diego	UC San Diego	Ph.D.	Electrical and Computer Engineering
San Diego	UC San Diego	Ph.D.	Epidemiology
San Diego	UC San Diego	Ph.D.	Global Health
San Diego	UC San Diego	Ph.D.	Health Behavior
San Diego	UC San Diego	Ph.D.	Interdisciplinary Substance Use Studies
San Diego	UC San Diego	Ph.D.	Language and Communicative Disorders
San Diego	UC San Diego	Ph.D.	Mathematics and Science Education
San Diego	UC San Diego	Ph.D.	Mechanical and Aerospace Engineering
San Diego	UC San Diego	Ph.D.	Structural Engineering
San Diego	UC San Diego/Scripps Institute of Oceanography	Ph.D.	Geophysics
San Diego	UC Santa Barbara	Ph.D.	Geography
San Francisco	UC Berkeley	Ph.D.	Education
San Luis Obispo	UC Hastings College of the Law	B.A./J.D.	Political Science/Government
San Marcos	UC San Diego	Ed.D.	Educational Leadership
CSU	Partner	Degree	Discipline

Master's Programs

Approximately 97% of graduate degrees earned in the CSU are master's degrees. Master's degree programs offered can be professional or academic in nature and are obtainable in a wide range of fields. Academic degrees (e.g., Master of Science or Master

of Arts) are designed for intellectual growth and are sometimes a prerequisite for doctoral work within a given discipline. Professional degrees (e.g., Master of Business Administration or Master of Social Work) are designed for employment or advancement within a particular career or field of study. Master's degrees typically take two to three years to complete.

As shown in the chart below, the CSU prepares 23% of the master's degree students in California, while the UC prepares 16% and private not-for-profit and for-profit institutions award the remaining master's degrees.

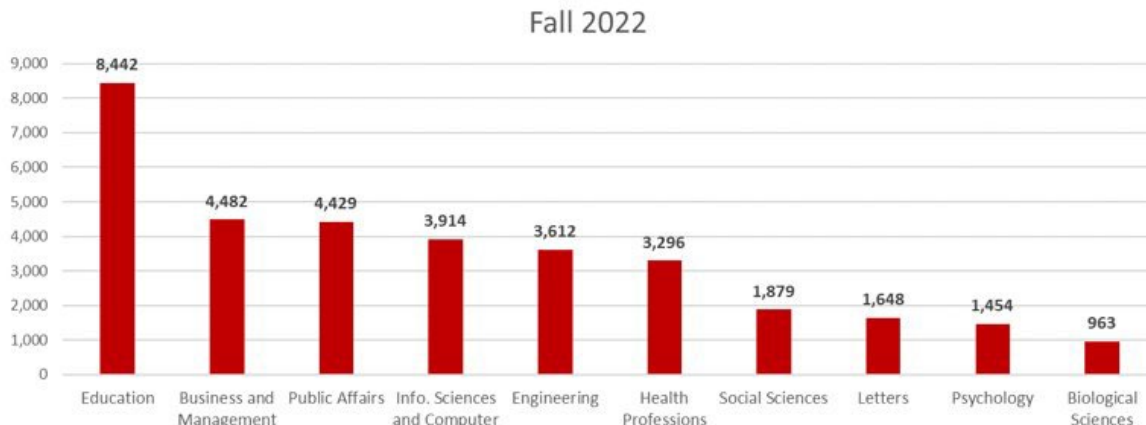


The CSU currently offers 27 distinct types of master's degrees:

- Master of Arts (MA)
- Master of Science (MS)
- Master of Music (MM)
- Master of Agricultural Education (MAgEd)
- Master of Archives and Records Administration (MARA)
- Master of Architecture (MArch)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)

- Master of Biotechnology (MBt)
- Master of City Planning (MCP)
- Master of City and Regional Planning (MCRP)
- Master of Design (MDes)
- Master of Engineering (MEng)
- Master of Fine Arts (MFA)
- Master of Health Administration (MHA)
- Master of Landscape Architecture (MLA)
- Master of Library and Information Science (MLIS)
- Master of Public Administration (MPA)
- Master of Public Health (MPH)
- Master of Public Policy (MPP)
- Master of Public Policy and Administration (MPPA)
- Master of Social Work (MSW)
- Master of Urban Planning (MUP)
- Master of Urban and Regional Planning (MURP)
- Master of Interior Architecture (MIA)
- Master of Professional Accountancy (MPACC)
- Education Specialist (Ed.S.)

Within these 27 distinct master's degrees, there are 934 individual master's degree programs – and options within those programs – across the 23 CSU campuses. The top 10 enrolled master's degree disciplines in the CSU are shown below. The discipline with the highest enrollment is education, demonstrating the CSU's role in educating the future teachers and educational leaders for the state.



Online Programs

Graduate education in the CSU has adapted to the needs of 21st century learners and working professionals. In addition to traditional on-campus or onsite programs, the CSU offers over 120 online master's programs. The table below shows some of the subject areas in which online master's programs are offered in the CSU.

Discipline	Number of Online Master's Programs
Education	40
Business and Management	27
Health Professions	17
Public Affairs	15
Engineering	9
Computer and Information Sciences	4
Interdisciplinary Studies	4
Social Sciences	2
Letters	1
Agriculture and Natural Resources	1

Quality Assurance

Program quality is of primary importance for CSU graduate programs. Degree programs that are eligible for accreditation from a national accrediting body are expected to seek such accreditation. All graduate degree programs undergo regularly scheduled campus-

based program review, typically every five years, and are assessed by faculty on a continual basis.

Graduate programs at CSU campuses are among the best in the nation according to *U.S. News & World Report* rankings in 2023. The publication recognized 65 graduate programs from 14 CSU campuses in its 2023 rankings. Programs at eight campuses — Dominguez Hills, Fullerton, Los Angeles, Long Beach, Northridge, San Diego, San Francisco and San José — were ranked among the top 100 nationally in areas including nursing, psychology, occupational therapy, fine arts, public affairs and rehabilitation counseling. The rankings are a testament to the CSU's high-quality graduate programs, which integrate specialized training in the theory, research methodologies and critical analyses within a given discipline.

Additional national recognition came in 2022 when the total number of CSUs designated as Research 2 (R2) Carnegie Classification grew to seven. The R2 universities include: East Bay

- Fresno
- Fullerton
- Long Beach
- San Bernardino
- San Diego
- San José

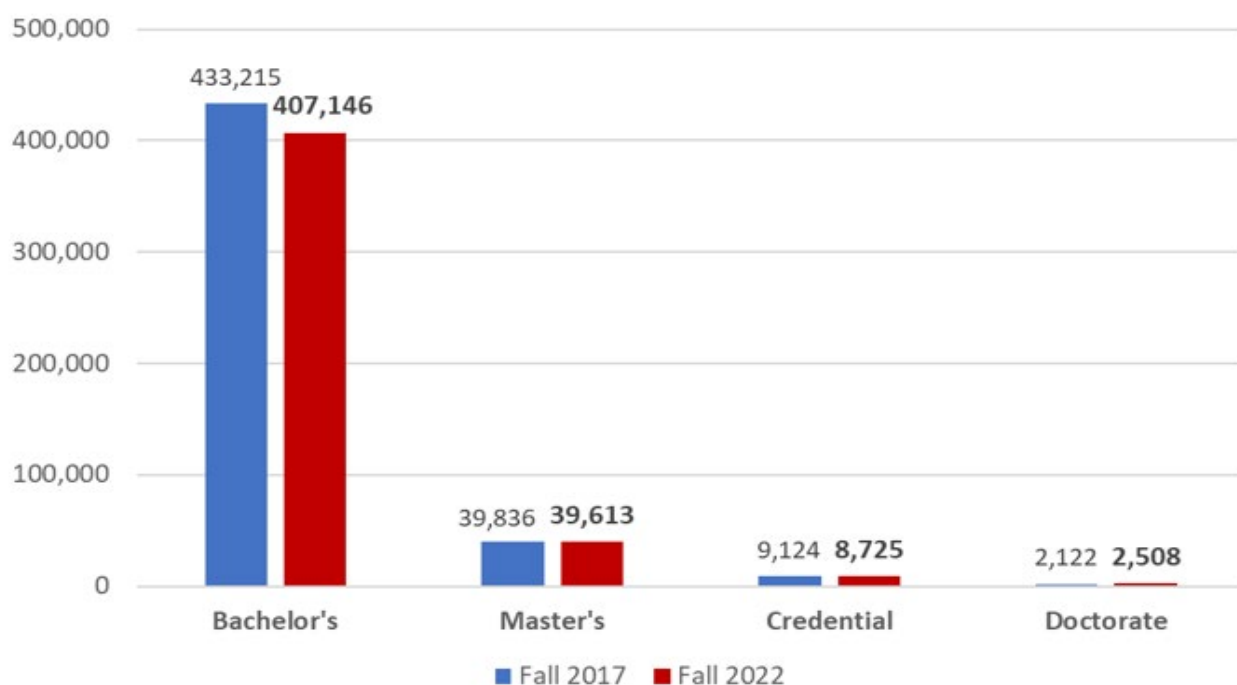
The R2 status indicates a high-level of research activity, which bolsters the institution's ability to attract external funding, industry partners, and private donors, as well as enhances the recruitment of faculty and graduate students.

Graduate Enrollment (Fall 2022)

Reflective of the CSU mission, the vast majority of students enrolled in fall 2022 were enrolled as undergraduates. As shown in the graph below, 407,146 students were

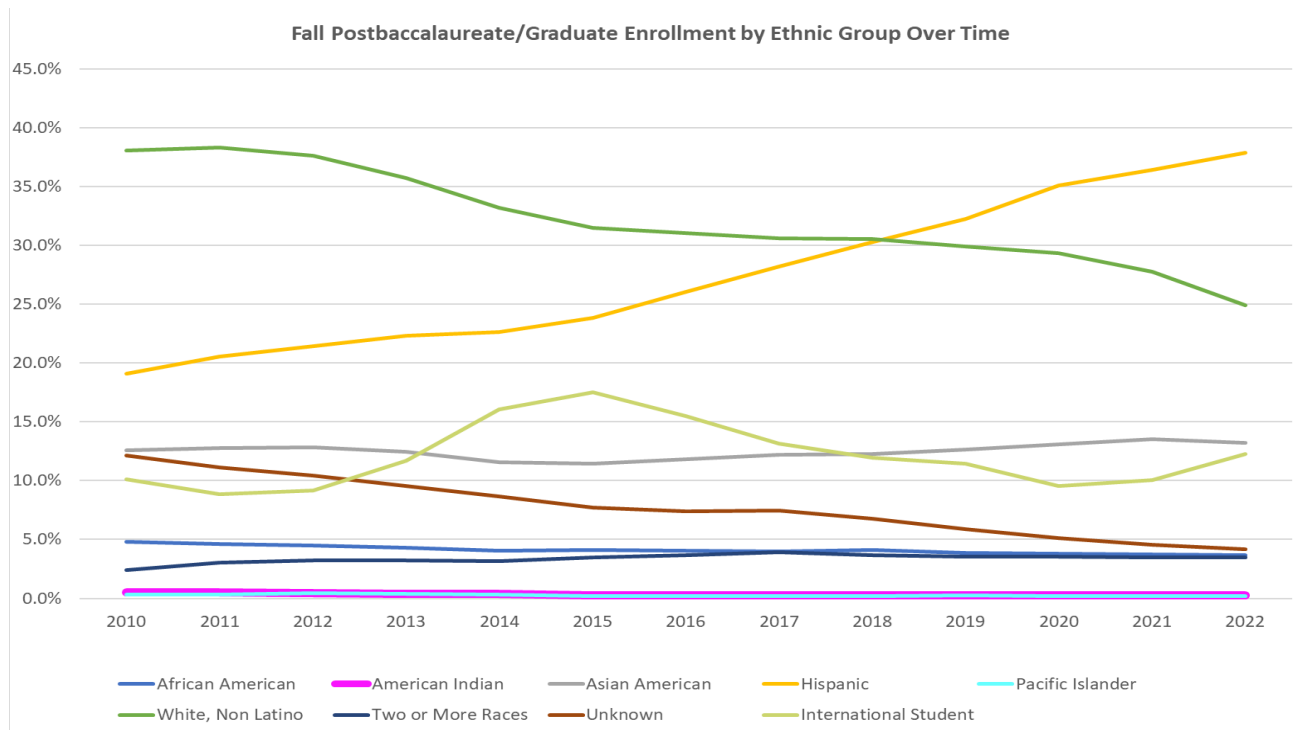
enrolled in a baccalaureate program, 39,613 were enrolled in a master's program and 2,508 were enrolled in a doctoral program.

In addition, 8,725 post-baccalaureate credential-seeking students were enrolled at the CSU in fall 2022. These students may also be reflected in the enrollment count for the master's degrees, depending on if they were simultaneously enrolled in a CSU graduate program.



Student Diversity in CSU Graduate Programs

As shown in the graph on the following page, during the past 12 years, the percentage of the enrolled graduate student population at the CSU that identified as Hispanic has grown from 19% in 2010 to nearly 38% in 2022. The enrollment of students who identify as White, Non-Latino has decreased from 38% to just under 25%. Other ethnic groups have largely remained steady. Although a pandemic-induced decline in international students has been revealed, there is growing evidence of a recovery on the horizon (Source: CSUCO Institutional Research & Analyses).



Future Faculty Programs

In addition to addressing current and future workforce needs, CSU graduate programs are also incubators for future faculty, many of whom return to teach in the CSU. The CSU Pre-Doctoral Program and the Chancellor's Doctoral Incentive Program provide support to graduate and undergraduate students as they prepare for and undertake doctoral education.

California Pre-Doctoral Program

The California Pre-Doctoral Program began in 1989. It is designed to increase the pool of potential CSU faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. All matriculated students enrolled on a CSU campus are eligible to participate. Current CSU faculty members are an integral component of this program as they work closely with applicants to prepare them for graduate studies.

In 2022-23, the California Pre-Doctoral Program awarded funds to 75 juniors, seniors and graduate students in the CSU. These funds enable current students to explore and prepare to succeed in doctoral programs in their chosen field of study. Selected applicants are designated a "Sally Casanova Pre-Doctoral Scholar" and work closely with a CSU faculty mentor to develop an overall plan that leads to enrollment in a doctoral program. Plans are tailored to the specific goals and career objectives of the student. On average, approximately 40% enter fully funded Ph.D. programs at the end of their scholarship year.

CSU Chancellor's Doctoral Incentive Program

The CSU Chancellor's Doctoral Incentive Program (CDIP) is the largest program of its kind in the U.S. Established by three CSU presidents in 1987, CDIP prepares promising doctoral students for CSU faculty positions by providing financial support, mentorship by CSU faculty and professional development and grant resources. The goal of CDIP is to increase the number of faculty with the qualifications, motivation and skills needed to teach the diverse students of the CSU. CDIP publishes a directory of CDIP Fellows currently applying for faculty positions and will reimburse expenses if Fellows are invited to an on-campus interview.

The key feature of CDIP is mentoring. Every applicant to the program identifies a tenured or tenure-track CSU faculty member to serve as a mentor throughout the scholar's doctoral program as well as in the scholar's search for a faculty position. Together, the applicant and mentor develop a comprehensive plan, called the Collaborative Plan of Support, which details how they will work together to foster the scholar's development in the three components of faculty life: teaching, research and service.

Through CDIP grants, the CSU supports the collaborative activities of CDIP scholars and their faculty members. Scholars have the opportunity to use grant funds to further their doctoral training and to attend professional conferences and workshops. Through research and scholarly attendance at conferences, scholars can enhance their professional development. Finally, CDIP also offers a subsidized educational loan of up to

\$30,000 with a potential for loan cancellation if the student, upon completion of their doctorate, becomes a CSU faculty member.

Conclusion

Graduate education is integral to the CSU mission of preparing students to be successful in their future workforce and academic endeavors. By offering doctoral and master's programs in fields of high workforce demand, the CSU is developing the diverse workforce California needs for the future.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-XXXX-23/AA
March 16-17, 2023
First Reading

**ON THE PROCESS OF IDENTIFYING AND RESOLVING ISSUES OF
DUPLICATION OF CSU PROGRAMS IN AB927 CALIFORNIA COMMUNITY
COLLEGE 4-YEAR BACCALAUREATE PROGRAMS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 commend the California State University Office of the Chancellor (CO) for its
3 excellent work during the 2022/23 academic year in identifying California State
4 University programs that may be duplicated by new programs proposed by the
5 California Community Colleges (CCCs) under AB927; and be it further

- 6 **2. RESOLVED:** That the ASCSU ask the CO continue to work with the Academic
7 Affairs Committee of the ASCSU (AA) to keep the ASCSU up to date with
8 proposals received, potential duplicates found and communications between the
9 CSU and the CCCs regarding the resolution of duplication issues identified; and be it
10 further

- 11 **3. RESOLVED:** That the ASCSU distribute this resolution to:
12
 - 13 • CSU Board of Trustees,
 - 14 • CSU Chancellor,
 - 15 • CSU Chancellor's office (Executive, Assistant and Associate Vice
16 Chancellors)
 - 17 • CSU campus Presidents,
 - CSU campus Senate Chairs,

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

22 ***RATIONALE:***

23

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3614-23/JEDI
March 16-17, 2023
First Reading/Waiver

**SOLIDARITY WITH IMMUNOCOMPROMISED, DISABLED AND CAREGIVER
ASCSU MEMBERS**

- 1 **1. RESOLVED:** That the members of the Academic Senate of the California State
2 University (ASCSU) acknowledge that we are interdependent, and be it further
- 3 **2. RESOLVED:** That the ASCSU center community care as it decides how to conduct
4 the business of its committees and plenary, and be it further
- 5 **3. RESOLVED:** That all members of the ASCSU engage in social solidarity with
6 colleagues who face challenges due to immunocompromised health, disability, and
7 caregiving responsibilities, and be it further
- 8 **4. RESOLVED:** That the ASCSU shall develop processes specifically to support
9 colleagues who face challenges due to immunocompromised health, disability, and
10 caregiving responsibilities and to prevent the further spread of the COVID-19 virus
11 and other highly communicable diseases; and be it further
- 12 **5. RESOLVED:** That the ASCSU shall adopt flexibility for colleagues who face
13 challenges due to immunocompromised health, disability, and caregiving
14 responsibilities to attend plenaries via hybrid/online formats; and be it further

6. RESOLVED: That the ASCSU encourage CSU Academic Senates on campuses to implement similar practices of centering community care; and be it finally

7. RESOLVED: That the ASCSU distribute this resolution to

- CSU Board of Trustees,
- CSU Chancellor,
- CSU campus Presidents,
- CSU campus Senate Chairs,
- CSU campus Senate Executive Committees,
- CSU Provosts/Vice Presidents of Academic Affairs,
- California Faculty Association (CFA)
- California State Student Association (CSSA)
- CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)
- Academic Senate for the California Community Colleges,
- Academic Senate of the University of California,
- California Community Colleges' Board of Governors,
- University of California Board of Regents,
- Governor Newsom

RATIONALE: *This social solidarity entails prioritizing people who are "othered" with a treatment treating them with respect of their value and worthiness. We are still dealing with the effects of the COVID-19 pandemic. Many people are still getting sick with the COVID-19 virus. This virus attempts to destabilize a person's health, particularly if they are immunocompromised or have a disability, and it can turn us into spreaders of the virus to our loved ones who might be children, Elders, immunocompromised or disabled.*

39 *ASCSU members should not feel pressured to return to in-person committee or*
40 *plenary meetings if doing so puts their health or that of their loved ones at risk.*
41 *ASCSU should redefine what it means by "business as usual," and should call*
42 *exercise community care and be a leader in the CSU system.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-XXXX-23/AA
March 16-17, 2023
First Reading

ON THE SEPARATION OF CSU GE BREADTH FROM CALGETC

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) consider there to be significant benefits in maintaining CSU GE Breadth independent from the GE transfer pathway CalGETC; and be it further
- 2. RESOLVED:** That while the ASCSU is not opposed to changes to CSU GE Breadth, any changes would be for the CSU faculty, not the Intersegmental Committee of Academic Senates (ICAS), to decide; and be it further
- 3. RESOLVED:** That the ASCSU distribute this resolution to:
 - CSU Board of Trustees,
 - CSU Chancellor,
 - CSU campus Senate Chairs,
 - California State Student Association (CSSA)
 - CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

RATIONALE: *It had been assumed by many that changes to the intersegmental GE transfer pattern required by AB 928 would necessarily imply that whatever pattern was chosen by ICAS must also be applied to the CSU's own GE Breadth. There are several reasons that this is not the case. First,*

AB928 does not call for changes to CSU GE Breadth, only that students starting their journey in higher education at a community college not have to choose between a GE course pattern needed for entry into the University of California system and another needed for entry to the California State University system. Second, there is an advantage to maintaining CSU GE Breadth for students; Cal-GETC standards will be established by ICAS and will likely maintain the C in each course currently required for ICAS while CSU GE Breadth requires only that students have a C average across all their GE courses. CalGETC therefore represents a significantly more demanding hurdle for students and will likely result in many students who would be eligible to transfer to the CSU not being able to do so. This will likely impact under-represented minorities to a greater degree than others. A student who gets a B average in their GE courses work at a community college, but a C- in just one course would not have been able to transfer under CalGETC, but would under CSU GE Breadth. Third, creating a linkage not required by AB928 between CSU GE Breadth and CalGETC implicitly transfers control of an integral part of the CSU degree to two additional outside entities, the UC and the CCCs. Moreover CSU GE allows credit by examination for CLEP tests; IGETC does not and while the issue is still to be determined for Cal-GETC, it seems likely that Cal-GETC will not allow credit by examination. Finally, maintaining CSU GE Breadth independent from Cal-GETC allows students to meet CSU GE post-transfer which means that those students who are not UC-eligible (under Cal-GETC) might still be admitted to the CSU

(Golden four with a C in each course) and meet an existing or modified CSU GE package as a backup mechanism to support student success.

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-XXXX-22/FA
March 16-17, 2023
First Reading

PROVIDING TIMELY AND QUALITY COUNSELING WITHIN THE CSU

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 demand the CSU sever its relationship with TimelyMD; and be it further
- 3 **2. RESOLVED:** That the ASCSU insist that the CSU invest that money into increasing
4 counselor density and tenure-track counselor density; and be it further
- 5 **3. RESOLVED:** That the ASCSU request the CSU system pursue alternative telehealth
6 options to support students other than outsourcing; and be it further
- 7 **4. RESOLVED:** That the ASCSU distribute this resolution to
8
 - 9 • CSU Board of Trustees,
 - 10 • CSU Chancellor,
 - 11 • CSU campus Presidents,
 - 12 • CSU campus Senate Chairs,
 - 13 • CSU campus Senate Executive Committees,
 - 14 • California Faculty Association (CFA),
 - 15 • California State Student Association (CSSA),
 - 16 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

17 ***RATIONALE:** Italicized Text Italicized Text Italicized Text Italicized Text*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-XXXX-22/FA
March 16-17, 2023
First Reading

**MAINTAINING EDUCATIONAL CONTINUITY DURING EMERGENCIES AND
DISASTERS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the importance of maintaining educational continuity in the aftermath of
3 emergencies and disasters; and be it further
- 4 **2. RESOLVED:** That the ASCSU request that each CSU campus Senate develop or
5 review their educational continuity policy¹ to be enacted when an emergency or
6 disaster is declared, in alignment with student needs and with the [Academic](#)
7 [Continuity Planning Guide Memo](#); and be it further
- 8 **3. RESOLVED:** That the ASCSU request that each CSU campus Senate consider both
9 short-term emergency needs and longer-term emergency needs in developing or
10 revising such policies; and be it further
- 11 **4. RESOLVED:** That the ASCSU recommend that this plan include the explicit ways
12 that Senate leadership will be included in Cabinet-level decision-making processes;
13 and be it further

¹ Also sometimes referred to as an academic continuity or business continuity policy

- 14 **5. RESOLVED:** That the ASCSU request that each CSU campus create a dedicated
15 website for continuity best practices for their campus, if they have not already done
16 so²; and be it further
- 17 **6. RESOLVED:** That the ASCSU request that the CSU Chancellor's Office provide the
18 resources identified by campuses during this process to ensure as seamless a
19 transition as possible for students and faculty during an emergency; and be it further
- 20 **7. RESOLVED:** That the ASCSU distribute this resolution to:
- 21 • CSU Board of Trustees,
 - 22 • CSU Chancellor,
 - 23 • CSU campus Presidents,
 - 24 • CSU campus Senate Chairs,
 - 25 • CSU campus Senate Executive Committees,
 - 26 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 27 • California Faculty Association (CFA)
 - 28 • California State Student Association (CSSA)
 - 29 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 30

31 ***RATIONALE:*** *The COVID-19 pandemic, recurring wildfires, floods, and other disasters in*
32 *recent years have highlighted the need for educational continuity policies when students and*
33 *faculty cannot travel to campus during or in the aftermath of an emergency. Such policies allow*
34 *campuses as a whole, as well as individual faculty, to know exactly what is expected of them if*

² Such as Sacramento State's [Academic Continuity](#) site

35 *an emergency is declared – allowing them to communicate with students and transition*

36 *instruction and educational activities as quickly as feasible during such events.*

37 *To do so, faculty need to continue to receive any and all operational support from their campus*

38 *necessary to initiate and maintain their educational continuity plans. This includes providing*

39 *necessary training in advance of implementation of these policies as well as any equipment and*

40 *technical support necessary to implement and maintain these policies until the emergency has*

41 *ended³.*

42 *Finally, these plans need to consider both short-term and long-term emergencies, as they may*

43 *have different needs for students based on their timings. Maintaining educational continuity*

44 *after a wildfire or earthquake, for example, will not be identical to maintaining educational*

45 *continuity during longer events (such as a pandemic). This allows campuses to plan and*

46 *strategize the best use of resources in preparation for likely events due both to their locales as*

47 *well as a result of larger-scale events.*

³ This is also a point that can be added directly into the policy, as was done in the Cal State LA [Maintaining Educational Continuity in the Context of Campus Emergencies and Disasters](#) policy (2022).

[The formatting of this resolution is similar to that of [AS-3076-12/FA \(Rev\)](#), the last resolution that amended the ASCSU constitution, and [AS-3549-22/FA/FGA/AEDI \(Rev\)](#), the last resolution that amended the ASCSU bylaws.]

**Change in Bylaws of the Academic Senate, the California State University
(ASCSU) to Accommodate the Addition of Three Designated Temporary Faculty Positions**

RESOLVED: That the Academic Senate of the California State University (ASCSU) add the following new Bylaw:

Bylaw 10. Lecturer Senators

a. Use of the term Lecturer Senator

The use of the term lecturer senator in this bylaw is for convenience and does not exclude non-lecturer temporary faculty.

b. Lecturer Senator Electorate

(1) The ASCSU lecturer senator electorate shall consist of one temporary faculty member elected by and from the temporary faculty on each campus.

(2) Members of the electorate shall serve a term of one year beginning April 1, however, a member of the electorate serving as lecturer senator shall remain a member of the electorate until March 31 of the last year of their term as lecturer senator.

(3) Campus elections to serve on the electorate shall be held according to rules established on each campus. In any year in which a campus election is held, the election result shall be certified to a designated officer of the Academic Senate by the principal elected officer of the faculty of that campus on or before April 1.

c. Election of Lecturer Senators

(1) Three lecturer senators and three alternates shall be elected by and from the lecturer senator electorate. Lecturer senators shall serve staggered three-year terms beginning June 1. Alternates shall serve one-year terms beginning June 1.

(2) Positions shall be filled annually, at a meeting to be held no later than April 15, starting with lecturer senator and continuing with first alternate, second alternate, and third alternate, in successive order with nominations and election by secret ballot. Each member of the electorate shall have the

opportunity to make nominations. All nominees shall be listed on the first and subsequent ballots alphabetically. Those having the highest number of votes, and whose votes, when added together, constitute a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of votes cast.

d. Responsibilities of Alternates

(1) In the event that a lecturer senator will be absent for one or more semesters or quarters, they shall be replaced by the first alternate, who shall finish out their term. If the first alternate is unavailable, the lecturer senator shall be replaced by the second alternate, who shall finish out their term. If both the first and second alternates are unavailable, the lecturer senator shall be replaced by the third alternate, who shall finish out their term.

(2) In the event that a lecturer senator is unable to attend a meeting of the Academic Senate, the first alternate shall have the right to attend and vote at that meeting. If the first alternate is unavailable, the second alternate shall have the right to attend and vote at that meeting. If both the first and second alternates are unavailable, the third alternate shall have the right to attend and vote at that meeting.

e. Interim Election Procedures

In the first year that elections for lecturer senator are held, three lecturer senators and three alternates shall be elected. Positions shall be filled in successive order, starting with a lecturer senator who shall serve a three-year term; followed by a second lecturer senator who shall serve a two-year term; and continuing with a third lecturer senator, first alternate, second alternate, and third alternate, who shall serve one-year terms. Bylaw 10 e shall govern the terms of lecturer senators elected under these interim procedures. Bylaw 10 e shall expire and be deleted from the Bylaws three years after the lecturer senators elected under these interim procedures begin their terms.

RESOLVED: That the addition of the new Bylaw occur upon adoption of amendments to the Constitution of the Academic Senate to add three designated temporary faculty positions (in accordance with Article VII of the Constitution); and be it further

RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Office of the Chancellor, Provosts/Vice Presidents for Academic Affairs, and campus Senate Chairs.

RATIONALE: Wherever possible, provisions in the proposed new bylaw build on and mirror existing provisions in the ASCSU Constitution and Bylaws. As an example, the second sentence of Section b (3) states, "In any year in which a

campus election is held, the election result shall be certified to a designated officer of the Academic Senate by the principal elected officer of the faculty of that campus on or before April 1.” This sentence is taken almost verbatim from Article II, Section 5 of the Constitution. Section c (2) of the proposed new Bylaw states that positions will be filled “in successive order with nominations and election by secret ballot. Each member of the electorate shall have the opportunity to make nominations. All nominees shall be listed on the first and subsequent ballots alphabetically. Those having the highest number of votes, and whose votes, when added together, constitute a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of votes cast.” This language is taken almost verbatim from Bylaw 2 d, where it applies to the election of ASCSU officers. Section d of the proposed new Bylaw (dealing with alternates) makes separate provisions for when a lecturer senator will be absent for one or more semesters or quarters or is unable to attend a meeting. This matches the provisions for substitute members for campus representatives in Article II, Section 7 of the Constitution.

Associated Students:

Submitted by Juan Gurerrero, AS President

Members:

Meeting Date(s):

Meeting Details:

During our last Board of Directors meeting, Associated students continued to engage in our budget discussion. We also addressed two resolutions and added a labor acknowledgement to our meetings. The agenda on those items are as follows:

- a. Labor Acknowledgment - Second Reading
- b. A Resolution For Increase Awareness, Advocacy, And Support For Housing Insecure Students.
- c. Resolution to expand role of Lobby Corp Committee.

Office of Equity, Diversity, and Inclusion:

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

*This report is not exhaustive, as it only focuses on main events and activities, not regular committee work, etc. For details contact the ODEI at (707) 826-4503 or diversity@humboldt.edu for more information.

- BIPOC Faculty and Staff Affinity Circles:
 - BIPOC Faculty Affinity Circle - In partnership with Academic Personnel Services, a group of faculty met for lunch, conversation, and community-building on February 15, 2023. Twelve Cal Poly Humboldt community members were in attendance.
 - BIPOC Staff Affinity Circle - In partnership with Human Resources, the inaugural meeting of the BIPOC Staff Affinity Circle was held on February 21, 2023. Approximately 70 Staff were present, including President Jackson. The key takeaway from this event is the desire and need for BIPOC staff to build relationships across departments. ODEI has created a leadership team to further develop this initiative.

- Diversity, Equity, Inclusion, and Accessibility Grant Program:
 - The University Senate Approved a Resolution in support of the DEIA Grant Program, which was passed unanimously by the University Senate on February 21, 2023.
 - Provost Capps approved the Policy on February 22, 2023.
 - To celebrate this accomplishment, a Request for Proposals (RFP) was issued on March 13, 2023 and will close on April 10, 2023. The RFP is open to all campus community members: students, student organizations, faculty, and staff. The full RFP can be found on our website: [DEIA Grant Program](#)

- Humboldt Equity Consortium (HEC):
 - Cal Poly Humboldt representatives from equity arcata, ODEI, and El Centro have participated in the HEC, brought forth by the City of Eureka as a way to create cohesive support across local Diversity, Equity, and Inclusion efforts. The purpose of HEC is to promote DEI efforts in the broader Humboldt region by sharing resources and unifying messaging around these efforts when appropriate. Meetings are scheduled to occur Monthly.

- Equity Arcata:
 - Home Away from Home Student Food Distribution: equity arcata's working group, Home Away From Home, held its Spring food and household supplies distribution for Cal Poly Humboldt students on Sunday, March 26th at Wildberries Marketplace. This event was co-sponsored by Wildberries Marketplace.
 - City of Arcata - State of the City: Members of the ODEI Leadership Team attended the City of Arcata City Manager's State of the City Address on March 23, 2023. In the address, equity arcata was featured as a critical collaboration between the City of Arcata and Cal Poly Humboldt. Currently, ODEI has two Cal Poly Humboldt colleagues who are dedicated to the advancement of equity arcata: Dr. Lisa Bond-Maupin (Network Manager) and Maxwell Hawk (ODEI equity arcata Student Fellow).
 - Arcata Chamber of Commerce: The Arcata Chamber of Commerce has emerged as a strong ally of equity arcata.
 - Equity arcata Newsletter: The first equity arcata newsletter was published on Friday, March 10, 2023, Spring Edition. The newsletter is an excellent source of information to understand the depth of equity arcata's work in our community. Please see this link to view the newsletter: <https://www.equityarcata.com/>.

- New ODEI Position: A search is in progress for a Campus and Community Development Coordinator, a position new to the ODEI. The internal recruitment closed as of March 18, 2023. ODEI looks forward to hiring its new leadership team member in the near future.

- Alliance for Hispanic Serving Institution Educators (AHSIE): Two groups of Cal Poly Humboldt representatives attended this year's AHSIE Conference, held south of San Francisco. The group gained an understanding of what it means to be an Hispanic

Serving Institution (HSI) in terms of the intentionality of servingness of our Latinx students.

- ODEI Sponsorship Activity:
 - Social Justice Summit and Queer Kickoff Celebration: ODEI, in collaboration with the department of Critical Race and Gender Studies (CRGS), was proud to sponsor the Queer Kickoff Celebration for the completion of the Campus Pride Index on Thursday, March 2, 2023 at the Goodwin Forum. The Celebration kick-off also represented our institutional effort to complete the Campus Pride Index which is the premier LGBTQ national benchmarking tool for colleges and universities to create safer, more inclusive, campus communities to improve the academic experience and quality of campus life. Psychology Professor Benjamin Graham, an ODEI Equity Fellow, has played a leading role in the Campus Pride Index implementation. Over 150 faculty, staff, and students were present for the event.
 - International Latino Film Festival: The 24th Annual International Latino Film Festival that took place in the Mill Creek Cinema in McKinleyville on February 28th through March 2nd, 2023. The film festival is a long-standing collaboration between the Cal Poly Humboldt Spanish Program and the College of the Redwoods' Spanish Program, and was sponsored in part by the Diversity, Equity, Inclusion, and Accessibility Grant Program (formerly known as the Diversity Grant Program).
- ODEI WASC Report Submitted to the WASC Committee: An ODEI report was submitted to the Offices of Institutional Effectiveness and Academic Programs in response to "WASC Question 4," which requested an update on how the Six Pillars of Inclusive Excellence are being applied institutionally.
- National Association of Diversity Officers in Higher Education Conference (NADOHE): A cohort of 9 administrators, faculty, and staff, including ODEI leadership, will attend the 17th annual NADOHE conference in Baltimore, MD, from April 12-15, 2023.

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

Frank Whitlatch, VP Advancement

Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement and Interim Dean of Students

Community

- [Leadership teams from PG&E and Cal Poly Humboldt](#) held extensive discussions recently about options for expanding their partnership. The meeting was held on campus and led by PG&E Chief Executive Officer Patti Poppe and Cal Poly Humboldt President Tom Jackson.
- Cal Poly Humboldt is proud to award local advocate and health worker Jorge Matias an [Honorary Doctorate](#) of Humane Letters at this year's Spring Commencement ceremony on Saturday, May 13.

Campus Culture and Operations

- In partnership with Criminology & Justice Studies in the Sociology Department, UPD is pleased to announce the return of student internships. The internships will begin in the Fall and include opportunities for students to gain hands-on experience in the criminal justice field.

Emeritus Applications

Joyce Kay Libolt

kaylibolt@gmail.com

2017-2020 Office of the President, Presidential Aide; 2014-2017 Office of the President, Confidential Office Support for Chief of Staff; 2010-2014 Office of the Vice President of Enrollment Management and Student Affairs, Administrative Support Coordinator to the Vice President and the Dean of Students; 1999–2010 Office of Student Life, Administrative Support Coordinator, Humboldt Orientation Program Office Manager, FIG Coordinator, Event Planner; 1996–1999 Clubs & Activities Office, Administrative Support Assistant/Coordinator

The following is submitted on behalf of President Tom Jackson, Jr.:

Please accept my whole-hearted nomination in support of Kay Libolt's application for Emeritus Staff status. Kay served at the University for over 24 years, from 1996 to 2020. She was the administrative and confidential support to two Presidents and three Vice Presidents during her time on campus. She was the recipient of a Staff Recognition Award for her dedication to Student Affairs, as well as Club Advisor of the Year for her commitment to Delta Phi Epsilon sorority. Her work with the Humboldt Orientation Program, the Freshman Interest Group Program, Homecoming/Family Weekend, the Outstanding Student Awards Ceremony, and myriad other major campus events has been of benefit to thousands of students and their families, as well as many faculty, administrators and staff. She was a highly respected Student Affairs staff member for eighteen years, and President's Office staff member for over six years. As my Presidential Aide she was a valuable colleague who helped in my successful transition to the University, and was an integral member of the President's Administrative team. Thank you for your consideration of Kay for a well-deserved Emeritus Staff status. Please contact me if you would like more information or details regarding her service to the university community. Sincerely, Tom Jackson, Jr. President

Nominator: Tom Jackson Jr, President, Cal Poly Humboldt

Helen Mulligan

helen.mulligan@humboldt.edu

Lecturer - Adjunct Professor, 1991-2011

Helen has provided me with a detailed description of courses that she taught in the Biology and Fisheries programs over the 21 year period during which she served as an adjunct faculty member. Based on Helen's description of her duties (her "application for emeritus status", submitted to me), and on my own understanding of the value of her service to the Fisheries program in particular, I enthusiastically nominate Helen for Emeritus adjunct status at HSU/CPH. In support of my nomination, I offer the following observations: 1. Unlike many adjunct faculty, Helen successfully completed her PhD degree and would have been eminently qualified to serve as a tenure track faculty member had an appropriate position been available. 2. I served as Fisheries department chair, off and on, for something like 16 years over the course of my lengthy career at HSU and thus was actively involved in requesting funds for many of the courses that Helen taught over the course of her employment at HSU. 3. Helen taught three courses that were of special interest to the Fisheries program: a. For something close to 18 years, Helen taught FISH 311, Fish Physiology, on an annual basis for our program. This class had previously been taught by Ted Kerstetter from the Biology Department and, reflecting the generally strong ties between Ted and the Fisheries program, Ted served as our department chair for a number of years. It is important for me to note that FISH 311 was a required course for all Fisheries majors during this time period. Also important is that Helen did an outstanding job with the laboratory for this course, developing many labs which relied, in part, on our fish hatchery, and successfully demonstrated many physiological responses of fish to differences in environmental rearing parameters. b. Helen taught FISH 474 (Fish Genetics) for us on at least two occasions prior to our hire of Andrew Kinziger in 2003. Fish Genetics also became a

required course in the Fisheries curriculum. Interest in and use of genetics in modern fisheries research and management has exploded over the past 30 years and our updated Fisheries and Wildlife facility has a research lab devoted specifically to fish genetics research. c. Helen co-taught early Life History of Fishes, FISH 540, with her husband, Tim Mulligan, at the Marine Lab in Trinidad on a roughly every other year basis from the early 1990s through her retirement at the end of Spring semester in 2012. A very large proportion of our undergraduate marine fisheries option students took this course as one of their approved electives. The course was also taken by graduate students with marine interests. Helen's responsibilities were primarily in the laboratory portion of this class; Tim's responsibilities were primarily in field collections of larval fisheries. Together, the Mulligan team brought exceptional expertise to this class. (My understanding is that Helen's PhD concerned larval fish development.) 4. Helen served, without compensation, on numerous graduate committees for students in Fisheries (as well as Biology). Student research typically involved some aspect of larval fish development or dietary analysis. 5. Helen gave numerous (uncompensated) guest lectures in courses held at the Marine Lab and also participated (without compensation) in organization and maintenance of the "Fish Lab" and an adjacent laboratory space at the Marine Lab. (I know because I served as Marine Lab Director/Associate Dean of Marine Sciences for a number of years and my primary office was located at the marine lab from about 1982 - 2015!). Helen's steady presence at the Marine Lab helped to ensure that the facility ran well and greatly contributed to the critical "camaraderie" that is so important to keep a remote facility vibrant and alive. 6. In addition to the Fisheries program teaching responsibilities identified in the previous listing, Helen also taught in the Biology Department for a number of years prior to and also during the time that she taught for us in the Fisheries program. I cannot provide an exhaustive listing of semesters and units for these classes, but I do know that she taught at least BIO 105 (Principles of Biology), BIO 270 (Human Anatomy), and BIO 345 (Genetics with an environmental orientation) on repeated occasions, including supervising TAs for BIO 105. 7. Helen has also participated in numerous research projects, often with her husband Tim, continuing through the present. This participation has often included uncompensated supervision and assistance given to graduate students working with Tim on these research projects, in addition to her own activities which have primarily involved dietary analyses, data analyses, and larval fish development. Finally, in my former capacities as Department Chair for the Fisheries program and as Director of the HSU Marine Laboratory, I wish to comment that Helen was at all times a completely unselfish, indeed selfless, professional scientist and instructor who was at all times a cooperative and positive colleague despite the fact that she remained in Adjunct status throughout her career at HSU. When the Fisheries Department did not have access to instrumentation needed to teach her Fish Physiology class, she did not grumble about it. Instead, she proactively sought grant funds to purchase needed instrumentation. At the Marine Lab, she tirelessly logged in hours, helping out in many courses and activities, and working with many students, often without compensation. She was always a positive presence in our programs. (There were other faculty members in the Fisheries program, who shall remain anonymous, who were always a negative presence.) Finally, I always thought it was wonderful for us to have at least one woman teaching in our program, to serve as a role model for our female undergraduates and our large number of female graduate students. The cumulative impacts of Helen's very meagerly compensated contributions to the Fisheries program over the course of 22 years justify at least the granting of Emeritus status, I think. Combined with her contributions to the Biology Department, I don't think that there is much question that she logged in the required cumulative 10 years of full-time instruction. In the event that her cumulative teaching loads in Fisheries and Biology did not sum to the minimum 10 years of full-time instruction, I believe there is still ample justification for granting her Emeritus status. There is absolutely no question in my mind that Helen logged in the equivalent of 10 years of full-time "service" to HSU. Given how much faculty and students at HSU benefited from Helen's service, awarding of Emeritus status seems clearly appropriate and seems a rather modest gesture of appreciation. I hope very much that the review committee agrees with my assessment.

Nominator: David Hankin

Judith Mayer

Judith.mayer@humboldt.edu

Lecturer in Department of Environmental Science and Management, 2011 to present; Environment and Community (E and C) Masters in Social Science program, Fall 2017 Sociology Department (Fall 2014) and Political Science Department (Spring 2002); Geography Department (Spring 2011); and Women's Studies / Environmental Science (Fall 2000 and Fall 2002).

Dr. Mayer has taught a wide variety of courses as a Lecturer at Cal Poly Humboldt since 2000, including 38 classes. From 2011 until the present, she developed and taught core courses in the Department of Environmental Science & Management and in several other departments. She also advised students in ESM for 2 semesters. Although Dr. Mayer has not taught at HSU / Cal Poly Humboldt for an equivalent of 10 years full-time, I believe that her continuing relationship with the university over 22 years, and her service to the University's community, merit Emeritus status going forward. I believe this qualifies as a special circumstance that supports her application for Lecturer Emeritus status. Dr. Mayer's work with the Environmental Science & Management Department includes teaching four crucial courses in what has become the Environmental Planning & Policy curriculum. Judith taught a generation of hundreds of Humboldt students, who have embraced meaningful leadership roles in environmental planning, management, and policy fields. Many graduates of the ESM program have taken two or three courses with Judith over two or three years, when my teaching and guidance has contributed significantly to their academic and future professional careers. ESM / EMP courses Dr. Mayer has taught include Local Government Planning (ESM 365 and EMP 365, 10 semesters); Environmental Law & Regulation (ESM 325 and EMP 325, 13 semesters); Introduction to Environmental Planning Methods Lab (ESM 360 and EMP 360, 7 semesters); and Introduction to Natural Resource Planning (EMP 310, 2 semesters). She also developed and taught undergraduate classes and graduate seminars in several other programs. These include the Environment and Community Masters in Social Science program (EC 620, Fall 2017), Sociology (SOC 680, Fall 2014), Political Science (PSCI 630, Spring 2002), Geography (GEOG 471, Spring 2011), and Women's Studies/ Environmental Science (WS/ES 480, Fall 2000 & Fall 2002). Dr. Mayer brought extensive experience in planning and environmental policy to her teaching at Humboldt, including planning related practice and research at local, state, and federal levels, and through international work. In addition to her PhD in City and Regional Planning (UC Berkeley, 1996) and MS in Urban and Regional Planning (University of Wisconsin, Madison, 1982), Dr. Mayer earned membership in the American Institute of Certified Planners (AICP). While teaching at HSU / Cal Poly Humboldt, Dr. Mayer served as a City of Arcata Planning Commissioner (2007 to present), and member of Arcata's Economic Development Committee (2003-2004). She served on the Board of the Environmental Protection Information Center (EPIC) since 2018, and on the Board of The Borneo Project of Earth Island Institute, where she was also Coordinator/ Director from 2007-2010. Dr. Mayer has also been a senior visiting researcher and consultant with the Center for International Forestry Research (CIFOR) at various times since 2000. Emeritus Lecturer status would allow Dr. Mayer to continue access to Cal Poly Humboldt's Library, and computer/ digital resources. It would also help her contribute to the University community and its goals through a continuing relationship with the institution. After retiring from teaching, Dr. Mayer hopes to expand her voluntary work in the community, to continue ongoing research and service, and to begin new research in environmental planning and policy fields, for both scholarly publication and on behalf of a variety of community and non-governmental organizations.

Nominator: Alison O'Dowd

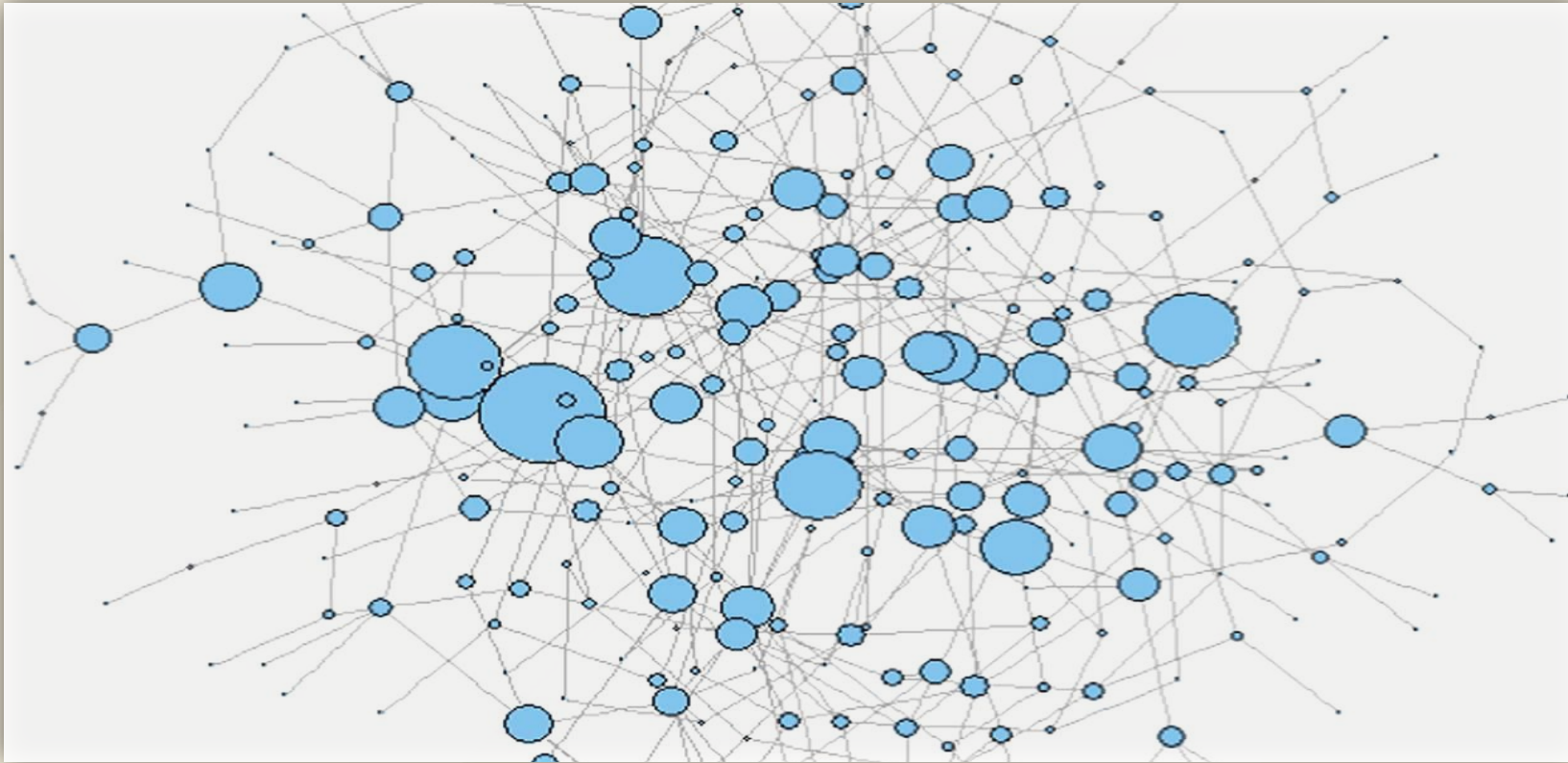
Office of Diversity, Equity, and Inclusion (ODEI)



> Listen ~ Collaborate ~ Transform

ODEI is invested in building communities of care, fostering genuine people-to-people relationships, and cultivating compassionate accountability to achieve individual, mutual, and collective success.

➤ **Dependency, Interdependency, Intersectionality: A Network of Networks**



> ODEI Leadership Team



Pearl Podgorniak
Confidential
Administrative Support



**Dr. Rosamel
Benavides-Garb**
Interim Associate VP &
Campus Diversity Officer

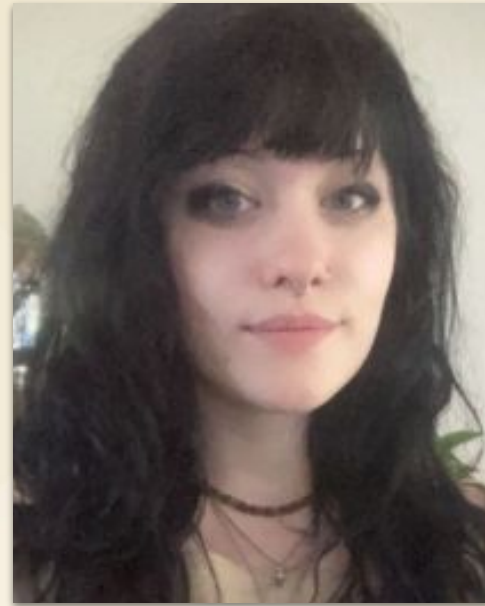


Isaac Torres
Administrative Support
Coordinator

➤ ODEI Student Fellows



Maxwell Hawk
equity arcata Fellow



Maya Montes De Oca
ODEI Media Student
Fellow

➤ Faculty Diversity Equity Fellows



**Dr. Benjamin
Graham**

College of Professional
Studies
LGBTQIA+ Fellow

Campus Pride Index



Dr. Jianmin Zhong

College of Natural
Resources & Sciences

*Student Success
Research*



**Dr. Lisa
Bond-Maupin**

College of Arts,
Humanities, & Social
Sciences

*equity arcata Network
Manager*



Dr. Humnath Panta

College of Professional
Studies

*Six Pillars of Inclusive
Excellence*

➤ **ODEI Projects, Initiatives, and Collaborations**

Currently:

- **Leading** 14 ODEI-driven projects and initiatives
- **Sponsoring** 17 projects and initiatives
- **Collaborating** with 15 projects and initiatives

Overall, ODEI is involved in **46** projects and initiatives across the university, without counting 20 new emerging initiatives.

➤ ODEI Leading 14 Initiatives

- DEI Professional Development Workshops and Training
 - ODEI Student Fellows
 - *ODEI Pathways* Newsletter
 - equity arcata Student Fellows
 - DEIA Grant Program
 - Faculty Equity Advocate Program
 - Welcome to Humboldt
 - Institutional Anti-Racism Action Plan
 - National Center for Faculty Diversity and Development (NCFDD)
- Faculty Diversity and Equity Fellows
- Six Pillars of Inclusive Excellence
 - Campus Pride Index
 - Student Success Research in Underrepresented Groups
 - equity arcata

› ODEI 17 Sponsorships

ODEI Financially Supports initiatives and programming in whole or part

- Campus Dialogue On Race
- Social Justice Summit
- Latinx Heritage Month
- Kieval Lecture
- Philosophy Forum
- DEIA Grant Program: AY 22/23 12 Grant Program Sponsorships
 - Ghost Net with artist Emily Jung Miller
 - Ka'ila Farrell-Smith Intersections of Activism and Studio Practice
 - UndocuWeek 2023
 - Latinx Heritage Month: Festejando Nuestra Comunidad
 - Disability Justice: Accessibility Book Circles
 - El Leñador News 10-year anniversary
 - Building Library Collection Diversity for STEM Programs
 - Black Graduation: A Rite of Passage at Cal Poly Humboldt
 - 24th Annual International Latino Film Festival 2023
 - "Centering Discarded Voices: Education, Dialogue, and Resisting the Prison Industrial Complex"
 - Disability Justice and Accessibility Keynote/Workshop
 - MMP Presents!: Instruments and history of Mariachi music, a short lecture and performance with Instrument Petting Zoo

➤ 15 ODEI Collaborations

ODEI is a partner and plays a role in the larger delivery of an initiative or program.

- STARS DEI Assessment
- WASC DEI Assessment
- Juneteenth Initiative
- BIPOC Faculty Affinity Circle
- BIPOC Staff Affinity Circle
- HSI/MSI President's Task Force
- HSI Seal of Excelencia
- Inclusive Student Success / GI 2025
- Creando Conciencia
- Place-based Learning Communities
- NACCC - Campus Climate
- Affirmative Action Plan
- Sexual Assault Prevention Committee
- Trans+ Task Force
- University Police Department

➤ ODEI 20 Emerging Initiatives

Through attentive and compassionate listening to students, faculty, staff, administrator, and community leaders, ODEI has identified 20 critical emerging initiatives:

- DEI Professional Development Certificate (w/ CEEGE)
- Accessibility Fellows (Disability, Access, and Compliance)
- Bias Incident Response Team (w/ Cultural Centers)
- BIPOC Student Participation in National Conferences
- Bi-Annual DEI Report
- BIPOC Student Outreach and Recruitment
- Faculty and Staff Candidate Pool Demographic Analysis
- Student Listening Circle
- ODEI Partnership w/ Graduate Coordinator Working Group
- DEI Training & Workshops for Students
- College of the Redwoods Partnership
- Associated Students: Professional Development, Leadership, and equity arcata
- Truth, Racial Healing & Transformation
- Organizational DEI Needs Assessment
- Juneteenth Initiative Fellow
- Develop ODEI Grant-writing Opportunities
- Summer ODEI Faculty/Staff Training Cohort
- Book Clubs
- Center for Anti-Violence and Bystander Intervention
- ODEI Internal Assessment Plan

➤ ODEI Partnerships

ODEI operates within a network of organization on and off campus. All projects, initiatives, and sponsorships are actualized with specific organizations.

Partial list of partner offices, units, and organizations:

- | | |
|---|--|
| <ul style="list-style-type: none">• CSU Chancellor's Office• Office of the President• Office of the Provost• University Senate• City of Arcata• Reese Bullen Gallery• Human Resources• Academic Personnel Services• Center for Teaching and Learning• Office of Institutional Assessment• Institutional Research, Analytics, and Reporting• Office of Advancement• Office of Graduate and Undergraduate Studies• Social Justice, Equity, and Inclusion Center• The Learning Center• Umoja, Center for Pan African Student Excellence | <ul style="list-style-type: none">• Student Disability Resource Center• El Centro Académico Cultural• College of Arts, Humanities, and Social Sciences• Critical Race, Gender, and Sexuality Studies• College of Professional Studies• Native American Studies• College of Extended Education and Global Engagement• College of Natural Resources and Sciences• ITEPP - Native American Center for Academic Excellence• Athletics (SEA)• Library• Biology |
|---|--|

➤ ODEI Bringing People Together

Beyond organizations, ODEI cultivates and nurtures people-to-people relationships. This is partial list of people who intersect with ODEI:

Enoch Hale, James Harris, Fernando Paz, Bethany Gilden, Suzanne Pasztor, Ramona Bell, Joy Finney, Monty Mola, Douglas Smith, Elizabeth Rivera, Shawna Young, Jeanne Wielgus, Stephen Nachtigall, Cassandra Tex, Ben Schaffer, Julie Alderson, Whitney Ogle, Garrett Purchio, Michelle Caisse, Garrick Woods, Karen Diemer (Arcata City Manager), Kenna Kay Hyatt, Sky McKinley, Nate Cacciari-Roy, Patrick Malloy, Meredith Oram, President Tom Jackson, Sherrene Bogle, Kauyumari Sanchez, Mary Smith, Rouhollah Aghasaleh, Breanna Gossi, Lisa Bond-Maupin, Peter Alstone, Jeff Crane, Brandilynn Villarreal, Melanie Zito, Paula Peterson, Kerry Byrne, Isaac Torres, Laura Hahn, Jim Woglom, Loren Cannon, Deb Doel-Hammond, Jianmin Zhong, Rosamel Benavides-Garb, Tim Downs (President's Chief of Staff), Torie Mather, Kimberly Vincent-Layton, Kyle Morgan, Roxann Schroeder, Payton Bell, Su Karl, Frank Herrera, Nancy Perez, Heather Madar, Loren Collins, Jennifer Trowbridge, Pearl Podgorniak, Mary Bockover, Margarita Otero-Diaz, Ava Mark, Jennifer Maguire, Joice Chang, Josh Callahan, Edelmira "Edy" Reynoso (CSU Fullerton, Academic Diversity Officer), Micheal Le, Molly Kresl, Amanda Dinscore, Steven Margell, Carmen Bustos-Works, Maya Montes de Oca, Juan G Guerrero, Amy Sprowles, Michael Moore, Lauren Lynch, Janet Calderon, Delaney Schroeder-Echavarria, Anthony Baker, Kim White, Rachael Gipson, Brittany Britton, Humnath Panta, Brandice Gonzales, Adrienne Colegrove-Raymond (Special Assistant to the President), Marisol Ruiz, Frank Whitlach, Libbi Miller, Jenn Capps (Provost), Maxwell Hawk, Erin Kelly, Anthony Silvaggio, Matthew Johnson, Scott Kasper, Ravin Craig, Stephanie Vick, Janelle Adsit, Dilcie D. Perez (CSU Associate Vice Chancellor for Student Affairs. Equity and Belonging), Jolene Colman (CSU Student Affairs. Equity and Belonging), Jen Celotto, Ben Graham, Berit Potter, Tim Miller, Eric Riggs, Jeff O'Connor, Julian Pelayo Bracamontes, Jennifer Eichstedt, Alfredo Corral, Jeff Kane, Sarah Schaeffer (Mayor of Arcata), Molly Pucillo, Jose Marin Jarrin (Fisheries), Rafael Cuevas Uribe (Fisheries), Brianna Rodriguez, Chelsea Mooney, Leonardo Canez, Sierra Farmer,

➤ ODEI as an Agent of Change

The Office of Diversity, Equity, and Inclusion is the university's leading administrative program in building bridges of caring, engaging critical social consciousness, and elevating all community members' sense of belonging, success, and well-being **in service to dismantling structurally oppressive policies and practices, and support the development of equitable policies and practices.** Through compassionate listening and intentional cross-campus and community collaboration, we strive to transform relationships to shape the Humboldt of the future.

Questions and Discussion

Office of Diversity, Equity and Inclusion
Siemens Hall 215
diversity.humboldt.edu
(707) 826-4503

Rosamel Benavides-Garb
Interim AVP & CDO
rsb1@humboldt.edu

Pearl Podgorniak
Confidential Administrative Support
pip5@humboldt.edu



**Open Door
Policy**

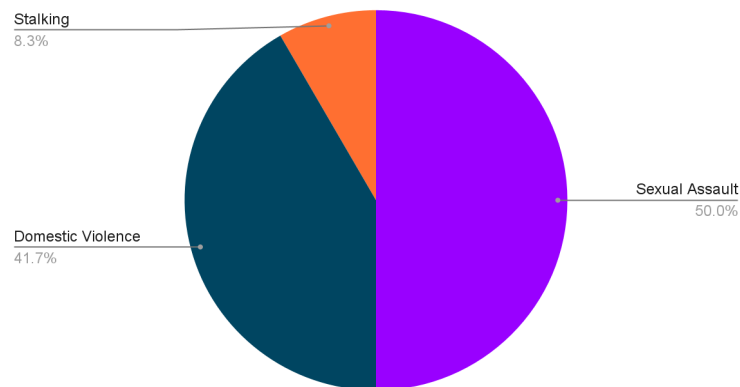
Cal Poly Humboldt's Sexual Assault Prevention Committee

The purpose of our Sexual Assault Prevention Committee is to create a more survivor-centered campus and eliminate all forms of sexualized violence at Cal Poly Humboldt University including sexual harassment, sexual assault, domestic violence and stalking.

The SAPC Committee meets during the semester on the first Friday of the Month from 9am-11am via zoom. We have four subcommittee working groups (Policy, Prevention, Staff and Faculty Training, and Response to Violent Crimes) that meet once a month during the semester to work on distinct projects of prevention and response of sexualized violence. Campus and Community members and partners are able to participate in all meetings. Please contact Ana Bernal (ayb11@humboldt.edu) to request to be added to a subcommittee and join the work.

2022 Data & Statistics on rates of harm the Cal Poly Humboldt Campus

Victims/survivors' relationship to offender by victimization 2022



2022 January - December	Sexual Assault	Domestic Violence	Stalking
Current or Former Partner or intimate partner	6	5	1
Other family or household member	3	0	0
Acquaintance (neighbor, employee, co-worker, classmate, student, etc.)	30	0	0
Current or former dating relationship	10	6	1
Stranger	4	0	0
Relationship Unknown	12	0	0
Sum Totals	65	11	2

PLEASE NOTE:

1. This only documents enrolled students who sought help during the current year. This number will underreport the number of students who are harmed on campus and does not count those students who did not seek help.
2. We are seeing a significant increase in reported harm during the 2022-23 academic year (three year increase). This may be due to increased reporting, but it may also be a pattern of increased rates of harm.
3. The projected enrollment gains will bring many students who evidence suggests will be targeted for harm.

What can you do to help to change the culture on campus?

<p>Be prepared to support student survivors.</p> <p><i>Are you ready when one of your students comes to you to ask for help?</i></p> <p>If not, attend a “Best Practices” training. You can request training by contacting Ana Bernal below. They are also offered every semester.</p> <p>Have the Campus Advocate Team contact information ready in your phone (707-445-2881) to bridge survivors to 24-hour, confidential, bilingual resources.</p>	<ul style="list-style-type: none"> ● Play a role in prevention and response on this campus. Get involved in a subcommittee workgroup and make a difference on this campus. ● Request a Supporting Survivors training for your department. ● Advocate for increased funding for prevention and response. ● Get organized - if you think there is an issue involving sexualized violence in our campus community, reach out to the SAPC and get support from the SAPC and get organized. ● Title IX and the SAPC have collaborated on posters, door signs, syllabus statements, wallet cards, prevention resources and more. <i>Reach out for materials for your space!</i>
<p>Join the SAPC general committee and attend a meeting below are a few actions</p> <p>Each group are currently working on:</p>	
<p>Policy Subcommittee</p>	<ul style="list-style-type: none"> ● Missing and Murdered Indigenous Women & Girls/People/Relatives (MMIW&G/P/R) ● Recommendations to Administration for Background Checks and Conduct implementations

	<ul style="list-style-type: none"> • Cannabis Industry Intervention and Harm Reduction • Interface with University Leadership
Prevention	<ul style="list-style-type: none"> • Check It Bystander Intervention • Stalking training and education • Healthy Communication workshops, willing to present in large classes • Culture change on campus
Response to Violent Crimes	<ul style="list-style-type: none"> • Lethality Assessment for domestic violence, stalking and strangulation - the first national campus training for University Police • Law Enforcement Officer Trainings that are trauma informed investigations and data collection • Recommendations for Campus Safety Reports and Announcements; i.e. Timely Warning Crime Bulletin
Staff and Faculty Training	<ul style="list-style-type: none"> • Training using the best practices for Staff and Faculty; Supporting Survivors • Training for new faculty and orientation • Developing presentations and workshops & collaborations with local organizations for an anti-violence summit at College of the Redwoods • National presentations on the Humboldt Model
<p>Please Contact: Ana Bernal (ayb11@humboldt.edu) for more information or be added to our SAPC listserv.</p>	

CAL POLY HUMBOLDT
University Senate

Resolution on Appointments and Elections Committee Policy and Timeline

21-22-23-AEC - March 28, 2023 - Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached Appointments and Elections Committee Procedures be approved.

RATIONALE:

The proposed policy provides guidance and timelines to the Appointments and Elections Committee, in effort to create protocol to utilize when working toward filling University Senate and Senate committees.

AEC Procedures and Timeline

[Policy Number]

[University Senate, Appointments and Elections Committee]

Applies to: *Faculty and Staff*

Purpose of the Policy

The proposed policy provides guidance and timelines to the Appointments and Elections Committee, whose membership is outlined in Section 11.52 of Appendix F, Part 2 (University Senate Bylaws and Rules of Procedures), in effort to create protocol to utilize when working toward filling University Senate and Senate committees.

Policy Details

The AEC's charge is to solicit and forward nominations to the Senate for members and chairs of Senate and Senate appointed university committees; and other duties as outlined in Section 2.6, Bylaws and Rules of Procedure of University Senate. It is our priority to create an inclusive and diverse network of faculty and staff to engage in the shared-governance process. This committee works closely with the University Senate Administrative Support Coordinator to coordinate, disseminate and record appointments and elections proceedings.

Our work to populate Senate vacancies, Standing Committees of the Senate, as well as other campus committees, varies each year due to planned and unplanned vacancies which are reported to the AEC by the committees directly, the Senate Chairperson, Senate staff, the administration or other members of the campus community.

The linked table indicates the name and type of committee, current assigned time associated with the position, appointment or nomination body, and placement process for each committee.

<https://docs.google.com/spreadsheets/d/1veWTSB5tYVhpw52DquZbAPFwLYOxCACJOH0Km9eBomU/edit?usp=sharing>

In the event that there are more nominees for an appointed position than there are openings, the AEC will review available candidate statements, discuss the nominees' relevant experience and credentials, and then vote for the most qualified candidate.

The following timeline provides a model from which the committee operates..

December: AEC meets to review vacancies for the following year

January: Create and disseminate a call for nominations. This step initiates the following nomination and election cycles.

Cycle 1: Late January - early February

- Compile self-nomination, strategize recruitment efforts and solicit nominations
- Initiate election/appointment process

Cycle 2: Late February

- Update and redistribute Call for Nominations for the still vacant seats
- Compile self-nomination, strategize recruitment efforts and solicit nominations
- Initiate election/appointment process

Cycle 3: Late March

- Update and redistribute Call for Nominations for the still vacant seats
- Compile self-nomination, strategize recruitment efforts and solicit nominations
- Initiate election/appointment process
- Runoffs as needed

Cycle 4: Early May

- Initiate election/appointment process
- Runoffs as needed

Cycle 5: Early Fall

- Reassess vacancies and begin recruitment process for still vacant seats.

AEC Procedures and Timeline

[Policy Number]

[University Senate, Appointments and Elections Committee]

Applies to: *Faculty and Staff*

Purpose of the Policy

The proposed policy provides guidance and timelines to the Appointments and Elections Committee, **whose membership is outlined in Section 11.52 of Appendix F, Part 2 (University Senate Bylaws and Rules of Procedures)**, in effort to create protocol to utilize when working toward filling University Senate and Senate committees.

Policy Details

The AEC's charge is to solicit and forward nominations to the Senate for members and chairs of Senate and Senate appointed university committees; and other duties as outlined in Section 2.6, Bylaws and Rules of Procedure of University Senate. It is our priority to create an inclusive and diverse network of faculty and staff to engage in the shared-governance process. This committee works closely with the University Senate Administrative Support Coordinator to coordinate, disseminate and record appointments and elections proceedings.

Our work to populate Senate vacancies, Standing Committees of the Senate, as well as other campus committees, varies each year due to planned and unplanned vacancies, **which are reported to the AEC by the committees directly, the Senate Chairperson, Senate staff, the administration or other members of the campus community.**

The linked table indicates the name and type of committee, current assigned time associated with the position, appointment or nomination body, and placement process for each committee.

<https://docs.google.com/spreadsheets/d/1veWTSB5tYVhpw52DquZbAPFwLYOxCacJOH0Km9eBomU/edit?usp=sharing>

In the event that there are more nominees for an appointed position than there are openings, the AEC will review available candidate statements, discuss the nominees' relevant experience and credentials, and then vote for the most qualified candidate.

The following timeline provides a model from which the committee operates..

December: AEC meets to review vacancies for the following year

January: Create and disseminate a call for nominations. This step initiates the following nomination and election cycles.

Cycle 1: Late January - early February

- Compile self-nomination, strategize recruitment efforts and solicit nominations
- Initiate election/appointment process

Cycle 2: Late February

- Update and redistribute Call for Nominations for the still vacant seats
- Compile self-nomination, strategize recruitment efforts and solicit nominations
- Initiate election/appointment process

Cycle 3: Late March

- Update and redistribute Call for Nominations for the still vacant seats
- Compile self-nomination, strategize recruitment efforts and solicit nominations
- Initiate election/appointment process
- Runoffs as needed

Cycle 4: Early May

- Initiate election/appointment process
- Runoffs as needed

Cycle 5: Early Fall

- Reassess vacancies and begin recruitment process for still vacant seats.

CAL POLY HUMBOLDT
University Senate

Resolution on Department Chair Assigned Time Policy

24-22/23-FAC — March 28, 2023 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached policy regarding Department Chair Assigned Time (AT), Compensation and year round availability be approved and implemented;

RESOLVED: The proposed model establishes minimum Department Chair timebase allocation (assigned time and overall chair-related salary) to help ensure equitable, fair, and transparent compensation across the University;

RESOLVED: That when departments have extraneous complexities (e.g., accreditation reports and visit preparation, additional responsibilities related to facilities, or other special circumstances) and additional workload not captured in the allocation model calculations, the chair and Dean will negotiate additional compensation above this minimum as appropriate;

RESOLVED: This policy does not establish compensation for Program Leads, who do not have primary responsibility for the duties of Department Chairs and departments should work to ensure that Program Leads are not performing work that they are not compensated for;¹

RESOLVED: The allocation model calculations for chair compensation for each department be updated annually and that the 3-year rolling average be used in determining compensation to provide stability as department size expands or contracts;

RESOLVED: This compensation model should be re-evaluated by FAC as needed or no later than the 2027/28 AY – the calculations and/or other aspects of the policy may become quickly outdated as Cal Poly Humboldt continues to grow and transform;

RESOLVED: The timeline established in this policy be followed to ensure transparency of data, inform current and prospective Chairs, and provide ample time for Chairs and Deans to negotiate beyond the model allocation minimum;

RESOLVED: During the implementation of the this new allocation model, if the calculated AT is below the current chair AT, there will be a one-year embargo on changing that department's AT compensation – in such cases, the proposed model calculation will go into effect for the 2024-25 academic year; and

¹ Three main documents outline the responsibilities and duties of department chairs, and are posted on [the APS webpage](#): Responsibilities of Department Chairs, Duties for Department Chairs Outside of Academic Year, and the Department Chair Handbook. Specifics pertaining to the expectations of Program Leads are included in the proposed policy.

RESOLVED: That these changes become effective immediately upon approval.

RATIONALE: *The Department Chair Compensation Equity Policy establishes a formula that predicts a minimum Full Time Equivalent (FTE) appointment based on metrics such as number of FTE Tenure Line Faculty, number of FTE and Headcount (HC) lecturers, HC number of majors, FTE students served by the department, and FTE and HC numbers of staff. As no one formula can capture the work that all chairs do across our campus, it also establishes the idea of chair duty complexity and expects Deans to negotiate with chairs for increased assigned time based on those extra duties.*

This policy provides an option for 12-month appointments, as well as academic year appointments (currently in use). The 12-month appointment option allows for some potential benefits, such as more stable chair compensation during the summer, for departments that have more summer activity.

Department Chair Assigned Time Policy

Policy Number [XX-XX]

Office of the Provost

Applies to: All academic department chairs, academic Deans and Provost

Issued: MM/DD/YY

Revised: MM/DD/YY

Edited: MM/DD/YY

Reviewed: MM/DD/YY

Purpose of the Policy

As a result of the September 2021 Provost's Council of Chairs discussion and feedback provided by the Chairs, Provost Capps established and charged in October 2021 the Department Chair Appointment Task Force with development of a university policy that would help ensure two primary objectives:

1. Chair compensation (assigned time and overall Chair-related salary) is equitable and fair, and that the criteria and/or metrics that guide the compensation level is transparent so that there is continuity within and across the colleges.
2. Department Chairs can be available 12 months a year (with opportunity for time away from work) for planning, advising, supporting students and faculty, implementing critical projects assigned by the provost's office and/or dean's office, and interacting with a variety of campus stakeholders as well as the community, along with other duties outlined in the Department Chair Handbook, the Duties for Department Chairs Outside of Academic Year, and the Responsibilities of Department Chairs.

Critical work of the Task Force in 2021 included conducting listening sessions with each college Council of Chairs and distributing a survey among the Chairs in each of the colleges (and in College of Arts, Humanities, and Social Sciences - CAHSS, the Program Leads who had been part of CAHSS reorganization) to get a sense of perceptions regarding clarity on roles, responsibilities, and alignment between compensation and workload. Based on feedback from the colleges, the Task Force considered variables that contribute to Chair workload throughout the year (academic year and periods outside of the academic year such as summer, fall, winter, and spring breaks) and how they relate to workload, reviewed existing models for calculating assigned time (AT), and conducted a preliminary statistical analysis to examine effect of variables.

Background

In September 2021, a discussion in the Provost's Council of Chairs meeting was facilitated, reviewing issues that have been raised at the university related to clarity, transparency, equity, and continuity of Department Chair appointments across the academic colleges. In that discussion, several resources for the appointment and carrying out the duties of Department Chairs were shared, as posted on the [Academic Personnel Services \(APS\) webpage](#), including documents such as:

- Department Chair Handbook
- Duties for Department Chairs Outside of Academic Year

- Responsibilities of Department Chairs
- Roles, Responsibilities, Resources, and Rewards for Department Chairs: A Report to the Academic Senate, California State University from the Task Force on Roles and Responsibilities of Chairs

Definitions

FTE Staff: Relative Full Time Equivalent number of Staff

FTES: Relative Full Time Equivalent number of students served by department.

HC Majors: Relative Headcount number of Majors served by department.

HC Staff: Relative Headcount number of staff.

Temp FTEF: Relative Full Time Equivalent number of Temporary Faculty.

Temp HC: Relative Headcount number of temporary faculty.

TT FTEF: Relative Full Time Equivalent number of Tenure Track Faculty.

Policy Details

I. Allocation Model

Average values for the 2019-2022 academic years across several metrics related to faculty, staff and student numbers for each department (listed in the Definitions section) were used to create metric norms (see Table 1). These normed values are then used to scale each department's metric values, which are gathered by Institutional Research, Analytics, and Reporting (IRAR). Unlike other models where the scaling factors could change with time, these normed values will hold constant as the university moves forward. The intent is that the normed values will allow for an increase in workload as the university and programs grow.

Table 1. Metric Norms Based on University-Wide Department Averages for Academic Years 2019-2022

Metric	TT FTEF	Temp HC	Temp FTEF	HC Majors	FTES	HC Staff	FTE Staff
Norm	6	8	3.5	150	150	2	1.5

Chair workload is weighted according to three overall categories: Faculty comprise 50% of workload, Students comprise 40%, and staff comprise 10%. Within each category, each metric is weighted and divided by its normed value. Using normed values helps ensure that a given category contributes the appropriate amount to the composite score. The 3-year rolling average (ending with the most recent academic year) for each metric is provided by IRAR.

Composite Score

$$\begin{aligned}
 = & 50\% \left[60\% \left(\frac{TT\ FTEF}{N_{TTFTEF}} \right) + 40\% \left(50\% \frac{Temp\ HC}{N_{HCT}} + 50\% \frac{Temp\ FTEF}{N_{TFTEF}} \right) \right] \\
 & + 40\% \left[50\% \left(\frac{HC\ Majors}{N_{HCM}} \right) + 50\% \left(\frac{FTES}{N_{FTES}} \right) \right] \\
 & + 10\% \left[50\% \left(\frac{HC\ Staff}{N_{HCStaff}} \right) + 50\% \left(\frac{FTE\ Staff}{N_{FTEStaff}} \right) \right]
 \end{aligned}$$

The composite scores are then applied to the Minimum Chair Support table (Table 2) to determine the minimum Chair FTE and WTU:

Table 2. Minimum Chair Support (FTE & WTU)

Comp Score	Model AT (FTE)	AT in WTU/ Semester
< 0.4	0.3 FTE	4.5
0.4 - 0.79	0.4 FTE	6
0.8 - 1.19	0.5 FTE	7.5
1.2 - 1.59	0.67 FTE	10
1.6 - 1.99	0.8 FTE	12
2.0 - 2.99	1.0 FTE	15
3.0 - 3.99	1.3 FTE	19.5
4.0 - 4.99	1.4 FTE	21
5.0 - 5.99	1.5 FTE	22.5

The calculation generated from the allocation model is a *minimum* allocation of AT FTE. This (or any) allocation model cannot capture the complexity and variability of Chair duties in different departments (such as multiple majors, graduate programs, institutes, external accreditation, running a facility, etc). The model uses metrics and criteria that all departments share and excludes criteria that are not present in all departments. However, this is not an indication that other criteria that contribute to a Chair's workload are not important or that they do not justify additional AT. Any additional workload and/or complexity of workload not captured in the model may be discussed between the Chair and Dean, and additional compensation above this minimum may be assigned in acknowledgement of the additional workload, as appropriate.

II. Implementation & Timeline

Chair assigned time is applied to direct instructional units, not to indirect instructional units (colloquially known as *collateral duties*). For 1.0 or higher FTE Department Chairs, the Chair assigned time includes all faculty units (both direct and indirect instructional units) and it is up to the Chair, the department, and their Dean to find ways to reduce any workload associated with indirect instructional activity, such as student advisement, curriculum development and improvements, and committee assignments that are not included in the Chair assignment (resources that can serve to guide these discussions in the case of 1.0 FTE Chairs include, and are posted on the [APS website](#), the Department Chair Handbook, Duties for Department Chairs Outside of Academic Year, Responsibilities of Department Chairs, as well as CSU's [EP&R 76-36 Faculty Workload: Policies and Procedures](#)).

The procedures will include a timeline in order to ensure that the various offices can coordinate their work in time to establish the allocation calculations by February 1st. Chairs will be given at least four weeks to approve of the Dean's calculations, prepare for incoming Chair assignments, and/or to negotiate beyond the minimum calculation, if appropriate.

III. Guidelines for 12-Month Chair Appointment

- A 12-month Chair appointment is a voluntary, opt-in appointment for Department Chairs made in consultation with their Dean.
- Chairs who commit to a 2-year continuous Department Chair position are eligible to opt into the 12-month position.
- 12-month Chair assignments must commence on August 1st and terminate on July 31st in a subsequent year (ensures consistent monthly pay).
- The 12-month Department Chair position is at the timebase fraction (TBF) for the Department Chair workload.

If Chairs prefer to have flexible appointments for outside-AY days throughout the year (e.g., summer, fall break, winter break, spring break) so that they may allocate, in collaboration with and approval by the Dean, part or all of the designated Department Chair WTUs and duties to other faculty during outside-AY days, they should not opt for the 12-month appointment.

If Chairs choose not to opt into the 12-month position, they will be given an outside-AY (OAY) appointment, in addition to their AY Department Chair appointment.

IV. Points of Emphasis and Clarification

- a. The AT allocation model calculation is considered the minimum Chair timebase allocation. When there are changes in complexities or volume of workload that are not captured in the model (e.g., accreditation reports and visit preparation, additional responsibilities related to facilities, or other special circumstances), the Chair and Dean may discuss additional compensation above this minimum as appropriate.
- b. When Department Chair AT is greater than 1.0 FTE, the department, in consultation with the Dean, may determine whether the additional Chair role is a Co-Chair (with equivalent organizational-level authority) or a Vice-Chair (with organizational-level authority underneath the Department Chair), and how the WTUs and corresponding responsibilities are allocated across the two positions.
- c. The focus of this proposed model is the metrics and formula that drive the model - not the specific data that are utilized to illustrate how the model is applied for any given

department. It is possible for reorganization to alter which programs are captured in the metrics of a given department, and it is possible that the university's coding of departments and corresponding data and organizational reality being implemented within a college might not match at a given point in time. When that is the case, it would be important to ensure that the organizational structure in practice is reflected in the data that is entered/used when applying the model.

- d. The role and responsibilities of a Department Chair at Cal Poly Humboldt are articulated in three key documents posted on the [APS webpage](#): Responsibilities of Department Chairs; Duties for Department Chairs Outside of Academic Year; and the Department Chair Handbook. Within each college, the Dean, Chair, and Program Lead(s) of academic programs within an academic department should work together to ensure that roles and responsibilities between a Department Chair and a Program Lead are appropriate to each position.
 1. Not all programs have a Program Lead.
 2. Alternate titles for Program Leads include 'Program Director,' 'Program Coordinator,' or other titles as conventional to the field, guided by accreditation bodies, or as informed by other guiding factors.
 3. While there are duties that can be shared between Department Chairs and Program Leads, they are distinct roles, and Program Leads do not have primary responsibility for the work of a Department Chair. Certainly two-way consultation, advisement, and serving as thought partners on issues and tasks is expected, but ultimately, responsibility for the duties articulated in the key Department Chair documents listed above sit with the Department Chair.
 4. It should be noted that a Department Chair is the faculty member leading an academic department, whereas a Program Lead is a faculty member leading an academic program that organizationally resides within an academic department.
- e. Note that while ordinarily academic programs reside within the college and department organizational structure, sometimes unique circumstances, such as with an interdisciplinary program, are best served by organizationally placing the academic program outside of an academic college, whereby the Program Lead is leading an academic program that organizationally resides, for example, within the Office of Academic Programs, which is led by the Associate Vice President for Academic Programs & Dean of Graduate and Undergraduate Studies. It is possible that an academic department may have several academic programs residing within a single academic department, and the Department Chair appointment should clearly reflect the leadership of a single department with multiple academic programs residing within it. Also, it is possible that two departments may share a single person that chairs both departments. In these cases, the assigned time should reflect the sum of the model predictions from all departments being chaired by that person. The university's recognized organizational structure related to academic colleges in the Division of Academic Affairs is as follows:
 1. Level 1: College – a Major Business Unit (MBU) within the Division of Academic Affairs; led by a Dean
 2. Level 2: Department – the largest organizational level within the MBU; led by a Department Chair
 3. Level 3: Academic Program – the largest organizational level within the Department; led by a Program Lead/Director/Coordinator. It is critical to note that this is not an officially coded organizational level by the university or the

CSU system. Therefore, this “Academic Program” level is an informal level that requires manual data sorting in order to separate metrics by academic program.

- f. It is important to note that a “12-month Chair appointment” is not necessarily synonymous with a full-time year-round Chair. A 12-month Chair appointment is a year-round appointment at the designated chair timebase fraction. For example, if the Chair timebase fraction generated by the model is 0.40 timebase, then the Chair would be working at a 0.40 timebase during periods outside of the academic year, when they are not performing other faculty duties. However, if the Chair timebase generated by the model is 1.00 timebase, then the Chair would be working full-time during periods outside of the academic year.
- g. The model in this proposal applies to stateside programs only, and generates timebase allocation based only on the stateside program metrics within a department. Self-support programs academically reside in the academic college and department, but are administered through Extended Education. Chairs of departments that have self-support programs receive compensation separate from and in addition to their stateside timebase allocation, negotiated separately through agreements between the academic college and the College of Extended Education and Global Engagement (CEEGE).
- h. The model calculations for non-instructional departments who do not have student majors or student FTES have been simplified. The weight of the three components in the formula for the composite score have been adjusted from what the instructional departments use (50% faculty, 40% students and 10% staff), to 80% faculty and 20% staff (and therefore 0% students). This simplified model reflects the current AT for the Library, but as the campus grows and if other non-instructional departments gain department chair positions, this should be re-examined to ensure that it is fair and equitable across non-instructional departments as well being fair and equitable with all departments across the university.

procedure section:

Issued: MM/DD/YY
Revised: MM/DD/YY
Edited: MM/DD/YY
Reviewed: MM/DD/YY

**Cal Poly Humboldt
University Senate**

Resolution on Gift Cards to Students Policy

23-22/23-UPC — March 23, 2023 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the Gift Cards to Students Policy be approved.

RATIONALE: A gift card, gift certificate, store-value card, or a prepaid credit card, collectively referred to as a gift card, is considered a cash or cash equivalent that is subject to taxes regardless of the face value (Internal Revenue Service, IRS, code section 132). However, de minimis benefits (an amount so small as to make accounting for it unreasonable or administratively impracticable) are excluded under IRS Code section 132(a)(4). Cal Poly Humboldt has established a de minimis value of \$25 or less. Hence, a gift card equal to any amount of \$26 or more is reportable and is required to be pre-approved by the Financial Aid Office, as it may affect the student's other financial aid.



[Gift Cards to Students]
[Policy Number]
[Financial Aid/Student Financial Services]

Applies to: Faculty, Staff, Administrators, and Student Organizations

Purpose of the Policy

University faculty and staff occasionally want to use **gift cards** or gift certificates to encourage students to voluntarily participate in a survey or a research study or attend a campus activity or event. Gift cards are governed by IRS reporting rules, as well as Financial Aid rules regarding Estimated Financial Assistance, and must be coordinated with the student's other aid, if any.

Definitions

Under Internal Revenue Code Section 132, a gift card, gift certificate, store-value card, or a prepaid credit card, collectively referred to as a gift card, is considered a cash or cash equivalent that is subject to taxes regardless of the face value.

De minimis benefits are excluded under Internal Revenue Code section 132(a)(4). In determining whether a benefit is de minimis, you should always consider its frequency and its value. An essential element of a de minimis benefit is that it is occasional or unusual in frequency. It also must not be a form of disguised compensation.

Policy Details

Allowable uses of gift cards include participation in a survey, research study or attending a campus activity or event. If the activity is related to employment services performed for the university, the compensation must be processed as wages with appropriate income taxes withheld. Students who volunteer on campus are not eligible for gift cards, (see the [CSU Volunteer Policy](#)).

The use of gift cards/cash equivalents should be infrequent and should only be considered when no other option is viable.

Faculty and staff should first use the already established process of compensating or rewarding students, by submitting a Student Award Request Form, indicating how much they want the student to receive, and out of what account.

If a gift card is necessary, then the university has established a De minimis threshold of \$25.00. Students receiving a gift card of \$25 or less will not need to be reported to the Financial Aid Office nor Student Financial Services.

Any amount of \$26 or more is reportable and is required to be pre-approved by the Financial Aid Office as it may affect the student's other financial aid.

Prior to distribution of gift cards over \$25, the person responsible for the distribution will provide a list of all recipients to Student Financial Services by using the Gift Card Pre-authorization form. The form will provide the student name, student ID and gift card amount and, once approved, will be returned to the distributor for student signature to verify they received the card. A copy of the form with the student signatures will then be returned to Student Financial Services for IRS reporting and auditing purposes, and a copy will be kept by the distributor for their records.

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