Cal Poly Humboldt
University Senate Meeting Minutes
22/23:14 4/11/2023

Tuesday, April 11, 2023, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:04pm on Tuesday, April 11, 2023, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present
Aghasaleh, Anderson, Banks, Bell, Burkhalter, Capps, Cappuccio, Graham, Harmon, McGuire, Miyamoto, Mola, Moyer, Ramsier, Teale, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Members Absent
Burkhalter, Miller

Guests
Amber Blakeslee, Bella Gray, Bethany Gilden, Carmen Bustos-Works, Garrett Purchio, Jeanne Wieglas, Jenni Robinson Resinger, Kimberley Stelter, Loren Collins, Mary Virnoche, Mike Le, Peggy Metzger, Raven Palomera, Sara Hart, Shawna Young, Sheila Rocker Heppe

CFA Interruption Statement
Senator Cappuccio read the attached Interruption Statement from the California Faculty Association

Announcement of Proxies
Bell for Benevides-Garb (as needed), Blakeslee for Gordon, Metzger for Holliday, Moyer for Tillinghast, Wrenn for Miller

Approval of and Adoption of Agenda
M/S (Woglom/Cannon)

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on March 28, 2023
M/S (Anderson/A. Thobaben) to approve the minutes from the meeting on March 28, 2023

Motion passed unanimously

Reports, Announcements, and Communications of the Chair
Chair Mola reported that Cozen implementation is in the works, and more information will be forthcoming at the next Senate meeting.

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

Academic Policies:
Senator Ramsier reported the committee has been working on the syllabus policy, which comes for a first reading today.

Appointments and Elections:
Senator McGuire reported that the Call for Nominations is still posted, and encouraged folks to self nominate for the General Faculty Treasurer position

Faculty Affairs:

- Written report attached

Integrated Curriculum:

- Written report attached

University Resources and Planning Committee:

Senator Woglom reported that there will be a presentation this afternoon and budget recommendation to vote upon

Academic Senate CSU (ASCSU):

- Written report attached

In addition, Senator Burkhalter reported that Presidential searches across the CSU system may not get them all filled

CFA:

Senator Cannon reported that CFA Humboldt has won the race of having highest percentage of people responding to bargaining survey; the assembly meeting is in SFO this weekend; and they have passed some resolutions and are having elections for members of executive board.

ODEI:

Senator Benevides-Garb reported that the office is revisiting institutional antiracism action plan

Staff Council:

Senator Banks shared a reminder that staff appreciation week is May 22-26, and that faculty activities are available as well

Office of Academic Affairs:

Provost Capps reported that there was a productive meeting about growing research and projects portfolio, productive meeting that will have more upcoming; IARAP idea for rosamel is to do a reset throughout the academic year, invite people to talk about what that means for campus, perhaps a professional development day in the fall

Enrollment Management:

Director Metzger reported that summer registration started yesterday

President's Office:

- Written report attached

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

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

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community
Senator Banks shared that Spring Preview is happening Sat April 22; a portal announcement is forthcoming

TIME CERTAIN: 3:30 – Seating of New Senators and Election of Committee Chairs
Chair Mola congratulated and thanked the following outgoing Senators:
Chelsea Teale, Lecturer Faculty Delegate
Cindy Moyer, Tenure Line Faculty Delegate, At-Large
George Wrenn, Tenure Line Non-Instructional Faculty Delegate
Rouhollah Aghasaleh, Tenure Line CPS Faculty Delegate
Arlene Wynn, Staff Senator

Chair Mola thanked and introduced the following incoming Senators:
Mary Virnoche, General Faculty Representative to the ASCSU
Jaime Lancaster, Tenure Line Faculty Delegate, At-Large
Kimberly Stelter, Tenure Line Non-Instructional Faculty Delegate
Rouhollah Aghasaleh, Tenure Line CPS Faculty Delegate (re-elected to another term)
Harrell Deshazier, Staff Senator
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Senate vote to approve Tim Miller as Vice Chair of the University Senate and Chair of the Faculty Affairs Committee *passed without dissent*

Ayes: Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Harmon, McGuire, Miyamoto, Mola, Stelter, Teale, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Banks, Capps, Gordon

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Senate vote to approve Marissa Ramsier as Third Officer of the University Senate and Chair of the Academic Policies Committee *passed without dissent*

Ayes: Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Harmon, McGuire, Miyamoto, Mola, Stelter, Teale, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Banks, Capps, Gordon

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Senate vote to approve Jaime Lancaster as Co-Chair of the University Resources and Planning Committee *passed without dissent*

Ayes: Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Capps, Cappuccio, Graham, Harmon, McGuire, Miyamoto, Mola, Stelter, Teale, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Banks, Gordon

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Senate vote to approve Rouhollah Aghasaleh as Chair of the Constitution and Bylaws Committee **passed without dissent**

Ayes: Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Harmon, McGuire, Miyamoto, Mola, Stelter, Teale, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Banks, Capps, Gordon

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Senate vote to approve Christopher Harmon as Chair of the University Policies Committee **passed without dissent**

Ayes: Aghasaleh, Anderson, Banks, Bell, Burkhalter, Cannon, Cappuccio, Graham, Harmon, McGuire, Miyamoto, Mola, Stelter, Teale, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Benevides-Garb, Capps, Gordon

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TIME CERTAIN: 3:45 PM - Resolution on Department Chair Assigned Time Policy (23-22/23 - FAC – April 11, 2023 - Second Reading)
Chair Mola read the following remarks on behalf of Senator Miller regarding the second reading:
> The department chair assigned time resolution is one that has been through a lot of feedback and discussion over the past two years and all of that input has really made it a strong policy. And though we have not gotten any major recommendations or questions since the first reading, we still got some useful recommended changes that have been incorporated (thank you to everyone who contributed!):

1. The policy language about chairs 'committing' to a 2-year term if they opt for the 12-month appointment (p. 3) has been changed to: "Chairs who are available to serve for two consecutive years."
2. The resolution includes a new resolved statement to reiterate that this policy does not supercede the CBA.
3. And one of the other resolved statements has been updated to clarify that chairs or anyone else can request that FAC review the allocation model if there are concerns. We don't want to limit it to a specific body such as the Provost's Council of Chairs, so the wording is intended to invite all

to make a request to FAC or University Senate.

This policy will provide a transparent process for allocating assigned time that is data driven so that as the campus grows, so will the chairs' compensation for their increased workload. The calculation is intended to create equity in compensation across the university and the transparency will help make sure this is the case. This is a big step forward in ensuring that compensation is fair and equitable as the campus goes through major changes in the coming years.

Senator Cannon spoke in favor of the resolution, noting that he had a meet and confer about this this morning for 3 hours which will result in creating an MOU that'll basically be the policy.

Senator Woglom spoke in favor of the resolution, and thanked the committee for their work on the policy.

Senator Moyer spoke against the resolution due to one sentence, noting again that she is uncomfortable with the provision that one can locate a major in something that's not a college.

Senate vote on the Resolution on Department Chair Assigned Time Policy **passed**

Ayes: Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Harmon, McGuire, Miyamoto, Mola, A. Thobaben, Woglom, Wrenn, Wynn

Nays: Cappuccio, Moyer

Abstentions: Graham, M. Thobaben, Ramsier, Teale, Tillinghast

Resolution on Gift Card to Students Policy (24-22/23 - UPC – April 11, 2023 - Second Reading) - Peggy Metzger and Sandy Wieckowski
Senate vote on the Resolution on Gift Cards to Students Policy **passed without dissent**

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

Nays: none

Abstentions: Capps

Resolution on the Syllabus Policy (25-22/23-APC – April 11, 2023 – First Reading)
Senator Ramsier introduced the resolution, explaining that the committee has added length to syllabus policy, required credit hour statement, how to find C Classification of your class, finding catalog description, grading mode info and what that means for students. The committee has streamlined regarding outcomes, refined them, and took motivation for syllabus addendum website to make an outcomes website. She noted they have added ODEI and Accessibility statement, Land Acknowledgment Statement, and made sure any components that are the same across all courses do get moved to that syllabus addendum website. She noted there is a new version of standard course outline, that the current 2018 policy has a section on it called "standard course outline," which replaced with more flexible shared course outline (which isn't a syllabus itself) which answers many questions. Finally,

Senator Ramsier noted there is a revised syllabus accessible template in the works that'll be streamlined and include instructions, and the CTL is helping on that.

Senator Harmon noted that the Chemistry department is very receptive to a shared course outline, and asked that since it says they also have to provide students an accessible document, do faculty need to ensure that if someone only uses a website, that they also have a hard document. Senator Ramsier affirmed that folks do need to submit a document to the department office which goes into the shared syllabus database; she'll double check on whether there needs to be a hard copy submitted as well.

Senator Moyer suggested the policy should include language such that there will be a link to this policy in canvas or in the syllabus website; she suggested that section 3fa – needs the words "weekly schedule."

Resolution on Updating the Membership of the Constitution and Bylaws Committee (26-22/23-CBC – April 11, 2023 – First Reading)
Item remained unmoved at adjournment; it will return for a first reading on April 25, 2023

TIME CERTAIN: 4:00 PM – Resolution on the URPC Budget Recommendation 2023/2024 (27-22/23-URPC – April 11, 2023 – First Reading)
Senator Woglom shared the attached presentation regarding the URPC's recommendation for budget allocations for the 2023-2024 Academic Year.

TIME CERTAIN: 4:30 PM – Update on Advising – ACAC Interim Director Loren Collins and CPH Advising Fellow Erin Kelly
Interim ACAC Director Loren Collins and Advising Fellow Professor Sara Hart shared the attached presentation

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M/S (Woglom/McGuire) to adjourn

Meeting adjourned at 5:00 PM

CFA Interruption Statement

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

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Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair
Members: Ramona Bell, Kim Perris, Kim White, Loren Cannon, Tim Miller
Meeting Date(s): 4/5
Standing meetings are held Wednesdays 11:00-11:50 on Zoom:
https://humboldtstate.zoom.us/j/81769198379?pwd=aWhCSmYxRlpReU1jdHVrSGNiL2VaZz09.

Department Chair Compensation

The Resolution on Department Chair Assigned Time Policy is up for a second read. Based on feedback that we received we have made three fairly small but helpful changes:

1. The policy language about chairs 'committing' to a 2-year term if they opt for the 12-month appointment (p. 3) has been changed to: "Chairs who are available to serve for two consecutive years as Department Chair are eligible to opt into the 12-month position."
2. The resolution now includes a new resolved statement: "RESOLVED: Unit 3 faculty assignments and workload are determined in accordance with the CSU-CFA Collective Bargaining Agreement and this policy does not supercede any conditions of that agreement;"
3. And one of the other statements has been updated to clarify that chairs or anyone else can request that FAC review the allocation model if there are concerns: "RESOLVED: This compensation model should be re-evaluated by FAC as needed (or by request to FAC or University Senate) no later than the 2027/28 AY – the calculations and/or other aspects of the policy may become quickly outdated as Cal Poly Humboldt continues to grow and transform;"

Lost Year in Faculty Files

We are also working on a clarification for the faculty handbook to help ensure that faculty are better informed about what information to include in their working personnel action file. UFPC has seen some incomplete files and we hope to provide better guidance to faculty.

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

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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

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

Meeting Date(s):4/4/23

Meeting Details:

Report for AVP Bustos-Works
- Application for AACU conference on GE- putting together a small team for a virtual conference if accepted.
- Common pathway update- waiting on an update from CO (to be distributed next week) on the impact of the common transfer pathway on lower division GE.

New Program Proposal Guidelines

The committee reviewed updates to the new program proposal guidelines made since the last ICC meeting. Continued emphasis on a desire to have open communication on new curricular proposals and how to best support those across campus were had. The guidelines will be shared at the next SenEx meeting on 4/18.

Blended Program Curriculog Proposal

Based on the new guidelines provided by the CO, a Curriculog form for blended programs was developed by Cameron. The committee reviewed the form for any feedback. One point of defining when and who external MOU's refers to was brought up and follow-up is being done to accurately define that for folks.

Syllabus Policy

Dr. Ramsier presented the updated Syllabus policy that APC has been forking on to the committee for feedback. The ICC feedback included:

- Some faculty are concerned about making their syllabi more publicly available so there was a recommendation to include language about why syllabi are collected and stored and to suggest that faculty who are concerned about intellectual property components (e.g. have created an assignment that they are trying to publish) can use a general description in the syllabus and provide the full details in the canvas for the class.
- The committee expressed a desire to have consideration put into how to have syllabi not only include all the necessary details from the faculty side but also be student centered and have support information for students.
- Feedback was shared from our professional advisors that they see a lot of syllabi that do not follow the policy and make things very unclear for students. This reiterated a point Dr. Ramsier brought up about increasing systemic accountability for following the syllabus policy.

GEAR Subcommittee Update

The GEAR Subcommittee has put together initial thoughts on a process for GE program review and is taking that to all the COC's for feedback. All feedback from this information gathering will be included in the GEAR committee's proposal for GE program review which they will present to the ICC before the end of the semester.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter, ASCSU Representative, Vice Chair of the ASCSU Faculty Affairs Committee

Standing committee meetings will take place on Friday, April 14. The next ASCSU plenary is scheduled for May 18 & 19.

Changes at the Chancellor's Office: Dr. Sylvia Alva, EVC for Academic and Student Affairs has been appointed interim president of Cal State Fullerton. California State University (CSU) Interim Chancellor Jolene Koester has appointed Dr. Nathan Evans and Dr. Dilcie Perez as deputy vice chancellors to lead the CSU's Division of Academic and Student Affairs.

Tom Jackson, Jr., President
Timothy Downs, Chief of Staff, Interim
Sherie Gordon, CFO/VP Administration and Finance
Jenn Capps, Provost and VPAA
Chrissy Holliday, VP Enrollment Management and Student Success
Frank Whitlatch, VP Advancement
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement
      and Interim Dean of Students

Global and Tribal Outreach and Education

- The **Joint Native American Advisory Council** met April 7, 2023, at CR for a meeting led by President Flamer and President Jackson. Discussion items included the Native American Student Success and Support Program, dual-enrollment courses for Native students, and ongoing collaborative efforts between Cal Poly Humboldt and College of the Redwoods.

- After two years of hiatus, the campus was pleased to host the **Annual California Big Time & Social Gathering** on April 8, 2023. This event has evolved into a Preview of campus for potential students, a gathering of alumni, a preview for incoming students and most importantly student engagement for current students. One sponsor, The American Indian College Fund, attended and hosted scholarship workshops for Native students prior to the event. The Smith Group surveyed community members and other participants to assist in developing the Campus Master Plan.

Community

- **Cal Poly Humboldt Foundation** Inaugural Gifing Day Raises $140K

Integrated Curriculum Committee Consent Calendar
April 11, 2023

[Mechanical Engineering, B.S. - Change Core Requirements - 22-1836](#). Program change proposal consists of the following 4 elements:

1) Not require CHEM 110 (General Chemistry 2). This is an unusual course to require in mechanical engineering and is well above the ABET requirements for basic science. This will allow for requiring a Machine Design course which will better emphasize mechanical systems in the curriculum.

2) Require ENGR 465 - Machine Design. For more emphasis on mechanical systems in the mechanical engineering curriculum.

3) Change the capstone requirements from the one-semester ENGR 492 to a two-semester sequence [ENGR 492B](#) and [ENGR 492CW](#) (see new course proposals below).

4) Require one of the upper division design electives to be in a Mechanical Core area. This is a smaller subset of design electives (still a choice of 5 courses) and will ensure that graduates have additional depth in a typical mechanical engineering area.

[ENGR - 492B - 22-1837 - New Course - Mechanical Engineering Capstone Design I](#) (2 units). This course adds a semester to the engineering capstone, specifically for mechanical engineering students, allowing them time to design, prototype, and implement. This is consistent with capstone experiences in other mechanical engineering programs and the emphasis and strength that we hope to develop in the program at Humboldt. **Description**: "First semester capstone course including background research, and design development for a final capstone project. Should be taken in the last year of the major."

[ENGR - 492CW - 22-1760 - New Course - Mechanical Engineering Capstone Design II](#) (3 units). This course adds a semester to the Mechanical Engineering capstone allowing the students time to prototype and implement designs. This is consistent with capstone experiences in other mechanical engineering programs and the emphasis and strength that we hope to develop in the program at Humboldt. The course is also designated as a GWAR-completing course. **Description**: "Final capstone course including design & implementation of the solution developed in ENGR 492B - Mechanical Engineering Capstone Design I. Should be taken in the last year of the major, preferably in the final semester."

[FISH - 314 - 22-1753 - Course Change - Fishery Science Communication](#). This proposal designates FISH 314 as fulfilling the GWAR requirement.

[MUS - 305 - 22-1797 - Course Change - Jazz: An American Art Form](#). This proposal designates MUS 305 as fulfilling the DCG-domestic requirement (the history of jazz is largely a history of issues of discrimination in America). Additionally, the course is re-certified as UD Area C course at the same time.

[SW - 382 - 22-1839 - Social Work Research](#). GWAR designation and addition of the co-requisites of SW 340 and SW 350.

Department Chair Assigned Time Policy [XXX]

Office of the Provost

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

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

Purpose of the Policy

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

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

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

Background

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

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

Definitions

FTE Staff: Relative Full Time Equivalent number of Staff
FTES: Relative Full Time Equivalent number of students served by department.
HC Majors: Relative Headcount number of Majors served by department.
HC Staff: Relative Headcount number of staff.
Temp FTEF: Relative Full Time Equivalent number of Temporary Faculty.
Temp HC: Relative Headcount number of temporary faculty.
TT FTEF: Relative Full Time Equivalent number of Tenure Track Faculty.

Policy Details

I. Allocation Model

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

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

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

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

Composite Score

$$= 50\% \left[60\% \left(\frac{TT\ FTEF}{N_{TTFTEF}} \right) + 40\% \left(50\% \frac{Temp\ HC}{N_{HCT}} + 50\% \frac{Temp\ FTEF}{N_{TFTEF}} \right) \right]$$

$$+ 40\% \left[50\% \left(\frac{HC\ Majors}{N_{HCM}} \right) + 50\% \left(\frac{FTES}{N_{FTES}} \right) \right]$$

$$+ 10\% \left[50\% \left(\frac{HC\ Staff}{N_{HCStaff}} \right) + 50\% \left(\frac{FTE\ Staff}{N_{FTEStaff}} \right) \right]$$

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

Table 2. Minimum Chair Support (FTE & WTU)

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

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

II.   Implementation & Timeline

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

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

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

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

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

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

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

d. The role and responsibilities of a Department Chair at Cal Poly Humboldt are articulated in three key documents posted on the APS webpage: Responsibilities of Department Chairs; Duties for Department Chairs Outside of Academic Year; and the Department Chair Handbook. Within each college, the Dean, Chair, and Program Lead(s) of academic programs within an academic department should work together to ensure that roles and responsibilities between a Department Chair and a Program Lead are appropriate to each position.

   1. Not all programs have a Program Lead.
   2. Alternate titles for Program Leads include 'Program Director,' 'Program Coordinator,' or other titles as conventional to the field, guided by accreditation bodies, or as informed by other guiding factors.
   3. While there are duties that can be shared between Department Chairs and Program Leads, they are distinct roles, and Program Leads do not have primary responsibility for the work of a Department Chair. Certainly two-way consultation, advisement, and serving as thought partners on issues and tasks is expected, but ultimately, responsibility for the duties articulated in the key Department Chair documents listed above sit with the Department Chair.
   4. It should be noted that a Department Chair is the faculty member leading an academic department, whereas a Program Lead is a faculty member leading an academic program that organizationally resides within an academic department.

e. Note that while ordinarily academic programs reside within the college and department organizational structure, sometimes unique circumstances, such as with an interdisciplinary program, are best served by organizationally placing the academic program outside of an academic college, whereby the Program Lead is leading an academic program that organizationally resides, for example, within the Office of Academic Programs, which is led by the Associate Vice President for Academic Programs & Dean of Graduate and Undergraduate Studies. It is possible that an academic department may have several academic programs residing within a single academic department, and the Department Chair appointment should clearly reflect the leadership of a single department with multiple academic programs residing within it. Also, it is possible that two departments may share a single person that chairs both departments. In these cases, the assigned time should reflect the sum of the model predictions from all departments being chaired by that person. The university's recognized organizational structure related to academic colleges in the Division of Academic Affairs is as follows:

   1. Level 1: College – a Major Business Unit (MBU) within the Division of Academic Affairs; led by a Dean
   2. Level 2: Department – the largest organizational level within the MBU; led by a Department Chair
   3. Level 3: Academic Program – the largest organizational level within the Department; led by a Program Lead/Director/Coordinator. It is critical to note that this is not an officially coded organizational level by the university or the

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

f. It is important to note that a "12-month Chair appointment" is not necessarily synonymous with a full-time year-round Chair. A 12-month Chair appointment is a year-round appointment at the designated chair timebase fraction. For example, if the Chair timebase fraction generated by the model is 0.40 timebase, then the Chair would be working at a 0.40 timebase during periods outside of the academic year, when they are not performing other faculty duties. However, if the Chair timebase generated by the model is 1.00 timebase, then the Chair would be working full-time during periods outside of the academic year.

g. The model in this proposal applies to stateside programs only, and generates timebase allocation based only on the stateside program metrics within a department. Self-support programs academically reside in the academic college and department, but are administered through Extended Education. Chairs of departments that have self-support programs receive compensation separate from and in addition to their stateside timebase allocation, negotiated separately through agreements between the academic college and the College of Extended Education and Global Engagement (CEEGE).

h. The model calculations for non-instructional departments who do not have student majors or student FTES are simplified. The weight of the three components in the formula for the composite score are adjusted from what the instructional departments use (50% faculty, 40% students and 10% staff), to 80% faculty and 20% staff (and therefore 0% students). Similar to the teaching the departments, this simplified model reflects the previous AT for the Library, but as the campus grows and if other non-instructional departments gain department chair positions, this should be re-examined to ensure that it is fair and equitable across non-instructional departments as well being fair and equitable with all departments across the university.

procedure section:

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

CAL POLY HUMBOLDT
University Senate

Resolution on Department Chair Assigned Time Policy

23-22/23-FAC — April 11, 2023 — Second Reading

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

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

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

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

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

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

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

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

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

RESOLVED: That these changes become effective immediately upon approval.

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

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

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

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

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

Definitions

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

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

Policy Details

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

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

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

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

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

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

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

Issued: 03/28/2023
Revised: 03/28/2023
Edited: 03/28/2023
Reviewed: MM/DD/YYYY

Cal Poly Humboldt
University Senate

Resolution on Gift Cards to Students Policy

24-22/23-UPC — April 11, 2023 — Second Reading

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

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

CAL POLY HUMBOLDT
University Senate

Resolution on the Syllabus Policy
25-22/23-APC – April 11, 2023 – First Reading

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

RESOLVED: That the policy be implemented for courses beginning Fall 2023; and be it further

RESOLVED: That the [Syllabus Addendum website](#) and [Syllabus Resources website](#) be updated accordingly; and be it further

RESOLVED: That Academic Program shall maintain a publicly available shared syllabus repository, which shall be linked on the syllabus resources website; and be it further

RESOLVED: That the Integrated Curriculum Committee, in addition to the current practice of reviewing syllabi for new and revised courses, shall request and review shared course outlines for applicable courses beginning with proposals submitted for Fall 2023 deadlines and thereafter; and be it further

RESOLVED: That during the program review process, programs shall be required to provide evidence of compliance with the syllabus policy, in a manner determined by the Integrated Curriculum Committee and Associate Director of Academic Assessment.

RATIONALE: The syllabus policy, last updated in 2018, contained several areas in need of updating to align with current practices and policies and to best support the syllabus being a tool to support student navigation of and success in courses. Key revisions include: streamlined requirements for listing outcomes; inclusion of a statement about expected hours of work to comply with the [credit hour policy](#); additions of items to the syllabus addendum website, notably additional resource links, a diversity, equity, inclusion and accessibility statement, and a land acknowledgement; removal of the "standard course outline" requirement that was found to have not been implemented, and replacement with a more flexible "shared course outline" provision that faculty can opt out of with dean approval; inclusion of instructions/link where faculty may find needed information; additional more minor updates aimed at increasing the usefulness and relevance of the policy.

Cal Poly Humboldt.

Syllabus Policy
Policy Number
Academic Policies Committee

Applies to: Faculty, Staff, Students

Supersedes: P18-01 Course Syllabus Policy, P16-03 Syllabi Policy, and VPAA 07-02 HSU Policy on Content of Syllabi

Purpose of the policy:

Syllabi at Cal Poly Humboldt are the anchor for intellectual work in the classroom and must showcase connections to program and institutional learning goals. Syllabi should clearly communicate course expectations and help students to successfully navigate the courses in which they enroll. This policy provides guidelines for required and recommended aspects of syllabi for all credit-bearing courses.

Policy Details

I. Introduction

A. Faculty shall create a written syllabus for every credit-bearing course that they teach.
B. Each syllabus must comply with and include, but is not limited to, the information included in this policy.
C. Colleges, schools, departments, or programs may specify additional syllabus requirements for their courses beyond what is included in this policy.
D. Faculty should be cognizant that syllabi are publicly available documents.

II. Resources

A. The Office of Academic Programs shall maintain a Syllabus Resources website with updated information about syllabus requirements, accessible templates, a link to the syllabus policy and the Syllabus Addendum website, and other relevant information. Current URL: https://academicprograms.humboldt.edu/content/syllabus-resources

B. The Center for Teaching and Learning, in consultation with the Accessibility Resource Center, shall provide accessibility guidelines and an accessible syllabus template on the center's website, in Canvas, and on the Syllabus Resources website. The template and guidelines shall be designed to help faculty meet pertinent requirements of the Accessible Technologies Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act.

C. The Office of Academic Programs shall maintain a Syllabus Addendum website to house information about relevant campus policies, commitments, procedures, and resources for students in one central location. The site shall include links to information pertinent to syllabi across all courses, such as: registration forms and policies; academic honesty policy; attendance and disruptive behavior policy; emergency procedures; Title 5 standards for student conduct; Title IX and discrimination, harassment, and retaliation prevention; procedures for reporting complaints; animals on campus policy; resources for students with disabilities; Learning Center; Academic & Career Advising Center; Counseling and Psychological Services; Office of the Dean of Students; Financial Aid; IT help; Cal Poly Humboldt institutional commitment to diversity, equity, inclusion, and accessibility statement; and a university land acknowledgement. Current URL: https://academicprograms.humboldt.edu/content/syllabus-addendum

III. Information that must be included in the course syllabus:

A. Course information:
   a. Number, title, and section if applicable
   b. Semester and year
   c. Modality (online, hybrid, hi-flex, or in-person)
   d. Meeting days, times and location (e.g. rooms or online platform)
   e. Final exam day, time and location (this information can be found at the Office of the Registrar website)
   f. A note directing students to the official course learning management system, currently Canvas
   g. A note directing students to regularly check their Cal Poly Humboldt email for course updates and announcements

B. Instructor information:
   a. Name
   b. Cal Poly Humboldt email address and office telephone number
   c. Office hours and location, or a website link to where this information is available

C. Course description:
   a. Course description from the university catalog, identified as the catalog description

b. Pre-requisite and corequisite courses, if applicable (also found in the catalog)

D. Course materials and fees (e.g., textbooks, supplies, technology), including:

    a. If they will be provided or if students are expected to acquire them

    b. Any university facilities/platforms available to support these requirements for students who cannot purchase materials

    c. How to access instructor-provided materials such as PDFs, linked resources, etc., for example *"Additional readings/materials will be provided on Canvas"*

    d. Information on any fees required other than for typical stateside tuition/registration, for example for field trips or labs

E. Outcomes & competencies:

    a. <u>Course Learning Outcomes (CLOs)</u>: These are specific to the course and are the primary outcomes that the course aims to help students meet. All courses must have and list CLOs—there is no minimum or maximum number, though 4-8 is generally considered a best practice.

    b. <u>Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs)</u>:

        i. At minimum, include the following or an equivalent statement: "*If this course is a requirement for a program, it contributes to the achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs), which you should review at the following URL: <u>Add URL</u>"*.

        ii. Optionally, also list PLOs and/or ILOs that the course particularly aligns with, for example, state: "*In particular, this course helps students achieve the following [insert program name] outcomes: [list of outcomes]."*

    c. <u>General Education and All-University Requirements (GEAR)</u>: Search for the course in the <u>catalog</u> to confirm if it has any current GEAR designations. If so:

        i. At minimum, include the following or an equivalent statement: **"***This course counts as [insert GEAR area(s)*], the aims of which you should review at the following URL: <u>Add URL</u>"*.

            *Be specific when listing the GEAR Areas. For example, rather than just "Area B", specify "Lower Division GE Area B4: Mathematical Reasoning" or "Upper Division GE Area B: Math & Science". For DCG, specify "Diversity and Common Ground: Non-Domestic" or "Diversity and Common Ground: Domestic."

        ii. Optionally, also describe the GEAR Area and/or list associated PLOs, skills, etc…

F. Course topics & schedule:

    a. Include at least: a list of topics in the general order of expected coverage, approximate dates of major exams or assignments, final exam date and time, and

the deadline add/drop classes without a serious and compelling reason (this information may be found on the university [calendars](#)).

      b. If a more detailed schedule is located elsewhere (e.g., on the learning management system) indicate so and (if applicable) provide a link.

G. Course structure & modality

      a. A description of the general course structure and modality (e.g., lecture, discussion, lab, virtual, asynchronous, synchronous…).

      b. A statement about the minimum hours of student work expected as per the number of units and the official C-classification, as per the [Credit Hour Policy](#). C-classification can be found using the [Catalog Search Tool](#). See the [Credit Hour Tool](#) for help. One example statement is below - additional examples shall be provided/linked on the Syllabus Resources website and/or syllabus template.

            i. Example statement for a 3-unit course with C1-C5 classification: "*This is a 3-unit course, and thus students should expect at least 135 hours of work during the semester, which equates to at least 9 hours per week on average. There are 3 hours per week of instructional activities (in-class meetings, synchronous Zooms, lectures), so expect <u>at least</u> 6 hours per week of work outside of class.*"

H. Assignments:

      a. Include at least a general description of assignment types/categories and how assignments are typically to be submitted.

      b. As relevant, also include either further details that students need in to complete assignments, or a note that indicates how detailed assignment information will be provided.

      c. If students will be required to post course assignments on the internet, outside the university learning management system, this should be included in the syllabus with possible alternative arrangements or assignments. *Publicly viewable faculty review of student work may constitute a FERPA violation and* should not be undertaken without careful consultation with the registrar.

I. Attendance/participation policy that includes, at minimum, whether/how attendance and participation will be tracked and/or graded. This information should be integrated with assignments/grading information if it will affect the course grade.

J. Grading information:

      a. Basis for assigning a course grade, including at least the portion of course grade attributed to various assignment types and the relationship between percent/points earned and final course grades (i.e. grading scale).

      b. Grade mode: Indicate whether a course is offered for a letter grade only, mandatory credit/no credit, or optional (letter grade or credit/no credit)--this

information is available in the [catalog](#) for each course. For optional grade mode, include a statement specifying that "*to count towards fulfilling major requirements, this course must be taken for a letter grade.*"

    c. Minimum grade needed for the course to count toward program requirements, and, if different, to qualify students to take the next course(s) in a sequence.

K. Late/make-up policy - include general or detailed information. For any course that uses a partially or fully online format, also include expectations for situations such as personal or large-scale technology breakdowns.

L. Policies, Procedures & Resources:

    a. A statement that students are responsible for knowing information on the campus Syllabus Addendum website and include the link to the website. A concise statement with the link is recommended in lieu of links to the individual policies; however, as relevant, faculty may choose to also elaborate/discuss particular aspects.

        i. Suggested statement: *"Students are responsible for knowing the information about campus policies, procedures, and resources for students on the Syllabus Addendum website linked below. The site includes topics such as registration policies; academic honesty policy; attendance and disruptive behavior policy; standards for student conduct; prevention and reporting of discrimination, harassment, and retaliation; animals on campus policy; emergency procedures; resources for students with disabilities; learning resources; advising resources; counseling and psychological services; financial aid*; and IT Help. https://academicprograms.humboldt.edu/content/syllabus-addendum

    b. For courses that include any online communication, a statement reminding students that university regulations regarding [disruptive behavior](#) extend to the online environment, and that appropriate online behavior (i.e., netiquette) is expected.

    c. A reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodations and to provide university ([SDRC](#) or [Dean of Students](#)) documentation.

M. Other information essential to the course, for example safety information, classroom expectations, technology use guidelines, and information about assignments that must be accomplished at off-campus locations (e. g., field trips or service learning).

N. Any additional items required, for example by [University Senate Policy](#) or for programs with external accreditation.

O. A note that information on the syllabus is subject to change with notice, and how changes will be communicated.

IV. Co-listed Undergraduate and Graduate Courses

Syllabi for courses listed for both undergraduate and graduate credit must have separate syllabi for both the undergraduate and graduate course number. Students receiving graduate credit for the course are expected to perform at a higher level than their undergraduate colleagues, and the graduate syllabus must demonstrate the higher expectations for such students in compliance with the [campus co-listing policy](#).

V. Syllabus Format, Use, and Dissemination to Students

A. The syllabus must meet pertinent requirements for the Accessible Technologies Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act. An accessible syllabus template shall be available on the Syllabus Resources website.

B. The syllabus must be available to students <u>by the first day of instruction</u> through the course's site on the university learning management system (LMS), currently Canvas.

    a. The syllabus must be in a standard file type (e.g. Word Doc, Google Doc, website, PDF, or LMS page).

    b. The syllabus shall be prominently labeled/linked on the course landing page and/or the syllabus link in the main course navigation, ideally in both locations.

    c. The syllabus may also be provided to students in other ways (e.g., email or print), but not in lieu of providing on the LMS.

    d. Faculty planning to create elements of the syllabus with their students must still provide a syllabus on the first day - on the syllabus, faculty shall indicate which elements will be co-created.

C. By the first day of instruction, faculty shall notify students how to locate the syllabus on the LMS. The announcement shall be in some manner that will be seen by students who are not yet aware of the LMS, ideally via email and in-class announcements.

D. During the term, changes to the information in the syllabus are only permitted if they do not inadvertently penalize/disadvantage students or require students to purchase materials not disclosed at the beginning of the term. If there are any substantive changes, the instructor shall:

    a. Place a revised syllabus on the LMS, with the changed components clearly identified (e.g., highlighted and a note included), and

    b. Notify students in writing, at minimum via an email or an announcement through the LMS.

VI. Shared Course Outline

A. To ensure reasonable consistency across offerings, programs shall develop a "shared course outline" for each course that is a program requirement, that is a prerequisite to another course, and/or that is regularly taught by different instructors.

B. A shared course outline is a document that is separate from a syllabus itself - is used to inform the creation of a syllabus for a specific course.

C. A shared course outline shall include all information that should not change between offerings of a course, such as the course description, credit hour statement, learning outcomes, and subject matter content/topics to be covered.

D. Shared course outlines shall be kept on file by departments, and department chairs should ensure that faculty are aware of and abide by them.

E. Departments that feel that shared course outlines are not appropriate for their programs/courses should discuss this with their college dean, who shall maintain authority to modify this requirement per department/program for just cause. The dean shall inform the Academic Policies Committee chair of exceptions made, including the extent and duration.

F. A recommended shared course outline template shall be made available on the Syllabus Resources website.

VII. Documentation & Compliance

A. Prior to the start of each term, the Office of Academic Programs shall remind all faculty of this syllabus policy and provide a link to the Syllabus Resources website and the accessible syllabus template.

B. At the beginning of each term, department chairs shall remind faculty to post a syllabus (following the syllabus policy) to the learning management system (LMS) site for each course and to ensure that the LMS and syllabus are published (live) and available to students.
   a. Chairs may request that faculty submit syllabi to the department prior to the start of the term for review of compliance with the syllabus policy.

C. By the first Friday of instruction for the term, faculty shall provide a copy of the syllabus to the office of the department in which the course is taught.
   a. Faculty should be cognizant that syllabi shall be publicly available.
   b. The format must be a standard file type that can be stored and shared (e.g., a Word Doc or PDF, not a Google Doc or website).
   c. Departments shall post collected syllabi to a shared repository maintained by Academic Programs, where syllabi shall be retained for the length of time determined by WSCUC and CSU Policy (currently permanently).

D. Syllabus information shall be incorporated into new faculty orientation and added to the faculty, administrative, and department chair handbooks.

D. The Integrated Curriculum Committee shall review syllabi and, if applicable, shared course outlines provided for new and revised courses.

E. As part of the program review process, all departments and programs will be required to provide evidence of compliance with the syllabus policy.

Related Policies:

- X

Expiration Date: n/a

History:
Academic Policies Committee: X/X/2023
Reviewed: University Senate: X/X/2023
Reviewed: Provost: X/X/2023

CAL POLY HUMBOLDT
University Senate

Resolution on URPC Budget Recommendation, '23-'24

27-22/23-URPC – April 11th, 2023 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends that Chair Mola Forward the University Resource and Planning Committee's Budget Recommendation to President Jackson in keeping with the CBC Guidance that outlines URPC Recommendations

RATIONALE: The URPC has developed a budget recommendation based on existing budget assumptions and PAT Priorities and ask that this recommendation be forwarded to the President in order to inform budget decisions for the coming AY '23-'24.

CAL POLY HUMBOLDT

University Resources and Planning Committee

Date:

TO: Senate Chair and General Faculty President Monty Mola,
Cal Poly Humboldt

FROM: Jenn Capps and Jim Woglom – Co-Chairs of the University Resources and Planning Committee (URPC)

CC: Committee Members –

RE: 2023-24 Budget Recommendation to the President

Chair Mola,

Below, please find the University Resources and Planning Committee's (URPC) Budget Recommendation for FY 2023-24. If this recommendation successfully passes through two readings in the Senate, we ask that you forward its contents to President Jackson in order to inform his decisions regarding budgeting for next year, in accordance with the [CBC Guidance on Senate Ratification of URPC Recommendations](#).

Narrative Overview/Executive Summary

Each year, the URPC provides a recommendation, directed to the President through the Senate Chair, regarding changes in distribution (allocations and reductions) from the University to the Divisions. The funds addressed in this recommendation are limited to new or reduced resources applied to the HM500 or "General Fund" (GF) from state allocations and tuition-based revenue. The URPC, per practice and bylaw, does not recommend distribution of resources in (A) self-support entities (Housing, Parking, Extended Education, etc.) as their respective resources are derived from payments for services they provide, (B) entities funded by student fees (Associated Students, Health Services, etc.), as the application of those fee-based resources are limited and mandated by ed code and student referenda, or (C) the allocation of resources within divisions. That being said, we will at times speak to these entities as they relate to the recommendation and concerns raised by the campus community during our engagement efforts this academic year.

With that framing in mind, this year's submission will outline the current financial milieu of the University, including enrollment assumptions, revenue assumptions, expenditure assumptions, and reserve assumptions, for the sake of shared understanding, and to illustrate how and why we project available funds allocatable as ongoing investments from University to Division for the '23-'24 budget.

We will need to retain some of those available funds for important, required allocations expected in the coming year. The Cozen Report on Title IX will soon be delivered to the campus and there will likely be necessary investments tied to its implementation recommendations, including staffing and increased pathway to services. Concurrently, staff unions are currently engaged in bargaining, and we will need to support otherwise unfunded, negotiated, and well-deserved salary increases. Finally, enrollment recalibration, after years without change, is on the immediate horizon, and our state allocation (and enrollment target) will be reduced by 5% if we don't end up within 10% of our enrollment target (7,603 FTES).

After set-asides for these expected allocations have been made, the President's Administrative Team has prepared a list of prioritized needs for future allocation from state allocations and projected tuition revenue. These priorities have been reviewed by the URPC, The Senate Executive Committee, The University Senate, attendees at an Open Forum held in the Fishbowl of the Library, and the Campus community broadly through distribution of a video of the same. These priorities are listed below, in order of priority (as determined by vote of the URPC), with corresponding overall costs associated with fully funding the endeavor, and with proposed totals for investment towards those items with remaining available funds. We will provide a list of expected or required allocations (with total projected costs and rationale), and then a list of priority suggestions (with total projected costs, and rationales) for how to allocate the remainder.

In addition to new resources derived from tuition and state allocation, further aforementioned opportunities for investment include Polytechnic resource distribution, GI 2025 resource distribution, and a substantial projected increase in enrollment. The Polytechnic funding, while transformative in impact, has mandated guidelines and earmarks that limit its application across programs. Similarly, GI 2025 distribution must be strategically applied and rationalized towards its stated intent of increasing graduation rates. Increased enrollment and subsequent tuition dollars are more broadly applicable, but projections are still in flux (we will not be entirely sure where headcount will land this Fall until census, in spite of very promising application numbers).

After years of painfully impactful reductions, we are seeing indications of growth on the horizon, and, depending on mitigating factors we will outline hereafter, we are likely to have substantive, ongoing funds available to distribute in the AY 23-24 budget. Seen from the perspective of

having the option to invest new resources in our ongoing University budget, we are in a relatively positive position. We must acknowledge, though, that this perspective is limited: the reductions alluded to above, along with the circumstances that necessitated them (years of declining enrollment, issues related to COVID-19, etc.) have complicated the need for and distribution of resources across campus, and, as such, we hope to temper the sense of effusive optimism regarding emerging opportunities with empathy for the lived experience that a sustained period of belt-tightening have caused (and continue to be felt). There is much work to be done to improve resource distribution relative to need across campus and we appreciate the campus community's engagement and feedback with our efforts to ensure shared governance around this document.

Guiding Measures and Principles

As the University moves to adopt a budget that:

- is sustainable and aligns with our strategic plan priorities,
- proceeds conservatively and builds a larger Contingency to support campus efforts to move beyond continuous reduction cycles of the past, and
- distributes allocations contingent on available funding,

the URPC adopted the following principles to guide decision making:

Guiding Principles
These Guiding Principles serve as a recognition that there are components of this University that transcend budgetary concerns and that these components should be prioritized and honored throughout the process of budget reduction or realignment.

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.

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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, 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.

2023-24 UNIVERSITY Budget Allocations

PAT Ongoing Funding Priorities

Expected/ Required Allocations

Budget Planning Priorities	Allocation Amount	Rationale
Enrollment Recalibration Set Aside/One-Time Investment In Instruction*	$3,382,000	While the campus has made proactive efforts to shift summer stateside to improve our enrollment position, we are still being conservative in planning a year in advance of the expected implementation of CSU recalibration for 24-25. This set-aside would thus be available for one-time allocation during '23-'24, affording the campus a year to ascertain instructional needs for our expanding student population prior to assigning ongoing funding. If our campus meets the enrollment target required to avoid recalibration (see Enrollment Projection Update), these dollars will become available to fund the

		instructional needs required to support new and returning students.
Campus Support for Increased Compensation Costs	$2,200,000	A 1% increase in wages would equal about $1.1M. This is a strategic set-aside, as the results of negotiations are still underway. Set -aside in excess of negotiated wage increases may be applied as one-time allocations for other needs. Strategic planning of this sort has not been possible in past cycles.
Cozen Report on Title IX Implementation	$250,000	In the fall of 2022, the president committed to funding one additional position to the Office of Title IX. The funding reflects the allocation of $133k to support the FTE. In addition, the campus is patiently awaiting our report from Cozen so funding is being set outside to start a phased approach in addressing any proposed recommendations.
Total Base Allocations	**$5,832,000**	

Priority Suggestions for Allocations of the Remainder of Allocatable Resources

Budget Planning Priorities	Allocation Amount	Rationale
Move Remaining Position Costs of Athletics from Fee Support to Stateside	$935,000	Last fiscal year, compensation to the tune of $1.9 million and rising was currently covered by student fees, which were not rising commensurately with salary commitments. The university bridged $1.2m with the plan to allocate an additional $700k in 2023-24. The department's costs increased from shifting employee positions from 10 months to 12 months. In addition, the department added a new sport with grant funding but the funding did not cover the new

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		faculty coaching position. Therefore, the total remaining shift to athletics is $935,000
Move Remaining Position Costs of SAC from Fee Support to Stateside	$352,000	The university funded $900k of the $1.6m gap for the students activities center. With the projected increased enrollment and the proposed allocation of $352,00, we will achieve our goal of stabilizing a critical area and position EMSS to leverage future increased revenues to bolster the operation to support student needs.
Stabilize Cost Allocation	$865,000	Over a three year period (2017-18 through 2019-20) when the campus was addressing significant budget reductions, cost recovery revenue totalling $865,000 generated via the cost allocation model from campus self support and auxiliary organizations reimbursing the cost of services provided by Operating Fund personnel was applied toward reductions, rather than provided to support the services being provided. At the same time, areas like SPF and the Foundation experienced considerable growth and success, with SPF increasing revenue by 81% during the overlapping five year period. Simultaneously, areas providing services were also taking considerable reductions to help balance the budget. Administrative Affairs, the majority service provider, has taken more than $4 million in reductions over the past five years. The net effect was a double reduction impact, and an inability for service providers to sustain service levels to the campus and support growth given their lack of available resources.
Strategic Enrollment Management Plan	$1,181,000	The VP for Enrollment Management and Student Success in collaboration with her leadership team have developed a phased budget proposal to stabilize and support the polytechnic transformation. A significant portion of the Phase One funds are related to

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			Admissions positions currently on soft funding (i.e. one-time funding) and are not actual new positions for the campus. Others are enhancements of current employee jobs that will allow for an expansion of duties and direct student services in order to meet needs. In Phase One, the only new positions requested are those whose absence has been directly proven to be detrimental to growth efforts or whose presence is needed to manage software or other processes essential to core functions. Similarly, many efforts currently supported by one-time funds (i.e., chatbot, expanded marketing) are included for base funding. The new infrastructure funding items are those necessary to begin expanding proven efforts – such as involving faculty directly in recruitment efforts, enhancing aid-related communication with students, or increasing direct marketing to current students in support of retention. The total request is $1,540,294 for phase 1. Notes: Additional $914k from GI 2025 and Poly supporting SEM plan as well. In addition, there will be additional needs focused on enrollment management in 2023-25 which has been planned by Enrollment Management.
Transportation and Public Safety Infrastructure Enhancements		$300,000	The Division of Administrative Affairs is embarking on aligning key departments to expand oversight of new and to support urgent expansion of transportation infrastructure (Bus Operations and Fleet) to support bridge housing, SDRC transportation, satellite parking and the need to expand fleet operations. The phased approach will align risk, emergency management, safety services, police, transportation and parking into one unit. This alignment will require a number of realignment of duties to ensure we create capacity to effectively have administrative oversight to manage the development of new

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		transportation operations which is inclusive of fleet and bus operations.
Advancement Infrastructure	$180,000	After the transition of the Humboldt Bay Aquatic Center (HBAC), Advancement and Intercollegiate Athletics leadership have been assessing an appropriate staffing model to support building management to support Center Activities, Advancement and university activities. The funding will support a building coordinator, student assistants, supplies, equipment and operating expenses.
Human Resources	$420,000	After an extensive assessment of needs by the Interim AVP for HR and the draft audit HR audit report, Humboldt must reorganize our department to provide efficient operations, maintain compliance and support the polytechnic vision. A critical part of this transformation is shifting from a specialist model to an HR partner model, leveraging the expansion of existing campus technology to improve the employee life cycle and introducing new technology to enhance the employee experience from onboarding to exiting. In addition, it dedicates resources for part-time project management support for HR and ITS to sustain existing systems and projects while managing the implementation of new and fully integrating existing technology. The combination of reorganization and investment in technology, training and certifications will improve efficiencies and service delivery to our campus community. The total request is $420k ($360k personnel and $60k for technology, software, training and certifications).
Total Base Allocations	**$4, 233, 000**	*We acknowledge that this total reflects a base budget gap of $732,000, and that further decision making will have to occur in the intervening weeks between first reading and*

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		second reading in order to ascertain what we recommend funding and to what extent, based on campus feedback.

One-Time Priorities

In addition to the ongoing priorities outlined above, there are considerable one-time priorities that are being supported via several other one-time funding sources for activities such as bridge housing, transportation, and instruction. For example, $7 million in polytechnic funding has been carved out to support student bridge housing needs over the next two years.

In addition, the URPC is actively discussing leveraging a portion of the enrollment recalibration set aside to support temporary faculty costs on a one-time basis in 2023-24.

Polytechnic Funding

In August of 2022, Gov. Newsom and the state legislature approved $458 million ($433 million in one-time funding and $25 million in ongoing funds) to help support the polytechnic vision. Funding from this investment is being allocated to launch 12 academic programs by Fall 2023. It is also funding extensive infrastructure improvements and new facilities that directly support student success and retention and allows Cal Poly Humboldt to build out new programs and enhance current academic offerings. This investment, while incredibly exciting, must be tied explicitly to polytechnic related initiatives, and as such, allocations that cannot be overtly identified as polytechnic-centric must be funded through existing tuition-based revenue and/or other forms of fundraising. The University has submitted a prospectus with specific indications of expected allocations planned through 2029, with annual spending requests and mandated spending reports submitted twice annually to the Chancellor's Office. For 2023-24, we are requesting an additional $4,572,000 in ongoing funding to support polytechnic implementation efforts.

GI 2025 (More Detail pending, with upcoming meetings)

GI 2025 Spending Plan	
Strategic Enrollment Plan Initiatives	$654,000
GI 2025 - Detailed allocations pending	*$512,000*
GI 2025 Basic Needs (Housing)	*$142,000*

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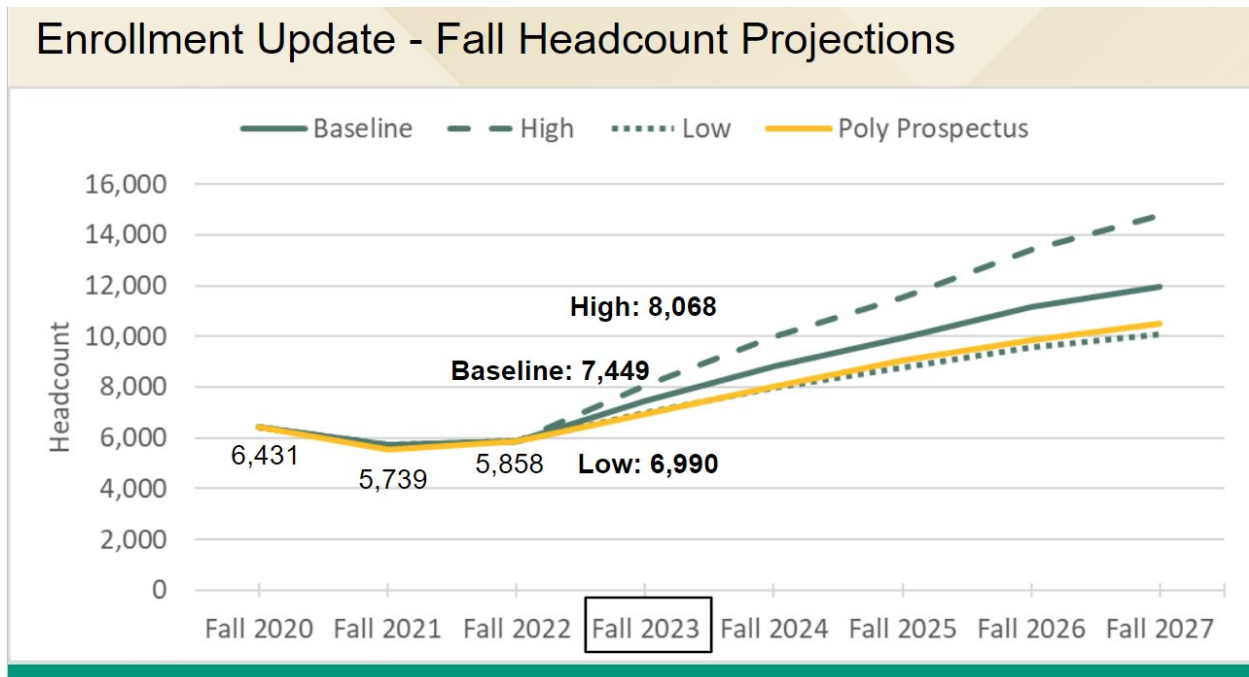
Total	$654,000

Budget Assumptions

Enrollment Assumptions

Fall 2023 applications are at record levels and the growth trajectory is strong. After several years of declines, we saw year-over-year enrollment growth in fall 2022 for the first time since fall 2015, one of only three CSU campuses to see enrollment growth. As of April 3, fall 2023 applications total 20,025, an increase of 69% from the prior year. Humboldt has a single-year increase in admitted students of almost 72%, as well as a 34% increase in confirmations of intent to enroll. First time undergraduate applications have increased 86%.

The fall headcount projection in our baseline planning scenario is 7,449, within a range of 6,990 (low) and 8,068 (high). Currently, our low scenario is keeping pace with the Polytechnic Prospectus, with both baseline and high scenarios outpacing the Prospectus.

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For budget planning, we use full-time equivalent students (FTES) as the enrollment metric. In total, we are anticipating overall FTES enrollment growth in our baseline planning scenario of 32%.

HSU Operating Fund - BASELINE Enrollment Scenario Date: April 7, 2023	2022-23Budget	2022-23 Actuals	2023-24 Budget
Academic Year Enrollment Target			
Resident FTES	4,776	4,777	6,403
WUE FTES	200	206	215
Out-of-State FTES	70	74	75
International FTES	25	24	25
Total Academic Year FTES	5,071	**5,081**	**6,718**
Total Academic Year Headcount	5,306	*5,600*	*7,114*

The Enrollment Projections Group (EPG) analyzes enrollment variables and trends throughout the year to develop enrollment targets used in budget planning, as well as other planning campus activities. To guide planning and ensure the campus is prepared, baseline, high and low projections are developed, with the baseline scenario reflecting the active scenario used in the formal budget recommendation. A more in depth review of current enrollment trends and variables is available in the Enrollment Projections Group's latest Enrollment Projection Update - Fall 2023 (12-19-2022).pdf

A key area of focus is our CSU funded annual resident FTES target of 7,603, especially with CSU enrollment recalibration coming in 2024-25 (based on 2023-24 actuals). If we are not within 10% of our target of 7,603, our enrollment target (and associated state appropriation funding) will be reduced by 5% in 2024-25. We estimate we will need to reach between baseline and high to end up within 10% in 2023-24. One change we are implementing this summer is shifting summer session state-side. While summer session is budgeted separately from this recommendation, the associated FTES will now be counted toward our target.

Total Annual Resident FTES Projection	Low	Baseline	High
Academic Year Resident FTES	6,008	6,403	6,935
Summer Resident FTES	250	250	250
Total Annual Resident FTES	**6,258**	**6,653**	**7,185**
% below system target of 7,603	-18%	-12%	-5%

Revenue Assumptions

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The 2023-24 Revenue Budget is $170.5M. 2023-24 revenue is projected to increase by $20.8M (including the infusion of earmarked Poly funding) compared to the 2022-23 budget level after factoring in the preliminary CSU Budget Memo updates and polytechnic funding (Years 1, 2 and 3). The two main sources of revenue that make up this increase are the State appropriation and tuition:

- State Appropriation (+$9.93M): With the infusion of $25 million in ongoing polytechnic funding over the next several years from the State's historic investment in Cal Poly Humboldt, which is being held central by the CO pending allocation, Cal Poly Humboldt will have two annual State Appropriation funding streams for the foreseeable future:
  - Annual New State Allocation (+$5.36M): The Governor's January Budget Proposal included a 5% increase to the CSU. Based primarily on the preliminary CSU Budget Memo, and in light of continuing collective bargaining negotiations, we are estimating all net new State appropriations will go to offset compensation and benefit increases, and other mandatory costs. $5.92M to support compensation, benefit increases and mandatory costs, partially offset by a decrease of $.56M to our SUG allocation, results in a net State appropriation increase of $5.36M.
  - Polytechnic Funding (+$4.72M): Of the $25M ongoing polytechnic funding allocation, $4.57M has been requested for 2023-24, bringing the total ongoing request to date to $13.45M. Planning continues regarding future allocations, with the remaining $11.55M in spending anticipated in Years 4 – 6 (2024-25 through 2026-27) in alignment with launching and sustaining new polytechnic academic programs in fall 2023 and additional new programs in subsequent years.
  - Tuition: Tuition revenue is anticipated to increase $9.80M. This reflects a significant positive shift from previous cycles and will be an important revenue source to monitor in tandem with our enrollment as this revenue increase is dependent on us reaching our baseline enrollment target.

Expenditure Assumptions

The 2022-23 Expenditure Budget reflects mandatory cost increases and campus determined allocations based on priorities identified during the budget planning process:

- Mandatory CSU system-wide compensation and benefit increases totaling $5.4M
- University wide operating costs (Insurance and State University Grant (SUG)) and dedicated budget increases totaling $822,394
- 2022-23 GI 2025 allocations totaling $654,000
- Recommended base allocations totaling $XXX

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Including base budget adjustments, the 2023-24 Base Expenditure Budget is $170.5M, and reflects a balanced budget. This budget reflects a significant turning point in Cal Poly Humboldt's financial position.

The URPC recognizes that there is great uncertainty regarding current collective bargaining negotiations underway and acknowledges that adjustments may be needed to proposed base allocations to offset costs that must be absorbed by the campus once negotiations are final in order to maintain a balanced budget.

Reserves Assumptions
The anticipated 2023-24 Operating Reserve beginning balance is $7.1M, which is less than 5% of the 2023-24 Operating Fund Budget. This is well below the campus and CSU policy goal of a 25% minimum. The Operating Reserve provides flexibility to take mission-related risks and to absorb or respond to temporary changes in environment or circumstances. Without adequate reserves the University can suffer cash flow stress and become distracted from appropriate long-term decision making. Any spending out of the Operating Reserve must be accompanied by a plan to replenish the reserve fund.

Of note, the University Operating Fund Reserve Policy outlines reserve thresholds in alignment with the revised CSU Reserve Policy. Reserves are essentially our savings accounts and are funded by one time dollars available at the end of the year. They are not funded through base reduction or the elimination of positions, though they are dependent on coming in under budget each year. Reserves help us to preserve current operations and navigate difficult financial times.

Since July, 2021-22, $.9M in earmarked Roll Forward is still pending distribution to the Reserve accounts.

URPC Budget Planning Activities

The URPC is a senate subcommittee that includes faculty, student, and staff representatives along with all of the VPs and representatives from the Budget Office, Enrollment Management, AS, and Advancement. The URPC has senate duties (Senate Bylaws) and receives an annual charge/request from the President. The URPC meetings are public and additional representatives from other departments, including Institutional Research, Analytics, and Reporting (IRAR) and Associated Students (AS), present, and contribute to the meetings. The duties of the URPC can be summarized as reviewing, evaluating, and making recommendations on previous and future expenditures based on the Strategic Plan and Vision. This is intended to occur at the University-to-Division level. The URPC reviews information from a number of sources including the Enrollment Projections Group (EPG), IRAR, Housing, Dean of Students, Admissions, the

Budget Office, etc. (Figure 1). The main deliverable of the URPC is a Budget Recommendation that is reviewed by the Senate and then delivered to the President.
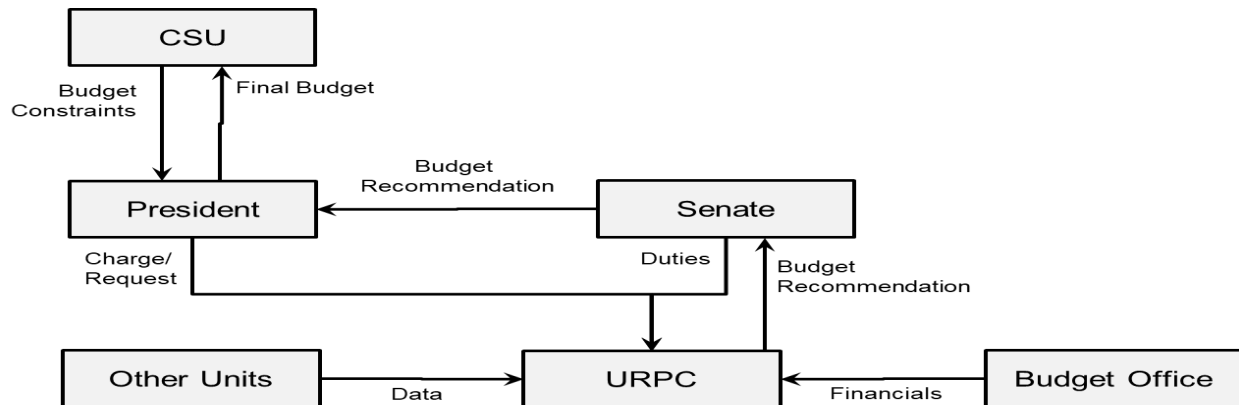

Figure 1. Diagram of URPC in relation to other organizational units.

Next Steps - New Multi-Year Budget Planning Process

We have heard significant campus feedback regarding the need for a new budget planning process on campus. Effort is underway to build out the framework, tools, and timeline to launch a new multi-year budget planning process in the fall. Draft documents will be vetted with the URPC in September, followed by broader campus engagement.

Conclusion

Cal Poly Humboldt budget planning assumptions are based on current, known information gathered from campus enrollment planning, projected mandatory cost increases, information from the Chancellor's Office, and the Governor's budget proposal. While we are aware that the Governor's budget is subject to change until approved by the Legislature, we recognize the importance of moving forward with a 2023-24 budget recommendation prior to that date. In the event of significant changes to the approved State of California budget or allocations from the Chancellor's Office, we request that the URPC be reconvened to discuss how to proceed in light of the new information.

We appreciate your review of this recommendation and look forward to your feedback and comments.

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SPRING 2022
ADVISING FELLOWS' LISTENING SESSIONS

Thank you to all of the departments, campus offices, staff, and faculty that provided us with this information.

ADVISING AT CAL POLY: THE MOST CONSISTENT FEATURE IS ITS INCONSISTENCY!

Departments approach advising from vastly different places: changes to advising should be responsive to student and specific departmental needs (small v. large departments, embedded professional advisor, lab-based pre-reqs, experiential reqs, interdisciplinarity, heavy unit counts, etc.)

WHAT'S WORKING WELL FOR SOME...

- **Group Advising Meetings** provide the opportunity to disseminate information widely, while building community and sharing food: a great supplement to individual advising
- **Clear & timely communication with students**, providing easily accessible information via Departmental emails, curricular roadmaps, or a Departmental Canvas page
- **Clear & timely communication among advisors**, including among academic advisors in a department and between faculty and professional advisors
- Using **DARS** to plan multiple semesters
- Establishing or accessing **peer mentoring** programs
- **Holistic Advising**, on topics academic & otherwise

SOME CHALLENGES

- A **lack of formal training** for faculty advisors
- **Unequal distribution of workload** - between departments and within departments
- **Cultural taxation**, for advisors who are sought out by underrepresented students
- **Lack of advisor-to-advisor communication** between professional and faculty advisors
- **Lack of university recognition** of the importance of advising for student success, and lack of support for the effort that goes into holistic advising

Holistic Advising means that advisors consider the student as a whole person, beyond their academic needs. Many advisors indicated they already practice this, including mental and physical health, family and community concerns, co-curricular activities, and hopes and fears for the future in their advising.

SUGGESTIONS FOR FACULTY

1. Partner with professional advisors, communicating and collaborating closely.
2. Practice holistic advising: know where to direct students for other-than-academic needs.
3. Recognize that each student has a team of advisors on campus, and that multiple relationships of trust on campus contributes to retention and success.
4. Reach out to advisees early and often - be proactive.

RECOMMENDATIONS FOR THE CAMPUS

1. Equitably compensate all advisors for the advising they are doing, recognizing cultural taxation and including lecturers.
2. Communicate advising procedures clearly, openly, and with adequate lead time with students, staff, and faculty included.
3. Create processes for better communication among advisors.
4. Offer and incentivize formal training for holistic advising.

If you have any questions or would like more information, please reach out to your Advising Fellows:
Erin.Kelly@humboldt.edu; Maria.Iturbide@humboldt.edu; Sara.Hart@humboldt.edu

❯ Provost's Vision - Three points of contact…

- Ensuring that every student has multiple touchpoints:
  - professional advisor (academic success coach),
  - faculty advisor,
  - peer mentor (RAMP, Major-Based Peer Mentor, other campus support)

- We know this requires strong communication and clear delineation of roles.
  - Communication between advisors
  - Roles may look different in each department

H.

› Advising Updates

- Expanded Professional Advising on Campus (CCAEs)
- ACAC Phase II - New Hires/New Departments - expanded open services
- Faculty Advising Fellows - Roles and Projects
- Academic Notice and Reinstatement - Formerly Probation
- Selection Process for Student Engagement/Advising Software
- Proactive Advising - Culture Shift in the works

H.

Advising at Humboldt

CCAE Advisors

Rose Gibbons

Marlette
Grant-Jackson

Harrel
Deshazier

Brianna
Rodriguez

ACAC - New Advisors

- Hired 9 new advisors (last three to be announced soon)

- Added Advisors for Engineering, Kinesiology, Nursing, Recreation Administration, Art, Film, Social Work, expanded advising capacity for the Marine Biology, Botany, Zoology, Forestry, Environmental Science and Management, and Wildlife

- Child Development, 2-3 new CAHSS majors and increased service to CPS are in the works.

- Added a Reinstatement Specialist

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ACAC - Expanding Services

- Scaffolded Training - will be offered individually, by department, and broad campus offerings

- Increased drop-in hours including evening offerings - aiming to offer all-day drop-ins by the fall

- Support for Faculty working with Students on Academic Notice (formerly probation)

- Available to support departments without ACAC advisors with consultations, tools, training, student facing workshops, etc…

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Advising Fellows and Working Group

- Three Fellows, 1 from each college:
  - Sara Hart - CAHSS
  - Maria Iturbide - CPS
  - Erin Kelly - CNRS

- Working Group: 20-30 members: Faculty, Registrar, RAMP, Advisors

- Previous Projects: Listening Sessions, Probation, Training, Advising Software Solution

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Advising Working Group

Working Group Charge: To ensure that HSU advising provides consistent holistic student experiences that support diverse student needs

- The Advising Working Group is in collaboration with the Student Success committee and the Advising Roundtable.
- Members include representatives from:
  - Cultural Centers: El Centro; ITEPP; Social Justice, Equity, and Inclusion Center
  - EOP
  - ACAC
  - Faculty from every college
  - Provost's office
  - Dean of Students office
  - RAMP / Peer mentoring
  - Registrar
  - Admissions
  - Learning communities
  - Students

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Advising Fellow Initiatives

- Assessing advising across campus
- Resources for Advising:
  - Campus-wide advising tool
  - Canvas advising page for all students
- Addressing (and Preventing) Academic Probation **Notice**
- Advisor Training - based on best practices
- Transfer Advising - based on campus review and best practices

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SPRING 2022
ADVISING FELLOWS' LISTENING SESSIONS

Thank you to all of the departments, campus offices, staff, and faculty that provided us with this information.

ADVISING AT CAL POLY: THE MOST CONSISTENT FEATURE IS ITS INCONSISTENCY!

Departments approach advising from vastly different places: changes to advising should be responsive to student and specific departmental needs (small v. large departments, embedded professional advisor, lab-based pre-reqs, experiential reqs, interdisciplinarity, heavy unit counts, etc.)

WHAT'S WORKING WELL FOR SOME...

- **Group Advising Meetings** provide the opportunity to disseminate information widely, while building community and sharing food: a great supplement to individual advising
- **Clear & timely communication with students**, providing easily accessible information via Departmental emails, curricular roadmaps, or a Departmental Canvas page
- **Clear & timely communication among advisors**, including among academic advisors in a department and between faculty and professional advisors
- Using **DARS** to plan multiple semesters
- Establishing or accessing **peer mentoring** programs
- **Holistic Advising**, on topics academic & otherwise

SOME CHALLENGES

- A **lack of formal training** for faculty advisors
- **Unequal distribution of workload** - between departments and within departments
- **Cultural taxation**, for advisors who are sought out by underrepresented students
- **Lack of advisor-to-advisor communication** between professional and faculty advisors
- **Lack of university recognition** of the importance of advising for student success, and lack of support for the effort that goes into holistic advising

Academic Notice and Reinstatement

- Academic Probation is now Academic Notice

- Nora Montoya - is now the ACAC Reinstatement Specialist

- Training, Consultation, Liaison Support for Faculty, Drop-ins for Students

- Holds will be in place for all students on Notice next year

- A continuing committee is working on support, inclusivity and strengths based language for Academic Notice.

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Software Selection Process

- Coordinated by ITS

- Inclusive Steering Committee of 15 members

- 9 Vendors initially reviewed

- Top 4 will go to open forums open to all campus faculty and staff

- Focus on ease of use, integration with current software, mobile interface and communication/notes features

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Challenges and Opportunities

- Making the 3-point model a reality for every student

- Proactive advising vs. extensive advising holds
    - Vulnerable students, DARS usage, informed registration

- Implementation of the new Software

- Integrating and supporting advising in departments without an ACAC advisor

- Training opportunities/incentive for faculty advisors

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Challenges and Opportunities

- Advising Working Group
- Proactive Campaign
- PBLC/RAMP integration
- Overall Culture shift
- NACADA Assessment
- DARS Degree Workshops

- Software Solution
- Canvas dept pages
- Advising Tools
- All-day ACAC Drop-ins
- New Training Model
- Improved Referral system

- Remove the Holds Week
- Group Advising
- Strategic Holds
- All-hands-on-deck outreach - key times
- Special Events
- Key shared committees working to address challenges

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