

Cal Poly Humboldt
University Senate Meeting Minutes
22/23:15 4/25/2023

Tuesday, April 25, 2023, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, April 25, 2023, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present

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

Members Absent

Guerrero

Guests

Amber Blakeslee, Ana Bernal, Andrea Delgado, Bella Gray, Bethany Gilden, Carmen Bustos Works, Cyril Oberlander, Dave Hickox, Elias Pence, Janet Winston, Janet Winston, Jeanne Wieglass, Jenni Robinson Resinger, Josh Callahan, Julie Alderson, Kishan Lara Cooper, Lauren Lynch, Lonny Grafman, Mary Virnoche, Michelle Williams, Mike Le, Pearl Podgorniak, Peggy Metzger, Raven Palomera, Shelia Rocker Heppe, Tim Downs

Announcement of Proxies

A. Thobaben for M. Thobaben, Tillinghast for Moyer (as needed)

Approval of and Adoption of Agenda

M/S (Aghasaleh/Woglom) to amend the agenda to remove item 13 – Resolution on Updating the Membership of the Constitution and Bylaws Committee (26-22/23 – CBC – April 11, 2023 – First Reading)

Motion to approve the agenda as amended passed unanimously

Review of [Community Participation Options](#)

CFA Interruption Statement

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

Approval of Minutes from April 11, 2023

M/S (Woglom/Aghasaleh) to approve the minutes from the meeting on April 11, 2023

Motion passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

Reports of Standing Committees, Statewide Senators, and Ex-Officio

Academic Policies Committee:

- Written report attached

Appointments and Elections Committee:

Senator McGuire reported that there are still open positions available, including on the ICC, and that the final cycle of the Spring 2023 General Faculty Elections will be sent for a vote on Friday

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

Senator Anderson reported the committee discussed process for third party curriculum and that work has been continuing on the upcoming Syllabus Policy

University Resources and Planning Committee:

Senator Woglom reported that the 22/23 Budget Recommendation is up for a Second Reading at this meeting

Academic Senate CSU (ASCSU):

- Written report attached

California Faculty Association (CFA):

Senator Cannon reported that elections happening within CFA including for the President and shared that the CFA assembly was held the weekend before last where a resolution was passed. He read from the resolution and encouraged folks to read more online

Emeritus and Retired Faculty and Staff Association (ERFSA):

Senator M. Thobaben reported that ERFSA held a successful social to honor the donors for the small grants and newly emeritus faculty and staff.

Labor Council:

Senator Tillinghast reported that there will be a Labor Council rally at noon to garner support for bargaining teams at the table with the CSU

Staff Council:

Senator Banks reported that Staff Appreciation week is approaching, and that the Council is expanding on the markers of years of service to the university; there will now be recognition of 5 years of service.

President and President's Administrative Team

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

It was noted there were no items on the Consent Calendar from the Integrated Curriculum Committee for consideration

General Consent Calendar

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

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

EOP Student Support Services Advisor Eli Pence read from the below prepared remarks, previewing a proposal for the Senate for a Queer Center for Academic Excellence:

Hello all, I'm before you today because my community...a large part of our CPH community (faculty, staff and students) is in crisis. I'm not sure how closely many of you follow the news, but LGBTQIA+ people are under unprecedented and in fact escalating attacks. I'm here to ask the body to consider the dire need for a Queer Center for Academic Excellence here at CPH. We have needed (and periodically asked) for a space such as this for at least the past 20 years, and I have tasked myself with bringing the hard work of my colleagues into 2023.

I have spoken at length with students from the Eric Rofes Queer Resource Center, as well as student stakeholders at various events, and the message is clear; we put too much pressure on an incredibly vulnerable student population to support themselves, without adequate infrastructural or financial backing from the university. I'm here because I'm afraid! I'm afraid we'll lose our students to violence. I'm afraid we'll lose them to suicide. I'm afraid we'll lose them to schools with better support infrastructure.

I'm going to end my remarks with a story...I recently tabled for the Gender Diversity Task Force at the Trans Resource Expo. It was a wonderful, yet bittersweet experience. I saw people of all ages enter the space, people I'd never even seen before. We're a bigger and more diverse community than anyone knows. We were sharing resources, information and having fun. It was the kind of space these students deserve to have available to them all the time. I was able to give a guy tips on how to safely inject his first dose of T! In the Queer community we tend to do for ourselves, because the broader culture does not extend us care...this space, with a full-time staff member to ensure continuity of services, a home for various programs, and advocacy, would be an incredible statement of our values of equity here at CPH.

Thank you for your time and consideration. A formal proposal is forthcoming and I hope to be on either this last Senate agenda in May or the first of next year.

Professor Aaron Donaldson spoke regarding ADA compliance; his remarks are reproduced from the recording below:

My name is Dr. Aaron Donaldson, I have lectured in the Department of Communication Studies since 2015 and I have lived my whole life with joint problems in my spine, knees, ankles and hips that are inoperable, uncomfortable, and that affect my mobility.

The only reason this is any of your business is because regardless of my disability status I am entitled to a workplace that follows the Americans With Disabilities Act. Not only have I been denied this, I am being isolated for pointing it out. Thanks to others coming forward I now know I am not alone, at their encouraging here is my story about the culture of indifference on this campus.

When I was hired in 2015 I confronted something I did not expect – a state-run workplace (Telonicher House) that required me to navigate 28 stairs (14 up, 14 down) *every time* I want to print, or access my mailbox, or departmental office supplies, or attend department meetings, or if I wanted to use the Speech and Debate Squad room or trophy case. As the new lecturer, and speech and debate coach this all felt important to me.

I was new, year-to-year, and familiar with how unpopular disability advocacy is, nevertheless I started asking around: *why no ramp to our building? Can we find an accessible speech and debate space?* – in the years since then, folks at facilities, three department chairs, three deans and a half dozen other administrators told me a series of things (often in email) making it clear

this is either not a priority or mostly my problem.

I've been told nothing could be done because the angle is too steep for a ramp, or the cost is too high for a lift, or that they are tearing this building down soon anyhow. Nobody suggested moving the department even if any of that were true. I was called impatient, and unreasonable, I was ignored. For years I just climbed the stairs, nearly falling several times each year, always hating going to my office, because *it hurt*.

The more I looked the more I recognized a culture of indifference.

I saw an ADA sign – to the communication department – *at the top of a flight of stairs* - that was only removed when a student group shared it on social media THIS YEAR. Now there is *no* sign. There is still no ramp to Telonicher House, and Comm Studies still operates there. What does this *say*?

I see ADA compliant handrails on Laurel Drive - a mobility corridor - overgrown by decorative bushes that everyone admires: but that street is steep! What if you stumble? Do the bushes break the fall or my body? Who are those **rails for!**?

I see a community walking past these problems every day as if they are impossible to fix, or not problems at all, or just, as one colleague of mine put it, "too bad."

I need solutions and they can't rely on me and what are described as "my needs." Getting to print or get my mail or office supplies should not be up to me. I had to ask for an accessible office, then spend nearly a year insisting. I had to get a doctor's note to prove *my needs* and wait for a weeks-long survey to find a new office away from my colleagues climbing stairs the whole time.

Everybody knows Telonicher House has ALWAYS been non-compliant, right?! When I ask for a plan it is always "well, Aaron, what have you tried ...". that has not helped – so I am asking: can any of you? Thank you for the time.

Professor Janet Winston read from the below prepared remarks regarding the Cozen O'Connor Implementation:

Thank you, Eli and Aaron. I just came in the meeting and there was some framing about expertise and why it's not necessary in regard to the Cozen Implementation team, so I will talk about expertise. On the basis of what criteria were members of the Cozen Implementation Team tapped to participate? That is the question on many peoples' minds. Expertise on the subjects of preventing sexualized violence? Experience listening and responding appropriately to students' stories of gender harassment? Supporting colleagues experiencing racial discrimination on the job?

- CheckIt.
- Womyn's Resource Center.
- Students for Violence Prevention.
- SAP-C.
- Faculty Rights Chair of CFA.
- Cultural Centers for Academic Excellence.
- Office of Diversity, Equity, and Inclusion.

Where are representatives from groups on our campus who have spent years listening to students, staff, and faculty, building expertise and trust through a collaborative process (rather than a top-down approach). CheckIt and SAP-C have received national recognition for their survivor-centered approaches to sexual violence prevention and to building a culture of consent.

What message does Cal Poly Humboldt's administration send to the university's students, faculty, and staff about our institution's approach to working to end sexual assault, and sexual, gender, and racial harassment, discrimination, and retaliation on our campus? The message is clear: business as usual.

Professor Andrea Delgado read from the below prepared notes regarding the Cozen O'Connor Implementation:

Eli's comments demonstrate that we still have a lot of work to provide the basic services for impacted communities. This is a Title IX failure.

Those closer to the harm should lead the path forward. We absolutely need topic experts in the leadership position. If liaising with Sexual Assault Prevention Committee, for example, that is added unrecognized labor unto them. Members cannot represent the greater union.

We have multiple examples of national embarrassments, we have to do something different. We need those with the knowledge and survivor centered experience to avoid more public relations fiascos.

Professor Ana Bernal read from the below prepared remarks regarding the Cozen O'Connor Implementation on behalf of Professor Maxwell Schnurer who could not attend the meeting:
Senators and guests -

I would like to express my disappointment in the selection of the Cozen O'Connor implementation team. The purpose of the Cozen O'Connor review of campuses was to investigate and take stock CSU campus procedures to prevent and respond to sexualized violence. Please keep in mind the scandal surrounding former Chancellor Castro's actions to undercut and hide Title IX investigations.

When Cozen O'Connor visited Cal Poly Humboldt hundreds of students, staff and faculty shared their experiences of harm on this campus. Those testimonies were moments of courage that required our friends and students to navigate trauma and risk that their voices would be heard. Our campus trusted that Cozen O'Connor attorneys would listen and take stock of our campus.

Cal Poly Humboldt should have an implementation team that we are proud of. The announcement of the formation of the implementation team should communicate that we take these issues seriously as a university. Instead the choice to skip over the leadership of the Sexual Assault Prevention Committee, California Faculty Association, ODEI and the cultural centers after repeated recommendations that these groups be included is a shame.

The Sexual Assault Prevention Committee look forward to collaborating with the implementation team and will continue our decades of hard work to make this campus a safer place. Although not invited to the table this time, we continue to work to prevent moments of harm in our community.

Thank you -

Maxwell Schnurer, co-chair of the Sexual Assault Prevention Committee

Resolution on the Syllabus Policy (25-22/23 - APC - April 25, 2023 - Second Reading)

Senator Ramsier reported that there were some updates made to the resolution based on feedback received, noting that although the committee made several changes, none are huge. She noted there are clarifications inserted so as to not limit what folks can cover, and instead list what need to be covered in syllabi.

M/S (Aghasaleh/Woglom) to amend the Syllabus Policy to read that for every c classification class there must be a syllabus

Senate vote on the motion to amend the Syllabus Policy ***passed***

Ayes: Aghasaleh, Bell, Burkhalter, Cannon, Harmon, McGuire, A.Thobaben, M. Thobaben, Woglom, Wynn

Nays: Benevides-Garb, Cappuccio, Miyamoto, Mola, Ramsier,

Abstentions: Miller, Moyer, Wrenn

M/S (Woglom/Miller) to postpone the Second Reading of the Resolution

Senate vote to postpone the Second Reading of the Resolution ***passed without dissent***

Ayes: Aghasaleh, Bell, Benavides-Garb, Burkhalter, Cannon, Cappuccio, Harmon, McGuire, Miller, Miyamoto, Mola, Ramsier, A. Thobaben, M. Thobaben, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Holliday, Moyer, Tillinghast

TIME CERTAIN: 3:30 PM - Resolution on the URPC Budget Recommendation 2023/2024 (27-22/23 - URPC - April 25, 2023, Second Reading)

Budget Director Blakeslee shared attached presentation.

Senator Graham spoke against the resolution and shared the following list:

<https://docs.google.com/document/d/1YSymNocr3rAGA5vjWLdEbLJZMvgARp3AEZhidXTNfaY/edit#heading=h.ucey5a8hy8sb>

Senate vote to approve the Resolution on the URPC Budget Recommendation 2023/2024 ***passed***

Ayes: Aghasaleh, Anderson, Banks, Benevides-Garb, Burkhalter, Capps, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn,

Nays: Cannon, Cappuccio, Graham, Harmon

Abstentions: Bell

Resolution on Updating the Membership of the Constitution and Bylaws Committee (26-22/23 - CBC - April 11, 2023 - First Reading)

This item was removed from the agenda

Resolution to Clarify Working Personnel Action File Requirements (29-22/23 - FAC - April 25, 2023, First Reading)

Senator Miller explained that this would clarify in Appendix J that faculty need to be submitting WPAFs since they last submitted their file, rather than when their tenure was last approved.

Chair Mola noted that this item is timely due to the fact that it must go to the General Faculty for approval in the next election, set to occur by the end of this week.

M/S (Miller/Woglom) to waive the first reading of the resolution

Motion passed

Senate vote to approve the Resolution to Clarify Working Personnel Action File Requirements ***passed without dissent***

Ayes: Aghasaleh, Bell, Burkhalter, Cannon, Cappuccio, Harmon, McGuire, Miller, Miyamoto, Mola, Ramsier, A. Thobaben, M. Thobaben, Woglom, Wrenn, Wynn,

Nays: none

Abstentions: none

M/S (Miller/Harmon) to designate this as an emergency item

Motion passed

Resolution on New Program Guidelines (28-22/23 - ICC - April 25, 2023, First Reading)

This item remained unmoved at adjournment

TIME CERTAIN: 4:15 PM - Institutional Anti-Racism Action Plan Task Force with Rosamel Benavides-Garb and Pearl Podgorniak

ODEI Director Rosamel Benevides-Garb and Pearl Podgorniak shared the attached presentation

TIME CERTAIN: 4:25 PM - Update on Cozen O'Connor Report & Implementation Team with David Hickcox, James Woglom & Sherie Gordon

Title IX Coordinator Hickcox, Senator Woglom, and VP Gordon summarized what's happened so far, and what the work will look like moving forward.

Coord. Hickcox reported, from the Title IX Office's perspective, the implementation team completed the first of the 2 four hour meetings, in which Cozen O'Connor representatives talked about the

methodology of how they came and did what they did, put out some statistics of data that they've gotten from, shared their reports and analysis of reports received, and are going to present campus wide trends throughout the CSU in general, with respect to performing Title IX functions. This will precede the Board of Trustees meeting. The meeting will be live-streamed and the report is going to be made publicly available after the meeting in May. Following that, over the summer, the Cozen Implementation teams are going to meet individually with Cozen representatives. He noted he is not clear on the periodicity of those meetings but it's going to happen several times throughout the summer so that they're going to present their findings specific to our campus, that are going to be the charge of what needs to be implemented based on their recommendations.

The Vice Chancellor for human resources acknowledged that she had received quite a few inquiries from folks upset that they weren't on their specific campuses implementation team because they felt that they ring a unique perspective; she said fielded all of those inquiries and responded to them, and told Cal Poly Humboldt the same thing that she told them: a large group is hard to get together and scheduled to meet, it's not the intent to have every stakeholder on the implementation team but have a representation of stakeholders and to work with other stakeholders as the work proceeds, and that this is almost certainly going to be a multi-year effort. He noted the Vice Chancellor said that representation on the campus teams will change as folks come in and folks come out of the campus.

Senator Woglom added that they did do some team processes to think through specifically stakeholders on campus that would be important for the implementation teams to interface with going forward.

Discussion and questions ensued and is summarized below:

- Senator Aghasaleh asked whether the meetings are open to all campus members, and if not, are they okay to share the minutes of the meeting or with the Senate/SenEx? What is the level of confidentiality?
 - Senator Woglom stated he's not sure about whether they'll distribute video, but they will distribute the PowerPoint; they will discuss that at the next meeting. Coord Hickcox stated he's not sure about the meetings being open to non-members due to confidentiality, but they will ask about that as well.
- Senator Burkhalter mentioned that this came up at the ASCSU, and all the campuses are angry at how this has been handled; the timeline was imposed by the Board of Trustees and the timeline for reports to each campus has been changed a few times as well. She mentioned that they're hoping that money will be recommended to be allocated as part of this to address the issues.
- Professor Delgado noted that she thinks most people aren't as upset about the timeline as at the fact that the people who are most active in these spaces are ready to be there whatever time, and it is an important issue, and we want to discuss it and have a wider representation of folks on campus, especially the SAP-C and the Unions. She reminded the group that a large group doesn't mean that nothing can be done; there doesn't seem to be any argument in favor of not having a larger group rather than having discussions filtered through campus' implementation teams.
- Senator Cannon expressed his disappointment at the whole thing, shared that folks come to him with fears of retaliation, with fears that Title IX is going to get swept under the rug; the campus really has a trust problem because the folks on the ground floor in the unions are the ones who know what is happening and that this doesn't look transparent or top-down. He asked that unless it's impossible to open this up for union participation it should be fixed and have the

meetings open to those who have been doing this work on campus.

- Senator Harmon asked if each President was told in January that we would need to assemble a team why weren't we talking about it then, and how was the current team was selected?
 - VP Gordon explained that late March was the first time that campus Presidents received any clarity on what Cozen was looking for in terms of team makeup and scope and priorities and timelines of what to do; Humboldt wasn't going to move forward without that clarity.
- Chair Mola noted that he has been very frustrated with how we found the representation for this. He stated though he was reached out to it was not an ideal process, and stated he thinks transparency and process is important.

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

M/S (Moyer/Harmon) to move the Senate into Executive Session

Senate vote to move to Executive Session ***passed by at least 2/3 without dissent;***

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

Nays: none

Abstentions: Banks

In accordance with University Senate Bylaws section 7.3, minutes were not recorded.

M/S (Woglom/Miller) to designate the Distinguished Faculty Award recommendations as emergency items.

Motion carried unanimously.

M/S to extend meeting by 15 minutes to allow for discussion and vote on the Resolution on the Syllabus Policy

Motion carried unanimously.

M/S (Woglom/Miller) to extend for 10 more minutes to allow for discussion and vote on the Resolution to Clarify Working Personnel Action File Requirements

Motion carried unanimously.

M/S (Woglom/McGuire) to adjourn

Meeting adjourned at 5:27 PM

CFA Interruption Statement

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

University Senate Chair Report

April 25, 2023

Welcome to our penultimate Senate meeting of the 2022/2023 Academic year. As always, I am incredibly grateful for your hard work and graciousness. As a body, our Senate has been productive and collegial. Thank you!

On April 13th, I joined the Senate chairs from our sister campuses for the last system wide Senate Chair's meeting of the year. The most pressing items of discussion included:

- System wide enrollments and campus strategies to meet (or not) their enrollment targets - most of the Northern California campuses expect to miss their targets and panic is setting in.
- AB 928 - Until the Board of Trustees (BOT) changes Title V, there are no changes to the CSU GE Breadth Requirements. The CO is very interested in having the discussion on changing our GE pattern to reflect Cal-GETC, the ASCSU has made it clear it opposes this idea. More to come.
- AB 927 - The CO is bringing in the Legislature and the Governor (if necessary) to try to get Feather River College (FRC) to Cease & Desist their proposed BA in Fire Management. See article [here](#). FRC has proceeded with this program despite the objection of the CSU, contrary to the intent of AB 927.
- Executive searches - There are currently 7 Active or interim president positions in the CSU, and we are searching for a new Chancellor.
- Cozen O'Conner and Campus Implementation Teams - The system wide report will be delivered to the BOT at their May 21-24 meeting. Each campus President was told in January that they would need to assemble an implementation team whose charge is to ensure that the directives in the report are carried out by the appropriate offices (Title IX, HR, APS, Dean of Students, etc). Despite this heads up in January, nearly every CSU campus waited until a memo was sent on March 31 with specifics on what offices and who from the campus community should serve with a first meeting of the team to be on April 11. By waiting until April, nearly every campus did a poor job employing their shared governance structure to find faculty, non-mpp staff and student representation. Our campus was no different. This need to rush, overall lack of Senate input, and lack of transparency in this very initial phase of this extremely important work is beyond frustrating. I do not know how AS and Staff Council chose their representatives, but I do know that the senate did not choose either member of the team that represents faculty, librarians and coaches. A lack of transparency and good process lies at the heart of many of these issues, and clearly we have room for improvement.

Campuswide Updates:

Provost Capps (acting as President Jackson's designee) approved Resolution 23-22/23-UPC - Resolution on Gift Cards to Students Policy.

Resolution 24-22/23-FAC - Resolution on Department Chair Assigned Time Policy currently sits on Provost Capps desk waiting for the Meet & Confer process with CFA to conclude.

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

Thanks,

Monty

CAL POLY HUMBOLDT

University Senate Written Reports, April 25, 2023

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Marissa Ramsier, APC Chair

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

Meeting Date(s): April 14 & 23, 2023

The APC finalized the Syllabus Policy revision after receiving comments from the first senate reading. We broadly sought additional feedback and prepared the policy for a second reading at the April 25, 2023 senate meeting. Also, we continue to make progress on the Credit for Prior Learning Policy, and we are preparing to work on a revision to the Priority Registration Policy.

Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

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

Meeting Date(s): 4/14 (special meeting with UFPC)

Standing meetings are held Wednesdays 11:00-11:50 on Zoom:

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

WPAF and 'Lost Year' (Resolution to Clarify Working Personnel Action File Requirements)

FAC is bringing a resolution to address an issue that the University Faculty Personnel Committee (UFPC) raised, concerning incomplete faculty working personnel action files (WPAF). After a faculty member submits their file for tenure, the approval process takes almost a year before their tenure is approved. The faculty handbook guidance on submitting their WPAF for promotion is unclear and is commonly misunderstood to be asking for materials since their tenure was approved, rather than since they submitted their file. This results in a lost year that is not included in the WPAF. This can mean that faculty are not submitting materials that could be helpful for their promotion application, and can cause problems with the review process. UFPC has noted that faculty should include all materials since they were first hired. This section

of the handbook should be clarified to help eliminate this misunderstanding and to ensure completeness of faculty files. This is a change to a single sentence in the handbook, but is important in ensuring clarity of what is being expected of faculty as they apply for promotion.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter, ASCSU Representative

The next ASCSU plenary is scheduled for May 18 & May 19, 2023. The next CSU Board of Trustees meeting will take place May 21-24, 2023. You can view the agenda and live stream [here](#).

For your reference, I submit the Faculty Trustee's report of the March 20-22, 2023, Board of Trustees meeting.

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Faculty Trustee Report

CSU Board of Trustees Meeting – March 20-22, 2023

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Jolene Koester
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Appointed Members

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Yammilette Rodriguez

Romey Sabalius

Lateefah A. Simon

Christopher Steinhauser

Jose Antonio Vargas

Hereby I respectfully submit a summary of the Board of Trustees meeting. My report is largely based on the agenda materials provided to the trustees and to the public, on my personal notes, my memory, and a partial review of the archived livestream of the meeting accessible at www.calstate.edu/csu-system/board-of-trustees/Pages/agenda.aspx.

I tried my best to accurately reflect the deliberations, and I hope to have quoted correctly and paraphrased in the spirit of the speakers' and presenters' intentions. If you notice any inaccuracy or misrepresentation, please let me know (Romey.Sabalius@sjsu.edu).

The Board of Trustees met at the Chancellor's Office in Long Beach. The public was invited to comment live at the beginning of the meeting (either in person or via audio) or to submit their comments in writing.

In this report, I presume that the topics of the greatest interest to the faculty would be the Reports by Chair Fong and Interim Chancellor Koester (item 3.b), --for a change-- the second half of the Status Report on Audit and Advisory Services (item 4.a), the Transfer Success Pathway Program: Dual Admission to the CSU (item 6.b), and definitely the Report on Mercer's CSU Faculty Compensation Study (item 7.a).

I wish you a smooth conclusion of the academic year, and I look forward to seeing you at the ASCSU May plenary,

Romey Sabalius

San José, CA – April 14, 2023

Faculty Trustee Report

CSU Board of Trustees Meeting: March 20-22, 2023

On March 20-22, the meeting of the Board of Trustees of the California State University was held in Long Beach at the Hilton Hotel on Monday and at the Chancellor's Office on Tuesday and Wednesday.

On Monday, March 20 at 9:00 am,

the **Board of Trustees** convened in **Closed Session** on *Executive Personnel Matters*.

After discussing the search for the President at Cal State LA, it was decided to extend the search process "due to candidate withdrawal for personal reasons."

[Several days later, it was announced that Leroy Morishita, formerly President at CSU East Bay, will serve as Interim President until a permanent President will be appointed.]

On Tuesday, March 21 at 8:00 am,

1. the **Board of Trustees** convened in **Closed Session** to discuss *Executive Personnel Matters* and to receive a report on *Pending Litigation* and *Anticipated Litigation*.
2. The **Committee on Collective Bargaining** deliberated in **Closed Session**.
[Note: According to California Education Code § 66602 (c2) the Faculty Trustee "shall not participate on any subcommittee of the board responsible for collective bargaining negotiations."]

After a lunch break,

3. the **Public Meeting** of the **Board of Trustees** started at 1:00 pm with
 - a. **Public Comment.**

More than 40 speakers provided their input in person or live via audio, and each was given one minute to relay their remarks. Additionally, comments were submitted in writing.

Surprisingly, there were no public comments from the statewide leadership of the California Faculty Association (CFA). However, several representatives of various staff unions (CSUEU, Teamsters, and APC) complained about low salaries, inadequate raises and promotions, and that the recommendations of the Mercer Staff Salary Study are not being implemented, especially the establishing of a salary step system.

Many Athletic Trainers, supported by other staff and students, spoke to demand an improvement in working conditions and better wages.

Another matter that prompted collective protest is the modification of commencement ceremonies at CSU Long Beach, and students demanded the opportunity to "walk and have their names read."

As usual, Students for Equality Education (SQE) demanded the defunding of University Police Departments.

After a brief break, the **Board of Trustees** received the following

b. Reports

Wenda Fong, *Chair of the Board of Trustees*

announced that the search for the President at Cal State LA was extended “due to candidate withdrawal for personal reasons.” Open fora were held in-person and virtually for the presidential search for Chico, Sacramento, and for the Chancellor search. The latter attracted several hundred in-person participants in three locations (Chancellor’s Office, CSU Bakersfield, and SFSU) as well as 1,668 virtual viewers.

Chair Fong thanked the Interim Chancellor and Trustees Aguilar-Cruz, Rodriguez, Simon, and Sabalius for taking part in Advocacy Day in Sacramento, which was held for the first time in person since 2019 and featured over hundred CSU representatives, who engaged legislators in more than 75 meetings. The Interim Chancellor, the Chair, and the Vice Chair [as well as campus Presidents and all ASI Presidents] will attend Hill Day in Washington D.C. in April, “where they will advocate for the CSU’s top federal priorities.”

Chair Fong reported that the Board “commissioned a systemwide assessment of the CSU’s Title IX policies and practices by the nationally acclaimed team of Cozen O’Connor. [...] All campus visits are now completed. [...] Approximately 18,000 individuals responded to the surveys. [...] The firm will prepare a report for each campus.” Campus working groups will be formed with inclusive participation by campus stakeholders. “The working groups will be charged with implementing Cozen O’Connor’s recommendations. And finally, the firm will prepare a systemwide report that we expect to be presented to the Board in May.”

At the occasion of Women’s History Month, Chair Fong pointed out that 12 out of the 23 CSU campuses have female Presidents, which “far surpasses the national average for women Presidents, which is just 30%.” Furthermore, “the CSU has also appointed the first Korean-American woman, the first Armenian-American woman, and the first Japanese-American woman to the role of President of a four-year university in the United States.” Additionally, currently the position of Interim Chancellor, Chair of the Board, Chair of the Academic Senate, and the Executive Vice Chancellor for Academic and Student Affairs are held by women.

[It also should be noted that 11 appointed women and 9 appointed men serve on the Board of Trustees].

Beth Steffel, *Chair of the Academic Senate CSU (ASCSU)*,

reported that the ASCSU held its first hybrid meeting ever, with about half of the senators meeting in person for the first time since the pandemic.

The ASCSU discussed the methodology and process of the Mercer Faculty Salary Study with Al Liddicoat, who led the work group for the study. They also met with Interim Chancellor Koester, Trustees Fong and Simon, and Executive Vice Chancellor for Academic and Student Affairs Sylvia Alva. “A discussion item and on-going area of mutual concern is

the review and approval of proposed Community College baccalaureate degrees to ensure they do not duplicate existing degrees” in the CSU or UC as prohibited by state law.

Chair Steffel further shared that the ASCSU interviewed prospective Faculty Trustee candidates and voted to nominate Darleen Yee-Melichar and Romey Sabalius for consideration of appointment by the Governor.

The ASCSU deliberated a record of 31 resolutions and passed a total of 16 in second reading, some of which she briefly highlighted. One of the resolutions “supports the Board of Trustee’s resolution recommending, but not requiring that all incoming first-year students complete an additional college preparatory course supporting quantitative, scientific, and data literacy. Data shows that a 4th year of quantitative reasoning is correlated with student success and increased degree attainment, even for students not pursuing a STEM degree.”

Another resolution requests compensation for AB928 implementation, because many hundreds of hours have gone and still will have to go into reviewing and approving the Cal-GETC framework for a common transfer pathway to the CSU and the UC for Community College students.

Krishan Malhotra, *President of the California State Student Association (CSSA)*, reported that CSSA held three plenary meetings since the last Board of Trustees meeting. “A key topic was the affordability, access, and quality of campus dining services.”

The CSSA continues to explore ways for student participation in policy development work on campuses. In regard to the Chancellor search, students are looking for “an empathetic, compassionate, and proven leader in student success and shared governance.”

President Malhorta shared that later this evening the CSSA will discuss and plans to oppose SB11 that would prohibit campuses from employing telehealth services, which “would endanger the well-being and lives of students.” “We cannot and should not allow members of our CSU community to use students’ mental health as a bargaining chip while chipping away access to lifesaving services” [a rebuff to CFA’s support of this legislation].

President Malhotra is proud that “over 200 CSU students descended on the capital for the annual CHESS conference” (California Higher Education Student Summit) and subsequently participated in legislative advocacy visits.

José Solache, *Secretary of the Alumni Council*, provided the report on behalf of Alumni Council President Jeremy Addis-Mills.

He reported that the Alumni Council held its bi-annual meeting two weeks ago at Sacramento State. Its strategic plan “calls for more programming and support to graduates, as they advance in their careers, as well as opportunities for alumni to further support current students on their path to graduation and career development. [...] The professional development portion of the meeting focused mainly on campus partnerships, [... for example in the areas of] strategic enrollment, recruitment and admission, basic needs initiatives, philanthropy, and career services.”

Jolene Koester, *Interim Chancellor*, provided yet another unusually long report (25 minutes). She reported that over the last four months, the projected enrollment deficit of the CSU of 7% was reduced by 1.5%, which amounts to approximately 5,000 additional full-time equivalent students.

She addressed the misconception that achieving a university degree is not worth it anymore. A study by the Public Policy Institute of California (PPIC) confirmed that “college remains a worthy investment. The report notes that in 1990, an employee with a bachelors degree earned 39% more than one with a high school diploma. By 2021, that difference had grown to 62%.” Furthermore, “among California’s recently retired college graduates, one half are millionaires. College graduates also face lower rates of unemployment, fare better during recessions, and are more likely to enjoy the security and stability provided by both health insurance and retirement plans.” What is more, “more than 60% of our students have the full cost of their tuition covered by non-loan aid.” In addition to the education and the social upward mobility, there are a variety of significant personal and societal benefits.

Interim Chancellor Koester expressed her gratitude to the Governor for his intention to fulfill the compact promise that will augment the state allocation to the CSU by 5%. Yet, she is not certain that the compact will hold, in light of the significant financial challenges the state faces this year. Nonetheless, CSU advocacy in Sacramento remains strong and compelling, because with more funding the “CSU stands ready to do more, and we need to do more for our current and future students, for our employees, and for the communities that we serve. [...] First, we must provide competitive salaries and benefits [...]; second, we must continue to expand the work of the Graduation Initiative 2025 with a special and clear focus on eliminating equity gaps; and finally, we must provide safe, modern, and sustainable facilities.”

Finally, Interim Chancellor Koester expressed her dissatisfaction about the duplication of CSU degree programs by Community Colleges, which is neither in the spirit of the California Master Plan for Higher Education, nor in accordance with the law (AB927 from 2021) that authorizes the CCCs to offer baccalaureate degrees. By contrast, Interim Chancellor Koester stated “that if and when the CSU seeks and receives approval for the addition of professional doctoral programs to meet identified workforce and societal needs, the CSU pledges to work transparently and collaboratively with the University of California to avoid the duplication of UC doctoral programs in the spirit of the Master Plan as we have faithfully done with each of the doctoral programs previously approved for the CSU.”

4. The Committee on Audit

- a. received as an information item in consent the *Status Report on Audit and Advisory Services Activities*.

“This item provides an update on internal audit activities and initiatives. It also includes a status update on the 2022-23 audit plan. Follow-up on current and past assignments is being conducted on approximately 34 completed campus reviews. [...]

For the current year audit plan, assignments were made to execute individual campus audit plans and conduct financial, operational, compliance, and information technology audits; use continuous auditing techniques and data analytics tools; provide advisory services; support intergovernmental audits; and perform investigation reviews, as needed.

Audit and Advisory Services is currently engaged in the annual audit planning/risk assessment process, working with the 23 campuses and Chancellor's Office to identify key risks and evaluate risk priorities before formulating the audit plan for the 2023-2024 fiscal year. Interviews and meetings are being held with over 90 systemwide and campus executives and representatives across all divisions to discuss CSU priorities, challenges, and ways in which Audit and Advisory Services can address risks and provide support. The audit plan will be presented at the May 2023 Board of Trustees meeting. [...]

Audit and Advisory Services continues to make progress on the 2022-23 audit plan. Eighteen audits have been completed and twenty audits are currently in process. Completed audit reports are posted on the California State University website at <https://www2.calstate.edu/csusystem/transparency-accountability/audit-reports>.”

“Audit and Advisory Services is periodically called upon to provide investigative reviews, which are often the result of alleged misappropriations or conflicts of interest. Investigations are performed on an ongoing basis, both at the request of an individual campus or the chancellor's office and by referral from the state auditor.

Additionally, Audit and Advisory Services assists with tracking external audits being conducted by state and federal agencies, offers assistance to campuses undergoing such audits, and acts as a liaison for the California State University system throughout the audit process when appropriate. The Joint Legislative Audit Committee (JLAC) held a hearing on June 27, 2022, to consider audit requests from legislators. At the hearing, JLAC approved two audits of the California State University: 1) an audit of California State University's handling of sexual harassment complaints (Title IX); 2) an audit of the California State University's compliance with the Native American Graves Protection and Repatriation Act (NAGPRA).

The California State Auditor (CSA) began both audits in November 2022. For the Title IX audit, the CSA audit team is conducting fieldwork at the Chancellor's Office and three campuses: Fresno, San Jose, and Sonoma. The audit team expects to issue recommendations for the Chancellor's Office and three campuses involved.

A separate CSA audit team is conducting fieldwork at Chico, Sacramento, San Diego, and San Jose as part of the NAGPRA audit. The audit team expects to issue recommendations to the Chancellor's Office and not to the individual campuses.

Both reports are scheduled to be released in June; however, those dates are subject to change. The scope and objectives of both audits are available on the CSA's website (<https://www.auditor.ca.gov/bsa/recent>).”

5. The Committee on Institutional Advancement

- a. approved as an action item in consent the *Naming of the Ernest E. Tschannen Hall at CSU Sacramento*.

“The naming recognizes the \$10 million pledge, \$3 million of which will be donated by December 2027. The remaining \$7 million will be received upon Mr. Ernest E. Tschannen's passing. The entire gift from Mr. Tschannen will support the construction costs associated with the Engineering Replacement Building.”

- b. approved as an action item the *Naming of the Autodesk Technology Engagement Center at CSU Northridge.*

“The proposed naming of the facility recognizes the cumulative \$7,075,000 gift by software giant Autodesk to construct the facility that will house both academic programs for the College of Engineering and Computer Science as well as CSUN’s Global HSI Equity Innovation Hub programming – hereafter referred to as the “Equity Innovation Hub.” The gift will be used to build, near the heart of the campus, a new, 30,000 square foot facility to both house and broadcast programming designed to accelerate equity through education that inspires and prepares a diverse body of students to become the innovators and creators of the future. The facility will play a significant role with regard to facilitating the exceptional academic programming as well as to act as a physical and virtual convening of campuses throughout the CSU as well as other Hispanic Serving Institutions across the country.”

After a brief break, the Board of Trustees reconvened at 4:00 pm.

6. The Committee on Educational Policy

- a. approved as an action item the *Academic Planning.*

“In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes the CSU academic planning process, including the long-range program planning activity that took place since January 2022. The proposed resolution approves additions and modifications to Campus Academic Plans and the CSU Academic Master Plan.

Six areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the CSU Academic Master Plan is presented. The academic planning topics include:

1. Changes to academic program projections
 - New degree programs being proposed for addition to the Ten-Year Overview of Planned Programs and to the CSU Academic Master Plan
 - Existing degree program projections that will be removed from the CSU Academic Master Plan and Campus Academic Plans
2. Changes to existing degree programs
 - Degree programs suspending new admissions
 - Discontinuances of existing degree programs
3. Total units required for Bachelor of Arts (BA) and Bachelor of Science (BS) degree programs
4. Summary of WASC Senior College and University Commission (WSCUC) reaffirmation of accreditation visits
5. Externally accredited academic programs
6. CSU degree proposal, review and approval process

Offering traditional and emerging degree programs, the CSU is an engine of social mobility, educating many students who are the first in their families to attend college. The CSU engages in ongoing degree program planning and development that responds to

employment demands and student interest. The CSU awarded more than 129,000 degrees in 2021-22, thereby adding to the millions of CSU alumni who keep California's economy vibrant and growing.

Degree planning is a critical first step in the development of educational programs designed to meet the needs of California's skilled and diverse workforce. The CSU delivers more job-ready graduates into the workforce than any other public or private university in the state. In 2020-21, the CSU awarded nearly half or more of all California baccalaureate degrees in criminal justice, agriculture, public administration, business, and engineering, and over a third of all undergraduate degrees in life science, information technology and nursing.

[...] Across the system, 64 new projections are proposed, 27 at the undergraduate level and 37 at the graduate level. New programs are planned in response to student demand, employer need, faculty interest, and licensure and accreditation requirements.

Campuses have also removed 12 existing program projections from their academic plans for a variety of reasons, including shifting priorities or resources. These projections will therefore not be developed into degree proposals. The number of existing degree programs enrolling new students has also decreased this year, with 25 degree programs having been changed to "suspended admission" status – meaning that additional students will not be admitted to those programs until further notice. Campuses suspend admission to degree programs for a variety of reasons – for example, in response to declining enrollment, the faculty would like to undertake a comprehensive review of the program to bring it up to date. Programs suspended for reasons such as this will likely remove the suspended status after the review and update to the program and begin to admit students once again. Other programs suspend admission due to new certification requirements. Additionally, six degree programs have been "discontinued," meaning the campus will no longer offer the programs after all currently enrolled majors have completed their degree requirements. These actions can occur, for example, when concentrations within a major are elevated into separate degree programs. In all cases, students already matriculated into a degree program are allowed to complete their degrees, even though the program has been discontinued or is not allowing new students to enroll."

In Interim Chancellor Koester's preliminary remarks she stated that "this presentation is not an exercise in administrative box checking. It [...] is the continued evolution of our core educational activities. It shows our universities' and faculty leadership's responsibility to be continually responsive to changing fields of knowledge and to shifting workforce and societal needs. It represents our academic programming's carefully considered adaptation to what is a changing world and a changing set of student demands."

Trustee Arambula asked about the turn-around time, and whether the Board could remove obstacles on the path to the realization of new academic programs. Laura Massa, Interim Associate Vice Chancellor for Academic and Faculty Programs, explained that the proposed programs have to undergo campus review, which typically starts with departmental committees, then goes to college committees, and culminates in the approval by a university committee. With the campus consultations and processes completed, the Board of Trustees typically acts expediently to approve these proposals.

Trustee Rodriguez also would like to see degree completion programs for non-traditional students, who might need more evening or online classes. Sylvia Alva, Executive Vice Chancellor for Academic and Student Affairs, replied that in addition to our traditional state-supported academic programs, there are programs in self-support that can be more tailored to the unique workforce and industry needs. IAVC Massa added that the CSU's "credit for prior learning" options will help non-traditional students with work experience to receive college credit and thereby accelerate their progress to a degree.

In relation to the CSU's current enrollment shortfall, Trustee Gilbert-Lurie expressed her belief that "if we continue to build innovative programs, students will come."

- b. received as an information item a report on the *Transfer Success Pathway Program: Dual Admission to the CSU*.

"California Community Colleges (CCC) enroll more students than all other colleges in California combined, and they are a primary access point for low-income, first-generation and other historically underrepresented students that are interested in achieving a college degree. It is estimated that in 2019-20 a half-million first-time freshman seeking an associate degree and/or an associate degree to transfer enrolled at one of the 116 CCCs. Although many programs have been established to support transfer students, a large gap between the number of students who aspire to transfer and those who do, still exists. Nineteen percent of students who are interested in transfer do so within four years and 28% do so within six years. Further, differential outcomes in transfer are also an ongoing concern as Latino students represent 51% of students who indicate they seek to transfer but they only represent 35% of those who do so in four years, while African American students represent 7% of students indicating they seek to transfer and 5% transfer within four years.

The CSU admits tens of thousands of California Community College transfer students every year. In the 2020-21 academic year the CSU received over 122,000 applications and admitted over 98,000 transfer applicants, equating to an 80% admission rate with 73% of admitted transfer students electing to enroll at a CSU campus. While these numbers and rates are substantial, this represents a decrease of over 20,000 applicants from the 2019-20 academic year. Strengthening transfer pathways remains an important element of the CSU's larger strategy of expanding access and enrollment by recruiting, supporting and retaining.

As the National Student Clearinghouse data reflects, two-year public institutions in California have experienced a steep decline in enrolled students. In fall 2018, 1,466,792 students were enrolled at California Community Colleges. By fall 2021 this number had declined to 956,198 students, but rebounded slightly in fall 2022 to 974,952.

As with colleges and universities nationwide, the COVID-19 pandemic has dramatically impacted the number of students attending a CCC and thus has reduced the potential CSU transfer population. To provide additional support on the transfer path, the CSU will launch the Transfer Success Pathway program and the CSU Transfer Planner application in summer 2023. The Transfer Success Pathway program, analogous to dual admission, will allow CCC students to enter into an agreement with a specific CSU, receive pre-admission advising and library access along their transfer journey.

This information item provides an overview of transfer pathways, admission requirements, impaction, redirection, an overview of the Transfer Success Pathway program and the new CSU Transfer Planner.”

Trustee Sabalius opined that efforts should be increased to pursue those 30,000+ community college students, who each year [!] apply and are admitted, but who do not enroll in the CSU after all.

Trustee Steinhauser encourages collaboration with the K-12 sector as well, a notion enthusiastically supported by Trustee Arambula, who also expressed his excitement about the newly developed CSU Transfer Planner App. April Grommo, Assistant Vice Chancellor for Strategic Enrollment Management, shared that a similar app already exists for high schools that students can use to track the progress of their eligibility for admittance to the CSU and the UC.

Trustee Lopez pointed to a structural problem with financial aid. If students spend three years in a community college, they only have one year of CalGrant eligibility left. “We have to figure out how we can support those students to the point of their graduation.”

The Board of Trustees adjourned for the day at 5:10 pm. It reconvened on Wednesday, March 22 at 9:00 am.

7. The **Committee on University and Faculty Personnel**

- a. received as an information item the *Report on Mercer’s CSU Faculty Compensation Study*.

“California State University employs over 29,000 faculty members, whose intellectual, social, and cultural influences benefit our students and help advance the academic mission. The CSU is committed to attracting, developing and retaining talented faculty at our 23 campuses throughout California.

As evidence of that commitment, a work group was established in late 2021 to select a compensation consultant with the capacity and expertise to conduct a comprehensive compensation study and provide input to the consultant throughout the study. The work group included members of the Board of Trustees, Chancellor’s Office, campus leadership, and the California Faculty Association (CFA). In May 2022, Mercer, a leading global human resources firm, was selected to undertake this project.

Mercer conducted a market analysis of base salaries for all CSU faculty ranks and disciplines, including lecturers, coaches, counselors, and librarians. Mercer also studied CSU’s faculty compensation system including job classifications, salary structure, compensation policies, pay practices and mechanisms utilized to advance pay and reward performance of faculty employees.”

Mercer presented an overview of the results and proposed recommendations to the Board of Trustees. In essence, the study showed that CSU tenure and tenure-track faculty is compensated very much in line with its national comparator institutions, with an average CSU salary of \$108,800 compared to the median market salary of \$110,979. The same applies to lecturer compensation (\$65,768), which is very close to the median market salary (\$67,162). However, lecturers A (\$57,373) are slightly below the market median (-3%),

while lecturers D (\$105,495) earn significantly more (+25%), and their average salary is even slightly above that of associate professors (\$104,315). However, there are very few D lecturers in the CSU (under 2% of salary study participants) and only about 10% are C lecturers, who earn on average \$82,690 (13% above the median market salary).

The study further revealed that the pay differential between disciplines in the CSU is narrower than at institutions across the nation, ranging from the average salary of \$99,806 (Communications) to \$137,625 (Business/Management) compared to a national range of \$91,872 (Fine Arts) to \$161,081 (Business/Management).

Furthermore, the average salaries across CSU campuses do not differ much, ranging from just above \$100,000 at Humboldt, Bakersfield, Chico, and Sacramento to between approximately \$115,000 and \$117,000 at San Francisco and San Diego – despite the significant cost-of-living differentials in the urban versus the more rural areas.

The study also found that there are no significant salary discrepancies in the CSU based on gender and race, with female salaries lacking 0.4% behind the wages of their male colleagues, and non-white faculty earning 0.1% less on average.

The recommendations of the Mercer study to improve faculty salaries in the CSU are to

- better align compensation by discipline and geographic location
- provide merit pay and expanded possibilities to advance in the top rank in order to avoid wage stagnation
- provide annual pay increases aligned with movements in market salaries
- improve salary data collection as well as leadership communication and training.

Not surprisingly, these findings generated a lively debate among the trustees. Lieutenant Governor Kounalakis inquired about the percentage of women within the tenure and tenure track as well as the lecturer ranks. Staff from Mercer reported that there is almost parity among t-t faculty, while the number of female lecturers is somewhat higher (approximately 9,000 vs. 7,500). In response to the surprise of the Lieutenant Governor that according to the data there does not appear to be a systemic pay equity issue, Trustee Sabalius explained that the cumulated numbers –while complimentary to the CSU– do not necessarily reflect the lived experience of individual faculty members. There can indeed be quite noticeable pay differences based on when faculty started to work in the CSU (senior professors are relatively disadvantaged due to salary compression), depending on the respective discipline, and also on gender and ethnicity. Over the past decade, the CSU has made a concerted effort to diversify the faculty, and hence a larger proportion of women and faculty of color were hired at relatively high salaries.

Trustee Lopez commented that the CSU competes for faculty of color with other institutions that also aspire to diversify their faculty. Trustee McGrory maintained that the goal should not be to pay CSU faculty at the median market rate, but at the higher 75th percentile rate in order to be competitive.

Trustee Gilbert-Lurie is concerned that 70 to 80% of CSU faculty are dissatisfied with their pay, and “it will not make them feel better to be paid a national average.” She is also

irritated that the University of California and the California Community Colleges were not included in the comparator group, because these are the institutions that the CSU competes with for faculty. “It also is a value judgement when we maintain that we cannot be compared with the UC, because that means that we value research over teaching excellence.”

Trustee Kimbell noted that the CSU not only competes with other educational institutions for employees, but also with the industry, especially in the STEM fields. Trustee Aguilar-Cruz added that many faculty go above and beyond their contractually assigned workload in helping their students, and they do not get compensated for this dedicated work.

Trustee Sabalius cautioned that the mere dollar amount of the faculty salary in a national comparison does not reflect whether the CSU compensation is adequate and fair, because the purchasing power varies immensely from state to state, and California is a state with very high costs of living.

Tony Thurmond, State Superintendent of Public Instruction, stressed that in addition to increased compensation, the state and the CSU should also lobby the legislature for funding of affordable housing for employees.

Several other questions about the methodology of the study were answered by Mercer staff in the course of the discussion. Trustee Sabalius –who served on the Faculty Salary Work Group– further inquired who will own the collected data for additional disaggregation and analysis in the future. The Board was assured that the CSU will own and be in control of the data collected for this study.

Interim Chancellor Koester concluded that the next step will be for the CSU administration and the California Faculty Association (CFA) to bargain in good faith to address the issues identified in the study.

- b. approved as an action item the *Recommended Revision of Title 5, [...] Holidays*,
“to include June 19 (Juneteenth) as an officially recognized holiday for the California State University (CSU).”
- c. received as an information item the *Recommended Revision of Title 5, [...] Management Personnel Plan, [...] Employment Status*,
“in two non-substantive respects” [language update and removal of unnecessary language].
- d. removed from the agenda the item *Executive Compensation: President – CSU Los Angeles* due to an extension of the search.

8. The Committee on Governmental Relations

- a. received as an information item the *State Legislative Update*.
“The State Senate and Assembly’s legislative bill introduction deadline was February 17. In total, 2,632 measures were introduced this year, and the Advocacy and State Relations staff has identified more than 400 bills for further review or monitoring. As bills in each house approach their 30 days in print, policy committee hearings will begin this month and continue through late April. This presentation highlights bills of interest to the CSU community.”

The CSU sponsors two bills:

AB 656 (McCarty) – California State University: Doctoral Programs

“This bill would authorize the California State University (CSU) broad authority to establish expanded doctoral offerings that do not duplicate the University of California’s (UC) doctoral programs and address workforce needs in California.”

AB 840 (Addis) – Tied-House Restriction: Advertising: CSU Campuses

“This bill creates an exception to tied-house laws that will allow several venues on CSU campuses to enter into sponsorship agreements with alcohol beverage suppliers.”

The CSU currently only supports two bills:

SB 28 (Glazer),

which “would place a \$15.5 billion facilities bond on the March 2024 ballot for K-16, that if approved by the voters, would allocate \$2 billion for the CSU,” and

AB 322 (Mathis),

which “would require the CSU and the CCC, and requests the UC, to develop and include within first-year student orientation a supplemental module of services and resources available for students who are veterans of the Armed Forces of the United States and members of the California National Guard.”

At the Board meeting in May, it is expected that the CSU will have taken positions on many of the bills that it is currently monitoring.

Trustee Arambula lamented that the legislators ask the CSU to do increasingly more without providing the necessary funds.

Trustee Linares acknowledged the intensive advocacy work that the California State Student Association (CSSA) is engaged in, and she deems it important that “we are putting students in front of legislators to connect students issues” with the proposed legislation.

Nathan Dietrich, Assistant Vice Chancellor for Advocacy and State Relation, thanked the trustees, who participated in the CSU Advocacy Day in March.

9. The Committee on Finance

- a. received as an information item in consent the *CSU Annual Debt Report*.

“For the fiscal years ended June 30, 2020, June 30, 2021, and June 30, 2022, operating performance and debt service coverage ratios for the SRB program were as follows (amounts in millions):

	<u>June 30, 2020</u>	<u>June 30, 2021</u>	<u>June 30, 2022</u>
Operating Revenues	\$5,188	\$4,790	\$5,362
Operating Expenses	1,864	1,622	1,886
Net Revenues	<u>3,324</u>	<u>3,168</u>	<u>3,476</u>
Annual Debt Service	\$423	\$470	\$489*
Debt Service Coverage**	7.86	6.74	7.11

* For the fiscal year ended June 30, 2022, the amount of annual debt service allocated to tuition was \$141 million and the amount allocated to other fees was \$348 million.

** The minimum benchmark for the system, as established by executive order, is 1.45.”

- b. received as an information item in consent the CSU Quarterly Investment Report.

“Balances and Allocations as of September 30, 2022

	Balance	% of CSU Investments	12 Month Returns
Liquidity Portfolio (LP)	\$4.363 billion	60.35%	-2.67%
Intermediate Duration Portfolio (IDP)	\$1.206 billion	16.68%	-12.16%
Total Return Portfolio (TRP)	\$1.433 billion	19.82%	-17.23%
Surplus Money Investment Fund (SMIF)	\$0.228 billion	3.15%	0.58%
CSU Investments	\$7.23 billion	100%	

- c. approved as an action item in consent the CSU Master Investment Policy Revisions.

“As previously reported to the Board of Trustees, California Assembly Bill 2422, which became effective January 1, 2023, provides new investment authorities for the CSU, summarized as follows:

- Allows the CSU to invest up to sixty-five percent of its investments in the TRP (an increase over the previous authorized amount of thirty percent).
- Expands investment options for the CSU to also allow investment, through the TRP, in institutional commingled funds and exchange-traded funds. These new options are in addition to the existing options allowing investment in mutual funds (including equity mutual funds) and real estate investment trusts.

IAC Recommendation to the Board of Trustees and Other Actions

At its meeting in January of 2023, the IAC approved an action to recommend a revised California State University Master Investment Policy to the Board of Trustees for approval at this March 2023 meeting. The revised California State University Master Investment Policy as proposed by the IAC [...] includes the following key changes:

1. Changing the Target and Maximum acceptable allocations for the TRP to “57%” and “65%”, respectively, in response to the new legislation now allowing the CSU to invest up to sixty-five percent of its investments in the TRP.
2. Removing outdated references to “Systemwide Investment Fund Trust” or “SWIFT” in reference to the Liquidity Portfolio. This change is strictly a clean-up change and is not in response to the new legislation.”

- d. approved as an action item in consent to Issue Trustees of the CSU, Systemwide Revenue Bonds and Related Debt Instruments for a Project at San Francisco State University.

“This item requests that the California State University Board of Trustees authorize the issuance of long-term Systemwide Revenue Bond (SRB) financing and related debt instruments, [...] in an aggregate amount not-to-exceed \$16,895,000 to provide financing for a campus project: San Francisco State University West Campus Green Student Health Center and Dining Project.”

- e. received as an information item a report on University Cost Reduction Initiatives.

“The table below summarizes the costs savings generated from Fiscal Year 2020 through 2022 by category:

**2020-2022 CSU Cost Savings
(in millions)**

Category	Cost Savings
Administrative Services	\$138
Shared Services – Finance and Treasury	\$123
Instructional and Student Services	\$42
Information Technology	\$33
Construction Efficiencies	\$12
Energy Purchases	\$4
TOTAL	\$352

Future Initiatives

The CSU will continue searching for opportunities to reduce costs, and enhance effectiveness by focusing on:

- Identifying additional opportunities that align with CSU’s procurement strategic plan;
- Continuing to foster relationships with the UC and Community College systems and pursue multi-university opportunities;
- Looking for additional multi-university and shared services opportunities
- Looking for more opportunities to increase revenue through strategic partners
- Broadening the use of process redesign and performance tools to increase value and lower costs; and,
- Successfully implementing the third phase of the CSU's new Procure to Pay (P2P) system which will standardize procurement practices across all universities and drive significant savings and process improvements along the entire P2P process.”

Trustee McGrory thanked the finance staff for their work and the impressive savings, and he encouraged them to continue to leverage the buying power of our system to realize cost savings. Furthermore, he encouraged the CSU to engage in “more corporate sponsorships and corporate partnerships,” which “provide internships and employment for students, offer research opportunities for faculty,” and they “generate a lot of revenue.”

Interim Chancellor Koester affirmed that the President have committed their staff to seek cost reductions through multi-campus cooperation. Trustee Gilbert-Lurie encourages system collaboration not only in the financial realm, but also in educational matters.

f. received as an information item a report from the *Sustainable Financial Model Workgroup*.

“Workgroup Charge

On July 25, 2022, the Interim Chancellor appointed a Workgroup and charged it to recommend a multi-year strategy to achieve stable and predictable revenues to support the California State University (CSU) mission, maintain affordability for its students, and recognize the differing needs of its 23 universities. In carrying out this charge, the Workgroup determined that a strategy for long-term financial sustainability must consider revenues in the context of projected future costs so that strategies for raising revenues can be realistic in terms of overall budgetary needs. This update describes the progress of the Workgroup in projecting costs and considering strategies to increase revenues to achieve long-term financial sustainability.

The Current Budgetary Situation as the Starting Point for this Work

As a public state university, the CSU has two principal sources of revenue to support its operations: the state general fund and tuition. In fiscal year 2021-22, the CSU operating fund totaled \$8.3 billion in revenues. Of total operating revenues:

- The state general fund contributed \$4.5 billion (55%);
- Tuition and fees totaled \$3.2 billion (39%);
- The remaining \$0.5 billion (6%) was from a variety of sources, including investment income, grants, and other sources including sizable one-time HEERF* grants.

Over the past five years:

- State support has increased steadily (other than the reduction made in 2020 due to the effect of the pandemic on state resources)** for an increase over 2017-18 of 34 percent;
- Tuition, on the other hand, has not changed since 2017-18*** and total revenues from tuition and fees have decreased slightly (-1%) since then.
- Total operating revenues (all sources, excluding HEERF) have increased by 18 percent.

* Higher Education Emergency Relief Funds (HEERF) were federal grants to help address impacts of the pandemic.

** In 2020 the budget was cut by over \$299 million; these funds were more than restored the following year.

*** Prior to a 4.9% increase in 2017-18, tuition had been unchanged for the previous six years.

Unchanged tuition – a steady and reliable revenue source to the CSU– has increased reliance on growing and more volatile state support. And importantly, inflation since 2017 has raised costs in California by over 22 percent, negating the 18 percent increase in total revenues.

Over this same period of five years, CSU’s 23 universities have taken on numerous additional responsibilities through state mandates and priorities, Board actions, and have seen cost pressures build from a variety of fronts. The annual Trustees’ budget requests recognize these needs, but total revenues continue to fall short of costs.”

Trustee Lopez, who heads the Workgroup, reported that “we realized we do not have actual cost data that we collect systemwide – all we have is expenditure data. So we started out by trying to build a model to estimate and answer what our costs are.”

“The model projects costs by building the budget in layers.

1. Determines the cost to keep the doors open at all universities and protect these assets, regardless of enrollment
2. Adds the costs of actual enrollments, and student support
3. Adjusts instruction costs for underfunding of high need, high-cost occupations and faculty support
4. Other costs including debt, maintenance and repair.”

Not surprisingly, the Workgroup found that there is a large gap between the costs and the revenues, especially in student support, capital renewal, and academic support. “We are looking at all kinds of revenues [...] but –as you all know– the largest potential source of revenue for the CSU is tuition.” Yet, “even increasing our revenues will not ensure our long-term sustainability. [...] How do we guarantee the long-term sustainability of the CSU?”

[...] How do we bring in line what we want to do with the revenues we have? [...] We need a financing plan that is ambitious, but realistic, that is dynamic, that continuously examines what we are doing, how we allocate our resources, and how we set our priorities.”

“A gradual and predictable tuition strategy will be a necessary component of a sustainable financial model but not the only component. The university will need to increase its state support, philanthropy, sponsored research funding, and other revenues.

Long-term financial sustainability will not be possible without a re-examination of the CSU’s budget – both revenues and current expenditures. Cost pressures and changing conditions require that old assumptions and practices be examined with a pragmatic sense of what is possible given financial realities. Doing this is beyond the original scope of the Workgroup; however, the Workgroup has identified a need to review the budget process, as well as policies and practices that are used to build the budget, make allocations, and set priorities. The work on the cost modeling will provide useful information to guide future budget decisions.

The Workgroup will report to the Board of Trustees in May so that the Trustees may consider the recommendations as part of the annual budget process. That will be the initial step in addressing the long-term financial sustainability of the CSU. It is the hope of the Workgroup that the final report and recommendations will offer insights and a framework for how the Board and the next Chancellor can establish a vision for the future, a plan to implement it with clear priorities, expected results, and most importantly, how to pay for it.”

An extended discussion among the trustees took place centered on tuition – the only revenue source that is reliable and that the CSU can control. Student Trustees Linares wants the Board to acknowledge “that the students that we will be pushing out are students who are already historically marginalized and that these are the students who will most likely not be able to climb out of poverty.” Student Trustee Aguilar-Cruz asked “whether we are really serving students by asking them for more money.” Instead, she would rather that the CSU rely on stronger advocacy for state funds. Lieutenant Governor Kounalakis “associated herself with these remarks,” especially in times of declining enrollment, which a tuition increase would exasperate. “Empty chairs –with the cost being the same– would not serve our mission well.” Trustee Faigin also questioned the gain of a tuition increase, because if rates go up, but enrollment goes down as a result, then we would end up with the same revenue. Trustee Gilbert-Lurie suggested “to increase the revenue stream from students who are able to pay, but making sure that nobody is not able to attend because they are not.”

In response to Trustee Rodriguez’s concern that we leave “financial aid dollars on the table,” Trustee Lopez agreed that “there are federal and state dollars that we are not fully maximizing.” We need to explore how to “maximize outside revenues from the state or the feds to pay for tuition for some of the students, [...] there is a win-win situation.” She further clarified that the Workgroup currently is in the process of discussing a “tuition policy,” not an increase in tuition, and they are examining various models. “Whatever choices we make, we need to do this with our eyes open and to understand the whole picture.”

After a lunch break, the Board of Trustees reconvened at 1:45 pm

10. The **Committee on Organization and Rules**

- a. approved as an action item the CSU Board of Trustees' Meeting Dates for 2024.

2024 Meeting Dates

January 30-31, 2024	Tuesday – Wednesday	Chancellor's Office
March 26-27, 2024	Tuesday – Wednesday	Chancellor's Office
May 21-22, 2024	Tuesday – Wednesday	Chancellor's Office
July 23-24, 2024	Tuesday – Wednesday	Chancellor's Office
Sept. 24-25, 2024	Tuesday – Wednesday	Chancellor's Office
Nov. 19-20, 2024	Tuesday – Wednesday	Chancellor's Office

Michelle Kiss, Associate Vice Chancellor and Chief of Staff to the Board of Trustees, explained that the May meeting dates could not be rescheduled to avoid an overlap with campus commencement ceremonies – a concern that Trustee Sabalius raised when the dates were presented as an information item at the previous Board meeting.

- b. approved as an action item the Proposed Revisions to the Rules Governing the CSU Board of Trustees -- Procedures for Selection of Board Committees.

“This action item proposes modifications to the Rules Governing the CSU Board of Trustees to clarify procedures for making committee appointments. The proposed change would largely maintain existing board rules governing committee appointments, with the addition of the following criteria to be considered by the Committee on Committees in making their recommendations for board and committee leadership (chair and vice-chair) positions:

- Seek board leadership that is comprised of members with diverse perspectives and experiences;
- Seek leaders who have a broad understanding of the CSU system gained from length of service on the board, prior board committee experience, or other personal or professional experience;
- Identify potential chairs and vice chairs who are willing and able to devote sufficient time to prepare for and participate in the conduct of board business;
- Identify potential leaders who have demonstrated respect for differences of opinion and an ability to work toward consensus, and who contribute to constructive discourse among board members;
- Seek leaders who have demonstrated an ability to make decisions independent of influence by stakeholder groups, whether internal or external to the CSU;
- Seek leaders who have demonstrated an understanding of and commitment to the role of the board as a collegial, independent oversight body, while respecting traditions of shared governance, and have been able to work effectively and respectfully with fellow trustees and with the chancellor, vice chancellors, presidents, staff, faculty and students.”

- c. approved as an action item the *Program for Board Planning, Goal Setting and Self-Evaluation.*

“Regular programs for board planning and self-evaluation are increasingly seen as a best practice for public and private university governing boards. This action item implements a recommendation from the external review of the CSU Board of Trustees that the board adopt a self-evaluation program to be managed by the Committee on Organization and Rules and conducted on a biennial basis.

The goal of the review will be to stimulate honest reflection and dialogue about board performance as a regular element of board business. The Committee on Organization and Rules will be responsible for conducting the reviews, which will be done on a biennial basis beginning in 2025. The reviews will be based on goals for board performance which the committee will set one year prior to the conduct of the review. The performance areas may differ from one review to the next, however each review shall include some process for collecting information from board members about how they see board functions as well as their own satisfaction with their service on the board.”

Relating to the revision of Board policies in general and the improvement of Board performance in particular, Lieutenant Governor Kounalakis complemented the addition of the position of Chief of Staff to the Board [Michelle Kiss], who is solely responsible to the Board and assists with the flow of information and communication.

- d. received as an information item an *Evaluation of CSU Policies for Presidential Performance Reviews.*

“This information item presents the results of an evaluation of CSU presidential review policies conducted by Dr. Terry McTaggart, a consultant with the Association of Governing Boards of Universities and Colleges (AGB) and a national expert on the topic. Board members requested this comprehensive review to better understand how CSU presidential performance review policies compare to current practices among other systems and institutions nationally, and to identify possible recommendations that might be considered for the CSU. [...]

The report discusses the role of the board in presidential reviews, hallmarks of effective assessments, national trends affecting presidential performance reviews, and recommendations for possible improvements. Dr. McTaggart concludes that the CSU approach reflects widely accepted best practice, and is particularly noteworthy for the depth of board involvement in the process. He also finds that across the country, and in the CSU, expectations for public accountability for presidential performance mean that the performance evaluation process may no longer be sufficient to provide both the board and the presidents with the constructive and actionable feedback they need to be most successful. He recommends that the board commission a small working group of presidents, staff and some trustees, to confirm core principles to guide performance reviews, and to consider changes to strengthen professional support and leadership development for presidents.”

Dr. McTaggart identified the regular review of presidential performance by the Board and the Chancellor –which is unique in the nation– as a great plus in the CSU. He also

complimented that the reforms that the Board has undertaken during the past year of crisis were done in consultation and collaboration with the administration, which is preferable to the Board taking over the process or –on the contrary– to just stay out of the reform process and leave the needed transformation to the system office.

In talking to the Presidents, Dr. McTaggart also found out that the campus leaders informally support each other with mentoring and consultation, and he suggests that the Board or the Chancellor’s Office should formalize this practice.

Trustee Kimbell believes that the CSU can do a better job in on-boarding new Presidents, especially when they come from outside of our system.

Trustee Firstenberg thinks that “the Board meetings could benefit much more from the involvement of the 23 Presidents, who are with us day in and day out.”

Interim Chancellor Koester –who has the authority to adopt the recommendations and changes– asked for “a little bit more time internally to try to understand how to move forward with the various steps that we have under consideration.”

At 2:45 pm, Chair Fong called the full **Board of Trustees Meeting** to order.

Chair Fong removed from the consent agenda the item Executive Compensation: President – CSU Los Angeles due to an extension of the search.

Subsequently, **the Board of Trustees**

- a. approved as an action item in consent the Appointment of Five Members to the Committee on Committees for 2023-2024.

“The following trustees are appointed to constitute the Board’s Committee on Committees for the 2023-2024 term:

Jean Firstenberg, Chair
Lillian Kimbell, Vice Chair
Jack Clarke
Julia Lopez
Christopher Steinhauser”

- b. approved as an action item in consent all other previously passed Committee Resolutions.

The **Public Meeting** of the **Board of Trustees** was adjourned on March 22, at 2:50 pm.

---- *The next regular meeting of the Board of Trustees will be on May 21-24, 2023* ----

April 25, 2023
President and President's Administrative Team Report to University Senate

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

People

Cal Poly Humboldt [recently announced](#) that experienced student affairs professional Dr. Mitch Mitchell has been selected as our new AVP of Student Success and Dean of Students after an extensive national search. He joins the Humboldt community May 1 and will provide direction for many of the areas within the Enrollment Management and Student Success (EMSS) division focused on student life and the co-curricular student experience.

Inclusive Student Experience

Pride

Community

Campus Culture and Operations

The Children's Center and Child Development Lab at Trinity is on track for completion this summer and move-in activities are imminent. the building and its play yards will see its children in Fall 2023!

Innovation

The Student Housing Project at Craftman site is underway, clean up operations have completed and demolition work will begin the first week of May. It's a time to celebrate the hard work of our University and the commitments from the state through funding with a groundbreaking ceremony planned for May 12, 2023. We are meeting our early milestones to ensure we can deliver the project for Fall 2025.

Academic Program Excellence

Team Domino and many others have been busy planning, designing and contracting for construction lab renovations, and space adaptations to support our new 2023 Cal Poly Programs. This includes 7 new labs, 6 existing lab renovations, and over 100 pieces of equipment.

Global and Tribal Outreach and Education

President Jackson and CR President Flamer hosted the annual Joint Native American Advisory Council meeting at the CR Campus this month. This government to government leadership meeting provided both presidents with some of the tribal updates and potential collaborations with Cal Poly Humboldt.

The Annual California Big Time & Social event took place this month, hosting over 4000 guests. This annual event provides Native families an opportunity to to share the campus and learn about all of the opportunities available for their youth.

The Trinidad Rancheria extended an invitation to President Jackson and team to discuss some potential collaborations between the College of Science and Natural Resources and the tribal council.

CAL POLY HUMBOLDT
University Senate

Resolution on the Syllabus Policy

25-22/23-APC – April 25, 2023 – Second 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 Programs 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.

[Link to clean copy with all comments removed](#)

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 learning outcomes, 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.~~
 - a. Passed motion to amend at senate meeting 4/25: Faculty shall create a written syllabus for every credit-bearing C classification course that they teach.
 - b. APC proposed amendment for 5/9 senate meeting: A syllabus must exist for every credit-bearing course. Typically, it shall be the responsibility of faculty to create a full syllabus for each course that they teach. However, at the discretion of department chairs, some courses (e.g., supervision, independent study, and peer-taught courses with [classifications S or C-77](#)) may have a blanket syllabus developed at the department level and applied across multiple offerings/sections. In the case of blanket syllabi, instructors shall notify students in writing of any components that differ for the particular section/offering.
- 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: institutional and program learning outcomes; 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:

~~The full list below pertains to [course classifications](#) C1 through C21 as well as similar courses that are designated as C78 only to adjust factors such as units, class size, and expected instructional hours. For other classifications, most or all items should still be included, but faculty may modify items that are not relevant to the course (e.g., schedule).~~

~~Passed motion to amend at senate meeting 4/25: Not specified, but would need to change given the motion to change section 1A to only require syllabi for C-classifications.~~

~~APC proposed amendment for 5/9 senate meeting: All items listed below shall be included in each syllabus, except where not applicable such as in the case of blanket syllabi for courses with classifications of S and C-77 (see Section IA).~~

- A. Course information:
 - 1. Number, title, and section if applicable

2. Semester and year
 3. Mode of instruction (e.g., face-to-face, online asynchronous, online synchronous, hybrid, hyflex)
 4. Meeting days, times and location (e.g. rooms or online platform)
 5. Final exam day, time and location (this information can be found at the [Office of the Registrar website](#) and in Faculty Center)
 6. A note directing students to the official course learning management system, currently Canvas
 7. A note directing students to regularly check their Cal Poly Humboldt email for course updates and announcements
- B. Instructor information:**
1. Name
 2. Cal Poly Humboldt email address and office telephone number
 3. Office hours and location, or a website link to where this information is available
- C. Course description:**
1. Course description from the university [catalog](#), identified as the catalog description
 2. Pre-requisite and corequisite courses, if applicable (also found in the catalog)
- D. Course materials and fees (e.g., textbooks, supplies, technology), including:**
1. If they will be provided or if students are expected to acquire them
 2. Any university facilities/platforms available to support these requirements for students who cannot purchase materials
 3. How to access instructor-provided materials such as PDFs, linked resources, etc., for example *“Additional readings/materials will be provided on Canvas”*
 4. Information on any fees required other than for typical stateside tuition/registration, for example for field trips or labs
- E. Learning outcomes & competencies:**
1. Course Learning Outcomes (CLOs): 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.
 2. Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs):
 - a. At minimum, include the following or an equivalent statement, removing the GEAR reference if not a GEAR course: *“If this course is a requirement for a program, it contributes to the achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). This course counts as [insert GEAR area(s)*]. Review learning outcomes and competencies at the [syllabus addendum website](#).”*

- b. Optionally, also list PLOs and/or ILOs that are particularly relevant, and/or describe the GEAR area.
- c. *Regarding GEAR, be sure to search for the course in the [catalog](#) to confirm if it has any current GEAR designations. 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.”

F. Course topics & schedule:

- 1. 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](#)).
- 2. If a more detailed schedule is located elsewhere (e.g., on the learning management system) indicate so and provide a link.

G. Course structure & modality

- 1. A description of the general course structure and modality (e.g., lecture, discussion, lab, virtual, asynchronous, synchronous...).
- 2. 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.
 - a. Example statement for a 3-unit course: *“This is a 3-unit course, and thus students should expect at least 135 hours of work during the semester, which equates to an average of at least 9 hours per week between in-class/instructional activities and out-of-class work.”*

H. Assignments:

- 1. Include at least a general description of assignment types/categories and how assignments are typically to be submitted.
- 2. As relevant, also include either further details that students need to complete assignments or a note that indicates how detailed assignment information will be provided.
- 3. 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:
 - 1. 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).
 - 2. 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.”*
 - 3. If applicable, a reminder that to count for GE Area A / Area B: Math or the GVAR writing requirement (for W courses), the course must be passed with a C- or higher.
- 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:
 - 1. 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.
 - a. Suggested statement: *“Students are responsible for knowing the information about campus policies, procedures, and resources on the Syllabus Addendum website linked below. The site includes topics such as learning outcomes; 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 and advising resources; counseling and psychological services; financial aid; IT Help; and more.*
<https://academicprograms.humboldt.edu/content/syllabus-addendum>”
 - 2. 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.

3. 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.
- 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 numbers. 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 Technology** 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 through the course's site on the university learning management system (LMS), currently Canvas, by the first day of instruction (first course meeting or, for online/hybrid courses, the first day that the course opens).
 1. The syllabus must be in a standard file type (e.g. Word Doc, Google Doc, website, PDF, or LMS page). All file types must be accessible.
 2. 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.
 3. 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. If a printed and/or partial syllabus is given to students, it should include a prominent note at the beginning directing students to view the full version on the LMS to review important course information and linked sites such as the syllabus addendum website.

4. Faculty planning to co-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:
 1. Place a revised syllabus on the LMS, with the changed components clearly identified (e.g., highlighted and a note included), and
 2. Notify students in writing, at minimum via an email or an announcement through the LMS.

VI. Shared Course Outline

- A. A shared course outline is a document that is separate from a syllabus itself—it is not provided to students. A shared course outline is used to inform the creation of a syllabus for a specific course. The purpose of a shared course outline is to support reasonable consistency in topical coverage and learning outcomes across offerings of a course, which is important for multiple reasons, such as to ensure that students are prepared for subsequent courses in a sequence, to ensure that students achieve program learning outcomes, and to support course transfer articulation/equivalency.
- B. Departments shall develop a shared course outline for each course that is a program requirement and/or a prerequisite to another course. At their discretion, departments may but are not obligated to develop shared course outlines for other courses, such as elective courses regularly taught by different faculty.
- C. A shared course outline shall include all information that should not change between offerings of a course, such as the course information (e.g., number, description, units, pre/co-requisites, GEAR designations), grade mode, grade requirements for students to count the course for program credit and/or to qualify to take any subsequent courses in a sequence, course classification and associated credit hour expectations, and minimum expectations for coverage of content (i.e., list of essential course learning outcomes and topics). The extent to which the minimum expectations are general or specific shall be at the discretion of the department; however, departments are advised not to specify more than is necessary to ensure reasonable curricular consistency. Expectations are for

minimum coverage, meaning that faculty may cover applicable outcomes and topics in addition to those specified on the outline.

- D.** Shared course outlines shall be developed and updated as needed by faculty subject matter experts. Approval will be at the level determined by the department, for example a department curriculum committee, program leader, or chair.
- E.** Shared course outlines shall be kept on file by departments, and department chairs should ensure that faculty are aware of and abide by them.
- F.** 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.
- G.** 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.
 - 1.** Chairs may request that faculty submit syllabi to the department prior to the start of instruction (as early as the first green day) 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.
 - 1.** Faculty should be cognizant that syllabi shall be publicly available.
 - 2.** 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), and the document needs to be accessible.
 - 3.** 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.

- E.** The Integrated Curriculum Committee shall review syllabi and, if applicable, shared course outlines provided for new and revised courses.
- F.** As part of the program review process, all departments and programs will be required to provide evidence of compliance with the syllabus policy.
- G.** On an ongoing basis, if students, faculty, or staff have questions, concerns, or feedback about a syllabus for a particular course, the first place to direct inquiries should typically be the course instructor, and then, as need be, the chair of the department that offers the course.

Related Policies:

- X

Expiration Date: n/a

History:

Academic Policies Committee: 4/21/2023

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 25th, 2023 — Second 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: 4/19/23

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, (C) funds derived through philanthropy or grant funding by the division of Advancement or the Sponsored Programs Foundation (as these resources are largely defined by fundors and applicants through contractual agreements), or (D) 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. Briefly, the combined assumptions suggest that the Baseline Projection for the HM500 for AY 23-24 is \$170.5M, with a total of \$9,333,000 of newly allocatable funds.

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 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. A 1% increase in staff payroll would equate to about \$1.1M, and though we are unsure of what the result of negotiations will be, and how much the campus will be expected to cover of those salary increases, we have determined that a responsible initial position would be to set aside \$2.2M for this eventuality. 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). At this time, that reduction in enrollment-based state funding would equate to \$3,382,000 in decreased ongoing funds.

After set-asides for these expected allocations have been made, the President's Administrative Team has prepared a list of priority 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 each endeavor, and with proposed totals for investment towards those items with remaining available ongoing funds. We provide a list of [expected or required allocations](#) (with total projected costs and rationale), and then a list of [discretionary suggestions for allocation](#) (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 resource distributions from the Polytechnic build-out allocation and Graduate Initiative 2025 funding. The Polytechnic resources, while transformative in impact, have 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.

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 has caused (and continues 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. Further, though increased enrollment and subsequent tuition dollars are more broadly applicable than some of the more restricted categories mentioned above, projections are still in flux, and we will not be entirely sure where headcount will land this Fall until census, in spite of very promising application numbers.

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.

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

- **Note: These allocations are currently defined as “University-Wide” until divisional allocation is realized.**

Budget Planning Priorities	Allocation Amount	Rationale
Enrollment Recalibration Set Aside/One-Time Investment In Instruction*	\$3,382,000	<p>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.</p> <p>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.</p> <p>*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.</p>
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	

Discretionary Allocations of the Remainder of Allocatable Resources

Budget Planning Priorities	Total Recommended Allocation From University to Division	Rationale
Move Remaining Position Costs of Athletics from Fee Support to Stateside (Allocation from University to the Athletics and Recreation Division)	\$500,000	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 faculty coaching position. Therefore, the total remaining needed shift to athletics is \$935,000. However in light of anticipated increased fee revenue tied to enrollment growth, it is likely that Athletics will be in a stable financial position for AY 23-24; as such we recommend allocating \$500,000 towards this investment in this cycle, with the remainder to be addressed in future cycles.
Move Remaining Cost Gap of SAC	\$352,000	The university funded \$900k of the \$1.6m gap for the Students Activities Center (SAC). With the projected increased enrollment and the proposed

URPC 2023-24 Budget Recommendation to the President

<p>from Fee Support to Stateside</p> <p>(Allocation from University to Enrollment Management Division)</p>		<p>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.</p>
<p>Stabilize Cost Allocation</p> <p>(Allocation from University to Administrative Affairs Division)</p>	<p>\$865,000</p>	<p>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.</p>
<p>Strategic Enrollment Management Plan</p> <p>(Allocation to the Enrollment Management Division)</p>	<p>\$884, 000</p>	<p>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 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</p>

		<p>direct student services in order to meet needs.</p> <p>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.</p> <p>The total request was \$1,540,294 for phase 1, with an 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.</p> <p>The initial ask for ongoing base from University to Division was \$1,181,000. The URPCs proposal reduces the Strategic Enrollment Management Plan amount by \$297,000, from \$1,181,000 to \$884,000. We recommend backfilling the \$297,000 with one-time funding from the Enrollment Recalibration set-aside.</p> <p>In addition, it is recommended that the “Move Remaining SAC” allocation of \$352,000 be considered in combination with the Strategic Enrollment Management Plan amount to provide VP Holliday with discretion to prioritize the investments within these two categories to best meet the needs of Enrollment Management & Student Success.</p>
<p>Transportation and Public Safety Infrastructure Enhancements</p>	<p>\$300,000</p>	<p>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</p>

<p>(Allocation from University to Administrative Affairs Division)</p>		<p>expand fleet operations.</p> <p>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 transportation operations which is inclusive of fleet and bus operations.</p>
<p>Advancement Infrastructure (Allocation from University to Advancement Division)</p>	<p>\$180,000</p>	<p>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.</p> <p>There are additional future infrastructure needs in the Advancement Division related to Marketing and Communications, and Development services that will need to be addressed with ongoing resources in future cycles, but the details regarding these resource needs have not been fully realized to date.</p>
<p>Human Resources (Allocation from University to Administration Affairs Division)</p>	<p>\$420,000</p>	<p>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</p>

		efficiencies and service delivery to our campus community. The total request is \$420k (\$360k personnel and \$60k for technology, software, training and certifications).
Total Projected Allocations	\$3,501,000	

Total Expected/ Required Allocations	\$5,832,000	
Total Discretionary Allocations of the Remainder of Allocatable Resources	\$3,501,000	

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. Academic Affairs provided analysis regarding the projected lecturer (temporary faculty) budget gap in 2023-24 based on currently planned courses to support student enrollment growth in the fall. In total, the current lecturer gap is estimated at \$4.5 million. Contingent upon Academic Affairs being able to earmark \$2.5 million in salary savings roll forward to help address the gap in 2023-24, the remaining gap requested to be covered by a portion of the Enrollment Recalibration set aside is \$2 million. In total, we're proposing an earmarked total of \$2,297,000 from the Enrollment Recalibration set aside to fund lecturer instruction and the portion of the Strategic Enrollment Management Plan costs that will not be addressed with ongoing funds this year.

In future rounds of increased allocation, Athletics will need additional base funding to move to a fully stable position. Further, the temporary faculty funding accomplished through one-time allocations through this proposal allows us to use the next year to establish guidelines and metrics for instructional need, and what the cost of that need may look like as we experience growth (or, less desirably, shrink). We also note that the salary savings roll forward and the enrollment calibration funding tactic are not a

one time event; we have historically used salary savings, and other one time funding, to fund the base budget gap for temporary faculty as a practice, and this will not be fully sustainable as we grow. We will likely always need some combination of additional lecturer base and one time funding commitments, annually, in order to balance instructional costs and other applicable areas.

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, bringing the total ongoing funding requested to date to \$13.45 million, out of the \$25 million ongoing allocation. In addition, we continue to leverage the untapped portion of the funding toward one-time polytechnic initiatives to support our transformation. A few highlights regarding investments and progress include:

- Our recruitment and outreach efforts are showing incredible results, with record applications for fall 2023, currently outpacing Prospectus targets
- We are on pace to hire 27 new faculty by Year 3 with polytechnic funding, with 14 hires completed last year and 13 recruitments actively underway
- We have completed the initial phase of our comprehensive rebranding initiative.
- The campus held a public kickoff in September to begin the planning process to update our campus [physical plan](#); the process is anticipated to take 18 months to complete to facilitate broad engagement in the planning process.
- We have refined our planned one-time investments in academic program/lab space renovations and equipment modernization to ensure new labs and equipment are available to support new polytechnic programs launching in fall 2023, including equipment modernization for existing programs.
- New category: \$7 million in one-time investments to expand housing capacity in the short term while new housing is being built—this is an escalating emergent need given the lack of available housing in the community to support our projected enrollment growth, which is currently exceeding Prospectus expectations, and ensure students have access to housing

A more comprehensive polytechnic financial update will be shared separately with the campus in the near future once it is finalized.

GI 2025

Another planned allotment of ongoing and one-time allocations available for the next year's budget will be derived from GI 2025/Inclusive Student Success resources. These allocations consist of:

- \$914,000 in ongoing funding which breaks down in the following way:
 - \$512,000-GI 2025
 - \$142,000- GI 2025 Basic Needs (housing- already allocated)
 - \$260,000-Polytechnic Funding

The distribution of these allocations were arrived at through consultation with VP of Enrollment Management Chrissy Holliday, a review of the recommendations from the GI 2025/Inclusive Student Success Implementation Team (described below), a review of GI 2025 goals, a review of the polytechnic prospectus, a review of the Strategic Enrollment Management (SEM) Plan (attached). Further detail on these allocations is forthcoming as a more formal memo.

GI 2025 Spending Plan-Ongoing	
Advising Software	\$190,000
EM Communications Position and Associated Software Needs	\$170,000
Orientation Coordination Position	\$100,000
Diverse Male Scholars Program Coordinator Position and OE	\$112,000
Office of Diversity Equity and Inclusion Initiatives	\$100,000 (\$75,000 at their discretion; \$25,000 earmarked for Annual Equity Arcata Partnership)
Learning Center (Tutoring, Supplemental Instruction, etc.)	\$100,000
Already allocated	\$142,000
	\$914,000 (\$722,000)

GI 2025 Spending Plan-One Time

Student Employment (35K earmark for orientation)	\$75,818
Advising Fellows	\$58,374
Accessibility Fellows	\$57,808
Summer Aid for free units	\$300,000
Total	\$512,000

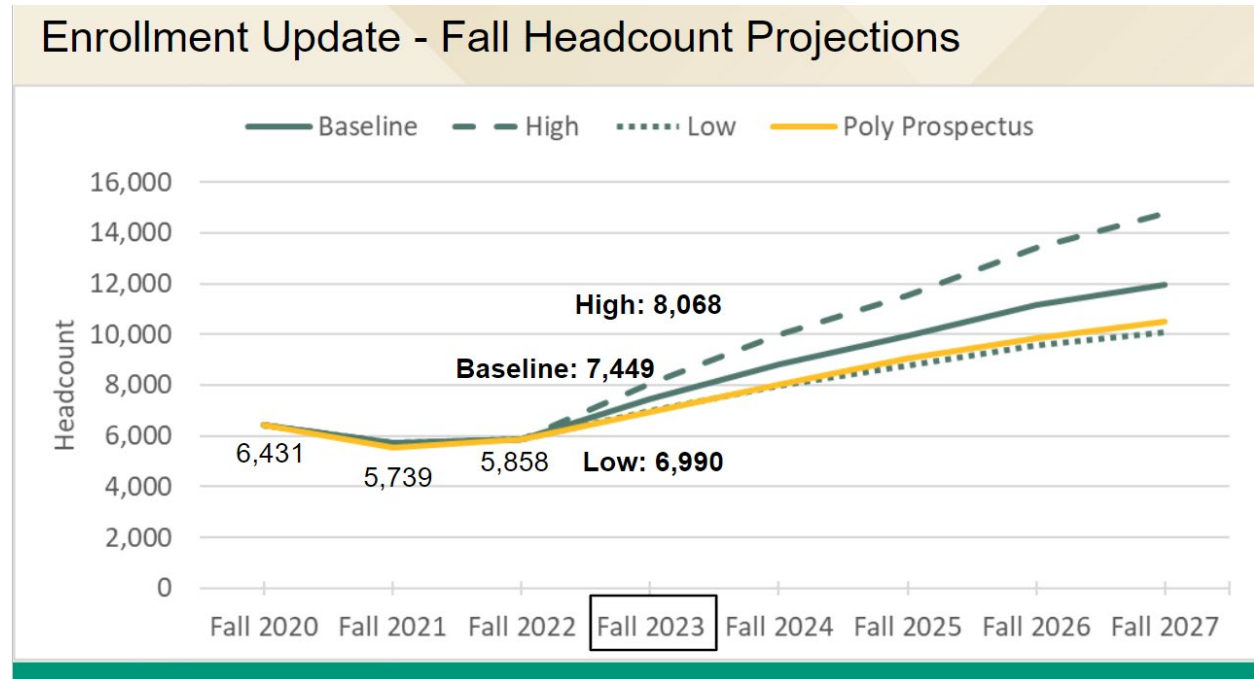
There are a few items, particularly the advising software, that may come in under budget and therefore those remaining resources could be reallocated for other priorities at a future date.

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.



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	2022-23 Budget	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
<i>Total Academic Year Headcount</i>	5,306	5,600	7,114

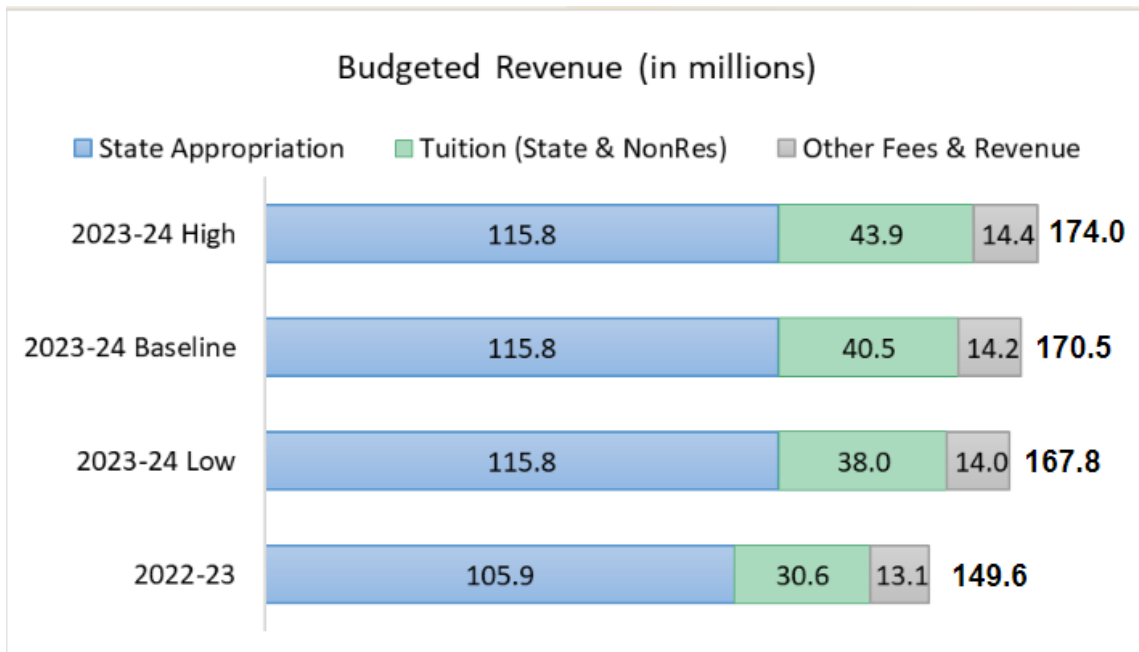
The Enrollment Projections Group (EPG) analyzes enrollment variables and trends throughout the year to develop enrollment targets used in budget planning, as well as other planning campus activities. To guide planning and ensure the campus is prepared, baseline, high and low projections are developed, 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 the 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

The 2023-24 Revenue Budget is \$170.5M at baseline. 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 (+\$4.57M): 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 \$877,394
- 2022-23 GI 2025 allocations totaling \$654,000
- Polytechnic investments totaling \$4,572,000
- Recommended base allocations totaling \$9,333,000 (see Allocations tables above for details)

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.

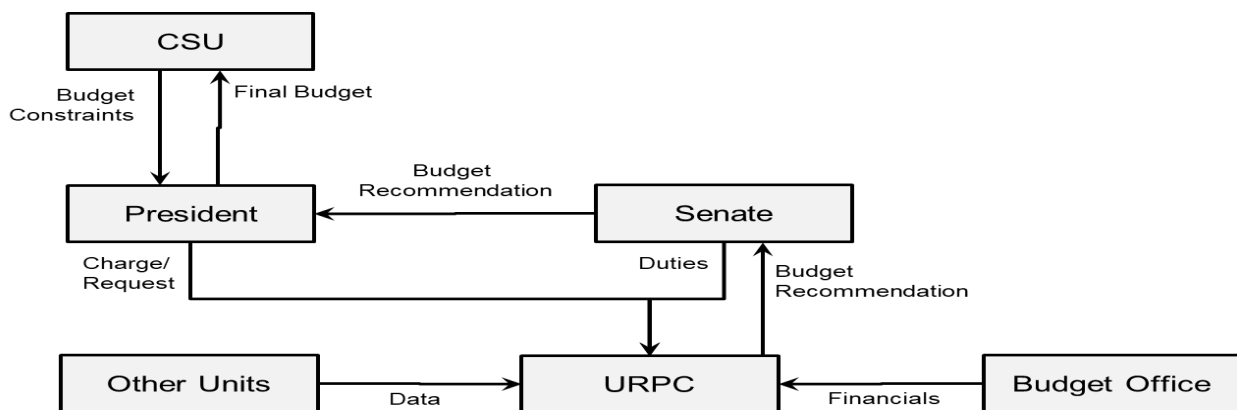


Figure 1. Diagram of URPC in relation to other organizational units.

After conducting extensive campus outreach, the URPC collaboratively outlined two separate means of achieving a balanced budget, given the fact that the cost of prioritized allocations identified by Divisional Leaders exceeded the projected tuition and state allocation-based revenue by \$732,000. Each of the proposals reduces some of the proposed allocations to achieve a balanced budget. The URPC membership initially considered reducing the set-aside for enrollment recalibration, but ultimately determined that compromising that set-aside would be irresponsible given the preponderance of unknowns that surround that sum (we are still not sure what enrollment will look like next year). Furthermore, the budget deficit (-\$3.72M) in the low scenario is similar to the enrollment recalibration amount (\$3.82M), so preserving this amount helps ensure a positive budget position even if enrollment ends up closer to the low scenario.

	BASELINE STARTING POINT		HIGH	LOW
Ongoing Funding Funding Available	9,333,000	%	12,898,000	6,693,000
Enrollment Recalibration	3,382,000	34%	3,382,000	3,382,000
Campus Support for Increased Compensation Costs	2,200,000	22%	2,200,000	2,200,000
Title IX & Cozen Implementation	250,000	2%	250,000	250,000
Move remaining athletics	935,000	9%	935,000	935,000
Move remaining SAC	352,000	3%	352,000	352,000
Stabilize Cost Allocation	865,000	9%	865,000	865,000
Strategic Enrollment Management Plan (Enrollment	1,181,000	12%	1,181,000	1,181,000
Safety and Transportation Enhancements	300,000	3%	300,000	300,000
Advancement Infrastructure (Development and Mar	180,000	2%	180,000	180,000
Human Resources	420,000	4%	420,000	420,000
Instruction?				
	10,065,000	100%	10,065,000	10,065,000
Available Balance - Over / (Under)	(732,000)		2,833,000	(3,372,000)

The first option (Option A):

- Reduces all of the priorities that were not identified as “Expected/Required Allocation” or a carry-forward request from the prior year (Athletics and SAC position transitions to Stateside) to an allocation of 90% of the initially projected ask.
- Reduces the Athletics amount by \$435,000, from \$935,000 to \$500,000, in acknowledgment of the additional anticipated IRA Fee revenue to support Athletics in the coming year that should still result in a positive budget position for Athletics overall. Note: an additional allocation will be needed in the future to shift remaining Athletics positions stateside to complete the multi-year priority to do this. (same as Option B)

The second option (Option B):

- Reduces the Strategic Enrollment Management Plan amount by \$297,000, from \$1,181,000 to \$884,000. In addition, it is recommended that the “Move Remaining SAC” allocation of \$352,000 be considered in combination with the Strategic Enrollment Management Plan amount to provide VP Holliday with discretion to prioritize the investments within these two categories to best meet the needs of Enrollment Management & Student Success.
 - Recommend backfilling the \$297,000 with one-time funding from the Enrollment Recalibration set-aside
- Reduces the Athletics amount by \$435,000, from \$935,000 to \$500,000, in acknowledgment of the additional anticipated IRA Fee revenue to support Athletics in the coming year that should still result in a positive budget position for Athletics overall. Note: an additional allocation will be needed in the future to shift remaining Athletics positions stateside to complete the multi-year priority to do this. (same as Option A)

	BASELINE STARTING POINT	OPTION A		OPTION B	
			Option A Delta from Baseline		Option B Delta from Baseline
Ongoing Funding Available	9,333,000	9,333,000		9,333,000	
Enrollment Recalibration	3,382,000	3,382,000	-	3,382,000	-
Campus Support for Increased Compensation Costs	2,200,000	2,200,000	-	2,200,000	-
Title IX & Cozen Implementation	250,000	250,000	-	250,000	-
Move remaining athletics	935,000	500,000	(435,000)	500,000	(435,000)
Move remaining SAC	352,000	352,000	-	352,000	-
Stabilize Cost Allocation	865,000	778,000	(87,000)	865,000	-
Strategic Enrollment Management Plan (Enrollment	1,181,000	1,062,000	(119,000)	884,000	(297,000)
Safety and Transportation Enhancements	300,000	270,000	(30,000)	300,000	-
Advancement Infrastructure (Development and Mar	180,000	161,000	(19,000)	180,000	-
Human Resources	420,000	378,000	(42,000)	420,000	-
Instruction?					
	10,065,000	9,333,000	(732,000)	9,333,000	(732,000)
Available Balance - Over / (Under)	(732,000)	-	-	-	-

The committee voted for Option B, with members noting that it effectively covered all of the areas’ requests through a combination of one-time funding and ongoing allocations, while maintaining a balanced budget. In the event that we trend towards the “Low” Scenario, we should be prepared to pursue a combination of A and B, reducing all proposed allocations to 90% of the overall asks detailed above, reducing the allocation to athletics, and reducing the Strategic Enrollment Management Plan as detailed above. If our revenue is significantly lower than the projected Low Scenario, we recommend reconvening the URPC during the summer to reconfigure the proposed allocations. Though the “High” Scenario is

considerably less likely, we encourage the campus leadership to consider filling all of the requests and then reconvening the URPC considering the remainder.

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. For the initial context of the multi-year planning needs, [here](#) is a projection of baseline operating fund changes over the next five years, provided with the caveat that these projections follow the assumption that enrollment growth and tuition-based revenue continue following baseline trends, and that state appropriation continues at status quo in future years.

Conclusion

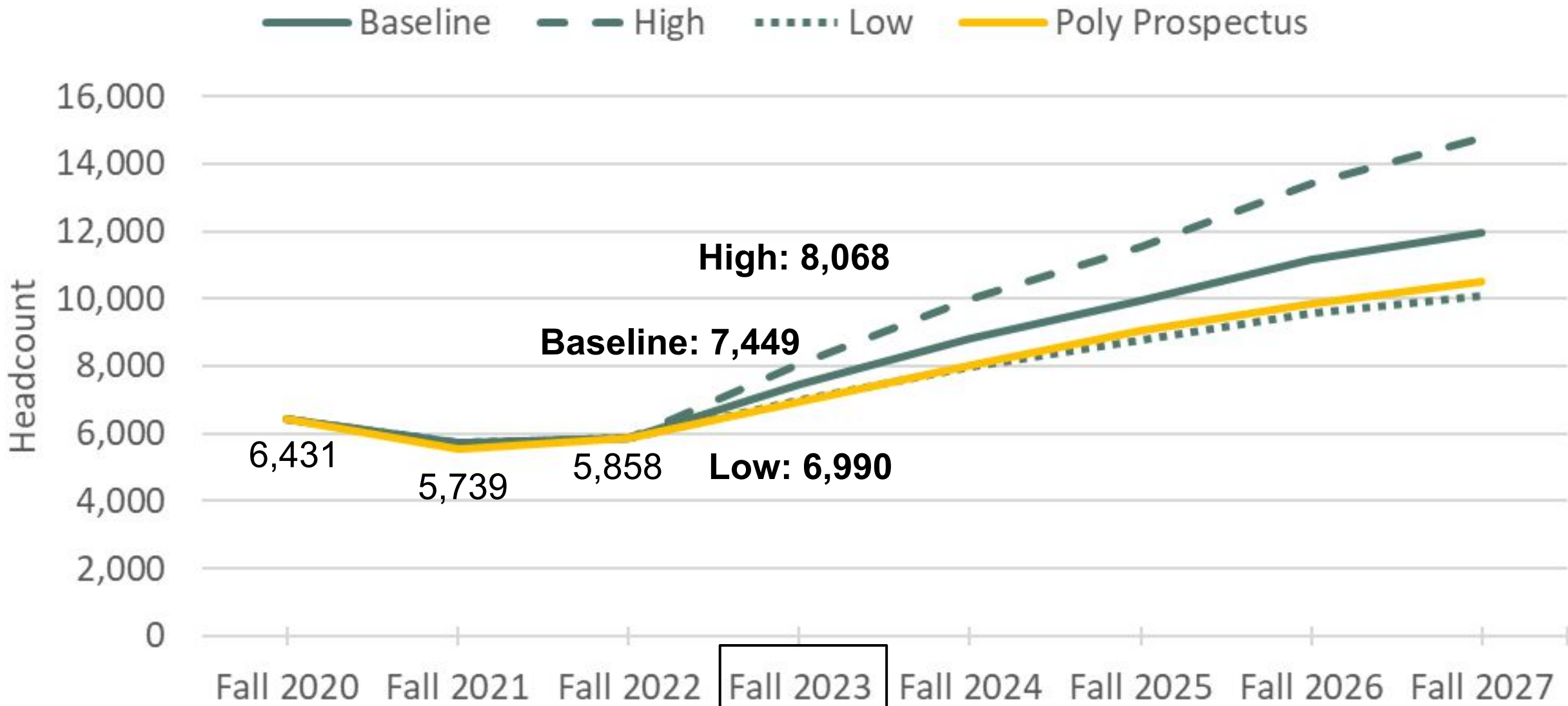
Cal Poly Humboldt budget planning assumptions are based on current, known information gathered from campus enrollment planning, projected mandatory cost increases, information from the Chancellor's Office, and the Governor's budget proposal. While we are aware that the Governor's budget is subject to 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.

2023-24 URPC Operating Fund Budget Recommendation

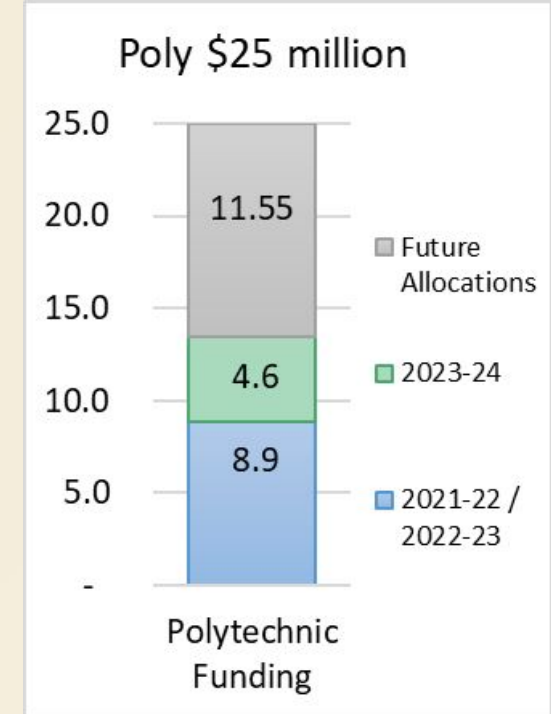
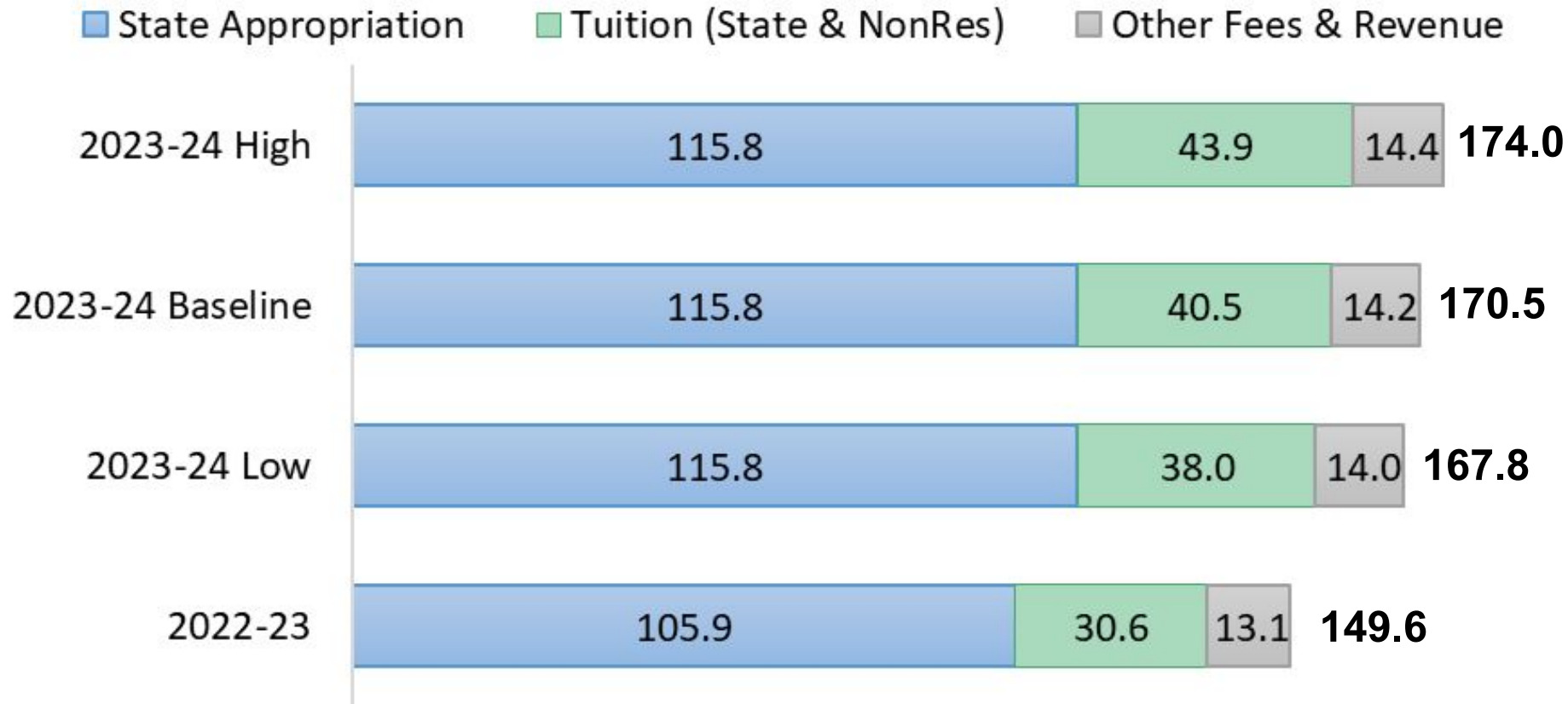


Enrollment Update - Fall Headcount Projections



2023-24 Budget Planning Scenarios*

Budgeted Revenue (in millions)



*Numbers reflect current estimates that are subject to change until the 2023-24 budget is finalized

➤ 2023-24 Budget Scenarios (in millions)

TOTAL Revenue Budget	170.5	167.8	174.0
Expenditure Budget	Baseline	Low	High
Prior Year Expenditure Budget	149.6	149.6	149.6
Compensation & Benefit Increases	5.4	5.4	5.4
Univ Wide, Dept Allocations	0.9	0.9	0.9
Polytechnic Investments	4.6	4.6	4.6
2022-23 GI 2025 Allocations	0.7	0.7	0.7
Base Allocations - Ongoing Priorities			
Total Expenditure Budget	161.1	161.1	161.1
Budget Surplus / (Deficit)	9.3	6.7	12.9

**Baseline =
active planning
scenario**

Budget Priorities (Ongoing)

- Enrollment Recalibration
- Campus Support for Increased Compensation Costs
- Title IX & Cozen Implementation
- Polytechnic Infrastructure
- Safety & Transportation Enhancements
- Stabilize Cost Allocation
- Strategic Enrollment Management Plan (Enrollment and Retention)
- Move remaining Athletics funds and SAC to state side (part 2 of a two year process)
- Chargebacks
- Advancement Infrastructure (Development and MarComm)
- Human Resources
- Allocate for general operations for cost inflation and support operations

➤ Base Allocations - Initial Proposal

	BASELINE STARTING POINT		LOW	HIGH
Ongoing Funding Funding Available	9,333,000	%	6,693,000	12,898,000
Enrollment Recalibration	3,382,000	34%	3,382,000	3,382,000
Campus Support for Increased Compensation Costs	2,200,000	22%	2,200,000	2,200,000
Title IX & Cozen Implementation	250,000	2%	250,000	250,000
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Advancement Infrastructure (Development and Mar	180,000	2%	180,000	180,000
Human Resources	420,000	4%	420,000	420,000
Instruction?				
	10,065,000	100%	10,065,000	10,065,000
Available Balance - Over / (Under)	(732,000)		(3,372,000)	2,833,000

Initial proposed priority allocations exceeded Baseline by \$732,000

➤ Base Allocations - Option A & B

	BASILINE STARTING POINT	OPTION A		OPTION B	
Ongoing Funding Funding Available	9,333,000	9,333,000	Option A Delta from Baseline	9,333,000	Option B Delta from Baseline
Enrollment Recalibration	3,382,000	3,382,000	-	3,382,000	-
Campus Support for Increased Compensation Costs	2,200,000	2,200,000	-	2,200,000	-
Title IX & Cozen Implementation	250,000	250,000	-	250,000	-
Move remaining athletics	935,000	500,000	(435,000)	500,000	(435,000)
Move remaining SAC	352,000	352,000	-	352,000	-
Stabilize Cost Allocation	865,000	778,000	(87,000)	865,000	-
Strategic Enrollment Management Plan (Enrollment	1,181,000	1,062,000	(119,000)	884,000	(297,000)
Safety and Transportation Enhancements	300,000	270,000	(30,000)	300,000	-
Advancement Infrastructure (Development and Mar	180,000	161,000	(19,000)	180,000	-
Human Resources	420,000	378,000	(42,000)	420,000	-
Instruction?					
	10,065,000	9,333,000	(732,000)	9,333,000	(732,000)
Available Balance - Over / (Under)	(732,000)	-		-	

**Voting
Results:**

Option A - 0

Option B - 6

CAL POLY HUMBOLDT
University Senate

Resolution to Clarify Working Personnel Action File Requirements

29-22/23-FAC — April 25, 2023 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends the following change to Appendix J be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

RESOLVED: That the University Faculty Personnel Committee has noticed that materials are often missing from the year candidates were last up for review; and

RESOLVED: That the faculty handbook can be updated to clarify the requirements to better define expectations and ensure that faculty files are complete.

RATIONALE:

UFPC has noticed that there is a gap in faculty files and that this gap can likely be resolved by adding clearer language in the faculty handbook to specify the requirements and expectations of the Working Personnel Action File.

Section V.E.2.b of Appendix J of the Faculty Handbook currently reads as follows:

Section 2 - Pertinent documents concerning original appointment, subsequent retention, tenure and promotion; evaluations of leaves intended to count as time in academic rank; and clarification of the terminal degree status if not readily apparent. Tenured faculty need not include data from before their last promotion.

The new wording shall be as follows:

Section 2 - Pertinent documents concerning original appointment, subsequent retention, tenure and promotion; evaluations of leaves intended to count as time in academic rank; and clarification of the terminal degree status if not readily apparent. Tenured faculty shall include material since the submission of their last successful application for promotion.

CAL POLY HUMBOLDT
University Senate

Resolution on Updates to the New Program Proposal Guidelines

28-22/23-ICC - April 25, 2023 - First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached updates to the New Program Proposal Guidelines be approved, and it be further;

RESOLVED: This supersedes Resolution #36-11/12-ICC.

RATIONALE: The proposed changes to the New Program Proposal guidelines updates the out of date information in the existing guidelines document and examples the guide to include not only new degree programs (BS/BA/MA/MS) but new certificates, minors, concentrations, concentration elevations, and blended programs as well. Additionally, the updated guidelines include providing a more systematic framework for communication about curriculum ideas among colleagues and, for new degree programs, a more systematic framework for resource needs discussions with the Dean's office.

Guidelines for Approving New Degree and Credential Programs at HSU

Introduction

The Academic Master Planning (AMP) subcommittee of the Integrated Curriculum Committee (ICC) is working to establish curricular guidelines for degree programs (Majors, Credentials, and Master's degrees). When proposing new degree programs, faculty should document how their program meets the standards, or provide a rationale for an exception.

Background

The AMP subcommittee's initial charge included developing criteria for approving new degree programs, with the goal of making the process more transparent and efficient. These guidelines will apply to all new degree programs, both those funded by the state and those funded through self-support.

Process

Initial planning for a new degree-program should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs. Departments are welcome, but not required, to consult the AMP as well at this stage. When all interested parties agree that the basic idea of the new program is acceptable, then the program begins the formal approval process. Formal approval of a new degree program is a three-step process.

The first step includes a letter of intent that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission and the campus and societal need for the degree. ICC approval of the letter of intent will result in a request to the Chancellor's Office (CO) to add the program to HSU's Academic Master Plan. The ICC's response to the initial proposal will be transmitted to the Senate as an information item.

The second step of the process requires completing a draft of the CO's paperwork for New Programs. In this step, the proposed curriculum, student learning outcomes, and resource implications of the program will be examined in detail. In addition, all proposals will be evaluated by an outside reviewer (a CO requirement). Typically, proposals go through several revisions at this point as the AMP subcommittee and the program collaborate to develop plans for a program that will succeed at HSU. Completion of the second step will be reported to the full ICC as an information item.

In the third step of the process, the program submits the final version of the CO forms and all related curriculum change forms (new course forms, course change forms, etc.). While a few minor changes may still occur to the CO forms at this point, the majority of the work in Step Three will involve getting the details of the courses correct. When Step Three is complete, the complete package of proposals will go to the full-ICC and then the University Senate and the Provost's office for approval before being sent to the CO for final approval.

Step One: Letter of Intent

Process

The letter of intent will include all the information needed for the CO's "New Degree Projections on the Academic Master Plan." The letter of intent should be brief (no more than 2-3 pages), and provide a very general picture of what the new program would be as well as reasons that HSU should be offering this new program.

The AMP subcommittee will consider the letter of intent before sending it to the full ICC for possible approval. When ICC approval has been granted, the campus will submit the program to the CO for addition to HSU's Academic Master Plan. Once the program is added to the Academic Master Plan, the campus has permission to begin full-scale planning for the new degree.

Standards for Step One

The ICC will consider the factors listed below:

1. The degree supports the University Vision/Mission/Core Values and HSU Student Learning Outcomes.
2. The degree is grounded in a recognized scholarly discipline.
3. The degree serves a recognized student, or societal need.

Step Two: The Chancellor's Office Academic Program Proposal

Process

The program submits a draft of the CO "Academic Program Proposal" form to the ICC as well as to at least one off-campus reviewer who can comment on the proposed curriculum. The proposal will include the full curriculum, student learning outcomes mapped onto the curriculum, evidence of student demand for the program, projected student enrollments, and projected costs including new faculty hires.

Standards for Step Two

The AMP subcommittee will consider the factors listed below:

I. COHERENT CURRICULUM

1. The degree program has a stated curricular focus, a set of related student learning outcomes, and an explanation of how the curriculum supports those learning outcomes.
2. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes.

3. All undergraduate major proposals are expected to demonstrate that students can complete the major and all General Education/All-University requirements in no more than 120 units. (With the exception of combined BA/Credential programs, the Chancellor's office generally will not approve programs of more than 120 units.) In addition, the program will create 4-year student course plans (MAP) to demonstrate that students can complete all the degree requirements in that time. Similar 2-year plans will be developed for transfer students showing how students who have completed Star Act AA degrees can effectively transition from community college programs to completing their degree in two more years.
4. To ensure that students easily understand the degree requirements, the Major curriculum will include all required courses (no hidden pre-requisites, no pre-major courses).
5. New degree programs will not duplicate existing offerings at HSU. Where appropriate, the proposal will address ways that this degree is similar or different from existing programs at HSU.
6. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

II. RESOURCES AND VIABILITY

1. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
2. If the new program will need Accreditation, the proposal will discuss the implications of this including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
3. The program will create four-year degree plans showing how prepared students can complete the degree in four years. The degree plan must be coordinated with the department's course-rotation plan.
4. The proposal will provide evidence of student interest and demand for this new degree program. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. At minimum, the program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.
5. The proposal will include a cost/efficiency statement completed by the relevant Dean's office(s).

Step Three: The Complete Final Proposal

Process

The final proposal will include:

1. Completed CO Paperwork
2. Completed curriculum proposals including new course proposals, syllabi and catalog copy.

Once the final proposal is in order, it will be submitted for approval to the full ICC, then the University Senate, then the Provost's office, and finally the CO.

The Senate resolution recommending approval of the program will include information about the expected start-up date for the program as well as a statement that the program and the Provost will negotiate appropriate benchmarks for the program.

Programs that are approved using the CO's Pilot Program process may operate at HSU for three years before the program must submit a revised version of the CO proposal for ICC and Senate approval.

Standards

1. Curriculum proposals are complete.
2. Syllabi conform to the HSU syllabus policy.
3. Course C-classifications are appropriate for the proposed mode of instruction, and expected student workload conforms to the *CSU Definition of Credit Hour* (AA-2011-14)
4. Course numbering conforms to HSU policies and practices for course numbering.
5. All remaining details are corrected in the Chancellor's Office form.

Definitions:

Program – programs are new Majors or new Graduate degrees. New options within existing programs are not new programs, and thus not covered by these guidelines.

Degree Plan – a plan showing how a student can complete a degree in four years. The Degree Plan includes major courses as well General Education and All-University (GEAR) requirements and space for elective units.

Developed by the Integrated Curriculum Committee, 04/17/12

University Senate: Passed Unanimously, 04/24/12 (Resolution #36-11/12-ICC)

Provost Snyder: Approved 05/02/12

Guidelines for Approving New Degree Programs, Credential Programs, Concentrations, Minors, and Certificates at Cal Poly Humboldt

Introduction

The Academic Planning and Program (APP) subcommittee of the Integrated Curriculum Committee (ICC) is working to maintain curricular guidelines for degree programs (bachelor's degrees, credentials, and master's degrees), concentrations, minors, and certificates, that align with campus, CSU, WSCUC policies and requirements as well as state laws. When proposing a new curriculum, faculty should use this document as a guide and follow all steps and deadlines included.

Getting Started

Proposals for Interdisciplinary Programs must follow the [Interdisciplinary Program Guidelines](#) while preparing the program proposal in accordance with the respective proposal guidelines below.

Definitions:

Minor: A course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest. Available to matriculated students only.

Certificate: A cohesive course of study designed to provide students with training focused to enhance their professional/career opportunities. Available to matriculated and non-matriculated students.

Concentration: A focus within a major program that is less than half of the units in a major program that appears on a student transcript.

Blended Program: A specifically planned program of coursework that will allow students to complete requirements for an undergraduate and graduate program simultaneously.

Bachelor's Degree: Undergraduate level degree granting program of study.

Master's Degree: Graduate level degree granting program of study.

The curriculum being proposed is a new:

Certificate

Minor

Concentration

Blended Program
(MA/S with a BA/S)

Bachelor's, Master's or
Credential



[Start Here](#)

[Start Here](#)

[Start Here](#)

[Start Here](#)

Are you elevating a
concentration to a
stand alone degree?

Yes

No



[Start Here](#)

[Start Here](#)

New Certificate

Certificates can be offered in state-support or self-support (through CEEGE) depending on the goals and target audience of the certificate. Certificates can be either for academic credit (i.e. all classes are listed in the catalog) or non-academic certificates.

- Self-support certificates can be either academic or non-academic. Certificates that are not intended to be academic credit-bearing (i.e., students will not receive college credit for taking the course(s)) can be developed in consultation with CEEGE and do not need to complete step two. If proposers want an academic certificate available to matriculated students that is self support, the guidelines below must be followed.
- All state- support certificates must complete the review process outlined below.

Step One: Initial Planning and Communication

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

Step Two: New Certificate Proposals for Academic Credit Regardless of Support

The second step includes submission of a New Minor/Certificate Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the certificate, the connection between the certificate and the University mission and values, the campus and societal need for the certificate, the necessary resources to support the certificate, WSCUC Substantive Change Program Screening Form approval, and, finally, the certificate curriculum. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the program proposers for them to attend the APP meeting and participate in the discussion where the certificate proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the certificate proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the

program proposal is moved to the full ICC. The ICC chair will schedule with the proposers the time that the certificate proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

I. That the certificate complies with all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA 21-06)

II. COHERENT CURRICULUM

- A. The certificate has a stated curricular focus and supports the University Purpose/Vision/Core Beliefs and Values.
- B. To ensure that students easily understand the certificate requirements, the curriculum will include all required courses (no hidden prerequisites).
- C. New certificates will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this certificate is similar to or different from existing programs at Cal Poly Humboldt.
- D. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- E. Any courses identified for GEAR areas follow all [GEAR requirements](#).

III. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the certificate. A five-year course rotation plan will show what courses will need to be offered for the program.
- B. The proposal will provide evidence of student interest and demand for this new certificate. Where appropriate, the evidence for student interest should also include information about enrollment trends expected in the certificate.
- C. For certificates that are running through CEEGE, an MOU detailing the resources and oversight of the program will be required prior to approval of the proposal in the ICC.

Timeline

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote . This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

Spring 1.5 academic years ahead of registering students in the certificate

Submit New Certificate Proposal in Curriculog by the posted curriculum deadline



Fall one academic year ahead of registering students in the certificate

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, and Provost Office



Spring .5 academic years ahead of registering students in the certificate

Certificate coded in Acalog and DARS systems



Fall Semester following coding

Certificate in the catalog and available to students

New Minor

Step One: Initial Planning and Communication

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

Step Two: New Concentration Proposals

New minor proposals include submission of a New Minor/Certificate Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the minor, the connection between the minor and the university mission, the campus and societal need for the minor, the necessary resources to support the minor, and, finally, the minor curriculum. For a full description of the items needed as part of Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the program proposers for them to attend the APP meeting and participate in the discussion where the minor proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the minor proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the minor proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

I. That the minor complies with all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations \(VPAA 21-06\)](#)

II. COHERENT CURRICULUM

- A. The minor has a stated curricular focus and supports the University Purpose/Vision/Core Beliefs and Values.
- B. To ensure that students easily understand the minor requirements, the curriculum will include all required courses (no hidden prerequisites).
- C. New minors will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this minor is similar to or different from existing programs at Cal Poly Humboldt.
- D. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- E. Any courses identified for GEAR areas follow all [GEAR requirements](#).

III. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the minor. A five-year course rotation plan will show what courses will need to be offered for the program. It is encouraged that existing courses be utilized to support minors.
- B. The proposal will provide evidence of student interest and demand for this new minor. Where appropriate, the evidence for student interest should also include information about enrollment trends expected in the minor.

Timeline

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

At minimum Spring 1.5 academic years ahead of registering students in the minor

Submit New Certificate Proposal in Curriculog by the posted curriculum deadline



Fall one academic year ahead of registering students in the minor

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, and Provost Office



Spring .5 academic years ahead of registering students in the minor

Certificate coded in Acalog and DARS systems



Fall Semester following coding

Minor in the catalog and available to students

New Concentration

Step One: Initial Planning and Communication

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

Step Two: New Concentration Proposal

New concentration proposals include submission of a New Concentration Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the concentration, the connection between the concentration and the campus mission and values, the campus and societal need for the concentration, the necessary resources to support the concentration, and, finally, the concentration curriculum. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the proposers for them to attend the APP meeting and participate in the discussion where the new concentration proposal will be reviewed. In addition, notification of the new concentration proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the concentration proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the concentration proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

That the concentration complies will all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA (21-06))

I. COHERENT CURRICULUM

- A. The set of courses required in the concentration is justified with respect to the development of student learning. Duplication of content in proposed and existing courses will be reviewed.
- B. To ensure that students easily understand the degree requirements, the concentration curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- C. New concentrations will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this concentration is similar to or different from existing programs at Cal Poly Humboldt.
- D. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- E. Any courses identified for GEAR areas follow all [GEAR requirements](#).

III. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the new concentration. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. The proposal will provide evidence of student interest and demand for this new concentration. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions and/or predictions of future employment trends.
- C. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

Timeline

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

At minimum Spring 1.5 academic years ahead of registering students in the concentration

Submit New Concentration Proposal in Curriculog by the posted curriculum deadline



Fall semester one academic year ahead of registering students in the concentration

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, Provost Office, and CO



Spring .5 academic years ahead of registering students in the concentration

Concentration coded in Acalog and DARS systems



Fall Semester

Concentration in the catalog and available to students

New Blended Program Proposal

New blended programs must include an existing BA/BS and existing MA/MS already offered at Cal Poly Humboldt. Initial planning for a new blended program begins with extensive informal conversations with all interested parties including the departmental faculty, dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE) as appropriate, including any departments that have similar expertise and/or efforts (communication documentation is part of the Curriculog proposal). Departments are encouraged, but not required, to consult the APP at this stage, as well. Consulting the APP is especially encouraged for interdisciplinary program proposals and collaborators, as they are expected to bring all stakeholders into the discussion and planning in the early stages.

New blended program proposals include submission of a New Blended Program Form in the curriculum management system (Curriculog) that describes a coordinated plan to transition the student from undergraduate to graduate status. This plan will be between the academic department(s) that house the BA/BS and the MA/MS, budget and/or the financial aid office and the Registrar's office. Additionally, the proposal must address if the blended program will include both state- and self-support (e.g., BA in state and MA in self), provide confirmation that the tuition and fees are clearly defined and distinguished for each program and appropriately assessed for each program's mode of support, an explanation of support provided to students matriculating through the blended program, and an assessment plan for the individual programs and how these will inform improvements in the blended program, and degree plans. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The proposers will be invited by the ICC chair to the APP meeting to participate in the discussion where the concentration proposal will be reviewed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the full ICC for review. In the event the blended program includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC. The program proposers will be invited by the ICC chair to the ICC meeting where the full program proposal will be reviewed to participate directly in that discussion. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

That the concentration complies with all criteria in the [Policy on "Blended" Bachelor's and Master's Degree Programs \(AA 2012-01\)](#)

II. COHERENT CURRICULUM

- A. The set of courses required in the concentration is justified with respect to the development of student learning. Duplication of content in proposed and existing courses will be reviewed.
- B. To ensure that students easily understand the degree requirements, the curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- C. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- D. Any courses identified for GEAR areas follow all [GEAR requirements](#).

III. RESOURCES AND VIABILITY

- A. A five-year course rotation plan will show what courses will need to be offered for the program. Degree roadmaps that clearly demonstrate the blended pathway including all blended double-counting (maximum 12 units) and for undergraduates, GE/breadth course taking pattern and any potential double-counting with major requirements.
- B. The proposal will provide evidence of student interest and demand for this new blended pathway.

Timeline

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

At minimum fall two academic years ahead of enrolling students

Submit Blended Program Proposal Form in Curriculog by the posted curriculum deadline



Spring semester following proposal submission

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, Provost Office and CO



Summer one academic year ahead of enrolling students

Program coded and added to Cal State Apply; Recruitment of new students



Fall one academic years ahead of enrolling students

Recruitment of new students; Students apply for the program



Fall semester

Enrolled students begin the program

New Degree Program Proposals

Step One: Initial Planning and Communication

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

Step Two: Resource Discussion

The second step includes thoroughly discussing the resource implications for a newly proposed program with the appropriate Dean(s). At this step, the dean shall discuss the program with the proposing faculty and the AVP for Academic Programs to determine if appropriate resources can be allocated to the program as well as the broad impact of the program (e.g., effect on GE). If the appropriate resources cannot be allocated, the program proposal will not move forward to subsequent steps. If appropriate resources are available, the new degree program will proceed to step two. At this step, no documentation needs to be submitted to the ICC; however, approval of programs to proceed to step three should be communicated to the ICC chair as an informational item by the appropriate Dean or Associate Dean.

Step Three: Projected Degree Proposal for Addition to the Academic Master Plan (AMP)

The third step includes submission of a Projected Degree Proposal Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the university mission, the campus and societal need for the degree, and necessary resources to support the program. The [Projected Degree Proposal Form](#) and the [WSCUC Substantive Change Program Screening Form](#) should be completed in their entirety to define the critical components of the program. These forms are the required materials to submit to the CSU Chancellor's Office to be added to Cal Poly Humboldt's Academic Master Plan (AMP) and have the degree added to the Campus Ten-Year Plan (CAP). For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#)..

The ICC chair will schedule a time with the program proposers at an Academic Programs and Planning (APP) subcommittee meeting to participate in the discussion where the projected degree proposal will be reviewed. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. After APP approval to move forward, the projected degree proposal will be moved to the full ICC for consideration. ICC approval by simple majority vote will forward the Projected Degree Proposal to the Office of the Provost and then to the Chancellor's Office (CO) to add the program to Cal Poly Humboldt's Academic Master Plan in January if approved by the BOT. The ICC's response to the initial proposal will be transmitted to the Senate as an informational item. Once the program is approved by the Board of Trustees

(BOT) for addition to Cal Poly Humboldt's AMP, the campus has permission to begin full-scale planning for the new degree and has up to 5 years to be developed followed by 5 years to be implemented.

Standards for Step Three: Projected Degree Proposal

The ICC will consider the factors listed below:

1. The degree supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Learning Outcomes](#).
2. The degree is grounded in a recognized scholarly discipline.
3. The degree serves a recognized student or societal need.
4. The proposal will include an initial and long-term viability statement speaking to the availability of required resources needed to support the program from the appropriate dean

Step Four: Full Program Proposal

The fourth step of the process requires completing a draft of the CO's paperwork for new programs ([New Degree Proposal Template](#)), which shall be submitted to Curriculog as part of a New Degree Program Proposal. As appropriate, associated course change, new course, program change, or concentration change proposals will also be submitted via Curriculog. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#). In this step, the proposed curriculum, learning outcomes, and resource implications of the program will be examined in detail. In addition, proposers may want an external evaluation by a content expert, and are encouraged to do so. The assessment plan for the program will be reviewed by the Office of Assessment at this stage.

The ICC chair will schedule a time with the proposers for them to attend the APP meeting and participate in the discussion where the new concentration proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the program proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the program proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it

will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

Standards for Step Four: Full Degree Proposal

The ICC will consider the factors listed below:

I. COHERENT CURRICULUM

- A. The degree program has a stated curricular focus and assessment plan and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Learning Outcomes](#).
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes. Duplication of content in proposed and existing courses will be reviewed.
- C. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- D. Any courses identified for GEAR areas follow all [GEAR requirements](#).
- E. To ensure that students easily understand the degree requirements, the major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- F. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar to or different from existing programs at Cal Poly Humboldt.
- G. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

II. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. If the new program will need accreditation, the proposal will discuss the implications, including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate,

the evidence for student interest should also include information about enrollment trends in the discipline.

- D. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
- E. The proposal will include the initial and long-term viability statement speaking to the availability of required resources needed to support the program from the appropriate dean(s).

Timeline

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

At minimum Spring (week 4) 3.5 academic years ahead of enrolling students in the degree program

Submit Anticipated Projected Degree to appropriate Dean(s)

Fall three academic years ahead of enrolling students in the degree program

Submit Projected Degree Proposal in Curriculog by the posted curriculum deadline; Work with ICC to finalize the proposal documents; Proposal goes to Senate as informational item and then the Provost

Spring 2.5 academic years ahead of enrolling students in the degree program

Board of Trustees (BOT) Reviews and approved program for addition to the Academic Master Plan (AMP)

Fall two academic years ahead of enrolling students in the degree program

Submit New Degree Proposal Form in Curriculog by the posted curriculum deadline

Spring 1.5 academic years ahead of enrolling students in the degree program

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, and Provost Office; Program sent to CO for approval

Summer one academic year ahead of enrolling students in the degree program

Program coded and added to Cal State Apply; Recruitment of new students

Fall one academic years ahead of enrolling students in the degree program

Recruitment of new students; Students apply for the program

Fall semester

Enrolled students begin the program

Concentration Elevation

Concentration elevations follow a pathway different from building a new degree from scratch, and they do not require approval from the Board of Trustees (BOT) to be added to the Academic Master Plan (AMP) before working on the proposal. However, the concentration should have demonstrated student need and there should be healthy student enrollment in this concentration to warrant an elevation to a stand alone academic program. In addition, there should be a clear plan to delete the concentration from the Cal Poly Humboldt Catalog and a concentration deletion proposal will need to be submitted to Curriculog simultaneously with the concentration elevation proposal.

Step One: Initial Planning and Communication

Initial planning for a concentration elevation begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

Step Two: Concentration Elevation Proposal

Submission of concentration elevations includes submission of a Concentration Elevation Proposal Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission, the campus and societal need for the degree, and the necessary resources to support the program, and WSCUC Substantive change screening form. These forms are the required materials to submit to the CSU Chancellor's Office. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the proposers for them to attend the APP meeting and participate in the discussion where the new concentration proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the program proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the program proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of

the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

I. COHERENT CURRICULUM

- A. The degree program has a stated curricular focus and assessment plan and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Learning Outcomes](#).
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes. Duplication of content in proposed and existing courses will be reviewed.
- C. To ensure that students easily understand the degree requirements, the major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- D. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar to or different from existing programs at Cal Poly Humboldt.
- E. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
- F. The proposal will include an initial and long-term viability statement from the appropriate dean.
- G. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- H. Any courses identified for GEAR areas follow all [GEAR requirements](#).

II. RESOURCES AND VIABILITY

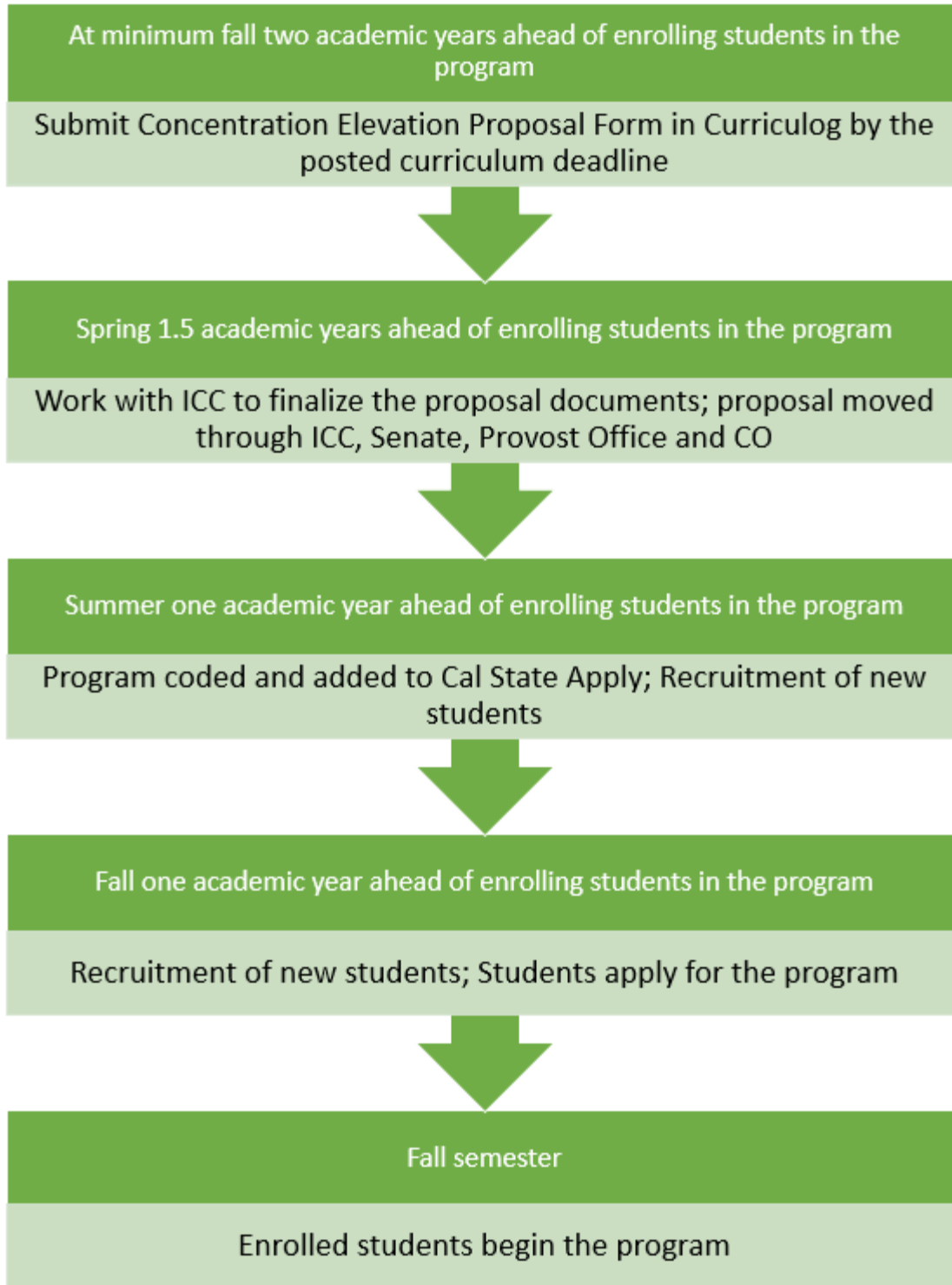
- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. If the new program will need accreditation, the proposal will discuss the implications, including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student

interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.

- D. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
- E. The proposal will include the initial and long-term viability statement speaking to the availability of required resources needed to support the program from the appropriate dean(s).

Timeline

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.



Supersedes 36-11-12ICC

Developed by the Integrated Curriculum Committee, 04/17/12

University Senate: Passed Unanimously, 04/24/12 (Resolution #36-11/12-ICC)

Provost Snyder: Approved 05/02/12

Reviewing and Updating the *Institutional Anti-Racism Action Plan (IARAP)*

An ODEI and University Senate
Partnership



➤ **Institutional Anti-Racism Action Plan Task Force**

Task Force Charge:

To review and update the Institutional Anti-Racism Action Plan by engaging a broad consultative process with the campus community.

➤ Proposed Task Force Membership

- University Senate (2 to 3)
- Associated Students (2 to 3)
- Cultural Center Directors and Coordinators (4)
- Office of Diversity, Equity, and Inclusion (2 to 3)
- Center for Teaching and Learning (1)
- Faculty Leaders (2 to 3)
- Staff Leaders (2 to 3)
- Ethnic Studies Council (2 to 3)

➤ Proposed Engagement and Consultation Calendar

- **Summer:** Task Force plans Fall Professional Development Day
- **August:** Fall Professional Development Day
- **October:** Open Forum in alignment with Campus and Community Dialogue on Race
- **January:** Spring Professional Development Day
- **January-February:** Targeted consultation with affinity groups
- **March:** Open Forum in alignment with the Social Justice Summit
- **April:** Submission of Institutional Anti-Racism Action Plan to University Senate for approval

Contact Us

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