

Cal Poly Humboldt
University Senate Meeting Minutes
21/22:12 03/29/2022

Tuesday, March 29, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, March 29, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present (via zoom)

A. Thobaben, Anderson, Bell, Burkhalter, Cannon, Capps, Doyle, Gonzalez, Graham, M. Thobaben, Marcum, McGuire, Miller, Miyamoto, Ndura, O'Neill, Pachmayer, Schnurer, Teale, White, Woglom, Wrenn, Wynn

Members Present (in NHE 102)

Mola, Moyer, Watson

Members Absent

Aghasaleh, Meriwether, Tillinghast

Guests (via zoom)

Amber Blakeslee, Bella Gray, Cyril Oberlander, Edie Reynoso, Patrick Malloy, Peggy Metzger, Sandy Wieckowski, Sherie Gordon, Sheila Rockar Heppe, Steve St. Onge

Guests Present (in NHE 102)

Carmen Bustos-Works

CFA Interruption Statement

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

Announcement of Proxies

St. Onge for Meriwether (as needed)

Approval of and Adoption of Agenda

M/S (Woglom/Doyle) to approve the agenda

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on March 8, 2022

M/S (Wrenn/McGuire) to approve the minutes from the March 8, 2022 meeting

Motion to approve the minutes 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:

Senator McGuire reported there are still vacancies for various committees, especially the Constitution and Bylaws Committee (three seats), as well as the University Senate CAHSS Tenure Line Instructional Faculty Representative, University Senate Lecturer Faculty Delegate, and the General Faculty Secretary/Treasurer.

Constitution and Bylaws:

Senator Teale reported the committee will hold an ad hoc meeting tomorrow to review proposed revisions and edits to Section 800 of the Faculty Handbook, and have finished a draft master list of campus committees which will hopefully be posted to the Senate website for review.

Faculty Affairs:

- Written report attached

Integrated Curriculum:

- Written report attached

University Policies:

- Written report attached

In addition to the written report, Senator Wrenn reported that the committee met with the Faculty Affairs Committee

University Resources and Planning:

- Written report attached

CFA:

Senator Cannon reported the CFA had their March Equity Conference, which will be made available on the YouTube channel, the CFA has been meeting with Administration regarding the use of Telehealth, and filed an Unfair Labor Practice suit in response to those meetings. CFA is also planning to start a meet and confer process regarding the reorganization of the College of Professional Studies next week.

ASCSU (Statewide Senate):

- Written report attached

In addition to the written report, Senator Burkhalter encouraged the Senate to review the many

ASCSU Resolutions included in the packet and provide feedback on amendments to be brought to the Second Readings at the plenary in May.

Associated Students:

Senator Marcum reported that the leadership of AS is still in flux, that at the last AS meeting, he was appointed by AS President Cano-Sanchez to serve as student representative on the Integrated Curriculum Committee. He also requested the Senate begin to consider compensation for students to serve on shared governance committees.

Senator Graham asked for more information about the change in leadership at AS. Senator Marcum reported that AS is experiencing a turbulent time for a while now, such that the former AS President Finley was impeached and other leadership have resigned due to over commitments.

Emeritus and Retired Faculty and Staff Association:

Senator M. Thobaben reported ERFSA held their first in person social in two and a half years and honored the folks who were recently afforded Emeritus status, with Provost Capps as a special guest

Staff Council:

Senator Doyle reported that staff celebrations will be coming up next month

President and President's Administrative Team:

- Written report attached

In addition to the written report, Provost Capps congratulated ERFSA for the event, and thanked the faculty and staff who have done so much work to put forth Poly Technic program proposals. Chief of Staff Gordon reported that there are two critical vacancies on campus which are immediate priorities, as well as working with AS leaders around the committee on safety and policing. She also thanked everyone who have done programming work to support Fall 2023 Poly Technic work.

On behalf of VP Meriwether, Steve St. Onge reported that the housing projects are moving along as well as the Library Circle project as well as the Engineering and Tech Building. Chair Mola asked for more information on what is being done about student housing now, as the larger projects continue to move along. St. Onge stated that they are working with private developers and master leases, and it is an active project. He will return to the Senate with more information as soon as possible.

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

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

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

It was noted that no one signed up to speak at the Open Forum

TIME CERTAIN: 3:30-3:45 PM - Financial Aid Implications for Gift Cards - Peggy Metzger & Sandy Wieckowski

Peggy Metzger explained that there are only two ways to give money to students—to hire them and pay them wages, and giving them scholarships or awards and stipends, which need a student award request form. There are two major areas of compliance around giving money to students, first federal financial aid regulations require that student's aid cannot exceed their cost of attendance, and that Cal Poly Humboldt is required to report any amount of money that a student gets to the IRS.

She explained that the challenge with gift cards is they're very difficult to coordinate with their other financial aid, and they must be by law. She and Sandy are working on getting a policy in place to require that a student award request form be filled out if a student is going to get aid, instead of giving them gift cards. She reported that over the summer a department hired students to do work and instead of paying them wages, they gave the students gift cards, which is not allowed.

Resolution Establishing The Standing Committee on Sustainable Transportation (16-21/22-EX - March 29, 2022 - Second Reading)

Senate vote on the Resolution Establishing The Standing Committee on Sustainable Transportation *passed without dissent*

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

Nays: none

Abstentions: Capps, Doyle, Marcum, Ndura

Resolution on Amendments to Minors, Certificates & Concentrations Policy (19-21/22-APC - March 29, 2022 - Second Reading)

Senate vote on the Resolution on Amendments to Minors, Certificates & Concentrations Policy *passed without dissent*

Ayes: Anderson, Bell, Burkhalter, Doyle, Gonzalez, Graham, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Aghasaleh, Cannon, Capps, Marcum, Ndura

Resolution to Recommend A New Bachelor of Science in Geospatial Science and Technology (17-21/22-ICC - March 29, 2022 – Curriculum Reading)

Senate vote on the Resolution to Recommend A New Bachelor of Science in Geospatial Science and Technology ***passed without dissent***

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

Nays: none

Abstentions: Capps, Ndura

Resolution to Recommend A New Master of Science in Engineering and Community Practice (18-21/22-ICC - March 29, 2022 - Curriculum Reading)

Senate vote on the Resolution to Recommend A New Master of Science in Engineering and Community Practice ***passed without dissent***

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

Nays: none

Abstentions: Capps, Ndura

Resolution to Recommend A New Bachelor of Science in Energy Systems Engineering (21-21/22-ICC - March 29, 2022 – Curriculum Reading)

Senate vote on the Resolution to Recommend A New Bachelor of Science in Energy Systems Engineering ***passed without dissent***

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

Nays: none

Abstentions: Cannon, Capps, Ndura

Resolution to Recommend A New Bachelor of Science in Mechanical Engineering (22-21/22-

ICC - March 29, 2022 – Curriculum Reading)

Senate vote on the Resolution to Recommend A New Bachelor of Science in Mechanical Engineering *passed without dissent*

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

Nays: none

Abstentions: Capps, Ndura

Resolution to Recommend A New Bachelor of Science in Applied Fire Science (23-21/22-ICC - March 29, 2022 – Curriculum Reading)

Senate vote on the Resolution to Recommend A New Bachelor of Science in Applied Fire Science *passed without dissent*

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

Nays: none

Abstentions: Capps, Ndura

Resolution to Revise the University’s Student Grievance Policy (24-21/22-UPC - March 29, 2022 - First Reading)

Senator Wrenn introduced the resolution and noted that this and Resolution 25-21/22-UPC and Resolution 26-21/22-UPC will be coming in a group or package of items. The Grievance Policy needs to be amended to reflect that the Grade Appeal Policy now exists. The edits are mostly to remove references to the Grade Appeal policy as well as minor edits for clarity. He noted in the Second reading, the resolution will add the office responsible for the grievance policy will be the VP for Enrollment Management.

Resolution to Revise the University’s Grade Appeal Policy (25-21/22-UPC - March 29, 2022 - First Reading)

Senator Wrenn noted the policy passed in Spring 2020, but the references to the Executive Orders needed to be updated, as well as various minor edits for clarity. He thanked Student Grievance Coordinator Kathy Thornhill for her thorough review of the policy draft.

Resolution Establishing the Grade Appeal Committee as a Subcommittee of the Student Grievance Committee (26-21/22-UPC - March 29, 2022 - First Reading)

Senator Wrenn explained that this subcommittee is referenced in the Grade Appeal Policy and once this resolution is approved, the committee will be added to the Faculty Handbook

next Fall if these all pass. He noted the responsible office will need to create a form that students can use to create a grade appeal, and that Sonoma State has a good template that Cal Poly Humboldt can modify and use.

**TIME CERTAIN: 4:45 PM - Executive Session: Reading of the Distinguished Faculty Awards
Nomination Letters and Ratification Vote**

The Senate resolved itself into executive session; in accordance with University Senate Bylaws section 7.3, minutes were not recorded.

M/S (Moyer/M. Thobaben) to designate the Distinguished Faculty Award recommendations as emergency items. Motion carried unanimously.

M/S (Bell/McGuire) motion to adjourn

Meeting adjourned at 5:03 pm

California Faculty Association's 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.

This statement is a reminder that we commit to do this in the service of ending systems of racial oppression, and others as well.

University Senate Chair Report March 29, 2022

Today's agenda is full so this will be a short report.

Today we will vote on all but one of the remaining 2023 Poly Tech degree programs. *Thank you* to all of the folks at the ICC, Academic Programs, and the program task forces that have worked so hard to move these programs through the curriculum processes of Cal Poly Humboldt and the Chancellor's Office!

Thank you to all the folks that have ordered their textbooks using the Follett Portal on our Canvas pages. I have heard from a number of folks that have had issues and have been able to connect them with [Chris Leach](#) with Follett. If you run into problems ordering your textbooks, please drop Chris an email.

Please share: Students interested in running for the 2022-2023 Associated Students Board positions need to complete the [Intent to File for Candidacy Form](#). Once their form is submitted, they will receive an Elections Packet, Petition/Signature Collection Form, and Expense Form. Applicants will need to complete/upload the elections packet items by **Monday, April 4th, at 5pm.**

CAL POLY HUMBOLDT

University Senate Written Reports, March 29, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer (mds65@humboldt.edu)

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

The Committee met on March 21 to work on the withdrawal policy and syllabus policy.

The upcoming revised withdrawal policy includes adjusted language for natural disasters, more clear language for students who are requesting withdrawals due to catastrophic or serious and compelling circumstances. The policy also adjusts language to be more inclusive and clear while minimizing pejorative language. This policy proposes the creation of a one-time WU grade deletion policy for students who get one or more WU during a semester. We think that this policy would help students avoid academic probation and also help with long-term student success.

Syllabi policy continues with a focus on online teaching modes and more inclusive student success. This policy will recommend anti-racist policies, decolonizing language and framing for creating syllabi.

APC is also submitting an amendment for the minors/concentrations and academic credit-granting certificates policy to help clarify the distinctions between minors and ACG certificates when jointly proposed. The second reading will be on the March 29 Senate agenda.

APC next meets on April 4 at 2pm.

Faculty Affairs Committee:

Submitted by Marissa O'Neill, FAC Chair

Membership: Simone Aloisio, Elavie Ndura, Tim Miller, Debbie Gonzalez, Kim Perris, Ramona Bell, Loren Cannon

The Committee meets on Mondays at 11:00am-12:00pm.

FAC met on March 21st, and March 28th.

The committee met with a few University Senators to discuss their concerns about the Faculty Awards Policy on March 21st. On March 28th the committee met with the Faculty Awards Committee to get their feedback on the policy. The committee also met with the UPC committee on March 25th to collaborate on anti-bullying.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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

ICC Members:

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

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

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

Subcommittee Reports

- **Academic Policies Committee (APC)** The APC is continuing work on the syllabus policy and presenting revisions to the Minors, Certificates, and Concentrations Policy to the senate with edits differentiating minors and certificates.
- **General Education and All University Requirements (GEAR)** The GEAR committee reviewed and approved the GEAR proposals related to the Engineering programs.

Conversations around the practical implications of the recertification process are being discussed with plans to bring them forward to the full ICC.

- **Course and Degree Change (CDC)** The CDC is reviewing proposals in the Curriculog cue that have come in recently.
- **Academic Programs and Planning Committee (APPC)** The APPC did a second/third round of reviews for the new degree programs being reviewed by the full ICC this meeting.

Engineering and Community Practice Program. Final questions on the ECP MS were discussed with no further edits and the program was approved to move to the senate.

Geospatial Science and Technology Program. Final questions on the GST BS were discussed with no further edits and the program was approved to move to the senate.

Software Engineering Program. Additional questions of the SE BS were discussed and while the general program feedback is completed, the program GEAR proposal is being developed so this program will return to the ICC.

Mechanical Engineering Program. Final questions on the ME MS were discussed with no further edits and the program was approved to move to the senate.

Energy Systems Engineering Program. Additional questions of the ESE BS were discussed with no further edits and the program was approved to move to the senate.

Applied Fire Science Program. Additional questions and feedback for the AFS BS. Additional edits to the AFS program proposal were typographical in nature so the program was approved to move forward to the senate provided those edits were complete before then.

While the AFS program was being discussed, general comments were brought forward around the utility of having free elective units to provide opportunities for students to engage in interests and have more flexibility in the event they change majors. It is recognized that some programs will not be able to incorporate free elective units due to accreditation requirements but discussions on the general utility and practicalities of designing program curriculum to allow free electives will continue into the future.

University Policies Committee:

Submitted by George Wrenn, UPC Chair

Report submitted by George Wrenn, UPC Chair

Meeting date: March 8, 2022, 10 a. m., via Zoom

Meeting attendees: Dierdre Clem, Troy Lescher, Shahrooz Roohparvar, Sara Sterner, George Wrenn

The Committee met to review and address feedback on the Grade Appeal and Student Grievance policies. The Committee thanks Kathy Thornhill for her thorough review of both policies.

Following the meeting, the Chair shared, for feedback, the resolutions on Grade Appeal policy, Student Grievance policy, and the Grade Appeal Committee that will go forward to the Senate.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC met once since the last Senate Meeting, on Friday, March 11th from 1-2:30. During that meeting we began to delve further into our Timeline/Planning Sheets/and Bylaws Map (attached), but after lengthy consideration of the needs and intents of that document, we determined it was necessary to plan an extra meeting, set for Tuesday, March 29th at noon, to further discuss the committee's structure and working logistics. We then discussed updated 5-year budget planning spreadsheet (attached through a link in the planning sheet), began to consider the structure and potential implications of an Enrollment-Based Allocation and Alignment Model (a set of guidelines that were adopted and adhered to prior to the pandemic that has since fluctuated in its applicability, but will likely be important as enrollment changes in relation to the expanding Polytechnic programming), and reviewed the Spring Final Census and enrollment projections as presented by IRAR representative Mike Le. A review of 2nd Quarter Reports was agendized in keeping with the bylaw requirements of the committee, but was deferred based on conversations in the meeting and will be taken up on Friday, April 1st, at our next scheduled meeting.

As members of the University Community, if you have any questions, concerns, or points of potential input in regards to the provided documents, please contact Jim Woglom at jw2311@humboldt.edu.

UNIVERSITY RESOURCES & PLANNING COMMITTEE

February 25, 2022

1:30 PM – 3:00 PM

In-person meeting location: CCR

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

Additional Attendees: Patrick Malloy (virtual)

Meeting Minutes:

1. Approve Minutes from 2/11/22 M/S (Anthony/Kevin) – Approved without alterations
2. URPC committee check-in
 - a. Brief discussion of committee goals for the remainder of the academic year.
3. Senate Bylaws and President's Request
 - a. A [draft document](#) was shared mapping out URPC's duties outlined in the University Senate Bylaws, work done to date, and further work needed to fulfill the duties outlined in the bylaws.
4. Review of Budget Timeline
 - a. [Draft URPC Planning Timeline](#) was reviewed by the group and the following items were identified as urgent:
 - i. Review 2nd Quarter Reports & Projections – agenda item for next meeting
 - ii. Senate 1st Review of Budget Recommendation
 1. Brainstorming discussion of the structure of the submission, the data and other information needed, and opportunities for student input/feedback.
5. Enrollment Growth Funding Model

- a. Enrollment growth funding was part of the larger budget recommendation brainstorming discussion.

[URPC Timeline Document](#)

[University Senate Bylaws Pertaining to the URPC](#)

[President’s Request to the URPC, ‘21/’22](#)

[URPC Planning Document, ‘21/’22](#)

[Five-Year Projection/Plan, ‘22](#)

[Definitions and Terms](#)

[Issues List](#)

[Report Example 1](#)

[Report Example 2](#)

[Report Example 3](#)

Intention: Describing the interrelation of the guiding documents of the University Resources and Planning Committee (the Senate Bylaws, President’s Request, URPC Planning Document, URPC Timeline)		
Duties as Outlined in the Bylaws	Work to Date	Remaining/Further Work Deemed Necessary to Fulfill the Duties Outlined in the Bylaws
<p>i. The Committee shall make recommendations to the Senate and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy.</p>	<ul style="list-style-type: none"> ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 1/21/22- Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. Review Survey Results ○ b. Review Draft Revisions to Roll 	<ul style="list-style-type: none"> ● Outline changes that need to be made; ● Something like an enrollment growth model; ● Data (actuals, issues, flex ((investment from CSU, roll))); ● Worst case scenario; ● PAT: position of funding allocation in relation to

	<p style="text-align: center;">Forward Guidelines</p> <ul style="list-style-type: none"> ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- University Wide Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. CSU Survey Results ○ b. Options ● 12/3/21- Enrollment Growth Funding Model ● 10/29/21-Process Improvement Planning (Jim Graham) ● 10/15/21-Review of the President’s Charge ● 10/1/21-Jim Graham budget modeling presentation ● 9/17/21-Financial model (Jim Graham) 	<p>continued under enrollment;</p> <ul style="list-style-type: none"> ● Athletics concern; divisional; initiative-driven funding ● Audit of pain points/potential of deficit areas ● Realignment ● Strategic Resources based on firms code
<p>ii. The Committee shall act as the deliberative body of the Senate on issues pertaining to university budgets, long term capital planning, and allocation of special funds.</p>	<ul style="list-style-type: none"> ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan 	

	<ul style="list-style-type: none">● 1/21/22- Preliminary Enrollment Projections● 1/21/22- Governor's Budget Proposal● 1/21/22- Roll Forward Guidelines<ul style="list-style-type: none">○ a. Review Survey Results○ b. Review Draft Revisions to Roll Forward Guidelines● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?)● 12/3/21- USFAC Space Allocation Approval● 12/3/21- University Wide Roll Forward Guidelines<ul style="list-style-type: none">○ a. CSU Survey Results○ b. Options● 12/3/21- Enrollment Growth Funding Model● 12/3/21- Review Enrollment Data and Metrics● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group	
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	<ul style="list-style-type: none"> ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Enrollment and growth ● 9/17/21-CSU budget request ● 9/17/21-Year end overview and reserves update ● 9/17/21-Polytechnic implementation subgroup (Amber and Simone) ● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony) ● 9/3/21-New Polytechnic allocation synopsis (One time/line items, ongoing) 	
<p>iii. The Committee shall question, review, and evaluate resource allocations based on current fiscal priorities and strategies in support of the University vision and Strategic Plan and evaluate consistency of resource allocations (both budgeted and unbudgeted funds including enrollment growth funds) with that vision and plan.</p>	<ul style="list-style-type: none"> ● Polytechnic Implementation Budget Working Group meetings ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) 	<ul style="list-style-type: none"> ● List of Data: <ul style="list-style-type: none"> ○ Actuals ○ Polytech plan ○ Student feedback through college reps, committee reps, questions on student ballot ● Focus the worksheet to a very specific questions. ● What is the true baseline? We need to

	<ul style="list-style-type: none"> ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- University Wide Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. CSU Survey Results ○ b. Options ● 12/3/21- Enrollment Growth Funding Model ● 10/29/21-OpenBook Demo ● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Year end overview and reserves update ● 9/17/21-Polytechnic implementation subgroup (Amber and Simone) ● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony) ● 9/3/21-New Polytechnic allocation synopsis (One 	<p>articulate what has been covered by things like HEERF</p>
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	time/line items, ongoing)	
<p>iv. The Committee shall review and make recommendations concerning new budget allocations (augmentations and reductions), cross-divisional budget allocations and allocations to special funds, and advise administrators on the use of those funds. It is not the role of this committee to interfere with internal division processes, but rather to review and evaluate the consistency of resource allocations with agreed upon budget priorities and the University’s vision and strategic plan. The function shall not be construed as to in anyway imply an authority with regard to specific personnel decisions, and at all times is constrained by contractual agreements of the University.</p>	<ul style="list-style-type: none"> ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan ● Polytechnic Implementation Budget Working Group meetings ● 1/21/22- Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. Review Survey Results ○ b. Review Draft Revisions to Roll Forward Guidelines ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- University Wide Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. CSU Survey Results 	

	<ul style="list-style-type: none"> ○ b. Options ● 12/3/21- Enrollment Growth Funding Model ● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Polytechnic implementation subgroup (Amber and Simone) ● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony) ● 9/3/21-New Polytechnic allocation synopsis (One time/line items, ongoing) 	
<p>v. The Committee shall receive quarterly budget reports to review how budgeted and unbudgeted funds are spent relative to agreed budget categories and priorities, and make relevant recommendations.</p>	<ul style="list-style-type: none"> ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) 	
<p>vi. The Committee shall review reports on budget and expenditure outcomes and impacts; it shall receive, review</p>	<ul style="list-style-type: none"> ● 1/21/22- Preliminary Enrollment Projections 	<ul style="list-style-type: none"> ● Looking at pertinent issues reported

<p>and advise on annual reports from division leaders concerning achievements relative to projected goals and objectives.</p>	<ul style="list-style-type: none"> ● 1/21/22- Governor's Budget Proposal ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- Review Enrollment Data and Metrics ● 10/29/21-OpenBook Demo ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Enrollment and growth ● 9/17/21-Year end overview and reserves update 	<ul style="list-style-type: none"> ● Divisional reporting with worksheet at the beginning of the year and the end of the year (post realignment survey)
<p>vii. The Committee shall serve as the consultative body on long term fiscal planning, reviewing patterns of previous expenditures and proposing changes as they may affect student success consistent with the University mission, and making general policy recommendations regarding present and future resource decisions including consultation on the development of proposals for non-traditional funding.</p>	<ul style="list-style-type: none"> ● Polytechnic Implementation Budget Working Group meetings ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan 	

	<ul style="list-style-type: none">● 1/21/22- Roll Forward Guidelines<ul style="list-style-type: none">○ Review Survey Results○ Review Draft Revisions to Roll Forward Guidelines● 12/3/21- USFAC Space Allocation Approval● 12/3/21- University Wide Roll Forward Guidelines<ul style="list-style-type: none">○ a. CSU Survey Results○ b. Options● 12/3/21- Enrollment Growth Funding Model● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group● 10/1/21-Enrollment Growth Discussion (VP Meriwether and Peter Martinez)● 9/17/21-Enrollment and growth● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony)	
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	<ul style="list-style-type: none"> ● 9/3/21-New Polytechnic allocation synopsis (One time/line items, ongoing) 	
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University Senate Bylaws Pertaining to the URPC

11.3 University Resources and Planning Committee (URPC)

11.31 Co-chairs: of the University Resources and Planning Committee shall be a faculty senator, elected by the University Senate for a 2-year term at the time of election of Senate officers, and the Provost and Vice President of Academic Affairs. They shall be non-voting except that in the case of a tie the faculty co-chair shall vote to break the tie.

11.32 Membership:

The membership of the URPC shall be as follows:

- Three (3) Faculty members, appointed by the Appointments and Elections Committee, with preference given to faculty delegates currently serving on the University Senate
- One (1) Academic Dean, appointed by the President
- Vice President of Enrollment Management and Student Affairs (or designee)
- Vice President of Administrative Affairs (or designee)
- Administrative leader for University Advancement (or designee)
- Two (2) Staff delegates, appointed by the Appointments and Elections Committee, with preference given to staff delegates currently on the University Senate
- Two (2) Student delegates, appointed by the Associated Students.

Advisors: The University Budget Director and a Budget Analyst from each Division shall participate in the committee as non-voting advisors.

11.33 Terms: Faculty and staff members shall be appointed for staggered, two year terms. Students will be appointed for one-year terms.

11.34 Duties:

- i. The Committee shall make recommendations to the Senate and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy.
- ii. The Committee shall act as the deliberative body of the Senate on issues pertaining to university budgets, long term capital planning, and allocation of special funds.

iii. The Committee shall question, review, and evaluate resource allocations based on current fiscal priorities and strategies in support of the University vision and Strategic Plan and evaluate consistency of resource allocations (both budgeted and un-budgeted funds including enrollment growth funds) with that vision and plan.

iv. The Committee shall review and make recommendations concerning new budget allocations (augmentations and reductions), cross-divisional budget allocations and allocations to special funds, and advise administrators on the use of those funds. It is not the role of this committee to interfere with internal division processes, but rather to review and evaluate the consistency of resource allocations with agreed upon budget priorities and the University's vision and strategic plan. The function shall not be construed as to in anyway imply an authority with regard to specific personnel decisions, and at all times is constrained by contractual agreements of the University.

v. The Committee shall receive quarterly budget reports to review how budgeted and unbudgeted funds are spent relative to agreed budget categories and priorities, and make relevant recommendations.

vi. The Committee shall review reports on budget and expenditure outcomes and impacts; it shall receive, review and advise on annual reports from division leaders concerning achievements relative to projected goals and objectives.

vii. The Committee shall serve as the consultative body on long term fiscal planning, reviewing patterns of previous expenditures and proposing changes as they may affect student success consistent with the University mission, and making general policy recommendations regarding present and future resource decisions including consultation on the development of proposals for non-traditional funding.

11.35 Referral and work

i. Issues for consideration may be referred to the Committee by the Senate, the Senate Executive Committee, the President and the committee members.

ii. If concerns arise concerning fiscal and budgetary policies, such questions, disagreements or problems shall be referred to the Committee for analysis and recommendation.

11.36 Reports

i. The Co-Chairs of the Committee shall concurrently send to the Senate Chair all written communications regarding policies or reports sent to or received from administrative officers.

ii. One of the Co-Chairs will regularly report to the Senate on the work of the Committee.

iii. All recommendations made to administrative officers without prior Senate approval shall be submitted to the next meeting of the Senate following the recommendation for the consideration of the Senate. The Committee shall inform faculty and students about resource issues by providing information reports to the Senate.

President's Request to URPC (AY 2021-22)

October 15, 2021

As a standing committee of the Senate, the URPC advises and reports to both the Senate and the President. In addition to the regular duties of the URPC, President Jackson requests the assistance of the URPC with the following activities in the coming academic year:

Roll Forward

Review and update roll forward guidelines using the following as a desired foundation:

- Allocation to the division
- Flexibility on how divisions allocate back to MBU's to support strategic priorities
- Maximize the allocation back to the division and preserve the investment into institutional priorities

Budget, reporting and finance

- Enhance and align budget planning efforts to include but not limited to:
 - Scalable model to support enrollment instability to growth
 - Cal Poly
 - Multi--year planning
- To work in conjunction with the polytechnic working group co-leads on the working group priorities with a focus on the \$25m.

As stated in the URPC's Balanced Budget Proposal for 2019-2022, "Each Division will be tasked with providing a clear, transparent, and rationalized summary to the URPC regarding progress towards identifying and adopting strategies to achieve the specified reductions in alignment with our **Guiding Measures and Principles**. These summaries will be submitted quarterly, beginning March 31, 2020." Below is a worksheet for documenting and reporting information that will help keep the URPC and campus informed about Divisional planning.

Please describe your division's Year 1 achieved reductions (reflected in the 2020-21 budget) and also provide a status update of reduction actions since July 1, including how much is still outstanding.

Academic Affairs continues to make progress towards achieving the \$13.4m in reductions, over a three year time period (FY 20, 21, 22). \$4m of the \$13.4m total was reduced in 20-21, and the specific divisional plans to achieve the \$4m were captured in the Academic Affairs Strategic Reduction Narrative (attached) and the original budget posting.

The divisional leadership team continues to work together and within each MBU to achieve the remaining \$9.4m in reductions, striving to reduce \$5.6m in FY 21 and \$3.8m in FY 22. We have been communicating with the University Budget Office as one-time bridge funding will be needed for FY 22, and have representation on the Enrollment Projection Committee working to solidify Fall 2021 anticipated enrollment and the resulting budget implications. The Provost has asked each area to reduce more in FY 21 than in FY 22, to provide flexibility to the division and the university as enrollment is less predictable due to the impact of COVID.

Please describe the overall budget reduction planning process within your division. Additionally and specifically, address the following:

a) How have you achieved transparency among your stakeholders? For example, how did you share with your stakeholders an overview of the division's budget, with a description of what has been reduced thus far and from where, and how much is still needing to be achieved? b) How have you engaged stakeholders in a shared decision-making process? For example, how was their feedback and input considered in decisions made thus far, and how will their feedback/input be considered in decisions still to be made to reach final reduction targets?

Provost Capps organized a budget retreat for the OAA Leadership team in October. There, the team reviewed the campus historical budget reduction context presentation, the OAA budget reduction timeline and strategies from Spring 2020, the Academic Affairs 2020-21 Strategic Reduction Narrative, confirmed the guiding principles and agreements from prior working groups, looked at the remaining reductions to be achieved, and discussed next steps in planning for FY 21 and 22. A planning template was provided, asking each MBU to achieve a 7% reduction from their current budget in FY 21, and an additional 3.8% in FY 22. The template reminded leaders that these target amounts are only a flat percentage by MBU, are for planning purposes only, and do not consider prior year reductions or strategic decisions we intend to work through as a division. There are also reminders that the remaining reduction total of \$9.4m may evolve, and is based on changes in state funding, enrollment, and other factors. Each MBU has been asked to work with their leadership team and stakeholders to develop a strategy, and submit their preliminary two-year reduction plans for divisional review by December 22, with final budget reduction plans due March 1. After the preliminary plans are

submitted, the divisional leadership can review the consolidated recommendations, consider the impacts, and discuss next steps.

The Provost shared the Strategic Reduction Narrative, the Historical Budget Context presentation from the leadership retreat, and the Academic Cost Containment with the Council of Chairs at a special budget focused meeting held on November 12. The chairs were invited to offer suggestions regarding the budget, advised of a variety of ways to participate in the reduction planning, and asked to consider opportunities to invest and strengthen programs in the context of the Academic Road Map. The chairs were also asked to engage their department in the discussions, and to share the information out for consideration and feedback. While each MBU has approached their consultative process slightly differently, there is a shared commitment to approaching these reductions with a student first perspective and to contribute collectively to reductions across the division while maintaining academic quality.

The Provost has been providing updates to the division as planning proceeds, and to the Senate in URPC and Provost written reports. Recently, the Provost announced several changes that will allow for budget savings and will free up capacity, including centralizing all APS related activity back into the APS office, addressing the leadership vacancy in Institutional Effectiveness by moving Assessment under the Vice Provost, and the Research team to ITS, and asking the Dean of the Library to provide leadership within CEEGE after the Dean of CEEGE retires.

Please speak to how your reduction strategy contemplates and incorporates the guiding principles as provided by the URPC:

- **Students First:** *We will always prioritize the needs of students and their education first. We will support students' academic success and provide courses and services that facilitate their education and graduation.*
- **Preserve and Value Personnel:** *The education of students is intimately linked to the morale and security of staff and faculty. As such, every effort will be made to avoid concerted personnel dismissals. We will instead focus on preserving jobs for existing employees and engaging in thoughtful, evidence-driven approaches to filling positions as vacancies arise, and leveraging reassignment of personnel in line with student needs and growth.*
- **Fiscal Stability and Revenue Enhancement:** *The budget must be balanced on an annual basis, and be sustainable into future years, through co-equal consideration of contemporary needs and ongoing institutional health.*
- **Mission, Vision, and Context:** *We will continue to work toward realizing the articulated vision of the University.*
- **Transparency (Clarity), Communication, and Shared Governance:** *We need input in order to make informed decisions about resource allocations such that they reflect the values, needs, and avowed intentions of the University community. In order to provide meaningful input, the Campus community must be informed about the issues being considered. Reciprocal participation by all stakeholders is thus advised and requested.*

The Academic Affairs 2020-21 Strategic Budget Narrative points directly to these URPC guiding principles, and includes them in the list of fundamental reduction assumptions given to the leadership

team: 1) division reductions will be spread across three years; 2) division priorities and URPC principles will guide divisional decision making; 3) all decision making will include consultation within the colleges/MBUs and with OAA leadership; and 4) staff and faculty attrition will contribute to spending reductions for a three-year period.

As the division works to develop the plans for years 2 and 3, questions about planning activity and reduction targets in other divisions remains a question. It would be extremely helpful to have the URPC continue to ask for reports, gather information, and share information out with the campus so that the community can see the collective effort, pain, and progress.

As we look forward, the division will be looking to the Academic Road Map and the phase 1 of the Strategic Plan, released to the Senate on December 15. These will be foundational pieces of our decision-making process.

- What might be some projected consequences of your respective reduction/reduced distribution of resources?
- What strategies will you adopt/have you adopted for limiting potential impact to students? ● What are the broad consequences of proposed actions? Include measures such as position reductions and dollar amounts down to the MBU.
- What were the consequences of actions undertaken thus far.
- What are potential inter-divisional impacts? How have you determined those impacts and subsequently limited negative outcomes for other areas?

Academic Affairs will be better positioned to answer this portion after the MBUs submit their initial reduction plans on December 22. Each reduction plan template reminds the MBU lead of our commitment to a student first perspective, and includes a section for each reduction strategy to be explained, along with concerns and impact of each reduction type. For now, we will share the information from our prior report to the URPC, which outlines specific strategies being considered.

FY 20-21

Continued attrition of staff positions (not replacing all vacant staff positions)

Continued attrition of tenure-track faculty positions (not replacing all vacant tenure-track positions)

Initial consolidation of academic administrative units where this makes sense

Administrative reorganization and consolidation in Office of the Provost

Reduction of Operating Expense and Lecturer Pool funds

Continued adjustment of the academic schedule and course offerings to meet needs of smaller student body

And Beyond

Reorganization of staffing within and across colleges/MBUs

Continued consolidation of academic administrative units

Continued attrition of staff positions (not replacing all vacant staff positions)

Continued attrition of tenure-track faculty positions (not replacing all vacant positions) Other strategies to be determined by new Provost

Strategic growth based on the Academic Master Plan

FY 21 Impact

- Fewer MPPs and organizing MPP work in new ways
- Not filling all staff positions and rethinking of some staffing and deploying employees to service in different areas – ongoing this year (requiring staffing reorganization plans of all)
- Less operating funding to support travel, activities, etc.
- Fewer class sections due to enrollment declines (maintaining progress to degree) · New academic units
- New ways of working as staff

Goal: Map out the charge and the work to be done - do we prioritize the work to be done

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Ara Pachmayer, ASCSU Representatives

Senators Stephanie Burkhalter and Ara Pachmayer

At the March 21-23 Board of Trustees meeting, the Board passed a resolution (included in this report) that outlined the actions it plans to take in response to the Title IX, sexual harassment and bullying issues presented at Fresno State while former Chancellor Castro was president. The Board has initiated an independent investigation and will examine Title IX practices on all 23 campuses. The Board will address the issues of paying top executives to “transition” from their roles when they step down and allowing retreat rights even in light of abuses of CSU and Title IX policies.

The Board also named Jolene Koester, a retired CSU president, to serve as interim chancellor while the search for a new permanent chancellor is ongoing.

The ASCSU standing committee meetings and plenary took place Wednesday through Friday, March 16-18, 2022. The next ASCSU plenary takes place May 19-20.

AB928: The ASCSU and the Chancellor’s office collaborated on a Webinar to educate senators and campus Senate Chairs on the basics of AB928, the scope of work it will likely require, and the timeline for that work. This Webinar raised a lot of questions about the work that needs to be done to comply with the letter and spirit of the law. This work will be completed mainly by CSU faculty, and ASCSU and the Chancellors Office are lobbying the legislature to provide additional funding for the work AB928 requires. It is estimated that the special AB928 committee of ICAS (Intersegmental Committee of Academic Senates) will have a draft a draft common GE pathway to share with campuses on May 6.

For those wishing to review the webinar or share it with CSU faculty colleagues, please use the following link (Note: Passcode: !=7N8@9): https://calstate.zoom.us/rec/share/5YqdjLCYTh8hNp_V7BQkddJ5eYndXm9J-iEtQJpSfDAIPxoY45CccLN7NFoOkZ.RE0ANgiaJdZrlwto?startTime=1647039633000

Jeff Gold, AVC for Student Success Initiatives, Research, and Innovation demonstrated a “Course Equity Portal” developed by the Chancellors Office that will allow faculty to view and analyze their own course data to determine where equity gaps might exist. The portal will also provide links to best practices to help faculty to address any equity gap in their courses. This is not ready for system-wide use, but we will be updated.

The following resolutions were passed at the ASCSU March 2022 Plenary (the full text of resolutions can be found [here](#))

Second Reading Resolutions

- AS-3525-22/FGA Request for the Review of the Fiscal Impact of any Proposed California Community College Baccalaureate Programs First Reading-**Passed**
- AS-3526-22/AA Involving California State University (CSU) Faculty in the Approval Process for California Community College Four-year Baccalaureate Programs-**Passed**
- AS-3527-22/EX Endorsement of the California State Student Association (CSSA) Resolution Calling for the CSU to Include Caste in Anti-Discriminatory Policy-**Passed**

First-reading Resolutions w/Waiver of First reading

- [AS-3529-22/FGA](#) 2022 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)-**Passed**
- [AS-3530-22/APEP/AA](#) Recommendation for a Singular General Education (GE) Transfer Pathway-**Passed**
- [AS-3531-22/EX](#) Commendation for Assistant Vice Chancellor Nichole Muñoz-Murillo-**Passed**
- [AS-3532-22/APEP](#) Eliminating the Use of the SAT and ACT for CSU Admissions Decisions-**Passed**
- [AS-3539-22/FA](#) Call for an Independent Investigation into the Actions Taken by Former CSU Chancellor Castro While President of CSU Fresno-**Passed**
- [AS-3543-22/EX](#) Condemnation of the Russian Invasion of Ukraine-**Passed**

First reading Resolutions The following resolutions were offered in first reading and will likely come back for second reading and vote during May plenary. We ask that you review these resolutions and provide any feedback via email to senators Stephanie Burkhalter and Ara Pachmayer.

- [AS-3533-22/FA](#) Cultural Taxation, Issues and Faculty Input
- [AS-3534-22/EX](#) Enabling Victim Advocacy in CSU Title IX Practice
- [AS-3535-22/APEP](#) Defining the “Singular Lower-Division General Education (GE) Pathway”
- [AS-3536-22/FA](#) Establishment of Ombuds Positions at Every CSU Campus
- [AS-3537-22/EX](#) Academic Senate of the CSU Calendar of 2022-2023 Meetings (refers to meeting dates only)
- [AS-3538-22/APEP](#) Call for Intersegmental Workgroups to Develop Common Understandings for the Foundational Areas of the California Lower-Division General Education (GE) Transfer Pathway (AB 928)
- [AS-3540-22/EX](#) Requirements for Shared Governance Process to Support Systemwide California State University (CSU) Naming

- [AS-3541-22/APEP](#) Increased Support for C-ID Course Review
- [AS-3542-22/FA](#) Loss of Confidence in the Board of Trustees' Handling of Former Chancellor Castro's Resignation and Call to Reform Executive Compensation Upon Separation from the CSU
- [AS-3544-22/APEP](#) Recommendation for a Course in Oral Communication in Singular General Education (GE) Transfer Pathway
- [AS-3545-22/FA](#) Faculty and Staff Mental Health Concerns During the COVID-19 Pandemic
- [AS-3546-22/APEP/AA](#) On Reconciliation of the CSU and UC Ethnic Studies Competences
- [AS-3547-22/FA](#) Renaming Buildings and Removing Symbols that Memorialize White Supremacy
- [AS-3548-22/APEP](#) In Support of Increasing Access to CSU Teacher Preparation Programs
- [AS-3549-22/FA](#) Establishment of a Standing Committee to Advance Justice, Equity, Diversity, and Inclusion Within the ASCSU (applies to committee structure of ASCSU)
- [AS-3550-22/FA](#) Chancellor and President Search Process in the California State University (CSU) system: Announcement of Finalists and Campus Visits
- [AS-3551-22/FA](#) Establishing an Interruption practice for the ASCSU (applies to standing rules in plenary)

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3533-22/FA
March 17-18, 2022
First Reading

CULTURAL TAXATION, ISSUES AND FACULTY INPUT

- 1 **1. RESOLVED:** That the ASCSU recommend that CSU campus Senates address faculty
2 experiences of cultural taxation, including their experiences during the ongoing
3 COVID-19 pandemic, and its long-term effects zeroing in on the impact on faculty
4 who identify as BIPOC (Black, Indigenous, and People of Color), women,
5 LGBTQIA+, and other-abled people; and be it further

- 6 **2. RESOLVED:** That a feedback form with open-ended questions be provided by the
7 ASCSU so that all of the 23 campuses may use the feedback form to describe their
8 experiences of cultural taxation; and be it further

- 9 **3. RESOLVED:** That the feedback form remain open indefinitely so that the sharing of
10 experiences of cultural taxation continue to be captured; and be it further

- 11 **4. RESOLVED:** That said feedback form continues to provide a long-term opportunity
12 for faculty who identify as BIPOC (Black, Indigenous, and People of Color), women
13 LGBTQIA+, and other-abled people to share the challenges, obstacles, and
14 experiences of cultural taxation as an ongoing impediment to full professional growth
15 and development in academia; and be it further

- 16 **5. RESOLVED:** That the feedback form allows an opportunity for faculty to illustrate
17 the difficulty of navigating work-life balance, such as racial and intersectional
18 inequalities, gender inequalities, cysheteronormative obstacles, and the myriad
19 challenges of being other-abled; and be it further
- 20 **6. RESOLVED:** That the feedback form provides an opportunity for faculty to share
21 their professional challenges, many of which were exacerbated by the ongoing
22 COVID-19 pandemic, such as transitioning to teaching online, hybrid teaching,
23 policing mask wearing in the classroom and labs, increased mentoring, advising,
24 substandard or inadequate technology (forcing faculty to pay out of pocket for
25 supplies), and additional committees; and be it further
- 26 **7. RESOLVED:** That these faculty experiences of cultural taxation are collected and
27 stored such that identifying information is removed unless the faculty member allows,
28 and confidentiality is preserved; and be it further
- 29 **8. RESOLVED:** That these experiences of cultural taxation are to be shared with high
30 respect for the faculty and the difficulties they face with decision makers, e.g., the
31 Board of Trustees, governor, and legislators such that they become educated on the
32 effects of these faculty experiences with regard to cultural taxation; and be it further
- 33 **9. RESOLVED:** That the ASCSU creates the feedback page with “read-only” Dropbox
34 folders where the data collected will reside; and be it further,

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

- 36 • Governor Gavin Newsom,
- 37 • CSU Board of Trustees,
- 38 • California Faculty association (CFA),
- 39 • California State Student Association (CSA),
- 40 • CSU campus Presidents,
- 41 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 42 • CSU campus division vice presidents of student affairs, administration and
- 43 Finance, advancement, Information technology, University Advancement, and
- 44 human Resources, Diversity, and Inclusion,
- 45 • CSU College Deans,
- 46 • CSU campus Senate Chairs, and the
- 47 • CSU Emeritus Retired Faculty & Staff Association (CSU-ERFSA).

48 ***RATIONALE:*** *The voices of over 29,000 faculty members are critical in decision making*

49 *from the Governor, Legislators, Board of Trustees, University presidents, and other leaders.*

50 *Cultural taxation, or the expectations placed on BIPOC (Black, Indigenous, and People of*

51 *Color), women and, LGBTQIA+, and other-abled people to attend to diversity-related work*

52 *and the extra burden experienced due to their commitment to equity issues linked to their race*

53 *(Joseph & Hirshfield, 2010; Padilla, 1994). Padilla (1994) defined CT as “situations*

54 *imposed ... by the administration, which assume that we are best suited for specific tasks*

55 *because of our race/ ethnicity or our presumed knowledge of cultural differences” (p. 26).*

56 *Padilla (1994) notes six spheres of cultural taxation experienced by underrepresented faculty:*

57 1) *Being the “expert” on matters of diversity; 2) Being called upon to educate majority*
58 *group about diversity; 3) Serving on affirmative action task committees; 4) Serving*
59 *as liaison between the institution and ethnic communities; 5) Sacrificing time from*
60 *one’s work to serve as “solver, troubleshooter, or negotiator” for conflicts among*
61 *administration, students, and community; and 6) Serving as translators for non-*
62 *English speaking visitors to the campus. (p. 26).*

63 *Cultural taxation has been, and continues to be, an issue for BIPOC (Black, Indigenous, and*
64 *People of Color), women, LGBTQIA+, and other-abled people. The pandemic exacerbated and*
65 *highlighted the burden that is already acknowledged by some.*

66 *The data in form of narratives will be gathered through feedback forms. These data will be*
67 *kept separate from the participants profiles.*

68 *The data are critical, but not as influential as hearing the experiences of faculty, from their*
69 *beginning and especially through the ongoing pandemic. For many, there have been sacrifices*
70 *during the virtual, home teaching because of family responsibilities, technical skills and*
71 *stability, lack of administrative support, and the stress from the unpredictable future.*

72 *Additionally, the uncertainty of employment, as evidenced by the Bureau of Labor Statistics,*
73 *February 2021, estimated that 650,000 jobs were lost by colleges and universities from the*
74 *pandemic’s start to the end of 2020. It is estimated that 90 minutes are lost each day of the*
75 *pandemic by female faculty members with children (Deryugina, T., Shurchkov, O. & J.*
76 *Stearns, 2021).*

77 *Challenges attend BIPOC, women, and LGBTQIA+ faculty on a routine and predictable*
78 *basis in terms of mentoring, childcare, elder care, and other demands. Societal perceptions and*
79 *expectations of BIPOC, women, and LGBTQIA+ faculty are not commensurate with those*
80 *applied to heterosexual, white males. The need to support BIPOC, women, and*
81 *LGBTQIA+ faculty, and address these challenges has only been made more evident*
82 *throughout the COVID-19 pandemic.*

83 -----

84 **Sources:**

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- 95 • *Joseph, T. D., & Hirshfield, L. E. (2010). "Why don't you get somebody new to do*
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**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3534-22/EX
March 17-18, 2022
First Reading

ENABLING VICTIM ADVOCACY IN CSU TITLE IX PRACTICE

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 reaffirm its commitment to the prevention of workplace bullying within the CSU
3 Community as per [AS-3246-16/EX](#) “Preventing Workplace Bullying Within The
4 CSU Community” and the need for support of victims reporting actions of sexual
5 misconduct as per [AS-3426-20/FGA](#) “Opposition to Changes to Title IX”, especially
6 when bullying and sexual misconduct are intertwined and do not rise to the level of a
7 Title IX complaint; and be it further

- 8 **2. RESOLVED:** That the ASCSU support the CSU Board of Trustees investigation into
9 the handling of sexual misconduct and Title IX related complaints during President
10 Castro’s tenure at CSU Fresno; and be it further

- 11 **3. RESOLVED:** That the ASCSU urge CSU campus senates and administrations to
12 develop and implement strategies to enable victim advocacy in Title IX practices for
13 faculty, students, and staff, and promote sexual misconduct free workplace
14 environments throughout the CSU; and be it further

- 15 **4. RESOLVED:** That the ASCSU strongly urge the CSU Chancellor’s Office and CSU
16 campus senate and administrations to review their policies and practices to ensure

17 that disciplinary action for bullying and sexual misconduct is not limited to members
18 of protected categories; and be it further

19 5. **RESOLVED:** That the ASCSU urge the CSU Chancellor's Office to consider the
20 reparations necessary to restore victim faith and trust in the CSU and enable their re-
21 integration into the CSU community; and be it further

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

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

34 ***RATIONALE:*** *When Chancellor Castro resigned under suspicion of not doing enough to protect*
35 *victims from sexual harassment and misconduct while President of CSU Fresno, the trust of the*
36 *CSU faculty, students, and staff was betrayed. This betrayal not only raised questions about*
37 *administrative commitment to victim advocacy, but the ability of current Title IX practices and*
38 *processes to protect the complaints of victims whose complaints do not rise to the level of Title IX*

39 *or protected status. This resolution seeks to affirm the ASCSU's commitment to preventing work*
40 *place bullying, harassment, and sexual misconduct. It also seeks to bring attention to the need for*
41 *further review of campus and systemwide policies support during Title IX processes.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3535-22/APEP
March 17-18, 2022
First Reading

**DEFINING THE “SINGULAR LOWER DIVISION GENERAL EDUCATION
(GE) PATHWAY”**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) urge
2 the Intersegmental Committee of Academic Senates (ICAS) to define the “singular GE
3 transfer pathway” using a description with a level of detail comparable to the Intersegmental
4 General Education Transfer Curriculum (IGETC) standards document as the defining policy;
5 and be it further,
- 6 **2. RESOLVED:** That the ASCSU encourages greater specificity, to ensure a common
7 understanding of the outcomes, for the California State University (CSU) GE four
8 foundational areas currently required for all CSU upper division transfer admissions; and be
9 it further,
- 10 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 11 • CSU Board of Trustees,
 - 12 • CSU Chancellor,
 - 13 • CSU campus Senate Chairs,
 - 14 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 15 • CSU campus articulation officers,
 - 16 • California State Student Association (CSSA),
 - 17 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
 - 18 • Intersegmental Committee of Academic Senates (ICAS), and
 - 19 • Assemblymember for District 24, Marc Berman.

20 ***RATIONALE:** In progress*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3536-22/EX
March 17-18, 2022
First Reading

ESTABLISHMENT OF OMBUDS POSITIONS AT EVERY CSU CAMPUS

- 1 **1. RESOLVED:** That the Academic Senate CSU (ASCSU) recognize the utility of an
2 Ombudsperson in assisting members of California State University (CSU) campus
3 communities in finding fair and equitable resolutions to concerns that may arise on
4 each campus, and be it further
- 5 **2. RESOLVED:** That the ASCSU recommend that each CSU campus establish multiple
6 Ombuds positions to serve as resources for faculty, students, and staff at each CSU
7 campus, and be it further
- 8 **3. RESOLVED:** That the ASCSU recommend that the Chancellor's Office and CSU
9 campus leadership establish an Ombuds position(s) specifically to serve faculty, an
10 additional position(s) to specifically serve students, and additional position(s) to
11 specifically serve staff at each CSU campus, and be it further
- 12 **4. RESOLVED:** That the ASCSU recommend that any Ombudsperson position(s) at
13 each campus be established as an independent office(s) that reports to the campus
14 Academic Senate (for faculty Ombuds), the campus staff senate or leadership (for
15 staff Ombuds), or campus student leadership (for student Ombuds), and be it further

16 **5. RESOLVED:** That the ASCSU urge that each CSU campus in hiring individuals for
17 Ombuds position(s) ensures that such persons are appropriately trained in Ombuds
18 tasks, duties, and responsibilities, and possess the relevant knowledge, skills, and
19 abilities, including conflict resolution and so on, based on standards provided by the
20 [International Ombuds Association](#) and the [United States Ombudsperson](#)
21 [Association](#); and be it further

22 **6. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office and each CSU
23 campus to devote sufficient resources to the development and support of such
24 Ombuds positions, including resources for the proper hiring for such position(s) and
25 for the proper functioning of each Ombuds position, such as a campus office(s) and
26 ongoing training opportunities; and be it further

27 **7. RESOLVED:** That the ASCSU recommend that each CSU campus ensure that all
28 Ombudspersons are properly trained regarding the Collective Bargaining Agreement
29 (CBA) between the CSU and faculty, bargaining agreements with CSU staff, campus
30 policies related to student rights and responsibilities, and other relevant campus
31 policies; and be it further

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

- 33 • CSU Board of Trustees,
- 34 • CSU Office of the Chancellor,
- 35 • California Faculty Association (CFA),

- 36 • California State Student Association (CSSA),
- 37 • CSU campus Presidents,
- 38 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 39 • CSU campus Offices of Faculty Affairs,
- 40 • CSU campus Senate Chairs,
- 41 • CSU College Deans, and the
- 42 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

43 ***RATIONALE:** Ombudspersons serve as informal resources for all persons of a CSU campus*
44 *community who are seeking resolution of disputes, conflicts, and disagreements. Ombudspersons*
45 *provide a resource to students, staff, faculty, and administrators experiencing difficulties on campus*
46 *related to the functioning of the University. Ombudspersons provide support and referrals to*
47 *members of the campus community, support that is confidential, neutral, informal, and*
48 *independent of other campus offices. While Ombudspersons do not participate in formal legal or*
49 *grievance proceedings, they can provide informal assistance on many matters. Several CSU*
50 *campuses have previously had Ombuds positions, including CSU Chico, CSU Fullerton, and*
51 *San José State University, sometimes separately for students and for faculty. Other campuses*
52 *(Humboldt Polytechnic University) maintain multiple Ombuds positions. Establishing an*
53 *Ombuds position on each campus provides an additional resource to support a positive campus*
54 *climate and culture, and fairness and equity on each campus.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3538-22/APEP
March 17-18, 2022
First Reading

**CALL FOR INTERSEGMENTAL WORKGROUPS TO DEVELOP COMMON
UNDERSTANDINGS FOR THE FOUNDATIONAL AREAS OF THE CALIFORNIA LOWER
DIVISION GENERAL EDUCATION (GE) TRANSFER PATHWAY (AB 928)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 request the Intersegmental Committee of Academic Senates (ICAS) to lead the
3 formation of four intersegmental workgroups consisting of multiple disciplinary
4 experts from each segment to develop common understandings (see [AS-3515-](#)
5 [21/APEP \(Rev\)](#) and AS-3530-22/APEP/AA) to be addressed in each of the four
6 areas of Critical Thinking, Mathematics/Quantitative Reasoning, Oral
7 Communication, and Written Communication; and be it further
- 8 **2. RESOLVED:** That the ASCSU distribute this resolution to the:
- 9 • CSU campus Senate Chairs,
10 • California State Student Association (CSSA),
11 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA), and
12 the
13 • Intersegmental Committee of Academic Senates (ICAS).

14 ***RATIONALE:*** *The current resolution seeks to address differences in expectations for existing*
15 *University of California (UC) and California State University (CSU) GE patterns through*
16 *using domain experts to identify common understandings (e.g. competencies) to be met via this single*

17 *GE transfer pathway. The recommendations so developed can then serve, in part, to define the to-*
18 *be-established singular pathway.*

19 *At present, four courses are required for CSU transfer admissions and prior to enrollment in*
20 *upper division GE coursework. Commonly referred to as the “golden four,” these are the lower*
21 *division GE requirements: Oral Communication (currently identified as CSU GE Area A1),*
22 *Written Communication (currently identified as CSU GE Area A2), Critical Thinking*
23 *(currently identified as CSU GE Area A3), and Mathematics/Quantitative Reasoning*
24 *(currently identified as CSU GE Area B4). ASCSU resolution [AS-3515-21/APEP \(Rev\)](#),*
25 *[Establishing Core Competencies for CSU General Education \(GE\) areas A1 \(Oral](#)*
26 *[Communication](#)), [A2 \(Written Communication\)](#), [A3 \(Critical Thinking\)](#), and [B4](#)*
27 *[\(Mathematics/Quantitative Reasoning\)](#), calls for establishing core competences in each of the four*
28 *areas required for CSU transfer eligibility (Oral Communication, Critical Thinking,*
29 *Mathematics/Quantitative Reasoning, and Written Communication). As rationale for this*
30 *request, [AS-3515-21/APEP \(Rev\)](#) specifically notes “the additional specificity regarding the*
31 *expectations for general education content is desirable” and that “adoption of this proposal will*
32 *assist in the future implementation of new GE requirements”*

33 *The California state legislature has passed [AB 928 \(Student Transfer Achievement Reform Act](#)*
34 *[of 2021: Associate Degree for Transfer Intersegmental Implementation Committee\)](#) which, in*
35 *part, requires that the UC system and the CSU system share a common lower division GE*

36 *pathway for transfer students. Further, AB-928 requires that the transfer pattern be used for*
37 *both admissions and transfer:*

38 *“On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of*
39 *the University of California, the California State University, and the California*
40 *Community Colleges shall establish a singular lower division general education pathway*
41 *that meets the academic requirements necessary for transfer admission to both the*
42 *California State University and University of California.”*

43 *Existing GE transfer pathways for the UC and CSU require the three elements of writing,*
44 *critical thinking, and mathematics/quantitative reasoning. This resolution urges ICAS to lead*
45 *the formation of faculty groups to develop appropriate core competencies for each of these three*
46 *foundational skills areas.*

47 *CSU transfer admissions (and both CSU GE patterns) currently require a course in oral*
48 *communication. ASCSU resolutions and CSU campus resolutions have stressed the need to*
49 *maintain oral communication as a GE and CSU entry requirement. Oral communication is also*
50 *a Western Association of Schools and Colleges (WASC)/WASC Senior College and University*
51 *Commission (WSCUC) degree expectation. Given this role, and the expectation that a strong*
52 *definition of oral communication expectations could increase the likelihood of ICAS adopting oral*
53 *communication as a GE requirement for the singular pathway, this resolution also urges ICAS to*
54 *adopt a similar application of faculty expertise to develop core competencies for oral*
55 *communication.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3539-22/FA
March 17-18, 2022
First Reading/Waiver

**CALL FOR AN INDEPENDENT INVESTIGATION INTO THE ACTIONS TAKEN BY
FORMER CSU CHANCELLOR CASTRO WHILE PRESIDENT OF CSU FRESNO**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 call for an immediate investigation, to be commenced and concluded on a timeline
3 that addresses the urgent need to fix a broken system, directed by the California State
4 Attorney General’s Office and conducted by an independent body into the actions
5 taken by former Chancellor Castro, his staff, and other participants aware of or who
6 participated in handling the sexual harassment allegations against Frank Lamas during
7 former Chancellor Castro’s time as President of CSU Fresno; and be it further
- 8 **2. RESOLVED:** That the ASCSU call upon the Legislature of the State of California to
9 direct the appropriate legal authorities to follow through with an independent
10 investigation into the entirety of the Lamas affair and any similar allegations of sexual
11 misconduct, regardless of whether or not the parties resign and regardless of other
12 actions taken within or outside the system to address Title IX policies and
13 implementation in the CSU; and be it further
- 14 **3. RESOLVED:** That the ASCSU call upon the Legislature of the State of California to
15 direct the appropriate legal authorities to conduct an independent investigation into
16 all Title IX practices throughout the entirety of the CSU, as the Lamas affair

17 represents the latest in several failures to hold those in power within the CSU

18 accountable to Title IX standards; and be it further

19 4. **RESOLVED:** That the ASCSU call upon the Legislature of the State of California to
20 disseminate the results of the systemwide Title IX investigation and recommendations
21 to the CSU Board of Trustees, who are requested to share the results with the ASCSU
22 and all CSU campus senates, including reports and recommendations for each CSU
23 for real and tangible improvements to Title IX processes; and be it further

24 5. **RESOLVED:** That the ASCSU call upon the CSU Board of Trustees to cooperate
25 fully with the Legislature of the State of California and the appropriate legal
26 authorities in any and all steps during the investigatory process; and be it further

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

- 28 • CSU Board of Trustees,
- 29 • Acting CSU Chancellor Steve Relyea,
- 30 • CSU campus Presidents,
- 31 • CSU campus Senate Chairs,
- 32 • CSU campus Senate Executive Committees,
- 33 • CSU Provosts/Vice Presidents of Academic Affairs,
- 34 • California Faculty Association (CFA),
- 35 • California State Student Association (CSSA),
- 36 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 37 • California Senate Education Committee,
- 38 • California Assembly Higher Education Committee,
- 39 • California State Attorney General's Office, and

- 40 • California Governor Gavin Newsom.

41 ***RATIONALE:*** *On February 3, 2022 USA Today journalist Kenny Jacoby broke the story on*
42 *the Lamas affair at California State University (CSU) Fresno: that former Vice President for*
43 *Student Affairs Frank Lamas had been credibly accused of sexual harassment, and this had been*
44 *handled by a “golden handshake” deal between Lamas, then-President of CSU Fresno Joseph I.*
45 *Castro, and a retired federal judge as mediator. This deal included \$260,000 payout, retirement*
46 *benefits, and a letter of recommendation from Castro¹. This was confirmed by a statement*
47 *released by now-then-Chancellor Castro² following the breaking of the USA Today story. Three*
48 *days later, a follow-up story by USA Today revealed the year-long efforts to withhold the*
49 *investigative reports and to pressure those with access to the reports to sign non-disclosure*
50 *agreements³. This affair was ongoing during the Chancellor search process (of which Castro was a*
51 *finalist) and information on the events withheld by Castro during the process. (Lamas has since*
52 *founded a higher education consulting service, advertised on his LinkedIn profile⁴.)*

¹ Jacoby, K. (2022) “Fresno State president mishandled sexual harassment complaints. Now he leads all 23 Cal State colleges”. USA Today February 3.

² Castro, J. (2022) [An Open Letter from Chancellor Castro to the CSU Community](#). February 4.

³ Jacoby, K. (2022) [Fresno State stonewalled the release of sexual harassment investigation reports, sought NDA](#). USA Today February 7.

⁴ [LinkedIn profile](#) for Dr. Frank Lamas, showing his current employment activities as Founder and President at Lamas Education Advisory Services (LEADS). Last accessed February 12, 2022.

His About section states, “Lamas Education Advisory Services (LEADS) founder and president, former Chairman of Board of NASPA and experienced Vice President for Student Affairs and Enrollment Management. Long history of working in the higher education industry setting university/divisional vision/goals with strong track record of accomplishments. Highly skilled and experienced in the following areas-Student Success, Wellness, Student Involvement/Engagement, Enrollment Management, Technology/Data Analysis, Student Diversity/Social Justice, First Generation, Basic Needs, Academic Support Services, Residence Life, Academic Advising, Crisis Management, Fundraising and Building Projects/Master Planning among other areas. Faculty Teaching, Community Outreach and National/Local Boards leadership experience. Experienced in assisting institutions in finding qualified individuals to fill open or interim position vacancies.”

53 *On February 17, 2022, Castro resigned as Chancellor of the CSU following a several hour*
54 *meeting with the Board of Trustees⁵. As part of his resignation, the Board agreed to a settlement*
55 *that included a one-year salary of \$401,364; six months' housing allowance of \$7,917 per month*
56 *(notably more than the overall monthly salary of most faculty in the system); classified his position*
57 *as advisor to the Board, representing either continued undue influence within the system during*
58 *that year, or providing an inappropriate perception of Castro's continued position during this time;*
59 *and confirmed his retreat rights to Cal Poly San Luis Obispo.*

60 *As part of Castro's resignation, the Board announced plans to hire a consulting firm to review*
61 *Title IX practices in the CSU. While we applaud the need to strengthen Title IX*
62 *implementation and enforcement in the system, this move is misguided at best, missing the point*
63 *that their review and potential recommendations are unlikely to address the inherent imbalances of*
64 *power that allowed this situation (and similar situations at other CSUs, such as San José State*
65 *Univeristy) to occur. More employee sexual harassment training modules will not prevent the next*
66 *golden handshake from occurring after inappropriate actions are taken, whether by a President, a*
67 *Chancellor, or the Board itself.*

68 *Such a Title IX investigation also allows the other parties to the Lamas Affair (and other similar*
69 *situations, such as the [Department of Justice investigation](#) into sexual harassment in the Athletics*
70 *Department at San José State University) to remain consequence-free from their participation.*

71 *Only a truly independent investigation by the Attorney General's office and/ or the state legislature*

⁵ CSU Press Release (2022). [Dr. Joseph I. Castro Resigns as CSU Chancellor: University to Launch Systemwide Title IX Assessment](#). February 17.

72 *can begin to address both the systemic issues within the CSU system as well as the specific issues*
73 *in the Lamas Affair. This also aligns with the proposed [Assembly Bill \(AB\) 1844](#), introduced*
74 *by Assemblymember Medina, requiring such investigations to be seen through to their conclusion,*
75 *even if the parties involved resign.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3540-22/EX
March 17-18, 2022
First Reading

**REQUIREMENTS FOR SHARED GOVERNANCE PROCESS TO SUPPORT SYSTEMWIDE
CALIFORNIA STATE UNIVERSITY (CSU) NAMING**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 commend the CSU Office of the Chancellor for their consultation of the ASCSU
3 Executive Committee and incorporation of committee feedback into revisions to the
4 CSU Naming Policy Guidelines and Procedures; and be it further
- 5 **2. RESOLVED:** That the ASCSU endorse and urge the ASCSU Executive Committee
6 and CSU Office of the Chancellor to engage in the following review process to ensure
7 effective consultation and feedback for systemwide naming recognitions:
- 8 i. The ASCSU shall be consulted by the CSU Office of the Chancellor on
9 proposed system naming recognitions.
- 10 ii. The ASCSU Executive Committee shall review all naming materials and offer
11 feedback to the CSU Office of the Chancellor.
- 12 iii. The ASCSU Executive Committee Chair or designee shall submit
13 correspondence expressing opinion of concern or support regarding the
14 system naming recognition.
- 15 iv. The ASCSU Executive Committee Chair shall meet with the CSU Office of
16 the Chancellor to resolve inconsistencies in support.
- 17 ; and be it further

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

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

29 ***RATIONALE:** This resolution establishes the requirements for ASCSU consultation on*
30 *systemwide naming and recognition and addresses the absence of a shared governance process for*
31 *systemwide naming and recognition and outlines a process to ensure ASCSU consultation. This*
32 *resolution is timely, as the CSU is beginning to engage in naming and recognition of system*
33 *buildings and institutes reflective of increasing philanthropic contributions to the aim, mission, and*
34 *values of the CSU by alumni, constituents, and stakeholders dedicated to the success of CSU*
35 *faculty and students.*

36 *Central in this resolution is the acknowledgement of the request made by the CSU Chancellor's*
37 *Office's for ASCSU feedback – and the associated November 3, 2021 ASCSU Executive*
38 *Committee consultation meeting on the CSU Naming Guidelines and Procedures that was*
39 *presented by the CSU Chancellor's Office to the CSU Board of Trustees during their November*

40 *2021 meeting. The inclusion of a consultative process ensures that shared governance remains a*
41 *guiding principle in systemwide naming process and procedure.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3541-22/APEP
March 17-18, 2022
First Reading

INCREASED SUPPORT FOR C-ID COURSE REVIEW

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledges and declares that the compensation to faculty for training (\$0), for
3 Course Identification Numbering System (C-ID) review of new Course Outlines of
4 Record (\$25), and for review of C-ID resubmittals (\$10) has failed to yield sufficient
5 reviewers; and be it further
- 6 **2. RESOLVED:** That the ASCSU requests that the Chancellor’s Office provide
7 substantial increased funding for this work, possibly by providing an additional
8 payment for the first review (\$100) to compensate for training; and be it further
- 9 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
10 • CSU Chancellor, and the
11 • Academic Senate for the California Community Colleges (CCC).

12 ***RATIONALE:*** *Current compensation for faculty participating in the C-ID process is \$25 for*
13 *review of a newly submitted Course Outline of Record (COR) and \$10 for review of re-*
14 *submittals. This amount is woefully insufficient. The evidence of this is the difficulty the CSU is*
15 *having in acquiring reviewers to do this work. The ASCSU previously passed [AS-3414-](#)*
16 *[20/APEP \(Rev\)](#) calling for the Chancellor’s Office to allocate sufficient resources to support the*
17 *CSU co-participation in the C-ID process. The [official reply](#) was the following:*

18 *“As we explore a variety of ways to encourage and support this work, the ASCSU should*
19 *also work with their campuses to demonstrate its importance as part of a faculty member’s*
20 *tenure and promotion file. Work completed by the faculty member in the C-ID process will be*
21 *recognized as significant service.”*

22 *The suggestion that work completed be recognized as significant service is not seen as sufficient*
23 *incentive to acquire experienced disciplinary experts to do this important work. Furthermore,*
24 *faculty already have the right to include this type of important service work in their files and the*
25 *ASCSU will continue to emphasize this when recruiting faculty. The financial compensation*
26 *structure is the problem identified in this resolution. The financial compensation must be*
27 *strengthened to ensure the success of the C-ID process.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3542-22/FA
March 17-18, 2022
First Reading/Waiver

**LOSS OF CONFIDENCE IN THE BOARD OF TRUSTEES' HANDLING OF FORMER
CHANCELLOR CASTRO'S RESIGNATION AND CALL TO REFORM EXECUTIVE
COMPENSATION UPON SEPARATION FROM THE CALIFORNIA STATE
UNIVERSITY (CSU)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 find the separation agreement negotiated with former Chancellor Joseph I. Castro by
3 the CSU Board of Trustees inappropriate in light of the actions he took and did not
4 take during the Lamas affair; and be it further
- 5 **2. RESOLVED:** That the ASCSU assert that this perverse incentive “golden handshake”
6 further communicates to those in power in the CSU that they will be rewarded
7 incommensurately for engaging in or covering up inappropriate behavior; and be it
8 further
- 9 **3. RESOLVED:** That the ASCSU encourage the Board of Trustees to immediately
10 rescind former Chancellor Castro’s sinecure as “Advisor to the Board” within the
11 Executive Transition Program, which raises questions about his continued authority
12 within the system – especially given Castro’s judgment during his tenure as President
13 at CSU Fresno – and damages the reputation of the CSU throughout California; and
14 be it further
- 15 **4. RESOLVED:** That the ASCSU call for a reform of personnel practices within the
16 CSU to ban such separation packages from occurring, particularly before an

17 independent investigation has begun/concluded into alleged misconduct; and be it
18 further

19 5. **RESOLVED:** That the ASCSU call for the CSU Board of Trustees to dissolve the
20 Executive Transition Program and similar programs altogether; and be it further

21 6. **RESOLVED:** That the ASCSU has lost confidence in the Board of Trustees' ability to
22 proactively and reactively address Title IX violations, broader cases of discrimination,
23 harassment, and/or retaliation (DHR), and other forms of inappropriate behaviors by
24 those in power within the CSU system as evidenced in their providing a sinecure to
25 former Chancellor Castro (reinforcing the same dynamic employed by Castro during
26 the Lamas affair); and be it further

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

- 28 ● CSU Board of Trustees,
- 29 ● CSU Acting Chancellor Steve Relyea,
- 30 ● CSU campus Presidents,
- 31 ● CSU campus Senate Chairs,
- 32 ● CSU campus Senate Executive Committees,
- 33 ● CSU Provosts/Vice Presidents of Academic Affairs,
- 34 ● California Faculty Association (CFA),
- 35 ● California State Student Association (CSSA),
- 36 ● CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 37 ● California Senate Education Committee,
- 38 ● California Assembly Higher Education Committee, and
- 39 ● California Governor Gavin Newsom.

40 ***RATIONALE:*** *On February 3, 2022, USA Today journalist Kenny Jacoby broke the story on*
41 *the Lamas affair at California State University (CSU) Fresno: that former Vice President for*
42 *Student Affairs Frank Lamas had been credibly accused of sexual harassment, and this had been*
43 *handled by a “golden handshake” deal between Lamas, then-President of CSU Fresno Joseph I.*
44 *Castro, and a retired federal judge as mediator. This deal included \$260,000 payout, retirement*
45 *benefits, and a letter of recommendation from Castro¹. This was confirmed by a statement*
46 *released by now-then-Chancellor Castro² following the breaking of the USA Today story. Three*
47 *days later, a follow-up story by USA Today revealed the year-long efforts to withhold the*
48 *investigative reports and to pressure those with access to the reports to sign non-disclosure*
49 *agreements³. This affair was ongoing during the Chancellor search process (of which Castro was a*
50 *finalist) and information on the events withheld by Castro during the process. (Lamas has since*
51 *founded a higher education consulting service, advertised on his LinkedIn profile⁴.)*

¹ Jacoby, K. (2022) *Fresno State president mishandled sexual harassment complaints. Now he leads all 23 Cal State colleges.* USA Today February 3.

² Castro, J. (2022) [An Open Letter from Chancellor Castro to the CSU Community](#). February 4.

³ Jacoby, K. (2022) [Fresno State stonewalled the release of sexual harassment investigation reports, sought NDA](#). USA Today February 7.

⁴ [LinkedIn profile](#) for Dr. Frank Lamas, showing his current employment activities as Founder and President at Lamas Education Advisory Services (LEADS). Last accessed February 12, 2022.

His About section states, “Lamas Education Advisory Services (LEADS) founder and president, former Chairman of Board of NASPA and experienced Vice President for Student Affairs and Enrollment Management. Long history of working in the higher education industry setting university/ divisional vision/ goals with strong track record of accomplishments. Highly skilled and experienced in the following areas-Student Success, Wellness, Student Involvement/Engagement, Enrollment Management, Technology/Data Analysis, Student Diversity/Social Justice, First Generation, Basic Needs, Academic Support Services, Residence Life, Academic Advising, Crisis Management, Fundraising and Building Projects/Master Planning among other areas. Faculty Teaching, Community Outreach and National/Local Boards leadership experience. Experienced in assisting institutions in finding qualified individuals to fill open or interim position vacancies.”

52 *On February 17, 2022 Castro resigned as Chancellor of the CSU following a several hours long*
53 *meeting with the Board of Trustees⁵. As part of his resignation, the Board agreed to a settlement*
54 *that included a one-year salary of \$401,364; six months' housing allowance of \$7,917 per month*
55 *(notably more than the overall monthly salary of most faculty in the system); classified his position*
56 *as advisor to the Board, representing either continued undue influence within the system during*
57 *that year, or providing an inappropriate perception of Castro's continued position during this time;*
58 *and confirmed his retreat rights to Cal Poly San Luis Obispo.*

59 *The practice of providing "golden handshakes" upon separation through the [Executive Transition](#)*
60 *[Program](#) with its [minimal oversight and potential for abuse](#), particularly during situations in*
61 *which misconduct was engaged upon, withheld, and/or enabled creates a disturbing environment in*
62 *which those with power within the CSU are effectively rewarded when such activities come to light.*
63 *This kind of cronyism undermines the hard work of the faculty and staff of the CSU and helps to*
64 *reinforce and reify the power dichotomies that allow such situations to continue to thrive within the*
65 *system. It further reinforces this perception when, as part of this instance of a "golden*
66 *handshake," the former Chancellor is given a job title that implies he will continue to influence the*
67 *Board and its decisions during the next 12 months – a dynamic called into question by his*
68 *withholding information from the Board during the Lamas affair. Such dynamics have no place*
69 *within a public institution.*

⁵ CSU Press Release (2022). [Dr. Joseph I. Castro Resigns as CSU Chancellor: University to Launch Systemwide Title IX Assessment](#). February 17.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3544-22/APEP
March 17-18, 2022
First Reading

**RECOMMENDATION FOR A COURSE IN ORAL COMMUNICATION IN THE SINGULAR
GENERAL EDUCATION (GE) TRANSFER PATHWAY**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 note that resolution AS-3530-22/APEP/AA calls for the California State University
3 (CSU) and University of California (UC) “singular lower division general education
4 transfer pathway” (required by [AB 928](#)) to include competences in Oral
5 Communication; and be it further
- 6 **2. RESOLVED:** That the ASCSU urge the Intersegmental Committee of Academic
7 Senates (ICAS) to include a 3 semester (4 quarter) unit stand-alone course in oral
8 communication in the Singular GE Transfer Pathway; and be it further
- 9 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 10 • CSU Board of Trustees,
11 • CSU Chancellor,
12 • CSU campus Presidents,
13 • CSU campus Senate Chairs,
14 • CSU Provosts/Vice Presidents of Academic Affairs,
15 • CSU campus articulation officers,
16 • California Faculty Association (CFA),
17 • California State Student Association (CSSA),
18 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
19 • Academic Senate for the California Community Colleges (CCC),

- 20 • Academic Senate of the University of California (UC),
- 21 • CCC Board of Governors, and the
- 22 • UC Board of Regents.

23 ***RATIONALE:*** *In other resolutions ([AS-3515-21/APEP \[Ren\]](#) and AS-3530-*
24 *22/APEP/AA), the Academic Senate of the California State University (ASCSU) has called*
25 *for the use of competencies in the courses that teach foundational skills (courses that collectively*
26 *make up roughly one third of lower division GE). While the incorporation of competencies in the*
27 *specification of course learning outcomes is widely seen as pedagogical base practice, there is*
28 *significant sentiment among CSU campuses that the most effective way of ensuring that competence*
29 *related learning outcomes are achieved is when they are instantiated in a single course. This was*
30 *the rationale for the recent incorporation of competences for Ethnic Studies in Title 5. This*
31 *resolution in no way detracts from the ASCSU's position on the desirability of competencies in the*
32 *foundational skills courses and in the area of Oral Communication in particular but rather*
33 *reflects a strongly felt need that they be concentrated and accomplished in a single three unit course.*
34 *Additional rationale was taken from CSU San Marcos Resolution [AS-773-21](#). Oral*
35 *Communication has been identified as a course that could be eliminated or consolidated with*
36 *another GE course to facilitate the efficiency of the "seamless transfer" of students between the*
37 *CCC, CSU, and UC systems of higher education in California required by California*
38 *Assembly Bill (AB) 928. While the AB 928 intent to coordinate the efficiency of*
39 *transferability within and between different public systems of higher education in the state of*

40 *California is admirable, the elimination or consolidation of the Oral Communication*
41 *course in the GE pathway for transfer students is highly problematic.*

42 *In the CSU, we know that Oral Communication is vital to our students' success. We*
43 *currently have a strong GE curriculum that meets our students where they are educationally*
44 *and experientially. It is our recommendation that AB 928 implementation does not subtract*
45 *the crucial existing course requirement wherein transfer students acquire and practice public*
46 *speaking skills. In many cases, Oral Communication is the ONE course wherein students*
47 *have a focused opportunity to learn and practice public speaking before going on to other*
48 *courses and contexts in their educational careers and in their activities post-college wherein*
49 *this competency is expected.*

50 *CSU considers Oral Communication one of the foundational GE courses within the*
51 *California State University. It is one of the "Golden Four" courses that make up core*
52 *competencies for future success in college and beyond. The notion of eliminating (or*
53 *consolidating) the one lower division oral communication skills requirement for transfer*
54 *students for the sake of transfer "efficiency" is injudicious, particularly at a time in our*
55 *world and national culture when freedom of expression, well-evidenced, organized,*
56 *informative communication, and rational persuasion are so crucial, yet increasingly*
57 *devalued.*

58 *In terms of the most important competencies that a student can acquire to help prepare*
59 *them for success, Oral Communication is indispensable. According to the [California Code](#)*

60 *[of Regulations](#), Title 5: Education, Article 5 addresses the necessary educational breadth*
61 *(GE) required within the CSU to meet the necessary standards for graduation. It states*
62 *that students:*

63 *“(a) will have achieved the ability to think clearly and logically, to find and*
64 *critically examine information, to communicate orally and in writing, and to*
65 *perform quantitative functions” (5 CCR § 40405).”*

66 *Furthermore, Oral Communication skills are foundational for student success as*
67 *articulated in [WASC Senior College and University Commission \(WSCUC\)](#)’s core*
68 *[competencies](#):*

69 *“Institutions of higher education have a responsibility to document that students acquire*
70 *knowledge and develop higher-order intellectual skills appropriate to the level of the degree*
71 *earned. This documentation is a matter of validating institutional quality and providing*
72 *accountability as well as setting the conditions for improvement of learning.”*

73 *CFR 2.2a of the WSCUC standards states that undergraduate programs must:*

74 *“ensure the development of core competencies including, but not limited to, written*
75 *and Oral Communication, quantitative reasoning, information literacy, and*
76 *critical thinking.”*

77 *The [National Communication Association](#) offers this [public policy statement](#) on the role*
78 *of Communication courses and Communication faculty in GE:*

79 *“The National Communication Association supports and defends the inclusion of an*
80 *Oral Communication course or courses in college and university General Education*
81 *Requirements and the instruction of that course or courses by faculty trained in the*
82 *discipline of Communication. The NCA maintains that student delivery of oral*
83 *presentations without rigorous training and evaluation by Communication faculty does*
84 *not constitute Communication competency.”*

85 *Oral communication is a core competency that ANY college-educated individual should*
86 *possess; this is a skill that will be used every day in their personal, academic and*
87 *professional lives. Oral Communication skills are vital for the emerging California*
88 *workforce: Employer surveys consistently show that communication skills are vital for*
89 *success in every occupation and that employers want more emphasis on Oral*
90 *Communication skills in university education. The prospect of downgrading, combining, or*
91 *otherwise diminishing the Oral Communication competency of a college educated*
92 *individual is highly problematic. Oral communication is essential. All one needs to do is*
93 *look at the level of national political discourse to note that we have lost our abilities to*
94 *engage in constructive dialogue and communication. If anything, more and better training*
95 *in Oral Communication traditions and skills is essential at this historical moment.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3545-22/FA
March 17-18, 2022
First Reading

**FACULTY AND STAFF MENTAL HEALTH CONCERNS DURING THE
COVID-19 PANDEMIC**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the mental health crisis that has accompanied the COVID-19 pandemic for
3 our faculty and staff as they continue work on the front lines to support our students;
4 and be it further

- 5 **2. RESOLVED:** That the ASCSU affirm the importance of and need for mental health
6 and counseling services for our entire CSU community; and be it further

- 7 **3. RESOLVED:** That the ASCSU urge the Chancellor, campus Presidents, and campus
8 Vice Presidents for Faculty Affairs review the current resources available for faculty
9 and staff during this period; and be it further

- 10 **4. RESOLVED:** That the ASCSU expect that confidentiality will be maintained for any
11 and all current and future resources provided, in alignment with Health Insurance
12 Portability and Accountability Act (HIPAA); and be it further

- 13 **5. RESOLVED:** That the ASCSU recommend a systemwide taskforce to identify
14 additional resources and actions that should be taken to support the mental health of
15 our faculty and staff, including the review of the related issues of increased workload,
16 emotional labor, cultural taxation, isolation, and burnout; and be it further

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

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

28 ***RATIONALE:** Mr. Rogers famously stated that, when the world is in trouble, we should “look*
29 *for the helpers.” But what happens when the helpers themselves need help? As we enter the third*
30 *year of the global COVID-19 pandemic, our faculty, including and especially our counselor*
31 *faculty, and our staff continue to bear the brunt of the front lines in supporting our students*
32 *through this public health crisis. While some resources are provided for staff and faculty, such as*
33 *access to the third-party service Empathia, these resources are unevenly communicated campus-to-*
34 *campus and have not been sufficient in addressing the acceleration and amplification of mental*
35 *health concerns during the pandemic. This resolution continues the calls of the ASCSU to provide*
36 *additional mental health and counseling services for our students (see [AS-3123-13/AA \[Rev\]](#),*
37 *[AS-3317-18/FA/AA \[Rev\]](#), [AS-3440-20/FA \[Rev\]](#)) while reinforcing that student success*
38 *is also dependent on faculty well-being ([AS-3477-21/FA](#)). More work needs to be done in order*

- 39 *to identify and address what is becoming a silent secondary pandemic on our campuses as the*
- 40 *COVID-19 pandemic continues to take its toll.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3546-22/APEP/AA
March 17-18, 2022
First Reading

ON RECONCILIATION OF THE CSU AND UC ETHNIC STUDIES COMPETENCES

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 note that there are differences between the General Education (GE) Area F
3 competencies approved by the ASCSU and which are now part of the [CSU's policy](#)
4 [on General Education Breadth Requirements](#) and those approved by the Assembly of
5 the University of California (UC) Academic Senate in [Assembly Approval of Revision](#)
6 [of Regulation 478 \(IGETC Area 7\)](#); and be it further
- 7 **2. RESOLVED:** That the ASCSU consider the California State University (CSU) GE
8 Breadth Ethnic Studies competencies and the UC Intersegmental General Education
9 Transfer Curriculum (IGETC) Ethnic Studies competencies (the differences between
10 which are highlighted in the rationale) as achieving functionally equivalent objectives
11 and thus can be seen as interchangeable; and be it further
- 12 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
13 • CSU Board of Trustees,
14 • CSU Chancellor,
15 • CSU Ethnic Studies Council,
16 • Intersegmental Committee of Academic Senates (ICAS),
17 • Academic Senate for the California Community Colleges (CCC), and the
18 • Academic Senate of the UC.

19 ***RATIONALE:** In [AS-3460-20/AA](#) , after consultation and dialog with the CSU Ethnic*
20 *Studies Council, the CSU adopted a set of five competencies to be used in the creation of learning*
21 *outcomes in its Ethnic Studies courses required by AB 1460, which competencies are now*
22 *incorporated in the CSU's [policy on GE Area Breadth](#). Recently, the UC Academic Senate,*
23 *building on the work done in [AS-3460-20/AA](#), adopted five very similar competencies.*
24 *However, there are minor differences in wording between those approved by the ASCSU and*
25 *adopted by the CSU and those adopted by the UC.*
26 *Reconciling the two into a single set of common competencies would require changes to UC or*
27 *CSU policy and quite possibly to Title 5.*
28 *Given that the Ethnic Studies Council has advised the CSU that it does not consider the*
29 *difference to be material, the intent of this resolution is to aver to their equivalency, thereby*
30 *obviating the need for significant changes to Title 5.*
31 *The differences between the two sets of language are highlighted below.*
32 *Proposed IGETC Ethnic Studies Core Competencies (from the CSU) & Proposed UC*
33 *Revisions; additions are in Red, deletions are stricken through.*
34 *To be approved for this requirement, courses shall have the following course prefixes: African*
35 *American, Asian American, Latina/ o/ ~~x~~ American or Native American Studies (which reflect*
36 *the specific named populations centered in these fields, hereinafter referred to as the*
37 *“Populations”). Similar fields and course prefixes (e.g., Black Studies, African Diaspora*

38 *Studies, Pan-African Studies, American Indian Studies, Indigenous Studies, Asian American*
39 *& Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x*
40 *Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this*
41 *requirement. Courses without ethnic studies prefixes may meet this requirement if crosslisted with*
42 *a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall*
43 *meet at least 3 of the 5 the following core competencies. Campuses may add additional*
44 *competencies to those listed.*

45 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity,
46 equity, ethnocentrism, eurocentrism, white supremacy, *antiblackness*, self-determination,
47 liberation, decolonization, sovereignty, imperialism, settler colonialism, *exploitation*
48 *colonialism, xenophobia, intersectionality*, and anti-racism as *analyzed* studied in any
49 one or more of ~~the following: Native American Studies, African American Studies,~~
50 ~~Asian American Studies, and Latina and Latino American Studies~~ *above-mentioned*
51 *fields.*

52 2. Apply theory and knowledge produced by ~~Native American, African American,~~
53 ~~Asian American, and/or Latina and Latino American~~ the communities *centered in the*
54 *above-mentioned critical race and ethnic studies fields* to *describe understand* the critical
55 events, histories, cultures, intellectual traditions, contributions, lived-experiences and
56 social struggles of those groups with a particular emphasis on *subjection or subject*
57 *formation, agency and group-affirmation.*

- 58 3. Critically analyze the intersection of race and racism as they relate to class, gender,
59 sexuality, religion, spirituality, national origin, immigration status, ability, tribal
60 citizenship, sovereignty, language, and/ or age in ~~Native American, African American,~~
61 ~~Asian American, and/ or Latina and Latino American~~ the communities of the above-
62 mentioned Populations.
- 63 4. Critically ~~review~~ situate, in historical context, how struggle, resistance, racial and
64 social justice, solidarity, and liberation, as experienced and enacted by ~~Native~~
65 ~~Americans, African Americans, Asian Americans and/ or Latina and Latino~~
66 ~~Americans~~ the above-mentioned Populations are relevant to current and structural issues.
67 ~~such as~~ Such issues may be communal, national, international, and transnational politics
68 ~~as~~, for example, in immigration, reparations, settlercolonialism, multiculturalism,
69 language policies.
- 70 5. Describe and ~~actively~~ engage with anti-racist, abolitionist, and anti-colonial thought,
71 issues, ~~and the~~ practices, and movements in ~~Native American, African American,~~
72 ~~Asian American and/ or Latina and Latino~~ communities ~~and a~~ of the above-mentioned
73 Populations seeking a more just and equitable society¹

¹ <https://senate.universityofcalifornia.edu/files/underreview/igetc-ethnic-studies-revision.pdf>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3547-22/FA
March 17-18, 2022
First Reading

**RENAMING BUILDINGS AND REMOVING SYMBOLS THAT MEMORIALIZE
WHITE SUPREMACY**

- 1 **1. RESOLVED:** That the ASCSU recommend that CSU campus Senates demonstrate
2 support of Brown, Black, Asian and Pacific Islanders, Native and Indigenous,
3 undocumented students, students with mixed-status families, formerly incarcerated
4 students, and undocumented, mixed-status families, students, staff, and faculty; and
5 be it further
- 6 **2. RESOLVED:** That the Academic Senates affirm their responsibility to identify and
7 criticize biases, inequity and racism in the history of the University, and in our current
8 University culture; and be it further
- 9 **3. RESOLVED:** That we pledge as the Academic Senate of the California State
10 University (ASCSU) to formally engage with student and staff organizations and the
11 administration to identify concrete, actionable steps to dismantle structural racism
12 collectively; and be it further
- 13 **4. RESOLVED:** That the ASCSU call for the removal of statues, the renaming of
14 buildings, classrooms, benches, roadways, and any other memorials on our campuses
15 that commemorate white supremacy, nativism, and/or individuals who hold/held a
16 troubling legacy of supporting racist ideas as evident and very symbolic important

17 steps as we stand in solidarity with the undocumented, mixed-status families, Brown,
18 Black, Asian and Pacific Islanders, Native and Indigenous Communities in urging
19 everyone to refrain from hateful language and violence that destroys lives and
20 foments hate; and be it further

21 **5. RESOLVED:** That ASCSU along with the 23 CSU campuses pledge to include a
22 universal statement about the campuses that are built on sacred ground in
23 consultation with the local nations; and be it further

24 **6. RESOLVED:** That the ASCSU pledge to actively collaborate with University
25 Presidents to implement these changes as actionable steps to collectively dismantle
26 structural and institutionalized racism; and be it further

27 **7. RESOLVED:** That campus buildings, classrooms, benches, roadways, and any other
28 memorials be renamed to recognize diversity, educational equity, racial and social
29 justice through a broad and inclusive campus process; and be it further

30 **8. RESOLVED:** That Academic Senate leadership will charge all Senate standing
31 committees to determine how to best support fulfillment of our obligation to educate
32 the next generation of leaders about these issues related to the history of naming
33 buildings, classrooms, benches, roadways, and any other memorials on our campus;
34 and, be it further

35 **9. RESOLVED:** That the ASCSU distribute this resolution to the:

- 36 • California Governor Gavin Newsom,
- 37 • CSU Board of Trustees,
- 38 • California Faculty association (CFA),
- 39 • California State Student Association (CSA),
- 40 • CSU campus Presidents,
- 41 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 42 • CSU campus division vice presidents of
 - 43 i. Student affairs,
 - 44 ii. Administration and Finance,
 - 45 iii. Advancement,
 - 46 iv. Information Technology,
 - 47 v. University Advancement,
 - 48 vi. Human Resources, and
 - 49 vii. Diversity and Inclusion,
- 50 • CSU College Deans,
- 51 • CSU campus Senate Chairs, and the
- 52 • CSU Emeritus Retired Faculty & Staff Association (CSU-ERFSA).

53 ***RATIONALE:*** *California State University (CSU) educates the most ethnically, economically,*
54 *and academically diverse student body in the nation. Nearly one-third of CSU students are the*
55 *first in their families to attend college. CSU's workforce is 55 percent female. Nearly 60 percent*
56 *of all Latinx and Black employees are women, with the staff population surpassing 60% for*
57 *both groups. 62% of all bachelor's degrees granted to California's Hispanic students are*
58 *conferred by the CSU. Nearly half of CSU students are underrepresented minorities (URM).*

59 *The CSU provides **more than half** of all undergraduate degrees earned by California's*
60 *Latinx, African American and Native American students combined.*

61 *Given the nation's racial and social justice crisis, groups, and institutions across the country,*
62 *including universities, have launched successful efforts to rename buildings, remove monuments*
63 *and other symbols that commemorate white supremacy, eugenics, and/or individuals who support*
64 *prejudiced or racist ideas. Several universities have renamed buildings, among them: California*
65 *State University Northridge, University of California Berkeley, University of Southern*
66 *California, Bowling Green State University, The University of North Carolina at Chapel Hill,*
67 *University of Mississippi, Clemson University, Georgetown University, The Ohio State*
68 *University, Princeton University, James Madison University, Stanford University, Western*
69 *Washington University, and California State University Fullerton.*

70 *To continue its service to its diverse student population, and to respect the student, faculty, and*
71 *staff the CSU should make the effort now to eliminate from its campuses, symbols that honor*
72 *individuals who advocated nativism and white supremacy.*

73 *Hand in hand with the renaming of buildings, classrooms, benches, roadways, and any other*
74 *memorials is the issue with buildings with architecture that come from a colonial era. These*
75 *buildings need to be redesigned and redefined with plaques that show historical information about*
76 *its architectural past and murals that impacted individuals create to recreate that building's*
77 *history.*

78 *Similarly, ASCSU and all 23 CSU campuses should include a universal statement about the*
79 *campuses that are built on sacred ground in consultation with the local nations.*

80 *As we work on the renaming of buildings, classrooms, benches, roadways, and any other*
81 *memorials, we need to reexamine the policy on naming processes to ensure that endowments and*
82 *corporations conform to these policies, e.g. the Board of Trustees naming policy (CSU 15501.00*
83 *and CSU 15502.00), and San José State University's naming policy. Simultaneously with*
84 *checking names of donors, we need to understand that the issue at hand is the amount of funds*
85 *donors bring to our campuses without any accountability.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3548-22/APEP
March 17-18, 2022
First Reading

**IN SUPPORT OF INCREASING ACCESS TO CSU TEACHER
PREPARATION PROGRAMS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 supports the variety of efforts to increase the supply and diversity of qualified
3 candidates applying to enter a California Teaching Credential program; and be it
4 further
- 5 **2. RESOLVED:** That the ASCSU supports expanding alternatives to meet the Basic
6 Skills Requirement (BSR) and Subject Matter Competency (SMC) expectations of
7 teaching credential candidates; and be it further
- 8 **3. RESOLVED:** That the ASCSU encourages local campuses to appropriately apply
9 expanded opportunities for certifying BSR and SMC as provided in Assembly Bill
10 130, passed in 2021; and be it further
- 11 **4. RESOLVED:** That the ASCSU supports the continued use of the Basic Skills
12 Requirement and Subject Matter Competency as admissions requirements for teacher
13 preparation programs in the CSU; and be it further
- 14 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
15 • CSU Board of Trustees,
16 • CSU Chancellor,
17 • CSU campus Presidents,

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

29 ***RATIONALE:*** *It is well known and documented that California is experiencing a severe*
30 *public school teacher shortage. This shortage has resulted in a variety of efforts to increase the*
31 *production of new teachers. In recent years the California Commission on Teacher Credentialing*
32 *(CCTC) has expanded the time allowed for credential programs and reduced credential*
33 *requirements. The legislature, by passing AB 130, has recently created expanded opportunities*
34 *for meeting basic skills and subject matter competency requirements.*

35 *The CSU has dedicated significant resources to expand the size and diversity of the teacher*
36 *workforce (see [Building a Diverse Educator Workforce](#), and [Mathematics and Science Teacher](#)*
37 *[Initiative](#) (MSTI)). Teacher shortages have resulted in a growing number of underqualified*
38 *teachers, particularly in low income and other underserved districts. Research indicates that*
39 *districts throughout the state have been forced to hire thousands of teachers with substandard*
40 *credentials, particularly in under-resourced districts. It is important to encourage high standards*

41 *in teacher preparation to ensure that applicants are not only qualified for admissions to teacher*
42 *preparation programs, but are also successful in their teaching careers. This resolution seeks to*
43 *encourage campuses to respond affirmatively to expanded opportunities to attract qualified teacher*
44 *candidates.*

45 ***Resources:***

- 46 • [*Not Enough Subs*](#)
- 47 • [*A Closer Look at the Critical California Teacher Shortage*](#)
- 48 • [*Teach California Report*](#)
- 49 • [*A Guide to Making the California Teacher Shortage Even Worse*](#)
- 50 • [*California School Districts Receive Unprecedented Windfall but lack Teachers to Help*](#)
- 51 [*Students Catch Up*](#)
- 52 • [*California is poised to confront high proportions of underqualified teachers in low-income*](#)
- 53 [*schools*](#)
- 54 • [*California State Plan to Ensure Equitable Access to Excellent Educators*](#)

BOARD OF TRUSTEES

CSU Board of Trustees – Investigations and Systemwide Policy Assessment

Presentation By

Lillian Kimbell
Chair of the Board

Summary

In light of recent events, the CSU Board of Trustees have pledged to strengthen the CSU's institutional culture and to ensure the health, safety and welfare of its students, faculty and staff.

This agenda item sets forth specific actions the CSU will undertake to fulfill that pledge by initiating independent investigations and systemwide assessments of institutional employment practices as follows.

Recommendations

It is recommended that the following actions be immediately implemented:

- The CSU shall initiate an independent external investigation to review how administrators at California State University, Fresno responded to reports and complaints of Title IX violations. The CSU shall retain the Law Offices of Mary Lee Wegner to lead this investigation.
- The CSU shall initiate an independent assessment of Title IX practices across all 23-campus and the chancellor's office. The CSU has retained the firm of Cozen O'Connor to conduct a comprehensive Title IX systemwide assessment.
- The chancellor shall initiate systemwide policy development on 1) retreat rights and 2) letters of recommendation. The recommended policies will be presented to the board for review and approval.
- The chancellor shall identify and convene a task force to review the Executive Transition Program. Results and recommendations will be reported to the trustees in May 2022. Additionally, effective immediately the CSU shall cease granting executive transition rights for newly hired executives until such time as the board considers the recommendations of the task force and takes further action.

BoT
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Recommended Action

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the Recommendations as cited in Agenda Item 5 of the March 21-23, 2022 meeting of the Board of Trustees are approved.

President and President's Administrative Team Report to University Senate

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

People

Dr. Carmen Bustos-Works has transitioned from the interim to the permanent Associate Vice President of Academic Programs. This position encompasses many duties including serving as the Accreditation Liaison Officer (ALO), overseeing curriculum, academic program assessment, and advising. Since Dr. Bustos-Works joined us last summer from Sonoma State University, she has led a number of important efforts on campus including partnering with faculty in moving forward several key polytechnic academic programs, co-chairing the Inclusive Student Success/GI 2025 committee, and collaborating with faculty and staff on several grant funding opportunities.

HR has filled its last vacancy. **Torie Mather** will be in the front area and starts March 28. The search for a permanent AVP-HR is underway and screening of applications will begin March 30.

Inclusive Student Success

The Office of the Chancellor has issued a call for **proposals for the Creating Responsive, Equitable, Active Teaching and Engagement (CREATE) Awards Program**. The CREATE Awards Program recognizes the vitally important role faculty play in providing high-quality instruction and underscores the importance of accelerating momentum toward Graduation Initiative 2025 goals. The award will provide a large grant to a faculty member or team of faculty transforming the student experience. The winning proposal(s) will identify a common problem, articulate the ability to advance a solution locally and at scale, have a strong emphasis on equity, and demonstrate the ability to institutionalize the innovation across the system. The award recipient(s) will be those who can creatively increase the number of bachelor's degrees awarded, shorten time to degree, and dramatically reduce equity gaps.

Tenure-track faculty, tenured faculty, and lecturers from all disciplines are eligible for the CREATE award. Award amounts will be up to \$300,000. Up to five grants will be awarded in the 2022-23 award year; the number of grants issued will be dependent upon the number of applications received, accepted, and budgets.

Proposals must be submitted via the online submission form by 11:59 pm on April 15, 2022. More information is available [here](#) and in the attached RFP.

Pride

Distinguished Faculty Lecturers begin on March 30, 2022. The theme: Resilience. Connections. Incarceration.

Talks by the Distinguished Faculty Awardees include:

Crafting Resilience

Lonny Grafman, Instructor of Environmental Resources Engineering

2020-2021 Excellence in Teaching - Lecturer

What we learned from hundreds of community-based student projects leveraging rain, sun, earth, and each other.

Wednesday, March 30, Siemens Hall 108, 5:30 p.m.

Classroom's Human Connection

Frank Shaughnessy, Professor of Botany

2020-2021 Outstanding Professor

Personal engagement between a student and instructor, and what that means for equity and inclusivity during the learning experience.

Thursday, April 7, Science B 135, 5:00 p.m.

Japanese Incarceration and The Politics of Dreaming

Michihiro Sugata, Professor of Sociology

2020-2021 Excellence in Teaching - Tenure Track

How visions of freedom and of confinement reconstituted the U.S. as it emerged from WWII.

Tuesday, April 19, Siemens Hall 108, 5:30 p.m.

...

We will host **Commencement ceremonies** for the first Cal Poly Humboldt graduating class on Saturday, May 14 in Redwood Bowl.

The ceremonies will be held at the following times:

8:30 a.m.—College of Arts, Humanities & Social Sciences

Noon—College of Natural Resources & Sciences

3:30 p.m.—College of Professional Studies

Registration for Spring 2022 Commencement is now open and those who want to walk in the Commencement ceremony MUST sign up by Friday, April 8. Details about registering for the ceremony are on the Commencement [website](#).

In addition to the Commencement ceremonies on May 14, the **Cultural Centers for Academic Excellence** will be hosting **Cultural Graduation Celebrations** to honor the rich diversity of our students and celebrate this milestone achievement with the graduates and their families. Students can register for the celebrations at the same time as the Commencement ceremony. The celebrations will be held on the following days and times:

Queer Graduation Celebration—May 5, 5 – 7 p.m., Nelson Hall East, Goodwin Forum (Room 102)

Native Graduation Celebration—May 12, 6 – 8 p.m., Van Duzer Theatre & Balabanis Art Quad

Black Graduation Celebration—May 13, 1 – 3 p.m., Founders Hall Courtyard

Latinx Graduation Celebration—May 13, 3 – 5 p.m., Kinesiology & Athletics, Lumberjack Arena

Asian, Desi, Pacific Islander, Middle Eastern, and North African (ADPI+MENA) Graduation Celebration—May 13, 5:30 – 7 p.m., Nelson Hall East, Goodwin Forum (Room 102)

Campus Culture and Operations

Please see the ODEI March 2022 issue of ODEI Pathways, the monthly newsletter of Cal Poly Humboldt's Office of Diversity, Equity, and Inclusion. Please click on this [link](#) to access the newsletter.

...

As the University continues to support the transition of campus to Cal Poly Humboldt branding elements, the **Admissions** office has taken actions to create **items** that will be found at various portions of the events. Items ordered that will be seen across campus are the following, I Heart Cal Poly Humboldt, mini Cal Poly Humboldt pennants, keychains, Lanyards, Cal Poly Humboldt String Backpacks, Cal Poly Plastic Cups, and I Heart Cal Poly Candy pouches.

The Office of Admissions is expecting to receive t-shirts next week, which we are working to provide to staff and faculty supporting the event on April 8 and April 15. During the Academic bowl, giveaway items will be provided to have on your tables to share with guests. Similarly the same will happen within the community fair.

Sample images of branded Items being produced for event



Side 1

Side 2

FRONT



PMS 376

Sustainability

HR is growing the use of digital technology with a focus on paperless processing and records systems. More information is forthcoming.

...

The **Humboldt Advisory Committee on Sustainability** continues to meet throughout the semester. This committee includes students, faculty, staff and a community member, and advises the President's leadership team on specific, recommended actions the campus can take to further the implementation of sustainability into the core focus areas of campus operations, academics, infrastructure and engagement.

...

Update to the **Climate Action Plan**: following the public comment period in February, a final draft was submitted to the President's Office for final review. The Sustainability Office will be hosting a Climate Action Public Forum during Earth Week, prior to which we anticipate formal adoption of the CAP 2.0 by the university.

...

Cal Poly Humboldt faculty and the Sustainability Office have joined the Wiyot Tribe, Cooperation Humboldt and a growing number of partners to organize the **Decolonizing Economics Conference**, a three-day virtual conference April 21-23 that will serve as a space to exchange experiences and information, strengthen alliances and networks, devise strategies to decenter colonial systems, and bolster real solutions to heal the land and people.

...

Earth Week is coming up! This year it will fall from April 18th through the 22nd. Cal Poly Humboldt has traditionally led an Earth Week Every Week (EWEW) campaign to celebrate with events, activities, and much more. The EWEW committee this year is composed of representatives from Associated Students, CCAT, WRRAP, and Green Campus. The Committee has decided that this year they will mostly support other campus and community events rather than creating separate Earth Week specific plans (such as by supporting a campus Food Summit and the Decolonizing Economics Conference). People who are interested in contributing activities can attend a committee meeting via Zoom on Thursdays at 4:30PM. Additional questions can be sent to the committee chair at zv3@humboldt.edu

...

The Sustainability Office was pleased to sponsor registration for all Cal Poly Humboldt students, staff, and faculty at Chico State's annual **This Way to Sustainability Conference** held March 24-25. Roughly 30 campus partners registered to attend (as of 3/21/22), with multiple faculty and staff joining as speakers on various panels. Read more about the Conference at <https://www.csuchico.edu/twts/>.

...

The Board of Trustees for the CSU will be considering an updated draft of the **CSU Sustainability Policy** during the Board meeting at 10am on Weds 3/23. See agenda at: <https://www.calstate.edu/csu-system/board-of-trustees/Pages/agenda.aspx>

Enrollment

Spring Preview Attendance Projection as of Friday, March 25th:

Event Date: Apr 8, 2022 206 students with 317 guests (523 total)

Student Type Breakdown: 114 First-Time Undergraduates, 77 Transfers, 1 Second Bachelor, 1 Returning, 13 Undecided

Academic College Breakdown: 41 CAHSS, 96 CRNS, 40 CPS, 30 Undeclared

Event Date: Apr 15, 2022 246 students with 451 guests (697 total)

Student Type Breakdown: 146 First time Undergraduates, 78 Transfers, 1 Returning, 23 Undecided

Academic College Breakdown: 51 CAHSS, 111 CRNS, 51 CPS, 35 Undeclared

Spring Preview Virtual Event is being offered to all admitted and confirmed students, which will support those that attended Spring Preview In-Person Events but also ensure those that cannot attend the in-person events the ability to engage with Cal Poly Humboldt staff and faculty. Admissions will be tracking data behind the scenes monitoring attendance at various offerings that include Academic Department Zoom sessions, Financial Aid, Housing, etc.

Preview Plus Overview

The Office of Admissions is bringing back the Preview Plus bus trip model to support students that normally wouldn't be able to attend. These students will be hosted at the Red Lion Hotel in Eureka. They will be chaperoned by professional staff and our ambassadors.

April 8th:

- Student Pick Up Locations:
 - The bus will depart at 6 AM from Fresno, and will stop at Sacramento, Upper & Lower Clear Lake.
- Numbers: ~45 students + local area students ~20 students expected to participate

April 15th

- Student Pick Up Locations:
 - There are two buses - The first bus will depart from LA at 5 AM and will travel directly to Humboldt. The second bus will depart from the Bay area at 8 AM, and will stop at Ukiah.
- Numbers: ~ 53 Students from Southern California

Schedule of events

Time	Activity Information	Location	Map#
7:30 am to 8:20 am	Check In and Breakfast —Grab a bite to eat and mingle with your new potential classmates.	Recreation & Wellness Center Building, West Gym, 2nd Floor	I9
8:20 am to 8:30 am	Find your seat —Make your way over to the Redwood Bowl from the West Gym and grab a seat for the welcome.	West Gym to Redwood Bowl	I10-K11
8:30 am to 8:45 am	Welcome —A welcome message from Dr. Tom Jackson, University President, and Dr. Jason Meriwether, Vice President of Enrollment Management. Pedro Martinez, the Director of Admissions, will give an overview of the day's events.	Redwood Bowl	I7
9:00 am to 9:45 am	Housing & Residence Life: Eat, Live, Learn —Our professional Residence Life Staff will talk about how living on campus can make your college experience the best it can be.	Kinesiology & Athletics, Lumberjack Arena, 2nd Floor	K10
	Transfers Student Panel —Connect with current transfer Humboldt students and get their opinions on everything from food to classes and everywhere in between.	Community Center, Great Hall, 2nd Floor	C12
10:00 am to 10:45 am	Financing your way through college —Staff from the Financial Aid Office will share advice about paying for college.	Kinesiology & Athletics, Lumberjack Arena, 2nd Floor	K10
	Educational Opportunity Program (EOP) / Student Support Services —Learn from the staff what you gain from being an EOP student and the success students have found by being part of the program.	Community Center, Great Hall, 2nd Floor	C12
11:00 am to 11:45 am	Next Steps (Freshman) —Learn more about the next steps to confirm your admissions.	Kinesiology & Athletics, Lumberjack Arena, 2nd Floor	K10
	Next Steps (Transfer) —Learn more about the next steps to confirm your admissions.	Community Center, Great Hall, 2nd Floor	E5
	Getting Support —Learn about campus and community resources that help Humboldt students meet their basic needs.	Nelson Hall East, Goodwin Forum, 1st Floor	C12
11:00 am to 1:00 pm	Lunch —At check-in, you'll get tickets that will tell you which lunch hour you are assigned.	Jolly Giant Commons, The J Dining Hall, 3rd Floor	E3
2:00 pm to 2:45 pm	Freshmen Student Panel —Connect with current Humboldt students and get their opinions on everything from food to classes and everywhere in	Community Center, Great Hall,	C12

	between.	2nd Floor	
3:00 pm to 3:45 pm	Place-based Learning Communities —Learn more about our STEM place-based learning communities: Among Giants, Klamath Connection, Representing Realities, Rising Tides, and Stars to Rocks.	Community Center, Great Hall, 2nd Floor	C12

Fairs and Drop in Sessions

Time	Activity Information	Location	Map#
10:00 am to 12:00 pm	Community Building Fair —Get to know the amazing variety of student clubs to keep you involved, and the academic and social support programs to help you succeed.	Student Activity Center Quad	E6
Noon to 2:00 pm	Academic Fair —Connect with faculty and learn more about all our major options. Talk with staff about student academic support services such as the Academic & Career Advising Center, Indian Natural Resource Science & Engineering Program (INRSEP), tutoring and supplemental instruction from the Learning Center, Student Disability Resource Center, and more.	Redwood Bowl	I7
9:00 am - 4:00 pm	Academic and Career Advising Center —Come and check out the Academic and Career Advising Center, our helpful team of academic and career advisors can help you get the most out of your college experience.	Lower Library 27	C7
9:00 am - 11:00 am	Indian Tribal & Educational Personnel Program (ITEPP) —The Indian Tribal & Educational Personnel Program (aka ITEPP) supports Native American Indian students in a wide array of academic disciplines within the three colleges.	Brero House #93	C5
10:00 am - 5:00 pm	El Centro Académico Cultural —El Centro Académico Cultural de Humboldt, (aka El Centro) works primarily with students of Latin American descent in navigating pathways to success that honors and respects their cultural and historical trajectory. Come learn more about El Centro's commitment to student success.	Nelson Hall East, 2nd Floor	E5
2:00 pm - 4:00 pm	Social Justice, Equity & Inclusion Center (SJEIC) —The Social Justice, Equity, and Inclusion Center (SJEIC) is a student-led organization that strives to create a safe space for Cal Poly Humboldt students to engage, learn, be heard, and be inspired. <i>Available on April 8th Only</i>	Balabanis House #55	C8
Noon to 4:00 pm	Apply for Housing —Housing & Residence Life Staff are available to help you complete your Housing Application and hold your space on campus for the Fall.	Jolly Giant Commons, Klamath River Room, 2nd Floor	D11
2:00 pm to 4:00 pm	Drop-in Sessions —Get individual questions answered by Admissions, Financial Aid, and Accessibility counselors.	Student Business Services Building, Lobby	E2

2:00 pm to 4:00 pm	Umoja Center for Pan African Student Excellence —The Umoja Center for Pan African Student Excellence (aka Umoja Center) works with students who self identify with any of the diverse identities represented within the African diaspora. This cultural community seeks to uplift and support its students academically, professionally and personally through advising and mentorship.	Nelson Hall East, 2nd Floor	E5
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Tours *(every hour on the hour)*

10:00 am to 2:00 pm	Campus Tours —See the beauty of our campus and get familiar with your new surroundings. Last tour leaves at 2:00 pm.	Student Activity Center Quad, Campus Tour Tent	F6
Noon to 4:00 pm	Freshmen Housing Tours —Get an exclusive look inside our residence halls for freshmen. Last tour leaves at 4:00 pm. Transfer Housing Tours —Get an exclusive look inside our residence halls for transfers. Last tour leaves at 4:00 pm. <i>For the safety and comfort of our residents showing their rooms for Preview days, face coverings are required and must be worn inside the units and shuttles at all times.</i>	Student Activity Center Quad, Housing Tour Tent	F6
3:00 pm to 3:45 pm	Community Forest Tour —Get a guided tour of the Arcata Community Forest. The forest is your backyard!	Redwood Plaza	J9

Academic Facilities Tours *(every hour on the hour)*

Friday, April 8th			
12:00 pm to 12:45 pm	The following majors will be giving a tour of their facilities: Forestry & Wildland Resources —Includes a demonstration of our fire lab! Journalism Kinesiology & Recreation Administration Athletics	Redwood Plaza	J9
1:00 pm to 1:45 pm	The following majors will be giving a tour of their facilities: Art Chemistry Dance	Redwood Plaza	J9

2:00 pm to 2:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Anthropology</p> <p>Biology</p> <p>Film</p> <p>Fisheries Biology</p> <p>Music</p>	Redwood Plaza	J9
3:00 pm to 3:45	<p>The following majors will be giving a tour of their facilities:</p> <p>Environmental Resources Engineering</p> <p>Geology</p> <p>Wildlife</p>	Student Activity Center Quad, Campus Tour Tent	J9
2:30 pm - 3:15 pm & 3:15 pm - 4:00 pm	<p>R/V Coral Sea—Get a tour of one of the largest research vessels dedicated to undergraduate education and research in the US.</p>	Woodley Island Marina, Eureka, CA	
Friday, April 15th			
12:00 pm to 12:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Forestry & Wildland Resources—Includes a demonstration of our fire lab!</p> <p>Journalism</p> <p>Athletics</p>	Redwood Plaza	J9
1:00 pm to 1:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Art</p> <p>Chemistry</p> <p>Dance</p> <p>Music</p>	Redwood Plaza	J9
2:00 pm to 2:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Anthropology</p> <p>Biology</p> <p>Film</p> <p>Fisheries Biology</p>	Redwood Plaza	J9

<p>3:00 pm to 3:45</p>	<p>The following majors will be giving a tour of their facilities:</p> <p>Environmental Resources Engineering</p> <p>Geology</p> <p>Theatre Arts</p> <p>Wildlife</p>	<p>Student Activity Center Quad, Campus Tour Tent</p>	<p>J9</p>
<p>2:30 pm - 3:15 pm & 3:15 pm - 4:00 pm</p>	<p>R/V Coral Sea—Get a tour of one of the largest research vessels dedicated to undergraduate education and research in the US.</p>	<p>Woodley Island Marina, Eureka, CA</p>	

Individuals requesting disability-related accommodations while attending Cal Poly Humboldt events are advised to contact the Office of Admissions as soon as possible by calling 707-826-6225 or emailing us at welcome@humboldt.edu. Please note that some accommodations may require ample time to coordinate.

Integrated Curriculum Committee Consent Calendar

March 29, 2022

[ENGR - 331 - 21-1552](#). Thermodynamics & Energy Systems I. Update prerequisites in anticipation of the new Engineering programs and the restructuring of the existing ERE program so that none of them require ENGR 211.

Current prerequisites: CHEM 110, MATH 210, and ENGR 211.

Proposed prerequisites: CHEM 110, MATH 210, and ENGR 211 or (ENGR 210 and PHYX 109).

[ENGR - 333 - 21-1559](#). Update prerequisites in anticipation of the new Engineering programs and the restructuring of the existing ERE program so that none of them require ENGR 211.

Current prerequisites: ENGR 211, ENGR 325, MATH 210.

Proposed prerequisites: ENGR 325, MATH 210, and ENGR 211 or (ENGR 210 and PHYX 109).

[Liberal Studies, Child Development/Elementary Education ITEP Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-1566](#). The Child Development department would like to change the name of the Child Development/Elementary Education ITEP concentration under the Liberal Studies, B.A. to **Child Development Special Education, ITEP**. The proposed change of the concentration name will clarify for prospective students as well as graduates that it is a child development concentration with a special education credential. The new title will facilitate recruitment, application for grants and scholarships, and make our graduates more competitive in the job market.

CAL POLY HUMBOLDT
University Senate

Resolution Establishing The Standing Committee on Sustainable Transportation

16-21/22-EX - March 29, 2022 - Second Reading

RESOLVED: That the Cal Poly Humboldt University Senate authorize the establishment of the ad hoc Sustainable Transportation Committee (STC); and be it further

RESOLVED: That its members are representative of individuals who are primarily transit or active transportation commuters; and be it further

RESOLVED: That the Committee be chaired by the Sustainability Director (or designee), who shall be ex officio; and be it further

RESOLVED: That the Committee include in its membership, in addition to the chair, two faculty members appointed by the University Senate, two non-MPP staff members appointed by the Staff Council, and two students appointed by Associated Students; and be it further

RESOLVED: That the Committee include as ex officio the Parking Coordinator, and the Director of Planning & Design (or designee); and be it further

RESOLVED: That the Committee include one non-voting representative from the Chancellor's Office, designated by the Chancellor's Office, and one non-voting representative of a local transportation agency; and be it further

RESOLVED: That the Committee be charged with assisting the university in identifying and prioritizing opportunities to improve - and to reduce barriers to the use of - pedestrian, bicycling, transit and other non-single occupancy vehicle commute modes; and be it further

RESOLVED: That the Committee shall be an administrative committee that reports to the President on its work at a minimum of once per academic year; and be it further

RESOLVED: That the Committee shall be initiated at the beginning of the fall semester of 2022.

RATIONALE: The California State University Transportation and Parking Policy (ID# 9869842) states that each campus shall establish and maintain an Alternative Transportation Committee, which shall remain independent from existing campus parking committees¹.

¹ See B. Procedure, Item 1. *Alternative Transportation Committee* in the [CSU Transportation and Parking Policy](#) (2020).

The Cal Poly Humboldt *Sustainable Transportation Committee* (STC) will assist the university in identifying and prioritizing opportunities to improve - and to reduce barriers to the use of - pedestrian, bicycling, transit and other non-single occupancy vehicle commute modes. The STC will be an administrative committee that reports to the President. In support of the CSU Transportation and Parking Policy (see page 3), the HSU Parking Market Demand Study, the HSU Climate Action Plan, and the Campus Physical Master Plan, the STC shall:

- Develop a report of the campus' transportation needs and recommendations to improve bicycle, pedestrian and transit commute mode share.
- Provide input to the development of a Transportation Demand Management (TDM) plan.
- Evaluate effectiveness of the campus' TDM strategies through cost/benefit analysis and hourly utilization of various transportation modes.
- Identify and recommend TDM strategies to prioritize campus investment and help request/seek funding for those strategies.
- Use campus transportation performance data to recommend new programs and/or changes in strategy.
- Assist in determining the need for the construction of new parking assets or improvement of existing parking assets.
- In the event the campus seeks new parking improvements and/or facilities, provide a letter to confirm the recommendations of the STC.

**CAL POLY HUMBOLDT
University Senate**

**Resolution to Amend the Minors and Academic Credit-Granting Certificates and
Concentrations Policy**

19-20/21-APC – March 29, 2022— Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President / Provost that the 2021 Policy governing proposed Minors, Academic credit-granting certificates, and concentrations be amended to add three additional units of career preparation for academic credit-granting certificates which are jointly proposed as minors and academic credit-granting certificates.

RATIONALE: This amendment is intended to uphold Chancellor office guidance distinguishing academic credit-granting certificates to ensure that dually listed minors and academic-credit granting certificates



HUMBOLDT STATE UNIVERSITY

Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations

VPAA ##-##

Academic Policies Committee

Applies to: All new proposals for minors, academic-credit granting certificates and concentrations.

Supersedes: Curricular Guidelines for Minors at HSU (4/10/2011) and amends the Guidelines for Approving New Certificate Programs (3/11/2014 - #29-13/14-ICC) and the Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations (12/04/2021 – VPAA 21-06).

Purpose of the Policy

This policy revision intends to make more clear what minors, academic credit-granting certificates and concentrations are at HSU. The policy also provides guidance for new and proposed minors, academic credit-granting certificates and concentrations including assessment and requirements for submitting new minors, academic credit-granting certificates and concentrations.

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

- I. Definitions
- II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations
- III. Specific guidelines for proposing new minors
- IV. Specific guidelines for proposing new concentrations
- V. Specific guidelines for proposing new academic credit-granting certificates I.

Definitions

I. Definitions

Minor. A minor is a course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest, for a matriculated student pursuing a bachelor degree. Minors will be 12-24 units and offer a sustained course of study that complements academic work. Students are generally prohibited from earning a major and minor from the same degree program. Exceptions can be made in combinations in which: 1) at least 9 units required for the minor are not already required for the major. In cases where there are concentrations within the minor or major, a student must take concentrations such that at least 9 units for the minor are not counted towards the major, and 2) the major and minor must have different titles.

Academic Credit- Granting Certificate. An academic credit granting certificate is a

cohesive course of study, shorter than a degree program, designed to provide students with training focused to enhance their professional/career opportunities. Academic credit-granting certificates shall be 6-20 units and be primarily for non-matriculated students for the purpose of career enrichment and retraining. CSU Executive Order 0806 provides the example of the goals of certificates: “. . . Providing initial knowledge designed for entering a new career, or making a significant change in an existing career, such as moving from a nurse to a nurse practitioner. . .”. A certificate may be awarded to a person, matriculated or not, who completes the designated course of study. Academic credit-bearing certificates are often provided through extended education but may be offered by academic programs at the BA or MA levels. Academic credit-granting certificates may be used for professional qualifications. Non academic credit-granting certificates, such as certificates of participation are administered and reviewed by the College of Extended Education and Global Engagement (CEEGE).

Concentration. A concentration is a focus within a major program that is less than half of the units in a major program that appears on a student transcript. Emphasis is a subdivision of a concentration that does not appear on a diploma. Prior to implementation of any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law (EO 1071).

Matriculated student. A matriculated student is a student who has, through normal procedures, been admitted formally at a CSU campus to pursue an authorized degree, credential or certificate (for academic credit) and who is enrolled in or is expected to enroll in courses. A student may be matriculated through state-supported university enrollment or through self-supporting extended education enrollment, or both (1099)

Self support mode. Instruction offered through self-supporting mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1102 and Education Code section 89708 (1099).

State supported mode. State-supported mode is the type of funding structure in which the university receives state appropriations for instruction offered (1099).

Policy Details

II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations

Minors, academic credit-granting certificates and concentrations are subprograms of academic units at Humboldt State. Every subprogram will uphold the vision and responsibilities of Humboldt State University and the California State University system.

Concentrations shall be less than half of the major program.

Minors can be proposed as both minors and academic credit-granting certificates if they are career focused and/or offer retraining opportunities. Dually proposed minors/academic credit-granting certificates must meet all the standards for both minors and academic credit-granting certificates. If a program would like to propose a minor that is also an academic-credit granting Certificate the certificate must include three units of distinct career focused coursework such as internships or directed study work. The proposing department/program must make clear the course requirements, pathways and options for state-supported University enrollment or self-supporting extended education enrollment, the distinctions if any between the minor and academic credit-granting certificate, and clearly outline in which situations a matriculated student could earn the academic credit-granting certificate. If self-support is necessary an MOU with the College of Extended Education and Global Engagement must also be submitted.

Minors, Concentrations and academic credit-granting certificates proposed by departments and programs shall be regularly reviewed through the upcoming 7-year program review cycle.

Academic credit-granting Self-support certificates must meet all current standards for academic programs at Humboldt State. Credential or academic credit-granting certificate programs can be offered by an academic department or by extended education.

For a degree, credential, or certificate program, or for individual academic-credit bearing courses to be offered in extended education: (1) CSU Operating Funds shall be either unavailable or inappropriate for supporting the offering(s), and (2) at least one of the following additional criteria shall be met:

- a. The courses or program is designed primarily for career enrichment or retraining (Education Code section 89708); or
- b. The location of the courses or program offerings is removed from permanent, state-supported campus facilities; or
- c. The course or program is offered through a distinct technology, such as online delivery; or
- d. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds; or
- e. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds. (1099)

Faculty teaching in all programs that offer credit-bearing certificates must be reviewed through appropriate APS/HR procedure.

Credit granting self-support certificates shall result in a positive impact on HSU facilities, services, faculty, staff and students as per EO 1099 supplanting policies.

Academic credit-granting certificates, minors and concentrations must be reviewed and approved by the ICC according to guidelines. Proposals will be submitted using appropriate curriculum forms and/or online review software such as Curriculog.

Stateside academic credit-granting certificates will be covered by tuition, but self support academic credit granting certificates have additional charges.

Each proposed new minor, academic credit-granting certificate or concentration will be proposed by the sponsoring academic unit and then must be reviewed and recommended by each of the following:

- Sponsoring department (if appropriate)
- Academic dean (if appropriate)
- ICC
- Senate
- Provost
- President
- Chancellor's office (in the case of new concentrations)

III. Specific guidelines for proposing new minors

The following criteria must be met when proposing a new minor:

- Describe the program need/rationale for the new minor framed by the institution's vision and strategic goals. Provide evidence that the new minor will have sufficient enrollment. Describe how the minor will enhance student education.
- Provide the exact title of the new minor being proposed.
- List of courses and descriptions for all required units for the new minor. All prerequisite courses must be clearly identified. If the minor requires completion of HSU general education courses before entering the minor, these shall be clearly identified as prerequisite courses. If the program allows for the choice of courses, all pathways shall be clearly mapped to ensure consistent application of minor learning goals.
- Any new courses created for the minor must be clearly identified in the proposal. Courses created only for the minor must meet established HSU course enrollment targets and may not be allowable.
- All course work for a minor must be satisfied with an average 2.0 GPA or above. Any additional GPA requirement must be included in the proposal. • Students must have 6 HSU units in residence for any minor or 9 units if the minor is more than 20 units.
- Students must take at least 6 units for the minor at the upper division (300 and above) or 9 units if the minor is more than 20 units.
- A maximum of 3 units for the minor can be internships or independent study unless the minor is designed to include more and has prior approval.
- All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education,

- credentials, certificates, or complementary studies.
- The curriculum for a minor course of study must meet at least three of the Institutional Learning Outcomes (ILOs) for Humboldt State University. Proposals must include an assessment plan that would allow for the student learning that met those ILOs to be demonstrated.
- Proposals must include documentation of all campus-required curricular approvals.

IV. Specific guidelines for proposing a new concentration

The following criteria must be met when proposing a new concentration:

- Describe the program need/rationale for the new concentration framed by the institution's vision and strategic goals. Provide evidence that the new
- concentration will have sufficient enrollment. Describe how the concentration will enhance student education.
- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Chemistry with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram; • Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office (EO 1071);
- A 4-year major-and-subprogram roadmap for first year students and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the
- concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

V. Specific guidelines for proposing a new academic credit-granting certificate:

The following criteria must be met when proposing a new academic credit-granting certificate

- Describe the program need/rationale for the new academic credit-granting certificate framed by the institution's vision and strategic goals. Provide evidence that the new academic credit-granting certificate will have sufficient enrollment. Describe how the academic credit granting certificate will enhance student education.

- Proposals for academic credit-granting certificates shall meet the standards outlined in the HSU policy on certificates (https://policy.humboldt.edu/policy_certificates).
- Self-support academic credit-granting certificates (in conformance with EO 1099 and EO 1102) must include:
 - specification of how all required EO 1099 self-support criteria are met;
 - assurance that the proposed program does not replace existing state support courses or programs;
 - evidence that the academic standards associated with all aspects of academic credit-granting certificates are identical to those of comparable state-supported CSU instructional programs;
 - explanation of why state funds are either inappropriate or unavailable;
 - a cost-recovery program budget;
 - the student per-unit cost;
 - the total cost for students to complete the program.

This policy uses elements of the San Francisco State policy on Certificate Programs, the CSU Channel Islands Policy on Minors, CSU Channel Islands Certificate Requirements, CSU Monterey Bay Policy on Program and degree concentrations, CSU Executive Order 0806, California Education Code 89708, and CSU Executive Order 1099.

Expiration Date

History

Revised: 03/08/2018

Edited: 12/04/2021

Amended: 03/29/2022

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend A New Bachelor of Science in Geospatial Science and Technology
17-21/22-ICC - March 29, 2022 - Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the new Bachelor of Science in Geospatial Science and Technology detailed in proposal [21-1455](#) be approved.

RATIONALE: The proposed Bachelor of Science in Geospatial Science and Technology program is set to be housed in the Department of Geography, Environment, and Spatial Analysis. Through this program, students will develop the knowledge and skills that will prepare them for careers as Geographic Information System (GIS) analysts and specialists, remote sensing analysts, cartographers, photogrammetrists, and geographers. The program includes a core of lower- and upper-division courses, depth experience courses, and a capstone center on geospatial content as well as an area of focus in a diverse content area. Through the area of focus, students will have the option to specialize in applying their skills to other disciplines in natural sciences, social sciences, cultural and ethnic studies, and professional studies. This can be completed through a minor or certificate as appropriate to the student's area of study. There are three new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Bachelor of Science in Geospatial Science and Technology Program Learning Outcomes

1. Apply geospatial information and technology to understanding the spatial and temporal aspects of social and equity issues and create potential approaches to improving these issues.
2. Analyze human impacts on the physical, biological, and/or cultural world, and develop and implement geospatial projects.
3. Seek out original and secondary sources of spatial and aspatial information necessary to understand complex environmental and social issues.
4. Use critical thinking skills and apply measurable criteria to evaluate contemporary spatial decision-making
5. Communicate with the public and professionals concerning environmental and social issues.
6. Create professional maps, posters, reports, and articles containing a variety of spatial and aspatial information.

Bachelor of Science in Geospatial Science and Technology Curriculum

Prerequisite (0-3 units)

College Algebra. Students may demonstrate facility with college algebra through successful completion of pre-calculus at the high school level, by placement test, or successful completion of MATH 101 (3) or the equivalent.

Lower division (21-22 units)

GSP 101 (3) Geospatial Concepts

MATH 101T (3). Trigonometry

GEOG 105 (3) Human Geography **or** GEOG 106 (3) Physical Geography.

STAT 109 (4) Introductory Biostatistics **or** STAT 108 (3) Elementary Statistics.

GSP 216 (3) Intro to Remote Sensing [Prereq: GSP 101]

GSP 270 (3) Geographic Information Science (GIS) [Prereq: GSP 101] **or** GSP 272 (3) GIS for Social Sciences

ESM 230 (3) Environmental Methods [Prereq: (ESM 105 or GEOG 106) and STAT 109] **or** GEOG 311 (3) Geographic Research & Writing

Upper Division Core (20 units)

GSP 316 (4) Cartography [Prereq: GSP 101]

GSP 318 (3) Geospatial Programming I [Prereq: GSP 101]

GSP 326 (3) Intermediate Remote Sensing [Prereq: GSP 216; recommended MATH 105]

GSP 330 (3) Mobile Mapping [Prereq: GSP 101]

GSP 370 (3) Intermediate GIS [Prereq: GSP 270 or GSP 272]

ESM/GSP 410 (4) Geospatial Capstone or GEOG 411 (4) Senior Field Research

Upper Division Restricted Electives (10 units)

Choose from the following:

GSP 416 (4) Advanced Cartography Design Seminar [Prereq: GSP 316]

GSP 418 (3) Geospatial Programming II [Prereq: GSP 318]

GSP 426 (1-4) Cartography Practicum [Prereq: GSP 270 and GSP 316]

GSP 436 (3) Advanced Remote Sensing [Prereq: GSP 326]

CS 325 (4) Database Design [Prereq: CS 112; or GSP 270 and (CS 111 or CS 232 or GSP 318)]

CS 328 (4) Web Apps with Databases [Prereq: CS 325]

GEOG 471M (1) Topics in Human Geography D. E.

GEOG 472M (1) Topics in Regional Geography D. E.

GEOG 473M (1) Topics in Physical Geography D. E.

GSP 480 (1-2) Selected Topics in Geospatial Analysis

GSP 480L (1-2) Selected Topics in Geospatial Lab

GSP 482 (2-3) Geospatial Internship

Concentration (18 units)

The concentrations are designed to provide students with skills that complement the core Geospatial curriculum. Concentrations are not listed on your diploma but are on transcripts and you can highlight this additional skill-set on your resume and elsewhere. Students are required to complete at least 18 units of course work in a concentration. Course substitutions must be approved by the advisor in consultation with the Dept. Chair or another faculty advisor in that department.

Social Science Concentration:

Select 18 units from:

ANTH 316 (4) Anthropology & Development

ANTH 359 (4) Digitization in Archeology

GEOG 300 (3) Global Awareness (Area D, DCG-n)

GEOG 301 (3) International Environmental Issues & Globalization (Area D)

GEOG 304 (3) Migrations & Mosaics (Area D, DCG-d)

GEOG 357(3) Climate, Ecosystems & People

GEOG 357M (1) Climate, Ecosystems & People Depth Experience

GEOG 363 (3) Political Geography

GEOG 365 (4) Political Ecology

GEOG 471 (3) Topics in Human Geography

GEOG 472 (3) Topics in Regional Geography

NAS 332 (3) Environmental Justice

SOC 225S (4). Social Issues & Action

SOC 316 / WS 316 (4) Gender and Society

Environmental Science & Management Concentration

ESM 105 (3) Natural Resource Conservation

BOT 105 (3) General Botany or BIOL 105 (3) General Biology

Select 12 additional units from:

ESM 325 (3) Environmental Law & Regulation

ESM 303 (4) Applied Natural History & Ecology [Prereq: ESM 105 and ESM 230 and (STAT 108 or STAT 108i or STAT 109) and (BIOL 105 or BOT 105)]

ESM 305 (3) Environmental Conflict Resolution

ESM 309B (3) Environmental Communication

ESM 350 (3) Fundamentals of Environmental Education & Interpretation

ESM 430 (3) NR Management in Protected Areas [Prereq: ESM 303]

ESM 425 (3) Environmental Impact Assessment

ESM 435 (2) Grant Proposal Writing

ESM 450 (3) Applied Environmental Education & Interpretation [Prereq: ESM 350]

Descriptions of New Courses Proposed as Part of the Bachelor of Science in Geospatial Science and Technology Program

GSP 482 Geospatial Internship (2-3) Engage in an internship in an applied or research-related setting, and implement the theory and practice of the major by working for a public agency, private firm, research facility, or non-profit organization.

GSP 272GIS for Social Sciences (3) Introduction to geographic information systems (GIS) for the social sciences. Fundamental theory and application of spatial analysis to relevant issues in business, marketing, sociology, anthropology, criminology, history and more. ArcGIS used primarily, but some data manipulation will require the use of other tools such as Microsoft Excel. Covers the concepts and skills of introductory GIS analysis. Basic principles of cartography will be introduced, as well as other tools to develop impactful data presentation.

GSP 410 Geospatial Capstone (4) Culmination of your geospatial curriculum meant to synthesize and demonstrate the various components of your knowledge. Structured around a consulting firm model, where the students assume the role of geospatial consultants, from finding a client and project to development and presentation of the results. The instructor will provide support and guidance throughout the course, but the goal is to emulate a professional setting within a structured learning environment.

4-Year MAPS by Concentration

Geospatial Science with Concentration in Environmental Science & Management			
Advising Roadmap - Recommended Course Sequence			
Contact your advisor to adjust this roadmap if you will be taking MATH 101 to demonstrate college algebra competency.			
Freshman Year (31 Units)			
Fall	Units	Spring	Units
GSP 101 (CSUD)	3	ENGL 102 (CSUA)	3
GEOG 106 (CSUB1)	3	GE Arts (CSUC1)	3
COMM 100 (CSUA1)	3	Math 101T (CSUB4)	3
BOT 105 or BIOL 105 (CSUB1)	4	NAS 107 (CSUF, DCG)	3
SCI 100 (CSUE)	3	Elective	3
Total:	16	Total:	15
Sophomore Year (31 Units)			
Fall	Units	Spring	Units
GSP 270 or GSP 272	3	GSP 216	3
GEOG 100 (CSUA3)	3	ESM 230	3
ENGL 103 (CSUA2)	3	PSCI 110 (INS2)	3
ESM 105 (CSUD)	3	NAS 200 (DCG, INS1)	3
STAT 109 (CSUB4)	4	Elective	3
Total:	16	Total:	15
Junior Year (31 Units)			
Fall	Units	Spring	Units
GSP 316	4	GSP 318	3
GSP 370	3	GSP 330	3
ESM Restricted Elective (UD GE)	3	ESM Restricted Elective (UD GE)	3
GSP 326	3	GE Arts or Humanities (CSUC1 or CSUC2)	3
Elective	3	GE Humanities (CSUC2)	3
Total:	16	Total:	15
Senior Year (27 Units)			
Fall	Units	Spring	Units
GSP 418 or 436 or Major Elective	3	GSP 470	3
GE UD Area C	3	ESM Restricted Elective	3
GSP 410 or ESM 410	4	ESM Restricted Elective	3
Major Elective	3	Major Elective	3
		Elective	2
Total:	13	Total:	14

Geospatial Science with Concentration in Social Science**Advising Roadmap - Recommended Course Sequence**

Contact your advisor to adjust this roadmap if you will be taking MATH 101 to demonstrate college algebra competency.

Freshman Year (30 Units)

Fall	Units	Spring	Units
GSP 101 (CSUD)	3	ENGL 102 (CSUA2)	3
GEOG 105 (CSUD, DCG)	3	STAT 108 (CSUB4)	3
COMM 100 (CSUA1)	3	Math 101T (CSUB4)	3
GE Arts (CSUC1)	3	NAS 107 (CSUF, DCG)	3
SCI 100 (CSUE)	3	GE Physical Science (CSUB1)	3
Total:	15	Total:	15

Sophomore Year (31 Units)

Fall	Units	Spring	Units
GSP 270 or GSP 272	3	GSP 216	3
GEOG 100 (CSUA3)	3	GSP 330	3
ENGL 103 (CSUA2)	3	PSCI 110 (INS2, INS3)	3
Major Elective	3	GEOG 300 (DCGN, UDD) or Major Elective	3
GE Life Science (CSUB2,CSUB3)	4	GE Humanities (CSUC2)	3
Total:	16	Total:	15

Junior Year (31 Units)

Fall	Units	Spring	Units
GSP 316	4	GSP 318	3
GEOG 311	3	GSP 370	3
GEOG 301 (UDD) or GEOG 304 (UDD, DCG)	3	NAS 200 (DCG, INS1)	3
GE UD Area C	3	Major Elective	4
GSP 326	3	Elective	2
Total:	16	Total:	15

Senior Year (28 Units)

Fall	Units	Spring	Units
GSP 418 or 436 or Restricted Elective	3	GEOG 411	4
GSP 416 or Restricted Elective	4	GSP 470 or Restricted Elective	3
Major Elective	3	Major Elective	3
Major Elective	3	GE Arts or Humanities (CSUC1 or CSUC2)	3
Elective	2		
Total:	15	Total:	13

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend A New Master of Science in Engineering and Community Practice
18-21/22-ICC - March 8, 2022 - Reading

RESOLVED: That the University Senate of California State Polytechnic University Humboldt recommends to the Provost that the new Master of Science in Engineering and Community Practice detailed in proposal [21-1461](#) be approved.

RATIONALE: The proposed Master of Science in Engineering and Community Practice is intended to support students in developing and practicing skills in sustaining, restoring, and protecting natural resources. Through this program, students will refine technological and management skills with focus on interfacing and working with Indigenous and traditionally underserved communities. The Departments of Environmental Resource Engineering and Native American Studies and the ICC believe this major will provide students with knowledge and skills for future careers in environmental engineering, water resources engineering, river restoration, renewable energy systems planning, and design and development, among others. There are two new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Master of Science in Engineering and Community Practice Program Learning Outcomes

1. Graduate students will be able to apply engineering analysis and design to identify critical environmental resources problems and offer solutions aimed at restoring and sustaining the global environment and assisting communities who depend on access to natural resources (Graduate ILO 1,3,4).
2. Graduate students will be able to demonstrate a command of skills necessary to practice engineering research and design with Native nations and communities and advocate for strategies that facilitate collaboration with tribal nations in mutually-beneficial environmental management practices that are free from discrimination and that foreground the protection of sacred and historical sites (Graduate ILO 1, 3, 5).
3. Graduate students will be able to critique and conduct the engineering design process with knowledge of historical and contemporary struggles for social justice and recognition of the diversity of human cultures and experiences (Graduate ILO 1,3,4,5).
4. Graduate students will be able to use discipline conventions to communicate to diverse audiences the results of their analysis of a critical natural resource engineering and management problem focused on engaging Tribal partners (Graduate ILO 2,4,6).

Master of Science in Engineering and Community Practice Curriculum

Requirements for the major (30 units)

Core Requirements

Complete an acceptable project.

Complete the core course requirements:

Requirement 1 (3 units):

NAS 331: Indigenous Natural Resource Management Practices

Requirement 2 (6 units): Directed Research

Students complete a combination of six directed research units from Engineering (3 units) and Native American Studies (3 units) to complete their culminating degree project.

All students are required to enroll in three units of NAS 692 and three units of ENGR 692 to complete the required program project. One or both of these courses will be offered and available each Fall and Spring semester. The project is the culminating experience for the master's degree.

a. Master's Project - 3 units total ENGR 692

b. Master's Project - 3 units total NAS 692

Requirement 3 (minimum of 9 units): Engineering Design electives

Students three engineering design electives for a total of nine units from the following list:

ENGR 518: Applied Hydraulics

ENGR 521: Advanced Numerical Methods for Engineers

ENGR 534: Air Quality Management

ENGR 541: Hydrology II

ENGR 543: Groundwater Hydrology

ENGR 545: Water Resources Planning and Management

ENGR 548: River Hydraulics

ENGR 555: Engineered Natural Treatment Systems

ENGR 571: Advanced Thermodynamics and Energy Systems

ENGR 573: Building Energy Analysis

ENGR 575: Renewable Energy Power Systems

Requirement 4 (minimum of 6 units): Native American Studies electives

Students complete two NAS electives for a total of at least six units from the following list:

NAS 332: Environmental Justice

NAS 361: Tribal Sovereignty, Tribal Citizens

NAS 362: Tribal Governance & Leadership

NAS 364: Federal Indian Law I

NAS 365: Federal Indian Law II

NAS 366: Tribal Water Rights

NAS 468: Tribal Justice Systems

NAS 480: Special Topics in Native American Studies**

EC 630: Socio-Cultural Dimensions – when the course covers Klamath River Issues or Decolonizing Methodologies

**NAS 480 requires advisor approval to ensure that the topic and units for a particular offering of the course is relevant for the MS Engineering and Community Practice degree requirements.

Approved Electives

Approved elective course units to achieve a total of 30 units for the degree. Any of the NAS course listed above that was not completed to satisfy the 9-units of required NAS courses may be taken as an additional elective. Other approved elective courses include (substitutions are possible with approval of your advisor and the program coordinator):

ENGR 532. Energy, Environment and Society (4)

ENGR 533. Energy & Climate Change (4)

ENGR 535. Development Technology (4)

ECON 423 & 423D: Environmental & Natural Resource Economics (3 or 4)

ECON 550: Economics of Energy and Climate Policy (4)

ECON 570S: Sustainable Rural Economic Development (4)

ENST 480: Energy Justice (3)

FISH 570: River Fish Restoration Ecology (3)

FISH 576: Ecology of Running Waters (3)

FISH 578: Fisheries Oceanography (3)

GEOL 550: Fluvial Processes (3)

GEOL 551: Hillslope Processes (3)

GEOL 556: Hydrogeology (4)

GSP 510: Research Methods in Geospatial Science (4)

GSP 570: Advanced Geospatial Analysis & Modeling (4)

WSHD 558. Climate Change & Land Use (3)

Descriptions of New Courses Proposed as Part of the Major

ENGR 692 (1-3) Directed research towards completion of an MS culminating project. Supervised by department faculty member.

NAS 692 (1-3) Directed research towards completion of an MS culminating project. Supervised by department faculty member.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend A New Bachelor of Science in Energy Systems Engineering
21-21/22-ICC - March 29, 2022 - Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the new Bachelor of Science in Energy Systems Engineering detailed in proposal [21-1503](#) be approved.

RATIONALE: The proposed Bachelor of Science in Energy Systems Engineering program is set to be housed in the Department of Environmental Resources Engineering. Through this program, students will engage in designing, building, operating, and supporting sustainable energy systems that are vitally needed to address climate change and advance towards more just infrastructure approaches. The program is designed for students to take the lower division common engineering core classes and upper division project-based and interdisciplinary courses that cover key topics including thermodynamics, transport phenomena, building energy efficiency, renewable energy generation, electricity grids, and community energy planning. The program will seek American Board of Engineering and Technology (ABET) accreditation as a “General Engineering” program, incorporating many elements commonly included in Civil, Environmental, Mechanical, and Electrical engineering disciplines. The ICC and Department of Environmental Resources Engineering believe this program will prepare students for careers in developing, designing, operating, and analyzing clean energy systems. There are three new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Bachelor of Science in Energy Systems Engineering Program Learning Outcomes

1. Students will be able to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (ILO 4,7).
2. Students will be able to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (ILO 1,2,4).
3. Students will be able to communicate effectively with a range of audiences (ILO 5,6).
4. Students will be able to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts (ILO 1,2,4).

5. Students will be able to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (ILO 1).
6. Students will be able to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (ILO 4,7).
7. Students will be able to acquire and apply new knowledge as needed, using appropriate learning strategies (ILO 4,7).

Bachelor of Science in Energy Systems Engineering Curriculum

Common Engineering Core (66 Units)

BIOL 105- Principles of Biology Units: 4

CHEM 109 - General Chemistry I Units: 5

CHEM 110 - General Chemistry II Units: 5

MATH 109 - Calculus I Units: 4

MATH 110 - Calculus II Units: 4

MATH 210 - Calculus III Units: 4

PHYX 109- General Physics A: Mechanics Units: 4

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

ENGR 115 - Introduction to Engineering Units: 3

ENGR 210 - Solid Mechanics: Statics Units: 3

ENGR 215 - Introduction to Design Units: 3

ENGR 225 - Computational Methods for Environmental Engineering I Units: 3

ENGR 325- Computational Methods for Environmental Engineering II Units: 3

ENGR 313 - Systems Analysis Units: 3

ENGR 322 – Engineering Models and Data Analysis Units: 4

ENGR 326 - Computational Methods for Environmental Engineering III Units: 3

ENGR 331 - Thermodynamics & Energy Systems I Units: 3

ENGR 333 - Fluid Mechanics Units: 4

Energy Systems Engineering Core (15 units)

PHYX 315: Introduction to Electronics & Electronic Instrumentation Units: 3

ENGR 335- Energy Systems Engineering Fundamentals Units: 3

ENGR 411- Energy Project Development and Policy Units: 3

ENGR 417- Heat and Mass Transport Processes Units: 3

ENGR 492 - Capstone Design Project Units: 3

Energy System Engineering Design Electives (choose 3, units: 9)

ENGR 473- Building Energy Analysis Units: 3

ENGR 478- Electrical Grids and Distributed Renewable Energy Units: 3

ENGR 471- Thermodynamics and Energy Systems Units: 3

ENGR 475 - Renewable Energy Power Systems Units: 3

Energy and Environmental Justice Elective (choose 1, units 3-4)

NAS 331 - Indigenous Natural Resources Management Practices Units: 3

NAS 332 - Environmental Justice Units: 3

NAS 364 - Federal Indian Law I Units: 4

ENST 295 - Power, Privilege and the Environment Units: 4

ENST 480 - Energy Justice Units: 3

ESM 305 - Environmental Conflict Resolution Units: 3

ESM 325 - Environmental Law and Regulation Units: 3

ENGR 305 - Appropriate Technology Units: 3

Geoscience and Climate Science Elective (Choose 1, units 3)

CHEM 370 - Earth Systems Chemistry Units: 3

OCN 420 - Oceans and Climate Units: 3

GEOL 303 - Earth Res. and Global Change Units: 3

Descriptions of New Courses Proposed as Part of the Energy Systems Engineering Program

ENGR 355 Energy Systems Engineering Fundamentals (3) Apply thermodynamics and systems analysis to contemporary energy systems topics in their social, economic, and environmental contexts. Sustainable energy resources, buildings, transportation, and infrastructure.

ENGR 411 Energy Project Development and Policy (3) Develop implementation plans for energy projects and analyze the effects of energy policy. Energy project planning, timelines, financial analysis, impact assessment, and stakeholder engagement. Energy policy institutions, mechanisms, and markets.

ENGR 417 Heat and Mass Transport Processes (3) Theory of heat and mass transport and applications in energy and mechanical systems. Conduction, convection, radiation, diffusion, reaction kinetics, ideal reactor models.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend A New Bachelor of Science in Mechanical Engineering
22-21/22-ICC - March 29, 2022 - Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the new Bachelor of Science in Mechanical Engineering detailed in proposal [21-1503](#) be approved.

RATIONALE: The proposed Bachelor of Science in Mechanical Engineering program is set to be housed in the Department of Environmental Resources Engineering. Through this program, students will engage in designing machines, devices, products and control systems, and working with the generation, conversion, transmission, and utilization of mechanical and thermal power. The applications are broad, including biomedical devices, aircraft and cars, building HVAC systems, miniature environmental sensors, and systems to store and generate large-scale renewable energy. The program is designed for students to take the lower division common engineering core classes and in-depth upper division courses in the two areas of mechanical engineering, mechanical systems and thermal systems. The program will seek American Board of Engineering and Technology (ABET) accreditation as a Mechanical Engineering program. The ICC and Department of Environmental Resources Engineering believe this program will prepare students for careers in a wide range of mechanical engineering related fields. There are nine new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Bachelor of Science in Mechanical Engineering Program Learning Outcomes

1. Students will be able to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (ILO 4,7).
2. Students will be able to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (ILO 1,2,4).
3. Students will be able to communicate effectively with a range of audiences (ILO 5,6).
4. Students will be able to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts (ILO 1,2,4).

5. Students will be able to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (ILO 1).
6. Students will be able to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (ILO 4,7).
7. Students will be able to acquire and apply new knowledge as needed, using appropriate learning strategies (ILO 4,7).

Bachelor of Science in Mechanical Engineering Curriculum

Lower Division (43 Units)

CHEM 109 - General Chemistry I Units: 5

CHEM 110 - General Chemistry II Units: 5

MATH 109 - Calculus I Units: 4

MATH 110 - Calculus II Units: 4

MATH 210 - Calculus III Units: 4

PHYX 109- General Physics A: Mechanics Units: 4

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

ENGR 115 - Introduction to Engineering Units: 3

ENGR 123- Engineering Fabrication Units: 1

ENGR 210 - Solid Mechanics: Statics Units: 3

ENGR 215 - Introduction to Design Units: 3

ENGR 225 - Computational Methods for Environmental Engineering I Units: 3

Upper Division (41 Units)

PHYX 315: Introduction to Electronics & Electronic Instrumentation Units: 3

ENGR 313 - Systems Analysis Units: 3

ENGR 317 – Dynamic Systems Units: 3

ENGR 322 – Engineering Models and Data Analysis Units: 4

ENGR 325 - Computational Methods for Environmental Engineering II Units: 3

ENGR 326 - Computational Methods for Environmental Engineering III Units: 3

ENGR 330 - Mechanics & Science of Materials Units: 3

ENGR 331 - Thermodynamics & Energy Systems I Units: 3

ENGR 333 - Fluid Mechanics Units: 4

ENGR 430 – Manufacturing 1 Units: 3

ENGR 417 – Heat and Mass Transfer Processes Units: 3

ENGR 464 – Measurements, Instrumentation, and Controls Units: 3

ENGR 492 - Capstone Design Project Units: 3

Major Elective Program (12 units)

With advice and approval of a Mechanical faculty advisor or the department chair, select one life science elective course and three senior engineering design courses from the following lists to form a coherent elective program.

Life Science Elective

Complete one course.

BIOL 104 - Principles of Biology Units: 3

BIOL 105- General Biology Units: 4

SOIL 104 – Introduction to Sustainable Agriculture Units: 3

Engineering Design

Complete three courses.

ENGR 418 - Applied Hydraulics Units: 3

ENGR 421 - Advanced Numerical Methods for Engineers I Units: 3

ENGR 433 – Advanced Manufacturing Units: 3

ENGR 434 – Air Quality Management Units: 3

ENGR 462- Mechatronics Units: 3

ENGR 465- Machine Design Units: 3

ENGR 468- Materials and Processes Units: 3

ENGR 471 - Thermodynamics & Energy Systems II Units: 3

ENGR 473 - Building Energy Analysis Units: 3

ENGR 475 - Renewable Energy Power Systems Units: 3

ENGR 478 - Electricity Grids & Distributed Renewable Energy Units: 3

ENGR 481 - Selected Topics with Engineering Design Units: 3

ENGR 498 - Directed Design Project Units: 1-3 (Required Units: 3)

Descriptions of New Courses Proposed as Part of the Energy Systems Engineering Program

ENGR 123 Engineering Fabrication (1) Safety procedures and the use of machine shop tools including bench, layout, precision measurement, power saws, drill presses, rotary tables, indexing devices, lathe, mill cutting, and hand tools.

ENGR 317 Dynamic Systems and Vibrations (3) Introduction to Newtonian dynamics of rigid bodies; applications to engineering design. Kinematics and dynamics of particles and rigid bodies; conservation laws; vibrations of single degree of freedom systems. Hands-on labs.

ENGR 417 Heat and Mass Transport Processes (3) Theory of heat and mass transport and applications in energy and mechanical systems. Conduction, convection, radiation, diffusion, reaction kinetics, ideal reactor models.

ENGR 430 Manufacturing I (3) Basic manufacturing processes, principles and capabilities, material selection and trade-offs, material removal, joining, assembly, 3D printing and casting. Numerically controlled, measurement and gaging, statistical methods. Concepts reinforced with hands-on labs.

ENGR 433 Advanced Manufacturing Processes (3) Additive manufacturing: principles, materials, equipment, design, process flow, post processing, and applications. Process selection, environment considerations, safety, and cost analysis for manufacturing. Hands-on labs.

ENGR 462 Mechatronics (3) Mechatronic design methodology. Microprocessor applications in product design and machine control. Applied electronics. Drive technology; transducers and electromechanical systems. Hands-on labs.

ENGR 464 Measurements, Instrumentation, and Control (3) Principles & practice of industrial & laboratory measurement. Calibration & dynamics of instruments; performance analysis of sensor systems; theory of transducers for motion, force, pressure, flow, and more. Concepts reinforced with hands-on labs.

ENGR 465 Machine Design (3) Design of mechanical elements, planar machines, pressure vessels, joints, rotating & transmission elements. Failure theories. Graphical, analytical, & numerical analysis. Synthesis of linkages, gear trains, flywheels. Hands-on labs.

ENGR 468 Materials Processes (3) Quantitative treatment of materials selection for engineering applications. Discussion of design & material selection strategy; process & process selection strategy; process economics; life-cycle thinking & eco-design. Hands-on labs.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend A New Bachelors of Science in Applied Fire Science

23-21/22-ICC - March 29, 2022 - Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that the new Bachelors of Science in Applied Fire Science detailed in proposal [21-1508](#) be approved.

RATIONALE: The proposed Bachelors of Science in Applied Fire Science is proposed to be housed in the department of Forestry and Wildland Resources. Through this program, students will develop the knowledge and skills needed to effectively manage wildfires, plan and implement fire and other fuels management treatments, and mitigate the impacts of undesired high-severity wildfires. Students in the program have lower division foundational work and upper division in-depth courses on fire science and management and one of six interdisciplinary pathways; Native American Studies, Rangeland Resources, Ecological Restoration, Botany, Geospatial Analysis, and Wildlife. The Department of Forestry and Wildland Resources and the ICC believe this major will prepare students for a broad range of careers in fire management. There are five new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Bachelors of Science in Applied Fire Science Program Learning Outcomes

1. Demonstrate preparedness for an ethical professional life fostering equity and diversity related to the science, application, and management of fire. (ILO1)
2. Integrate knowledge of fire science and management from multiple perspectives, with a focus on Indigenous science and Traditional Ecological Knowledge, and scales across the curriculum. (ILO1, ILO2)
3. Discover, comprehend, and utilize scientific literature and other relevant resources or knowledge systems in the field of fire science and related disciplines. (ILO3)
4. Build a comprehensive understanding of history, laws, policies, and practices that relate to fire management with an emphasis on Indigenous perspectives. (ILO1, ILO3)
5. Communicate about fire science and management effectively in oral and written formats. (ILO5, ILO6)
6. Measure, calculate, analyze, and model fire and associated processes utilizing field skills, mathematics, statistics, and geospatial tools. (ILO7)
7. Use critical thinking skills to apply interdisciplinary knowledge of fire to the sustainable management of ecosystems for diverse objectives (ILO2, ILO4)

Bachelors of Science in Applied Fire Science Curriculum

Lower Division

BOT 105 (4) General Botany

CHEM 107 (4) Fundamentals of Chemistry

STAT 108 (3) Elementary Statistics

NAS 104 (3) Intro to Native American Studies

GSP 101 and 101L (2+1) Geospatial Concepts and Lab

FIRE 123 (2) Fundamentals of Fuel and Fire

NAS 200 (3) Indigenous Peoples in US History

FIRE 223 (3) Fire Weather

GSP 270 (3) Geographic Information Science (GIS) or GSP 216 (3) Intro Remote Sensing

SOIL 260 (3) Intro to Soil Science

Upper Division

RRS 306 (3) Wildland Resource Principles or FISH 300 (3) Introduction to Fishery Biology

FIRE 305 (3) Humans and Fire

FOR 315 (3) Forest Management

FOR 359 (3) CA & US Forest & Wildland Policy

NAS 331 (3) Indigenous Natural Resource Management Practices

WSHD 310 (4) Hydrology & Watershed Management

ESM 425 (3) Environmental Impact Assessment

FIRE 321 (3) Fire Ecology

FIRE 323 (3) Fire Behavior and Effects

FIRE 324 (3) Fuel Inventory and Management

FIRE 422 (3) Applied Fire Use and Policy

FIRE 482 (3) Applied Fire Internship

FIRE 431 (3) Landscape Fire Modeling

FIRE 479 (3) Applied Fire Capstone or *NAS 492 (3) Native American Studies Capstone Experience [additional prerequisite: NAS 364]

Interdisciplinary Pathways (22 units)

Completion of the Applied Fire Science and Management degree additionally requires students take coursework in another discipline that complements the major (see suggested pathways below). The interdisciplinary pathways must be an advisor-approved cohesive set of 22 units. Regardless of pathway, students are required to take an approved course in ecology and dendrology/taxonomy to complete the degree requirements. Students have the option to complete a minor or certificate program to meet the pathway requirement with advisor

approval and guidance from a minor or certificate advisor. A modified or individually designed pathway is permissible with advisor approval. Sufficient transferable fire governmental coursework or training (e.g., NWCG) may qualify as an interdisciplinary pathway.

Native American Studies (22-24 units)

Meets requirements for a minor in Indigenous Peoples, Natural Resource Use and the Environment

FOR 130 (3) Dendrology or BOT 350 (4) Plant Taxonomy or BOT 354 (4) Agrostology [additional prerequisite: BIOL 105]

FOR 131 (3) Forest Ecology or BIOL 330 (4) Principles of Ecology [additional prerequisite: BIOL 105] or RRS 370 (3) Wildland Ecology Principles or WLDF 431 (3) Ecology and Management of Upland Habitats for Wildlife [prerequisite: WLDF 311]

NAS 332 (3) Environmental Justice

NAS 364 (4) Federal Indian Law I

NAS 365 (4) Federal Indian Law II

NAS 366 (4) Tribal Water Rights

Unrestricted electives (1 unit, if necessary)

Rangeland Resources (22 units)

Meets requirements for a minor in Rangeland Resource Science

Meets federal qualifications for Range Technician Series (0455)

BOT 350 (4) Plant Taxonomy or BOT 354 (4) Agrostology [additional prerequisite: BIOL 105]

RRS 370 (3) Wildland Ecology Principles

RRS 360 (3) Wildland Plant Communities

RRS 375 (3) Vegetation Analysis & Health

Restricted electives (minimum of 9 units)

BIOL 105 (4) Principles of Biology

SOIL 360 (3) Origin & Classification of Soils

RRS 430 (3) Range Development and Restoration

SOIL 460 (3) Wildland Soil Management and Erosion Control

RRS 475 (1) Advanced Study of Rangeland Plants [prerequisite: BOT 350, BOT 354, and RRS 360]

WSHD 458 (3) Climate Change & Land Use

Ecological Restoration (22 units)

Meets requirements for a minor in Ecological Restoration

Meets federal qualifications for Forestry Technician Series (0462)

FOR 130 (3) Dendrology or BOT 350 (4) Plant Taxonomy

FOR 131 (3) Forest Ecology

ESM 355 (3) Principles of Ecological Restoration

FOR 431 (3) Forest Restoration

Restricted electives (minimum of 9 or 10 units)

FOR 222 (2) Forest Health and Protection

FOR 430 (3) Forest Ecosystems

SOIL 460 (3) Wildland Soil Management and Erosion Control

RRS 430 (3) Range Development and Restoration

WSHD 458 (3) Climate Change & Land Use

Botany (22 units)

Meets the requirements for a minor in Botany

Meets federal qualifications for Biological Science Technician Series (0404)

BIOL 105 (4) Principles of Biology

BIOL 330 (4) Principles of Ecology or FOR 131 (3) Forest Ecology

BOT 350 (4) Plant Taxonomy

Restricted electives (minimum of 10 units)

BOT 330 (2+1) Plant Ecology + Lab

BOT 310 (4) General Plant Physiology

BOT 322 (4) Developmental Plant Anatomy

BOT 354 (4) Agrostology

BOT 355 (4) Lichens & Bryophytes

BOT 394 (3) Forest Pathology

SOIL 460 (3) Wildland Soil Management and Erosion Control

Geospatial Analysis (22 units)

Meets requirements for a minor in Geospatial Analysis

FOR 130 (3) Dendrology or BOT 350 (4) Plant Taxonomy or BOT 354 (4) Agrostology [additional prerequisite: BIOL 105]

FOR 131 (3) Forest Ecology or BIOL 330 (4) Principles of Ecology [additional prerequisite: BIOL 105] or RRS 370 (3) Wildland Ecology Principles or WLDF 431 (3) Ecology and Management of Upland Habitats for Wildlife [prerequisite: WLDF 311]

GSP 216 (3) Intro Remote Sensing or GSP 270 (3) Geographic Information Science (GIS)

GSP 316 (4) Cartography

*Requires pre-requisite course(s) not included in major or pathway

Restricted electives (minimum of 7-9 units)

GSP 318 (3) Geospatial Programming I

GSP 326 (3) Intermediate Remote Sensing

GSP 330 (3) Mobile Mapping

GSP 370 (3) Intermediate GIS

Wildlife (22 units)

MATH 101T (3) Trigonometry

WLDF 210 (3) Intro to Wildlife Conservation & Administration

WLDF 244 (1) Wildlife Policy and Animal Welfare

WLDF 301 (3) Principles of Wildlife Management

WLDF 311 (3) Wildlife Techniques

WLDF 431 (3) Ecology and Management of Upland Habitats for Wildlife

Restricted electives (minimum of 3 units)

WLDF 309 (3) Case Studies of Environmental Ethics

ZOOL 356 (3) Mammalogy

WLDF 365 (3) Ornithology

WLDF 423 (3) Wildlife Management (Nongame wildlife)

WLDF 460 (3) Conservation Biology

WLDF 478 (3) Ecology of Wildlife Populations

Descriptions of New Courses Proposed as Part of the Applied Fire Science Program

FIRE 223 Fire Weather (3) Fundamental concepts of weather as it relates to prescribed fire and wildfire. Topics include boundary layer atmospheric processes, fuel moisture, fire weather forecasting, and other meteorological factors relevant to fire.

FIRE 305 Humans and Fire (3) The political, social, and economic systems related to past and current wildland fire issues and practices in the United States and other fire-prone regions of the world.

FIRE 442 Applied Fire Use and Policy (3) This is a course for students interested in prescribed fire management and restoration of fire-adapted ecosystems. The course provides students with learning opportunities designed to prepare them for application of prescribed fire. The students will get an introduction to developing a prescribed burn plan and the operational considerations for conducting prescribed burns.

FIRE 431 Landscape Fire Modeling (3) Modeling fuels, fire behavior, effects, and vegetation recovery at the landscape level. Developing maps of potential fire behavior and effects for various treatment action scenarios.

FIRE 479 Applied Fire Capstone (3) Research a wildland fire problem, complete a project, write a report, and give a public presentation. Demonstrate breadth and depth of knowledge, ability to integrate knowledge, adaptability, and critical thinking.

CAL POLY HUMBOLDT
University Senate

Resolution to Revise the University's Student Grievance Policy

24-21/22-UPC – March 29, 2022 - First Reading

RESOLVED: That the Cal Poly Humboldt University Senate approves revisions to the Student Grievance Policy (UML 00-01) to bring the policy into alignment with the Grade Appeal Policy (VPAA 22-010) and to clarify procedures; and be it further

RESOLVED: That the revised policy be implemented beginning in the Fall 2022 semester.

RATIONALE: These updates to the Student Grievance Policy remove or update references to the recently approved Grade Appeal Policy ([VPAA 22-01](#)) and include other minor revisions that clarify the policy.

FACULTY HANDBOOK

UNIVERSITY MANAGEMENT LETTER 00-01

(Issued Concurrently as UML 00-01 and as Appendix R of the Faculty Handbook)
May, 2000

GRIEVANCE POLICY AND PROCEDURES FOR STUDENTS FILING COMPLAINTS OTHER THAN GRADE APPEALS, DISCRIMINATION OR UNPROFESSIONAL CONDUCT AGAINST FACULTY, STAFF, OR ADMINISTRATORS

(Supersedes UML 96-07)

1. GENERAL PROVISIONS

1.1 Purpose

The purpose of the Student Grievance Procedure is to provide a means by which a student may pursue a complaint against a member of the faculty, staff, or administration at Cal Poly Humboldt for an alleged violation of campus policy.

1.2 Matters covered by this policy and procedure

The Student Grievance Procedure applies to such matters (not an exhaustive list) as appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; complaint of unfair application of standards applied to work required for award of a degree.

A grievable action is an action that is in violation of a written campus policy or procedure, or an established practice. The basis of the grievance is that an action constitutes arbitrary, capricious, or unequal application of a written campus policy or procedure or an established practice.

1.3 Matters not covered by the Student Grievance Procedure include:

- Grade appeals (see VPAA 22-01, Grade Appeal Policy);
- Issues of licensure, certification, credential and accreditation (reviewed by applicable discipline);
- Allegations of misconduct in scientific research (see appropriate University Management Letter);
- Graduate/Undergraduate admission and readmission eligibility (reviewed by the Office of Enrollment Management);
- Financial Aid eligibility (reviewed by the Office of Financial Aid);
- Grievances against Cal Poly Humboldt auxiliary personnel (Cal Poly Humboldt auxiliary organizations, e.g., the Cal Poly Humboldt Foundation, University Center, Associated Students, have separate procedures for filing grievances against auxiliary personnel);
- Grievances against Public Safety personnel (Complaints filed against Public Safety

personnel must adhere to state mandated guidelines. These guidelines are available from the Office of Public Safety.); and

- Allegations of student, staff, or faculty misconduct or discrimination, which potentially could lead to disciplinary action (see appropriate administrator and/or applicable Collective Bargaining Agreement).

1.4 Informal resolution

The Cal Poly Humboldt community recognizes that a student may dispute a decision or action by a member of the faculty, staff or administration. In most cases, these disputes are handled informally through normal academic or administrative channels where the student discusses a concern directly with the University Ombudsperson, a representative from the Office of the Vice President for Student Affairs, or a representative from the Office of the Dean for Undergraduate Studies. These persons can provide advice on possible means for resolving the problem without the need for pursuing the steps indicated in this procedure. For those few instances when informal resolution is not possible, the student may utilize the Student Grievance Procedure, which permits timely review and an impartial evaluation of the student's complaint.

1.5 Confidentiality of the grievance process

- (a) To protect to the maximum extent possible the privacy of individuals who in good faith file legitimate grievances, these procedures will be considered confidential throughout initial consultation, preliminary and final review, and appeal. Confidentiality will also be afforded to the respondent to avoid unwarranted damage to reputation. Breach of confidentiality by any party to the grievance is considered unethical conduct and may be subject to disciplinary action.
- (b) The complete grievance file, including materials submitted by the parties to the grievance, communications of the grievance committee and administrators, and other official documents relating to the grievance, will be maintained in the Student Grievance Coordinator's office for three (3) years after the completion of the proceedings. At that time, the grievance file will be reduced to statistical records, including no references to the identities of parties, for institutional research purposes. The contents of the file will be shredded. Work products such as the notes taken by administrators or grievance committee members will not become a part of the official grievance file, and shall be shredded at the end of the appeal process.
- (c) There may be cases where disclosure of part or all of the proceedings and final outcome must be considered to provide remedy to the student, to correct misperceptions of the reputations of parties to the grievance, or for the best interests of the institution. In these cases, if and only if deemed appropriate by majority vote of the grievance committee in concurrence by the President, public disclosure will be directed through the President's office.

1.6 Intimidation, threat of retaliation, and retaliatory behavior

Any student has the right to seek redress under these procedures and to cooperate in an investigation or otherwise participate in these procedures without intimidation, threat of retaliation or retaliatory behavior. Any such behavior, verbal or written, in response to participation in the grievance process is prohibited and may be regarded as a basis for disciplinary action.

1.7 Abuse of process, malicious complaints, or frivolous complaints

A student must proceed with a complaint in good faith. Abuse of process, malicious complaints, or frivolous complaints may be grounds for disciplinary action in accordance with sections 41301 through 41304 of Title 5, *California Code of Regulations*.

1.8 University policy

The grievance process applies to existing University policy, and is not a vehicle to change existing or create new University policy.

2. TIME LIMITS

2.1 Internal procedures

After a grievance is filed, the processing of that grievance may be held in abeyance when the respondent or grievant is unavailable due to leave-of-absence, sabbatical leave, etc. The appropriate administrator (the Management Personnel Plan employee responsible for student grievances in an employment unit) or committee chair shall notify the Student Grievance Coordinator of the anticipated time when the grievance process may resume. The Student Grievance Coordinator will distribute this information to the involved parties within five (5) days of receipt of the notification from the appropriate administrator or committee chair. Processing of the grievance may proceed using teleconferencing or written communications based upon a recommendation of the Student Grievance Coordinator.

2.2 External procedures

Actions filed by a student with civil courts are independent of any internal complaints processed through the University. The statutes of limitations for civil actions vary depending on the nature of the incident.

3. PROCEDURES

3.1 Representation

Grievants and respondents will be expected to represent themselves. Representation will be permitted only upon the granting of a request to the chair of the grievance committee. This does not preclude the grievant or the respondent from consulting with other individuals. The grievant and respondent may each choose to have a consultant who must be a member of the campus community and is not a person admitted to the practice of law before any state or federal court. The role of the grievant's consultant is limited to observing and consulting with the grievant during the grievant's interviews associated with the grievance process. The role of the respondent's consultant is limited to observing and consulting with the respondent during the respondent's interviews associated with the grievance process.

3.2 Level 1. Administrative consultation

- (a) The student must initiate the grievance process no later than twenty (20) instructional days after the last day of the term in which the alleged incident occurred by submitting a written statement of the grievance and requesting a meeting with the appropriate administrator (the Management Personnel Plan employee responsible for student grievances in an employment unit; if a student needs assistance in identifying an appropriate administrator to contact, the student should seek assistance from the Student Grievance Coordinator).
- (b) At this level, the grievant meets with the appropriate administrator and presents a written

statement of the grievance. Any student who believes there are grounds for a grievance will make an attempt to resolve the problem through the auspices of the appropriate administrator. (For example: If the conflict is with an instructor or department chair the college dean is the appropriate administrator; if the conflict is with a college dean, the Vice President for Academic Affairs is the appropriate administrator.)

- (c) It is the immediate responsibility of the appropriate administrator to notify parties promptly and make a good faith effort to resolve a dispute at this level of the procedure. This may include bringing the parties together for discussion for purposes of reaching agreement, if all parties agree to such a meeting.
- (d) Within thirteen (13) working days following the meeting with the grievant, the appropriate administrator shall inform the parties to the grievance and the Grievance Coordinator in writing and utilizing the Level 1 Student Grievance Form, whether or not resolution was reached.
- (e) If the dispute pertaining to the respondent(s) is not resolved to the grievant's satisfaction through Level 1, the grievant may proceed to Level 2. The student must initiate the Level 2 process within ten (10) instructional days of the date of receipt by the grievant of the appropriate administrator's response in Level 1 by completing and submitting to the Student Grievance Coordinator a Level 2 Student Grievance Form.

3.3 Level 2. Preliminary review

- (a) At this level, the student must file a Level 2 Student Grievance Form with the Student Grievance Coordinator. A copy of the administrator's Level 1 Student Grievance Form must be attached. The Level 2 form must specifically include:
 - 1. A specific, detailed description of the grievance which typically includes names of persons involved, witnesses, dates, places, times, supporting documents necessary for complete understanding and a statement of the policy, procedure or practice allegedly violated;
 - 2. Signature of the grievant;
 - 3. Date signed by grievant; and
 - 4. A concise statement of the specific remedy being sought may also be included. Excluded from redress is disciplinary action against the respondent; as noted earlier, discipline of students, staff or faculty is outside the scope of this procedure.
- (b) The Student Grievance Coordinator shall review the student's written grievance to ensure that all of the above listed details are included in the grievance. The Student Grievance Coordinator shall return the grievance form to the student if incomplete, with an explanation as to why the form was returned. The student shall have five (5) instructional days from receipt to supplement the grievance and refile it with the Student Grievance Coordinator. **Failure to refile within these five (5) days concludes the process.**
- (c) Within three (3) working days of receipt of a completed grievance form, the Student Grievance Coordinator will forward the grievance to the Student Grievance Committee Chair, who will conduct a preliminary examination. The Student Grievance Coordinator also shall provide a copy of the written grievance to the respondent(s).
- (d) The Student Grievance Committee Chair shall review the complaint to determine whether a grievance has been stated under this procedure. A grievance will be stated if

the following criteria are met:

1. The grievant must cite the campus policy, procedure or practice allegedly violated.
 2. The grievant must allege information which, if found to be true, is sufficient to support a violation of university policy, procedure or practice.
 3. The grievant must describe the adverse effect caused by the alleged violation of university policy, procedure, or practice.
- (e) The Student Grievance Committee Chair shall respond to the grievant, in writing, with a copy to the named respondent(s) and the Student Grievance Coordinator, within ten (10) working days of receipt of the grievance form. The committee chair shall inform the grievant whether a grievance has been stated under the above cited criteria, or inform the student that the grievance is rejected for failure to meet any of the above cited criteria.

3.4 Level 3. Grievance Committee review

- (a) General Provisions: In cases where the Student Grievance Committee Chair determines that a grievance has been stated, a formal investigation of the grievance will take place. The investigation will be conducted by the Student Grievance Committee (see Definition of Terms). At least five (5) of the eight (8) committee members shall constitute a quorum and this quorum must include one student representative and one faculty representative. Only those members who have reviewed the entire case may decide the matter.
- (b)
- (c) Respondent(s) Answer: The named respondent(s) shall have ten (10) instructional days to reply to the grievance in writing. The response shall be submitted to the Student Grievance Coordinator and include:
1. A written narrative responding to the specific allegations;
 2. A description of other pertinent factors and documentation supporting the action/decision of the named respondent(s) which the student submitting the grievance deemed adverse:
 3. Signature of named respondent(s) to the grievance; and
 4. Date signed by respondent(s).

Within three (3) working days of receipt of the respondent(s) answer, the Student Grievance Coordinator shall forward all materials to the committee (via the Student Grievance Committee Chair) for investigation. A copy of the respondent's answer shall be forwarded to the grievant at this time with notification that all materials are being forward to the Student Grievance Committee for investigation. Failure or refusal by the respondent to file a response within ten (10) instructional days of receipt of the committee chair's determination will not impede the process from moving forward.

- (d) The Student Grievance Committee shall conduct a fact-finding investigation, including the interview of witnesses and the review of documents. The University shall consider it a normal and reasonable duty of employees to cooperate with a committee investigation.
- (e) Committee Investigation: The committee investigation may include interviews, statements, retrieval of material documents, and any other material deemed

necessary by the committee to make an informed decision. The investigation shall include identification and understanding of university policies potentially being violated. The grievant and the respondent maybe invited to be interviewed. The grievant will normally be interviewed within ten (10) instructional days after the committee chair has received materials from the Student Grievance Coordinator.

Copies of materials submitted by the grievant to the committee will be given to the respondent. Copies of materials submitted by the respondent to the committee will be given to the grievant. Testimony gathered by the committee will be reduced to brief written summaries, and copies given to the grievant and respondent. Copies of any other materials gathered as evidence or submitted by parties to the investigation will be given to the grievant and respondent.

- (f) **Committee Report:** Following the formal investigation the committee shall write a report that includes the committee's findings of fact and a decision as to whether a violation of a specific campus policy, procedure, or practice occurred or whether a campus policy, procedure, or practice was applied in an arbitrary, capricious, or unequal manner. The committee's findings, decision, and recommended remedy shall be demonstrably based upon the written records of the investigation. The report with accompanying documents will be forwarded by the committee via read-receipt email, certified mail, or hand delivered with documentation of receipt to the parties, to the Student Grievance Coordinator, and to the administrator responsible for implementation of any recommended remedy, no later than forty (40) instructional days after the grievance was submitted to the committee.
- (g) **Implementation of Recommended Remedy:** The Student Grievance Committee Chair shall communicate the findings and recommended remedy, if any, to the parties and to the appropriate administrator. Upon the expiration of the ten-day appeal period and in the absence of the filing of any appeal, the Student Grievance Coordinator shall notify the appropriate administrator, who will proceed with implementation of the recommended remedy, if any.

3.5 Level 4. Appeal

- (a) Within ten (10) instructional days of receipt of the Student Grievance Committee's decision, the grievant, the respondent, or the administrator may file an appeal to the Student Grievance Coordinator.

The appeal must state clearly, in writing, that it is based on any combination of one or more of the following grounds:

1. Information relevant to the grievance is available that was not available to or not considered by the committee at the time of its original deliberation.
 2. The investigation was not conducted in accordance with this procedure.
 3. Implementation of the remedy proposed by the Student Grievance Committee would be illegal or constitute a violation of written university policy, procedure, or established practice.
- (b) **Student Grievance Coordinator Review:** The Student Grievance Coordinator shall notify all parties to the grievance that an appeal has been filed and will give the parties a copy of the appeal. The Student Grievance Coordinator shall review the appeal and determine if it has stated a ground for appeal. If a ground is stated, the Student Grievance Coordinator will, within ten (10) working days from the date of receipt of the appeal, forward the appeal to the Student Grievance Appellate Committee for review and notify the parties in writing. If the Student Grievance Coordinator determines that a basis for appeal is not stated under the criteria listed in Level 4 above, the Coordinator

will notify the parties that the appeal has been procedurally rejected. A procedural rejection shall be final, and is itself not subject to appeal.

- (c) Appellate Review by the Student Grievance Appellate Committee: The Student Grievance Appellate Committee shall review the grievance and undertake additional investigation if the committee decides by majority vote it is appropriate. No member of the Student Grievance Appellate Committee shall have served on the Student Grievance Committee that reached the decision under appeal.

The Student Grievance Appellate Committee shall normally respond within fourteen (14) instructional days from the date of receipt of the appeal with a decision; however, a five- day extension may be granted by majority vote of the Student Grievance Appellate Committee at the request of a party to the grievance. All parties to the grievance will be notified of the extension. The Student Grievance Appellate Committee shall forward its decision to the Student Grievance Coordinator for distribution to the parties. The decision shall be final.

DEFINITIONS AND TERMS

Appropriate Administrator

The appropriate administrator is the Management Personnel Plan employee responsible for student grievances in an employment unit. If a student needs assistance in identifying an appropriate administrator to contact, the student should seek assistance from the Student Grievance Coordinator.

Campus Official

This will include any person employed by the University performing assigned administrative or professional responsibilities.

Executive Session

At any time during the committee interview process of parties to a grievance or witnesses to the incident, the committee may excuse all parties present who are not members of the committee to convene in closed session.

Instructional Day

The term "instructional day" shall mean any day during which classes are in session, excluding Saturday, Sunday, or an academic holiday of a campus (see Section 42800 of Title 5 of the *California Code of Regulations*). Summer Session or Summer Term days are not considered instructional days for purposes of this grievance procedure.

May

In this document "may" is used in the permissive sense.

Respondent

The respondent is the party (a member of the faculty, staff, or administration at Cal Poly Humboldt) against whom a grievance is filed.

Shall

In this document "shall" is used in the mandatory sense.

Student

A student is any person taking courses offered by Cal Poly Humboldt, either full-time or

part-time, including Summer Session and Extended Education. Any person who is a student or was a student at the time that the alleged event occurred may use this Student Grievance Procedure, within the timelines specified in the procedure.

Student Grievance Coordinator

The Student Grievance Coordinator is the campus official assigned by the President to coordinate these procedures and to perform the duties prescribed in these procedures. The responsibilities of this position include:

1. Facilitate the administrative functions of the grievance process;
2. Documenting compliance with the procedures and deadlines established in this document; and
3. Providing clarification, when necessary, to all concerned parties regarding the Student Grievance Process.

Student Grievance Committee

This committee which deals with grievances regarding academic issues and other issues not related to grade appeals, discrimination or misconduct, including but not limited to: appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; or complaint of unfair application of standards applied to work required for award of a degree. Committee membership consists of persons as follows:

Three (3) voting faculty members serving 3-year staggered terms, appointed by the University Senate Appointments and Elections Committee;

Three (3) voting student members (preferably one of the three to be a graduate student), serving one-year terms, appointed by the Associated Students;

One (1) voting staff member serving a 3-year term, appointed by the President.

Chair and Vice-Chair: The membership of the Committee will elect a Chair and Vice-Chair annually from among the faculty and staff members. The Vice-Chair serves in place of the chair if the chair is absent or if the chair must be excused for conflict of interest.

One (1) administrative member as follows: For issues related to undergraduate studies, the Dean for Undergraduate Studies (or designee); for issues related to graduate studies, the Dean for Graduate Studies (or designee); and for issues that are not level specific, this member shall be chosen by lot from these two deans.

Student Grievance Appellate Committee

Membership: One (1) senior administrator appointed by the President, usually the Academic Vice President, one (1) faculty member who has previously served at least one term on the student grievance committee, and one (1) staff member who has previously served at least one term on the student grievance committee, both to be appointed by the Chair of the University Senate, one (1) student who has preferably served on a student grievance committee, to be appointed by the President of the Associated Students.

Working Day

Any day when the campus is open.

FACULTY HANDBOOK

UNIVERSITY MANAGEMENT LETTER 00-01

(Issued Concurrently as UML 00-01 and as Appendix R of the Faculty Handbook)
May, 2000

GRIEVANCE POLICY AND PROCEDURES FOR STUDENTS FILING COMPLAINTS OTHER THAN GRADE APPEALS, DISCRIMINATION OR UNPROFESSIONAL CONDUCT AGAINST FACULTY, STAFF, OR ADMINISTRATORS (Supersedes UML 96-07)

1. GENERAL PROVISIONS

1.1 Purpose

The purpose of the Student Grievance Procedure is to provide a means by which a student may pursue a complaint against a member of the faculty, staff, or administration at [Cal Poly Humboldt](#)HSU for an alleged violation of campus policy ~~or to appeal a grade~~.

1.2 Matters covered by this policy and procedure

The Student Grievance Procedure applies to such matters (not an exhaustive list) as ~~appeal of a grade~~; appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; complaint of unfair application of standards applied to work required for award of a degree.

A grievable action is an action that is in violation of a written campus policy or procedure, or an established practice. The basis of the grievance is that an action constitutes arbitrary, capricious, or unequal application of a written campus policy or procedure or an established practice.

1.3 Matters not covered by the Student Grievance Procedure include:

- Grade appeals (see VPAA 22-01, Grade Appeal Policy);
- Issues of licensure, certification, credential and accreditation (reviewed by applicable discipline);
- Allegations of misconduct in scientific research (see appropriate University Management Letter);
- Graduate/Undergraduate admission and readmission eligibility (reviewed by the Office of Enrollment Management);
- Financial Aid eligibility (reviewed by the Office of Financial Aid);
- Grievances against [Cal Poly Humboldt](#)HSU auxiliary personnel ([Cal Poly Humboldt](#)HSU auxiliary organizations, e.g., the [Cal Poly Humboldt](#)HSU Foundation, University Center, Associated Students, have separate procedures for filing grievances against auxiliary personnel);

- Grievances against Public Safety personnel (Complaints filed against Public Safety personnel must adhere to state mandated guidelines. These guidelines are available from the Office of Public Safety.); and
- Allegations of student, staff, or faculty misconduct or discrimination, which potentially could lead to disciplinary action (see appropriate administrator and/or applicable Collective Bargaining Agreement).

1.4 Informal resolution

The [Cal Poly Humboldt](#)HSU community recognizes that a student may dispute a decision or action by a member of the faculty, staff or administration. In most cases, these disputes are handled informally through normal academic or administrative channels where the student discusses a concern directly with the University Ombudsperson, [the Student Grievance Coordinator](#), a representative from the Office of the Vice President for Student Affairs, or a representative from the Office of the Dean for Undergraduate Studies. These persons can provide advice on possible means for resolving the problem without the need for pursuing the steps indicated in this procedure. For those few instances when informal resolution is not possible, the student may utilize the Student Grievance Procedure, which permits timely review and an impartial evaluation of the student's complaint.

1.5 Confidentiality of the grievance process

- To protect to the maximum extent possible the privacy of individuals who in good faith file legitimate grievances, these procedures will be considered confidential throughout initial consultation, preliminary and final review, and appeal. Confidentiality will also be afforded to the respondent to avoid unwarranted damage to reputation. Breach of confidentiality by any party to the grievance is considered unethical conduct and may be subject to disciplinary action.
- The complete grievance file, including materials submitted by the parties to the grievance, communications of the grievance committee and administrators, and other official documents relating to the grievance, will be maintained in the Student Grievance Coordinator's office for three (3) years after the completion of the proceedings. At that time, the grievance file will be reduced to statistical records, including no references to the identities of parties, for institutional research purposes. The contents of the file will be shredded. Work products such as the notes taken by administrators or grievance committee members will not become a part of the official grievance file, and shall be shredded at the end of the appeal process.
- There may be cases where disclosure of part or all of the proceedings and final outcome must be considered to provide remedy to the student, to correct misperceptions of the reputations of parties to the grievance, or for the best interests of the institution. In these cases, if and only if deemed appropriate by majority vote of the grievance committee in concurrence by the President, public disclosure will be directed through the President's office.

1.6 Intimidation, threat of retaliation, and retaliatory behavior

Any student has the right to seek redress under these procedures and to cooperate in an investigation or otherwise participate in these procedures without intimidation, threat of retaliation or retaliatory behavior. Any such behavior, verbal or written, in response to participation in the grievance process is prohibited and may be regarded as a basis for disciplinary action.

1.7 Abuse of process, malicious complaints, or frivolous complaints

A student must proceed with a complaint in good faith. Abuse of process, malicious complaints, or frivolous complaints may be grounds for disciplinary action in accordance with sections 41301 through 41304 of Title 5, *California Code of Regulations*.

1.8 University policy

The grievance process applies to existing University policy, and is not a vehicle to change existing or create new University policy.

2. TIME LIMITS

2.1 Internal procedures

~~The student must initiate the grievance process no later than twenty (20) instructional days after the last day of the term in which the alleged incident occurred by submitting a written statement of the grievance and requesting a meeting with the appropriate administrator in accordance with Level 1 below.~~

~~After a grievance is filed~~~~Once a grievance is timely filed~~, the processing of that grievance may be held in abeyance when the respondent or grievant is unavailable due to leave-of-absence, sabbatical leave, etc. The appropriate administrator ([the Management Personnel Plan employee responsible for student grievances in an employment unit](#)) or committee chair shall notify the Student Grievance Coordinator of the anticipated time when the grievance process may resume. The Student Grievance Coordinator will distribute this information to the involved parties within five (5) days of receipt of the notification from the appropriate administrator or committee chair. Processing of the grievance may proceed using teleconferencing or written communications based upon a recommendation of the Student Grievance Coordinator. ~~When necessary to accommodate the slower rates of these communications, timelines may be extended.~~

2.2 External procedures

Actions filed by a student with civil courts are independent of any internal complaints processed through the University. The statutes of limitations for civil actions vary depending on the nature of the incident.

3. PROCEDURES

3.1 Representation

Grievants and respondents will be expected to represent themselves. Representation will be permitted only upon the granting of a request to the chair of the grievance committee. This does not preclude the grievant or the respondent from consulting with other individuals. The grievant and respondent may each choose to have a consultant who must be a member of the campus community and is not a person admitted to the practice of law before any state or federal court. The role of the grievant's consultant is limited to observing and consulting with the grievant during the grievant's interviews associated with the grievance process. The role of the respondent's consultant is limited to observing and consulting with the respondent during the respondent's interviews associated with the grievance process.

3.2 Level 1. Administrative consultation

(a) ~~The student must initiate the grievance process no later than twenty (20) instructional days after the last day of the term in which the alleged incident occurred by submitting a written statement of the grievance and requesting a meeting with the appropriate administrator (the~~

Management Personnel Plan employee responsible for student grievances in an employment unit; if a student needs assistance in identifying an appropriate administrator to contact, the student should seek assistance from the Student Grievance Coordinator).

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- (a)(b) At this level, the grievant meets with the appropriate administrator and presents a written statement of the grievance. Any student who believes there are grounds for a grievance will make an attempt to resolve the problem through the auspices of the appropriate administrator. (For example: If the conflict is with an instructor or department chair the college dean is the appropriate administrator; if the conflict is with a college dean, the Vice President for Academic Affairs is the appropriate administrator.)
- (b)(c) It is the immediate responsibility of the appropriate administrator to notify parties promptly and make a good faith effort to resolve a dispute at this level of the procedure. This may include bringing the parties together for discussion for purposes of reaching agreement, if all parties agree to such a meeting.
- (c)(d) Within thirteen (13) working days following the meeting with the grievant, the appropriate administrator shall inform the parties to the grievance and the Grievance Coordinator; in writing and utilizing the Level 1 Student Grievance Form, whether or not resolution was reached.
- (d)(e) If the dispute pertaining to the respondent(s) is not resolved to the grievant's satisfaction through Level 1, the grievant may proceed to Level 2. The student must initiate the Level 2 process within ten (10) instructional days of the date of receipt by the grievant of the appropriate administrator's response in Level 1 by completing and submitting to the Student Grievance Coordinator a Level 2 Student Grievance Form.

3.3 Level 2. Preliminary review

- (a) At this level, the student must file a Level 2 Student Grievance Form with the Student Grievance Coordinator. A copy of the administrator's Level 1 Student Grievance Form must be attached. The Level 2 form must specifically include:
1. A specific, detailed description of the grievance which typically includes names of persons involved, witnesses, dates, places, times, supporting documents necessary for complete understanding and a statement of the policy, procedure or practice allegedly violated;
 2. Signature of the grievant;
 3. Date signed by grievant; and
 4. A concise statement of the specific remedy being sought may also be included. Excluded from redress is disciplinary action against the respondent; as noted earlier, discipline of students, staff or faculty is outside the scope of this procedure.
- (b) The Student Grievance Coordinator shall review the student's written grievance to ensure that all of the above listed details are included in the grievance. The Student Grievance Coordinator shall return the grievance form to the student if incomplete, with an explanation as to why the form was returned. The student shall have five (5) instructional days from receipt to supplement the grievance and refile it with the Student Grievance Coordinator. **Failure to refile within these five (5) days concludes the process.**
- (c) Within three (3) working days of receipt of a completed grievance form, the Student Grievance Coordinator will forward the grievance to the Student Grievance Committee

Chair, who will conduct a preliminary examination. The Student Grievance Coordinator also shall provide a copy of the written grievance to the respondent(s).

- (d) The Student Grievance Committee Chair shall review the complaint to determine whether a grievance has been stated under this procedure. A grievance will be stated if the following criteria are met:
1. The grievant must cite the campus policy, procedure or practice allegedly violated.
 2. The grievant must allege information which, if found to be true, is sufficient to support a violation of university policy, procedure or practice.
 3. The grievant must describe the ~~personal~~ adverse effect caused by the alleged violation of university policy, procedure, or practice.
- (e) The Student Grievance Committee Chair shall respond to the grievant, in writing, with a copy to the named respondent(s) and the Student Grievance Coordinator, within ten (10) working days of receipt of the grievance form. The committee chair shall inform the grievant whether a grievance has been stated under the above cited criteria, or inform the student that the grievance is rejected for failure to meet any of the above cited criteria.

3.4 Level 3. Grievance Committee review

- (a) General Provisions: In cases where the Student Grievance Committee Chair determines that a grievance has been stated, a formal investigation of the grievance will take place. The investigation will be conducted by the Student Grievance Committee (see Definition of Terms). At least five (5) of the eight (8) committee members shall constitute a quorum and this quorum must include one student representative and one faculty representative. Only those members who have reviewed the entire case may decide the matter.
- (b) ~~The Student Grievance Committee shall conduct a fact-finding investigation, including the interview of witnesses and the review of documents. The University shall consider it a normal and reasonable duty of employees to cooperate with a committee investigation.~~
- (c) ~~In the investigation of a grade appeal, the standards articulated in Chancellor's Executive Order No. 320 shall be followed, including the presumption that grades assigned are correct, and it is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.~~
- (d)(c) Respondent(s) Answer: The named respondent(s) shall have ten (10) instructional days to reply to the grievance in writing. The response shall be submitted to the Student Grievance Coordinator and include:
1. A written narrative responding to the specific allegations;
 2. A description of other pertinent factors and documentation supporting the action/decision of the named respondent(s) which the student submitting the grievance deemed adverse;
 3. Signature of named respondent(s) to the grievance; and
 4. Date signed by respondent(s).

Within three (3) working days of receipt of the respondent's(s) answer, the Student Grievance Coordinator shall forward all materials to the committee (via the Student Grievance Committee Chair) for investigation. A copy of the respondent's answer shall be forwarded to the grievant at this time with notification that all materials are being forward to

the Student Grievance Committee for investigation. Failure or refusal by the respondent to file a response within ten (10) instructional days of receipt of the committee chair's determination will not impede the process from moving forward.

~~(e)~~(d) The Student Grievance Committee shall conduct a fact-finding investigation, including the interview of witnesses and the review of documents. The University shall consider it a normal and reasonable duty of employees to cooperate with a committee investigation.

~~(f)~~(e) Committee Investigation: The committee investigation may include interviews, statements, retrieval of material documents, and any other material deemed necessary by the committee to make an informed decision. The investigation shall include identification and understanding of university policies potentially being violated. The grievant and the respondent may will be invited to be interviewed. The grievant will normally be interviewed within ten (10) instructional days after the committee chair has received materials from the Student Grievance Coordinator.

Copies of materials submitted by the grievant to the committee will be given to the respondent. Copies of materials submitted by the respondent to the committee will be given to the grievant. Testimony gathered by the committee will be reduced to brief written summaries, and copies given to the grievant and respondent. Copies of any other materials gathered as evidence or submitted by parties to the investigation will be given to the grievant and respondent.

~~(g)~~(f) Committee Report: Following the formal investigation the committee shall write a report that includes the committee's findings of fact and a decision as to whether a violation of a specific campus policy, procedure, or practice occurred or whether a campus policy, procedure, or practice was applied in an arbitrary, capricious, or unequal manner. The committee's findings, decision, and recommended remedy shall be demonstrably based upon the written records of the investigation. The report with accompanying documents will be forwarded by the committee via read-receipt email, certified mail, or hand delivered with documentation of receipt to the parties, to the Student Grievance Coordinator, and to the administrator responsible for implementation of any recommended remedy, no later than forty (40) instructional days after the grievance was submitted to the committee.

~~(h)~~(g) Implementation of Recommended Remedy: The Student Grievance Committee Chair shall communicate the findings and recommended remedy, if any, to the parties and to the appropriate administrator. Upon the expiration of the ten-day appeal period and in the absence of the filing of any appeal, the Student Grievance Coordinator shall notify the appropriate administrator, who will proceed with implementation of the recommended remedy, if any.

3.5 Level 4. Appeal

- (a) Within ten (10) instructional days of receipt of the Student Grievance Committee's decision, the grievant, the respondent, or the administrator may file an appeal to the Student Grievance Coordinator.

The appeal must state clearly, in writing, that it is based on any combination of one or more of the following grounds:

1. Information relevant to the grievance is available that was not available to or not considered by the committee at the time of its original deliberation.
2. The investigation was not conducted in accordance with this procedure.
3. Implementation of the remedy proposed by the Student Grievance Committee would be illegal or constitute a violation of written university policy, procedure, or

established practice.

- (b) **Student Grievance Coordinator Review:** The Student Grievance Coordinator shall notify all parties to the grievance that an appeal has been filed and will give the parties a copy of the appeal. The Student Grievance Coordinator shall review the appeal and determine if it has stated a ground for appeal. If a ground is stated, the Student Grievance Coordinator will, within ten (10) working days from the date of receipt of the appeal, forward the appeal to the Student Grievance Appellate Committee for review and notify the parties in writing. If the Student Grievance Coordinator determines that a basis for appeal is not stated under the criteria listed in Level 4 above, the Coordinator will notify the parties that the appeal has been procedurally rejected. A procedural rejection shall be final, and is itself not subject to appeal.
- (c) **Appellate Review by the Student Grievance Appellate Committee:** The Student Grievance Appellate Committee shall review the grievance and undertake additional investigation if the committee decides by majority vote it is appropriate. No member of the Student Grievance Appellate Committee shall have served on the Student Grievance Committee that reached the decision under appeal.

The Student Grievance Appellate Committee shall normally respond within fourteen (14) instructional days from the date of receipt of the appeal with a decision; however, a five-day extension may be granted by majority vote of the Student Grievance Appellate Committee at the request of a party to the grievance. All parties to the grievance will be notified of the extension. The Student Grievance Appellate Committee shall forward its decision to the Student Grievance Coordinator for distribution to the parties. The decision shall be final.

DEFINITIONS AND TERMS

Appropriate Administrator

The appropriate administrator is the Management Personnel Plan employee responsible for student grievances in an employment unit. If a student needs assistance in identifying an appropriate administrator to contact, the student should seek assistance from the Student Grievance Coordinator.

Campus Official

This will include any person employed by the University performing assigned administrative or professional responsibilities.

Executive Session

At any time during the committee interview process of parties to a grievance or witnesses to the incident, the committee may excuse all parties present who are not members of the committee to convene in closed session.

Instructional Day

The term "instructional day" shall mean any day during which classes are in session, excluding Saturday, Sunday, or an academic holiday of a campus (see Section 42800 of Title 5 of the *California Code of Regulations*). Summer Session or Summer Term days are not considered instructional days for purposes of this grievance procedure.

May

In this document "may" is used in the permissive sense.

Respondent

The respondent is the party (a member of the faculty, staff, or administration at Cal Poly

Humboldt) against whom a grievance is filed.

Shall

In this document "shall" is used in the mandatory sense.

Student

A student is any person taking courses offered by Cal Poly Humboldt State University, either full-time or part-time, including Summer Session and Extended Education. Any person who is a student or was a student at the time that the alleged event occurred may use this Student Grievance Procedure, within the timelines specified in the procedure.

Student Grievance Coordinator

The Student Grievance Coordinator is the campus official assigned by the President to coordinate these procedures and to perform the duties prescribed in these procedures. The responsibilities of this position include:

1. Facilitate the administrative functions of the grievance process:
- 1-2. Documenting compliance with the procedures and deadlines established in this document; and
- 2-3. Providing clarification, when necessary, to all concerned parties regarding the Student Grievance Process.

Student Grievance Committee

This committee which deals with grievances regarding academic issues and other issues not related to grade appeals, discrimination or misconduct, including but not limited to: appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; or complaint of unfair application of standards applied to work required for award of a degree. Committee membership consists of persons as follows:

Three (3) voting faculty members serving 3-year staggered terms, appointed by the University Academic Senate Appointments and Elections Committee;

Three (3) voting student members (preferably one of the three to be a graduate student), serving one-year terms, appointed by the Associated Students;

One (1) voting staff member serving a 3-year term, appointed by the President.

Chair and Vice-Chair: The membership of the Committee will elect a Chair and Vice-Chair annually from among the faculty and staff members. The Vice-Chair serves in place of the chair if the chair is absent or if the chair must be excused for conflict of interest.

One (1) administrative member as follows: For issues related to undergraduate studies, the Dean for Undergraduate Studies (or designee); for issues related to graduate studies, the Dean for Research and Graduate Studies (or designee); and for issues that are not level specific, this member shall be chosen by lot from these two deans.

Student Grievance Appellate Committee

Membership: One (1) senior administrator appointed by the President, usually the Academic Vice President, one (1) faculty member who has previously served at least one term on the student grievance committee, and one (1) staff member who has previously served at least

one term on the student grievance committee, both to be appointed by the Chair of the [University Academic](#) Senate, one (1) student who has preferably served on a student grievance committee, to be appointed by the President of the Associated Students.

Working Day

Any day when the campus is open.

CAL POLY HUMBOLDT
University Senate

Resolution to Revise the University's Grade Appeal Policy

25-21/22-UPC – March 29, 2022 - First Reading

RESOLVED: That the Cal Poly Humboldt University Senate approves revisions to the Grade Appeal Policy ([VPAA 22-01](#)) to clarify various aspects of the policy and reflect changes to CSU policy and; and be it further

RESOLVED: That the revised policy be implemented beginning in the Fall 2022 semester.

RATIONALE: These revisions to the recently approved Grade Appeal Policy ([VPAA 22-01](#)) clarify policy language and certain procedural aspects of policy, and update policy references.

Grade Appeal Policy

[VPAA 22-01]

Office of the Vice President for Academic Affairs

Applies to: *Faculty, staff, students, and administration*

Purpose of the Policy

Consistent with [CSU Executive Order 1037](#), Cal Poly Humboldt has adopted policies that provide for the redress of student concerns about certain academic decisions made by faculty. The following procedures, which implement said policies, are established pursuant to authority assigned to the Grade Appeal Committee and are administered by the Office of the Vice President for Academic Affairs. Students may elect to use these procedures when they are unable to resolve academic disputes with members of the faculty.

The purpose of this policy is to establish fair and equitable means by which students may appeal assigned course grades and other academic decisions. Complaints other than discrimination or unprofessional conduct against faculty, staff, or administrators by students should follow the procedures outlined in the Student Grievance Procedures (University Management Letter 00-01). Charges of discrimination, harassment, or retaliation filed by students or applicants for admission to the University are addressed in a separate policy accessible on the University's Discrimination, Harassment, & Retaliation webpage.

Definitions

A “**grade appeal**” is a complaint about a final course grade, which involves one or more of the following conditions, the existence of which the student is required to prove:

1. The instructor violated a specific University rule or policy.
2. The instructor refused to correct a clerical or administrative error made in the process of transmitting a grade to the Office of Admissions and Records.
3. The instructor failed to report any grade at all for the individual student.
4. The grade is based on an allegation of cheating or other academic dishonesty, and the instructor has chosen not to request formal disciplinary action with the Office of the Vice President for Student Affairs.

5. The grade is based on an allegation of cheating or other academic dishonesty and, pursuant to the student disciplinary process, it has been determined that (a) there was insufficient evidence to proceed with formal disciplinary action or (b) the student was found innocent of the charges.
6. The grade reflects threatening, abusive, exploitative, or similar personal, improper conduct towards the individual student.
7. The instructor assigned the grade in error, with prejudice or capriciously.

I. Important Clarifications Pertaining to Grade Appeals

It is important for students to know that, in accordance with the policies of the California State University, the Grade Appeal Committee must presume that an assigned grade is correct. Therefore, it is the student's responsibility to prove that the final course grade is incorrect based on one of the criteria listed above under the definition of "grade appeal." The Committee's authority in cases involving a grade appeal is very specific and limited to the conditions included in the above definition. The Committee cannot tell an instructor that they have graded an exam too harshly; or that their standards are too high; or that particular assignments are unreasonable; or that other classroom practices or expectations applied to the class as a whole are unfair. These are all matters of professional judgment, which, if consistent with applicable campus policies, are entirely within the prerogative of the instructor. Concerns about such matters should be discussed with the instructor and, if necessary, the appropriate Department Chair or College Dean (or delegate).

II. Responsibility of Grading

Instructors at Cal Poly Humboldt have the sole right and responsibility to provide clear grading criteria, careful evaluation, and timely assignment of course grades. It is assumed that the grades assigned by instructors are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

III. Students Right to Appeal a Final Course Grade

Students shall have the right to appeal the final course grade issued by an instructor(s) if the student has reason to believe that the grade is based on any of the grounds set out in section **IV. Grounds for Appeal** of this policy. Grades assigned due to a finding of student academic misconduct are not eligible for appeal, consistent with the grounds and procedures set out in the Cal Poly Humboldt Academic Integrity and Honesty Policy (VPAA 21-02), the CSU Code of Student Conduct, and Title 5 of the California Code of Regulations.

Prior to filing a grade appeal, the student shall make every attempt to resolve the grade dispute with the instructor through the Departmental review process described in section **V.b. Guidelines**.

IV. Grounds for Appeal

The course grade assigned by the instructor of record is to be considered final. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, capriciousness, arbitrariness or is not in alignment with established grading criteria in the course syllabus, the student may file an appeal, but only after the process described in V.b Guidelines has been exhausted.

Allegation of discrimination, harassment, and/or retaliation affecting grade assignments shall be referred to the campus Discrimination, Harassment, and Retaliation Administrator for investigation and be processed in accordance with CSU [Executive Order 1095, 1096, 1097 \(Interim CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation\)](#), which states:

... the grade appeal procedure should be paused until such time as the campus investigation and any appeal process under these procedures have concluded. The determination whether a violation occurred under the Policy will be provided to the campus grade appeal committee, and the committee will be bound by the determination when the grade appeal process resumes under Executive Order 1037.

V. Appeal Process

Students who appeal grades assigned during spring or summer sessions shall do so in the subsequentfall semester; students who appeal grades assigned during fall sessions shall do so in the subsequentspring semester.

Current and former students seeking to appeal an assigned grade shall initiate the process as described below.

a. Departmental Review

The student shall contact the instructor no later than 30 calendar days after the start of the beginning of the subsequent semester and attempt to bring resolution to the grade dispute. The student may seek assistance from the Department Chair in their attempt to resolve the dispute. If the student is unable to reach resolution of the grade dispute at the departmental level, the

student may submit an appeal of the grade to the University Grade Appeal Committee, as described in section **V.c. University Review**.

b. Guidelines

The following steps are meant to provide guidance to students endeavoring to resolve grade disputes at the department level. Each time a student wants to make a request to make an appointment they will do so in writing to the appropriate person as supporting documentation for their appeal.

- i. The student will make an appointment with the instructor of record for the explicit purpose of appealing the grade. At that time, the student should be prepared to submit evidence in support of their claim.
- ii. If the student is unable to resolve the grade dispute with the faculty member, the student will make an appointment with the Chair of the Department to discuss the disputed grade. The Chair will assist the student in his/her/their efforts to resolve the grade dispute.
- iii. If the instructor(s) is no longer on campus, the student shall attempt to resolve the grade dispute with the Department Chair. In this instance, the Department Chair shall have the authority to approve a change of grade.
- iv. In cases where the instructor record is also the Department Chair, or in cases where the Department Chair is unsuccessful in assisting the student to reach a resolution, the student will make an appointment with the College Dean, who will assist the student in his/her/their efforts to resolve the grade dispute.

c. University Review

i. Initiating the University Review

A student shall initiate a University review as soon as the Departmental resolution to the dispute has failed and no later than 45 calendar days after the start of the beginning of the subsequent semester.

ii. Grade Appeal Form

The University Review shall commence when the student presents a written appeal to the Associate Vice President for Academic Programs and Dean of Graduate and Undergraduate Studies (hereafter, AVP/Dean). A form on which the appeal may be written is available from the Office of Undergraduate and Graduate Studies and on the Cal Poly Humboldt policy web site.

d. Review of the Appeal

i. Grade Appeal Committee

The Grade Appeal Committee (hereafter, the committee), a subcommittee of the Student Grievance Committee, is convened by the AVP/Dean (or their designee), once in the fall and once in the spring semesters as needed. The AVP/Dean (or their designee) is an ex-officio, non-voting member of the committee.

The committee will be composed of annually appointed members:

- a. Associate Vice President for Academic Programs (or designee) (ex-officio, non-voting),
- b. three faculty members, identified by the University Senate,
- c. two undergraduate students, identified by Associated Students, and
- d. one graduate student, identified by Associated Students.

Pursuant to [Executive Order 1037](#), the grade appeal process will proceed in a timely way and the authority of the committee shall be limited to actions that are consistent with other campus and system policies.

iii. Preliminary Review of Grade Appeal

The committee will meet each fall and spring semester to determine if the grounds for the appeal presented by the student are consistent with section **IV. Grounds for Appeal** of this policy. If the committee finds that there are insufficient grounds for appeal, the original course grade remains final.

If the committee finds that there are sufficient grounds for appeal, the committee shall conduct a hearing within three weeks of the meeting in which the determination was made. The hearing will be scheduled at a time when the student and the instructor are able to appear. Both parties may submit evidence to the AVP/Dean no later than one week in advance of the hearing. The AVP/Dean will distribute all materials to the committee in advance of the hearing.

iv. Hearing the Grade Appeal

The student and the instructor will present evidence to the committee regarding the grade dispute. Evidence may include graded student work and witnesses, including relevant content experts and/or the Department Chair. If the student

does not appear for the hearing, the committee may put the appeal aside, in which case the original grade will stand as final. If the instructor does not appear for the hearing, the committee may decide to proceed with the appeal hearing.

v. Grade Appeal Committee Vote

The committee shall determine findings and take a vote regarding the resolution of the grade appeal. The vote may authorize the entry of a change, where appropriate, to the final course grade in the student's academic record. The vote of the committee is final. In the case of a tie vote, the AVP/Dean is allowed to act as a tie-breaker. A report of the hearing, the evidence, the findings, and the vote of the committee will be submitted to the AVP/Dean within one week.

vi. Notification

The AVP/Dean shall immediately notify the student, the instructor, the Department Chair, and the Academic Dean of the decision.

vii. Compliance

In cases where a grade change is not approved, the AVP/Dean will maintain the associated files.

In cases where a grade change is approved, the AVP/Dean shall send a formal grade change request to the Office of the Registrar, specifying the new grade. The request shall include the Grade Appeal form and any evidence used in the grade appeal process.

In compliance with the Cal Poly Humboldt policy on Family Educational Rights and Privacy Act (FERPA) (UML 05-03, Student Records Access Policy), this report shall be maintained in the Office of Registrar.

viii. Filing of a Grade Appeal and Outcome

The filing of, or outcome from, a University grade appeal shall have no bearing on the Faculty Personnel Action File.

e. Annual Report

The AVP/Dean shall report to the President of Cal Poly Humboldt, and the University Senate each fall the number of appeals heard in the previous academic year.

Expiration Date

This policy shall be reviewed in five years from its effective date to determine its effectiveness. It may be revised prior to that time as needed.

History

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Grade Appeal Policy

[VPAA 22-01]

Office of the Vice President for Academic Affairs

Applies to: Faculty, staff, students, and administration

Supersedes: UML 00-01 and Appendix R of the Faculty Handbook

Purpose of the Policy

Consistent with [CSU Executive Order 1037](#), [Cal Poly Humboldt](#)~~Humboldt State~~ [University](#) has adopted policies that provide for the redress of student concerns about certain academic decisions made by faculty. The following procedures, which implement said policies, are established pursuant to authority assigned to the Grade Appeal Committee and are administered by the Office of the Vice President for Academic Affairs. Students may elect to use these procedures when they are unable to resolve academic disputes with members of the faculty.

The purpose of this policy is to establish fair and equitable means by which ~~matriculated~~ students may appeal assigned course grades and other ~~a~~Academic decisions. Complaints other than discrimination or unprofessional conduct against faculty, staff, or administrators~~Non-Academic grievances filed by matriculated~~ students should follow the procedures outlined in the Student Grievance Procedures ([University Management Letter 00-01](#)). Charges of discrimination, harassment, or retaliation filed by students or applicants for admission to the University are addressed in a separate policy [accessible on the University's Discrimination, Harassment, & Retaliation webpage](#).

Definitions

A “**grade appeal**” is a complaint about a final course grade, which involves one or more of the following conditions, the existence of which the student is required to prove:

1. The instructor violated a specific University rule or policy.
2. The instructor refused to correct a clerical or administrative error made in the process of transmitting a grade to the Office of Admissions and Records.
3. The instructor ~~failed~~ ~~refused~~ to report any grade at all for the individual student.
4. The grade is based on an allegation of cheating or other academic dishonesty, and the instructor has chosen not to request formal disciplinary action with the

Office of the Vice President for Student Affairs.

5. The grade is based on an allegation of cheating or other academic dishonesty and, pursuant to the student disciplinary process, it has been determined that (a) there was insufficient evidence to proceed with formal disciplinary action or (b) the student was found innocent of the charges.
6. The grade reflects threatening, abusive, exploitative, or similar personal, improper conduct towards the individual student.
7. The instructor assigned the grade in error, with prejudice or capriciously.

I. Important Clarifications Pertaining to Grade Appeals

It is important for students to know that, in accordance with the policies of the California State University, the Grade Appeal Committee must presume that an assigned grade is correct. Therefore, it is the student's responsibility to prove that the final course grade is ~~incorrect improper~~ based on one of the criteria listed above under the definition of "grade appeal." The Committee's authority in cases involving a grade appeal is very specific and limited to the conditions included in the above definition. The ~~CommitteeBoard~~ cannot tell an instructor that they have graded an exam too harshly; or that their standards are too high; or that particular ~~assignmentsassignment~~ are unreasonable; or that other classroom practices or expectations applied to the class as a whole are unfair. These are all matters of professional judgment, which, if consistent with applicable campus policies, are entirely within the prerogative of the instructor. Concerns about such matters should be discussed with the instructor and, if necessary, the appropriate ~~d~~Department ~~e~~Chair or ~~C~~college ~~associate d~~Dean (or delegate).

II. Responsibility of Grading

~~Instructors Faculty members at Cal Poly Humboldt-Humboldt State University (HSU)~~ have the sole right and responsibility to provide clear grading criteria, careful evaluation, and timely assignment of course grades ~~and feedback~~. It is assumed that the grades assigned by ~~instructors faculty members~~ are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

III. Students Right to Appeal a Final Course Grade

Students shall have the right to appeal the final course grade issued by an instructor(s) if the student has reason to believe that the grade is based on any of the grounds set out in section **IV. Grounds for Appeal** of this policy. Grades assigned due to a finding of student academic misconduct are not eligible for appeal, consistent with the grounds and procedures set out in the Cal Poly Humboldt+HSU Academic Integrity and Honesty and Integrity Policy (VPAA 21-02), the CSU Code of Student Conduct, and Title 5 of the

Commented [1]: Academic Honesty Policy: "When a faculty member discovers a potential intentional violation of the University's policy of academic integrity, the faculty member is required to notify the Office of Student Rights and Responsibilities, in accordance with Executive Order 1098, and the student(s) involved to ensure that repeated violations do not go undetected if they occur in separate departments or with different faculty.

Faculty shall submit an Academic Dishonesty Referral to the Office of Students Rights and Responsibilities within one week of notifying the student of the discovery of the event for which they are being penalized and the penalty. At faculty discretion, a grade of "F" may be given for the assignment or examination, or another grade penalty may be applied at the discretion of the instructor. In the event that the academic dishonesty results in the failure of the course, the instructor will report a grade of "FD" to the Registrar's Office. Additional disciplinary sanctions may be determined by the Dean of Students should the student have documented prior incidents of academic dishonesty that have been reported to the Office of Students Rights and Responsibilities. If a student is successful in their appeal through EO 1098, they may then contest the underlying charge of academic dishonesty through the Student Grievance Policy."

Commented [2]: Academic Honesty policy: "Faculty will take measures to discourage dishonesty, adjust grades appropriately if dishonesty is discovered, and recommend that additional administrative sanctions be considered."

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California Code of Regulations.

Prior to filing a grade appeal, the student shall make every attempt to resolve the grade dispute with the instructor through the Departmental review process described in section **V.b. Guidelines**.

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IV. Grounds for Appeal

The course grade assigned by the instructor of record is to be considered final. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, capriciousness, arbitrariness or is not in alignment with established grading criteria in the course syllabus, the student may file an appeal, but only after the process described in V.b Guidelines has been exhausted.

Allegation of discrimination, harassment, and/or retaliation affecting grade assignments shall be referred to the campus Discrimination, Harassment, and Retaliation Administrator for investigation and be processed in accordance with CSU [Executive Order 1095, 1096, 1097 \(Interim CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation\)](#), which states:

... the grade appeal procedure should be paused until such time as the campus investigation and any appeal process under these procedures have concluded. The determination whether a violation occurred under the Policy will be provided to the campus grade appeal committee, and the committee will be bound by the determination when the grade appeal process resumes under Executive Order 1037.

~~...the Campus grade appeal procedure shall be placed in abeyance until such time as the campus and any appeal process under Article VI and/or Article VII have concluded. The final determinations under this executive order regarding whether Discrimination, Harassment or Retaliation occurred will be provided to the Campus grade appeal committee. The committee shall be bound by such determination when considering the grade appeal request under Executive Order 1037.~~

V. Appeal Process

Students who appeal grades assigned during spring or summer sessions shall do so in the subsequentfollowing fall semester; students who appeal grades assigned during fall sessions shall do so in the subsequentfollowing spring semester.

Current and former students seeking to appeal an assigned grade shall initiate the process as described below.

a. Departmental Review

The student shall contact the instructor no later than 30 calendar days after the start of the beginning of the subsequent semester and attempt to bring resolution to the grade dispute. The student may seek assistance from the Department Chair in their attempt to resolve the dispute. If the student is unable to reach resolution of the grade dispute at the departmental level, the student may submit an appeal of the grade to the University Grade Appeal Committee, as described in section ~~5V.c.20~~, **University Review**.

b. Guidelines

The following steps are meant to provide guidance to students endeavoring to resolve grade disputes at the department level. Each time a student wants to make a request to make an appointment they will do so in writing to the appropriate person as supporting documentation for their appeal.

- i. The student will make an appointment with the ~~instructor faculty~~ of record for the explicit purpose of appealing the grade. At that time, the student should be prepared to submit evidence in support of their claim.
- ii. If the student is unable to resolve the grade dispute with the faculty member, the student will make an appointment with the Chair of the Department to discuss the disputed grade. The Chair will assist the student in his/her/their efforts to resolve the grade dispute.
- iii. If the instructor(s) is no longer on campus, the student shall attempt to resolve the grade dispute with the Department Chair. In this instance, the Department Chair shall have the authority to approve a change of grade.
- iv. In cases where the ~~instructor faculty~~ of record is also the Department Chair, or in cases where the Department Chair is unsuccessful in assisting the student to reach a resolution, the student will make an appointment with the College Dean, who will assist the student in his/her/their efforts to resolve the grade dispute.

c. University Review

i. Initiating the University Review

A student shall initiate a University review as soon as the Departmental resolution to the dispute has failed and no later than ~~4530~~ calendar days after the start of the beginning of the subsequent semester.

ii. Grade Appeal Form

The University Review ~~Committee~~ shall commence when the student presents a

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written appeal to the Associate Vice President for Academic Programs and Dean of Graduate and Undergraduate Studies (hereafter, AVP/Dean). A form on which the appeal may be written is available from the Office of Undergraduate and Graduate Studies and on the [Cal Poly Humboldt+HSU](#) policy web site.

d. Review of the Appeal

i. Grade Appeal Committee

The Grade Appeal Committee (hereafter, the committee), a subcommittee of the Student Grievance Committee, is convened by the AVP/Dean [\(or their designee\)](#), once in the fall and once in the spring semesters as needed. The AVP/Dean [\(or their designee\)](#) is [an](#) ex-officio, non-voting member of the committee.

The committee will be composed of [annually appointed members](#):

[a.](#) [Associate Vice President for Academic Programs \(or designee\) \(ex-officio, non-voting\)](#),

[a-b.](#) three faculty members, identified by the University Senate,

[b-c.](#) two undergraduate students, identified by Associated Students, and

[c-d.](#) one graduate student, identified by Associated Students.

Pursuant to [Executive Order 1037](#), the [grade](#) appeal process will proceed in a timely way and the authority of the committee shall be limited to actions that are consistent with other campus and system policies.

iii. Preliminary Review of Grade Appeal

The committee will meet each fall and spring semester to determine if the grounds for the appeal presented by the student are consistent with section **IV. Grounds for Appeal** of this policy. If the committee finds that there are insufficient grounds for appeal, the original course grade remains final.

If the committee finds that there are sufficient grounds for appeal, the committee shall conduct a hearing within three weeks of [the meeting in which the determination was made](#). The hearing will be scheduled at a time when the student and the instructor are able to appear. Both parties may submit evidence to the AVP/Dean no later than one week in advance of the hearing. The AVP/Dean will distribute all materials to the committee in advance of the hearing.

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iv. Hearing the [Grade Appeal](#)

The student and the instructor will present evidence to the committee regarding the grade dispute. Evidence may include graded student work and witnesses, [including relevant content experts and/or the Department Chair](#). If the student does not appear for the hearing, the committee may put the appeal aside, in which case the original grade will stand as final. If the instructor does not appear for the hearing, the committee may decide to proceed with the appeal hearing.

v. Grade Appeal Committee Vote

The committee shall determine findings and take a vote regarding the resolution of the [grade](#) appeal. The vote may authorize the entry of a change, where appropriate, to the final course grade in the student's academic record. The vote of the committee is final. [In the case of a tie vote, the AVP/Dean is allowed to act as a tie-breaker](#). A report of the hearing, the evidence, the findings, and the vote of the committee will be submitted to the AVP/Dean within one week.

vi. Notification

The AVP/Dean shall immediately notify the student, the instructor, the Department Chair, and the Academic Dean of the decision.

vii. Compliance

In cases where a grade change is not approved, the AVP/Dean will maintain the associated files.

In cases where a grade change is approved, the AVP/Dean shall send a formal grade change request to the Office of the Registrar, specifying the new grade. The request shall include the Grade Appeal form and any evidence used in the grade appeal process.

In compliance with the [Cal Poly HumboldtHSU](#) policy on Family Educational Rights and Privacy Act (FERPA) ([UML 05-03, Student Records Access Policy](#)), this report shall be maintained in the Office of Registrar.

viii. Filing of a Grade Appeal [and Outcome](#)

The filing of, or outcome from, a University grade appeal shall have no bearing on the Faculty Personnel Action File.

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The AVP/Dean shall report to the President of ~~Cal Poly Humboldt~~ ~~Humboldt State University~~, and the University Senate each fall the number of appeals heard in the previous academic year.

Expiration Date

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History

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

**CAL POLY HUMBOLDT
University Senate**

**Resolution Establishing the Grade Appeal Committee as a subcommittee of the
Student Grievance Committee**

26-21/22-CBC – March 29, 2022 - First Reading

RESOLVED: That the Cal Poly Humboldt University Senate authorize the establishment of the Grade Appeal Committee as a subcommittee of the Student Grievance Committee; and be it further

RESOLVED: That the Committee shall be formed and conduct its business in accordance with the Grade Appeal Policy, and be it further

RESOLVED: That the Committee’s duties shall be described in the Faculty Handbook as: “Consistent with other campus and system policies, and in accordance with Grade Appeal Policy, provide a fair, equitable, and timely process by which students may formally appeal assigned course grades,” and be it further

RESOLVED: That the Committee shall be of the type: University, and be it further

RESOLVED: That the Committee shall be initiated at the beginning of the fall semester of 2022.

RATIONALE: The approved Grade Appeal Policy ([VPAA 22-01](#)) designates the Grade Appeal Committee as a subcommittee of the Student Grievance Committee. Committee composition and procedures as described in the policy will be added to Section 800 of the Faculty Handbook.