Cal Poly Humboldt
University Senate Meeting Minutes
21/22:14 04/26/2022

Tuesday, April 26, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, April 26, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present (via zoom)
Bell, Burkhalter, Cannon, Capps, Graham, Meriwether, Miller, Miyamoto, Ndura, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Whitlatch, Woglom, Wrenn, Wynn

Members Present (in NHE 102)
Aghasaleh, Anderson, Marcum, Mola, Moyer

Members Absent
Doyle, Tillinghast

Guests (via zoom)
Adriene Colgrove Raymond, Amber Blakeslee, Bella Gray, Carmen Bustos-Works, Carrie Tully, Cooper Jones, Corrina Wells, Cutcha Risling Baldy, Daniel Gautreau, Deserie Donae, Enoch Hale, Frank Whitlatch, Hailee Laphallie, Jacqueline Myrand, Jenni Robison, Julie Alderson, Karley Rojas , Lisa Tremain, Maral Attallah, Maxine Mota, Mike Le, moto stylus guest, Nicki Visso, Patrick Malloy, Peggy Metzger, Rob Keever, Rosamel Benevides-Garb, Savannah Houseworth, Shane Calhoun, Sharon Tuttle, Shawna Young, Shawna Young, Sheila Rockar Heppe, Simone Aloisio, Sulaina Banks, Tyler Bradbury, Victoria Olsen

Guests Present (in NHE 102)
Dave Hickox, Ricardo Lara Nava

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

Announcement of Proxies
St. Onge for Meriwether, Anderson for Pachmayer (as needed), Woglom for Aghasaleh (as needed)

Approval of and Adoption of Agenda
M/S (Wrenn/Aghasaleh) to approve the agenda

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on April 12, 2022
M/S (Anderson/Wynn) to approve the minutes from the April 12, 2022 meeting

Motion to approve the minutes passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

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

Academic Policies:

- Written report attached

Appointments and Elections:

Senator McGuire reported the committee is working on finalizing the slate for next year and asked the Senate to look out for a report at the next meeting.

Constitution and Bylaws:

- Written report attached

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum:

- Written report attached

University Policies:

- Written report attached

University Resources and Planning:

- Written report attached

Labor Council:

- Written report attached

Associated Students:

Senator Marcum reported that AS is in the midst of their elections and that the new Board of Directors will be ratified on May 6. The AS Board will move to Nelson Hall West next academic year, and the Board of Directors passed the budget for next academic year, which includes refunding for Scholars Without Borders, and the Area for International Programs. He asked for support on expediting the Asian Cultural Center with funding and an advisor, and taking steps to allow Filipinos who identify as Hispanic, to be recognized as such.

CFA:

Senator Cannon reported: the CFA is seeking nominations for Secretary and Treasurer; that there will be a May Day celebration on Friday this week; Humboldt Meet and Confer team is continuing to meet and confer with regards to the merging of two apartments and CPS and the outsourcing of counseling work to the company called Telehealth or Telecare.

Emeritus and Retired Faculty and Staff Association:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

Proposal to change the name of the Department of Kinesiology and Recreation Administration to the School of Applied Health

The Proposal to change the name of the Department of Kinesiology and Recreation Administration to the School of Applied Health was approved via general consent.

TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
Senator Graham read from the attached prepared remarks regarding budgetary matters

Senator Aghasaleh read from the attached prepared remarks regarding sexual assault, transparency and trust

Senator Anderson read the attached letters from Professor Heather Ballinger and students in the School of Education.

Carrie Tully and Karley Rojas read from the attached prepared remarks regarding budgetary matters and PolyTech University Development and Indigenous Knowledge/Indigenous Science/ Traditional Ecological Knowledge

Dr. Daniel Gautreau spoke regarding CAPS counsellor issues. He stated that morale and job satisfaction has been low in CAPS, especially lately and it's declining as a result of low job security, and difficulty with getting reclassified within their jobs. He noted that many staff psychologists believe they were hired in at job classifications that are actually lower than the duties that are required of them, and that another reason for low morale is the recent contract the University signed with timely care Timely MD for $600,000 for two years, which essentially is contracting out their jobs to a gig economy version of psychotherapy and medical health. He noted that one way the University could help is to offer counselors tenure, which is practice at other institutions, but has never been offered to counselors at Humboldt. He stated that these counselor jobs are not very lucrative and any qualified individuals do not want to come to this job, especially since the positions are one-year appointments, and a counselor has to be employed for six years before being offered a three-year position, which is unheard of at other institutions. He reported that this year alone, five therapists are leaving CAPS for other jobs because of these issues.

Dr. Shane Calhoun spoke regarding CAPS counselor issues, echoing much of what Dr. Gautreau said, and reiterating the fact that this is the second time that most of the CAPS staff has left en masse because their wages are half of what they can get anywhere else, including benefits, which results in disservice to students and counselors especially with the recent contract with Timely MD, which outsources jobs that specialists would better execute for Humboldt students. He stated that CAPS is just going to continue having turnover over and over again, giving our students low quality care and low quality therapy, because the experts and the people who are really quality therapists don't want to stay and make a career in this area, because it is not feasible anymore.

TIME CERTAIN: 3:30 PM - Resolution to Revise the Withdrawal Policy (28-21/22-APC - April 26, 2022 - Second Reading)
Senator Schnurer reported minimal changes to the resolution and thanked Assistant Registrar Jenni Robison for her help in crafting the policy and resolution.

Senate vote on the Resolution to Revise the Withdrawal Policy ***passed without dissent***

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

Nays: none

Abstentions: Capps, Ndura

Senator Moyer noted that someone needs to make sure to communicate these changes to the Advisors on campus, since students are unlikely to know about the changes to this policy through their own research.

Resolution on the Faculty Awards Policy (13-21/22-FAC - April 26, 2022 - Second Reading)

Chair Mola explained that discussion began last meeting about this resolution, but because of time certain agenda items, the Senate was unable to vote on it. He again called for three arguments in favor of the resolution and three arguments against it.

Senator Bell spoke in favor of the resolution, first noting that although no resolution is perfect, this particular resolution is a start to addressing some of the concepts that were mentioned earlier regarding transparency and accountability regarding the process for awarding faculty. She stated that being a new Senator, when the names of the Faculty awardees came forth on Senate, we had to vote, she really wanted to know who these folks were before casting a vote, and this resolution speaks to assuring transparency in the award process. She noted it allows the campus and the Senate to know how the nominees were vetted by the committee, as well as for continued accountability for awardees. She noted that she has been taken aback by the amount of pushback the Faculty Affairs Committee has received about these proposed changes, especially in light of all the talk about wanting more transparency and accountability for people in power or who are upheld as exceptional and deserving of awards.

Senator Miller spoke in favor of the resolution, using the prepared remarks below:

> I want to thank everyone for the feedback you've given us during this process. Creating equitable systems at Cal Poly Humboldt is a challenging endeavor and will be most successful with input from everyone. I also want to acknowledge the work that the faculty awards committee has done over the years and I know that this committee, like many, has struggled to fill all of the seats and get all of this work done, so I appreciate that and want to be clear that we are not suggesting that the committee isn't doing their job, but instead we are looking for ways to support them in doing this job and in ensuring that it's an equitable process.
>
> The Faculty Affairs Committee has had the opportunity to meet with them on a couple of occasions, and heard that they need more support and one suggestion was an easier pathway for people to serve. And that is part of what we're are doing here: we have changed the requirements to serve on the committee to open it up to more people. We also heard a desire for more information, more feedback from the campus on these nominees. The awards committee does not have the capacity to vet the nominees on their own and this step of

collecting feedback can help facilitate that process so that the committee has more information. One member even remarked to us: “the more feedback the better.”

However, collecting feedback comes some challenges. There is a risk of biased feedback affecting the outcome. But it’s important to recognize that with no feedback - with the current system - that same risk of bias exists. If senate chooses to do nothing, there is still an issue of bias that is unaddressed. Bias in the documents the nominee presents, bias in student evaluations, bias of the reviewers. We want to add an equity advocate to help navigate issues of bias throughout the process, including the feedback, student evaluations, and other areas.

I also want to clarify for people who may not be familiar or who may not have understood. The feedback process we are proposing is a process that is entirely familiar to all faculty on campus. As a temporary librarian, every year there were calls for feedback for my performance. As a tenure-track librarian, those calls have continued. So while this process may be added work, it is in no way new to our campus or to our faculty. We are proposing a system that mirrors the RTP feedback process and provides the same protections and rebuttal opportunities.

ERFSA has weighed in on this and I want to also clarify that we are looking at the Distinguished Faculty Awards, and not the ERFSA Faculty Awards. Nonetheless, ERFSA has shared some feedback that should be addressed. They have raised concerns about bias in the process. But we can’t ignore the fact that the current system doesn’t address bias, but rather insulates it from scrutiny. There is also a misunderstanding about what an Equity Advocate is. Equity Advocates go through a training process through ODEI and have been established on campus for a few years now. If people want to learn more about that process, I recommend that they attend a training because we need more equity advocates to participate on hiring committees. It is a process similar to the Avoiding Unconscious Bias training that all members of hiring committees participate in. These trainings are offered on an ongoing basis.

Another ERFSA suggestions is that people of lower rank than nominees should not be eligible to serve on the Faculty Awards Committee, however, when we met with the Faculty Awards Committee, not all members shared this same objection, but rather some welcome the opportunity to open up the committee in the hopes of increasing participation.

And I will reiterate what I shared earlier- currently awards can be rescinded by the president. There is no policy stating otherwise. The question is: do we want a transparent process that follows the shared governance structure or do we want to leave it in the shadows?

Lastly, the idea of having a specific award for inclusion and justice is a nice idea, but relegating inclusion and justice to just that award implies that justice and inclusion are something that takes place in specific areas only and does not belong within the greater policies of our institution.

What we are looking at today is an opportunity to introduce transparency and accountability into the awards process. At senate we often talk about the importance of accountability. We passed a resolution calling for accountability for chancellor Castro. We talk about ending systems of oppression and privilege. We talk about the importance of transparency and shared governance - that’s why we’re here at senate today. Well, now the Faculty Affairs Committee is

trying to introduce a single policy that will introduce transparency and accountability into one small area. It's a highly visible area and I know that people are worried about introducing change. But it's time to do the thing we've been talking about. It's time to create a policy that includes accountability and transparency.

When we are crafting policies do we want to err on the side of the oppressor, of the privileged? Do we want to avoid passing policies that make people accountable because it might feel intimidating? What about the consequence of not having accountability? Who benefits when we create and enable an accountability vacuum? Do we want to create policies to protect the people who are doing harm or do we want to create policies to protect the people who are harmed? Is it better to take the easy way - the perception of a lesser workload - or do we want to hold ourselves to the standards that we set for this university?

Senator Gonzalez spoke in favor of the resolution, and read from the prepared remarks below:

I also want to encourage support regarding adoption of changes to the Faculty Awards Policy. This proposal calls for continuous commitment and contribution of an awardee to act and behave in a manner that demonstrates responsibility and accountability to our Cal Poly Humboldt community.

Receiving an award is an honor and it is also a responsibility. As we applaud and publicize our excellence in teaching, scholarship and service, we should also establish an expectation of excellence, which includes accountability and behavior to our campus community.

The proposal has outlined a shared decision-making process that includes an equity advocate as a member of the committee. It also includes a process for an appeal if an awardee's award is rescinded and acknowledges that an awardee demonstrates continuous commitment and contributions to the purpose, vision, and core values of Cal Poly Humboldt. Please support these proposed changes and stand for the expectations that excellence includes accountability behavior to our campus community.

Senator M. Thobaben shared the following statement regarding the resolution:

I'm reading a statement which reflects the kind of feedback I've heard from many faculty and staff about the campus climate and reflects why some senators are afraid to speak out at senate meetings on this policy and others, and why some refuse to serve on the senate. "In the last year or so, for the first time in my career, I worry about political retribution for articulating my ideas. As a …, I feel vulnerable. I'm quite bummed that I feel this way, but I think it's accurate. I worry that we've lost (or are losing) the ability to have open, honest, and heated discussions about important topics, without a serious backlash".

Senate vote on the Resolution on the Faculty Awards Policy ***passed***

Ayes: Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Ndura, O'Neill, Pachmayer, Schnurer, Woglom, Wrenn, Wynn

Nays: Moyer

Abstentions: Aghasaleh, Capps, Teale, A. Thobaben, M. Thobaben, White

Resolution to Recommend a New B.S. in Software Engineering (33-21/22 - ICC - April 26, 2022 - Curriculum Reading)

Senator Anderson introduced the resolution, explaining that the proposed Bachelors of Science in Software Engineering program is going to be housed in the Department of Computer Science, and through this program students will apply themselves to software development operation and maintenance programs.

Senator Schnurer did not speak against the resolution but noted his concern about high unit majors skipping over general education requirements and asking for a waiver from the Chancellor's Office.

Senate vote on the Resolution to Recommend a New B.S. in Software Engineering ***passed without dissent***

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

Nays: none

Abstentions: Capps, Ndura, Schnurer

Resolution on Proposed Changes to Section 800 of the Faculty Handbook (29-21/22 - CBC - April 26, 2022 - First Reading)

Senator Teale introduced the resolution, noting that revisions to the faculty handbook will continue in the fall, but the CBC will revise piece by piece.

Senator Moyer thanked the committee for their work and suggested that a tracked changes version of the document would be helpful for the Senate to review next time.

TIME CERTAIN: 4:00 PM - Resolution on the e-Learning Policy (34-21/22 - ICC - April 26, 2022 - First Reading)

Senator Anderson introduced the resolution, explaining that Julie Alderson and Enoch Hale did the groundwork for updating the policy last fall and sent it to the ICC for additional feedback. She stated the policy offers updates to the current version, more clarity for moving forward, and changes in accessibility and confidentiality. She explained that one of the main discussion points in the ICC was related to training for online teaching for faculty to support both student and faculty success in online teaching and learning in that realm. She explained the language originally drafted by Julie and Enoch supported a strong system of quality assurance requiring training for anyone teaching an online class, but that the ICC suggested changing that language to "recommended" because of the workload considerations inherent in requiring training, especially when it comes to lecturer faculty.

Senator Anderson recognized Julie Alderson who explained that she still feels that more robust language is needed for this policy especially in the wake of the pandemic, and advocated that Humboldt as an institution come to a place where certain tools and training are built in and required and are able to be assessed. Enoch noted that the previous policy did include language that reference "required" elements in the structure, and emphasized that this is not about faculty evaluation, rather about learning from what we have learned about how students are interfacing with online courses.

Senator Moyer suggested that section C.4 should include language from the Chancellor's Office document regarding C-Classifications that determines at the very least, the parameters for class size, since the Dean really cannot make decisions about class size, independent of that document that affects all curriculum within the CSU.

Senator Aghasaleh noted that the policy should also reflect that the faculty must be aware of the sociocultural and socioeconomic issues surrounding students' and faculty's access to online learning and teaching materials.

Resolution on the URPC Budget Recommendation (30-21/22 - URPC - April 26, 2022 - First Reading)

Senator Woglom introduced the resolution and provided the attached supporting documents to the Senate for review.

M/S (Marcum/Cannon) to amend the resolution to add all of the requests from Carrie Tully and Karley Rojas, and the request made by Senator Graham made to the URPC which included funding for AS.

Provost Capps noted that there have been and continue to be opportunities for collaboration on sustainable TEK availabilities, including one on Friday.

VP Gordon shared that this is additional ongoing allocation, hopefully to realize some of Humboldt's goals in enrollment, since Humboldt is vulnerable to enrollment recalibration.

Senator Burkhalter spoke in support for what VP Gordon said.

M/S (Teale/Moyer) to extend the meeting by 30 minutes

Motion carried

Senator Moyer called the question; motion to amend the Resolution failed with 8 yes votes, 10 no votes, and 5 abstaining votes.

Senator Moyer spoke using the prepared remarks below:

- First, there are no attachments to the Budget Recommendation Draft, which means that there are no budget recommendations for us to consider! There's lots of explaining the thought process around budget, but there's no actual budget document. How can this be a first reading if we have to vote next week on budget recommendations that we haven't seen? How does this incomplete proposal align with the stated value of Transparency and Shared Governance? Document we just got – the Draft should explain how decision were made with those allocations.

- Today Jim Woglam talked about $3.9 million that was available for allocations. What about the rest of the budget? How was the $3.9 million identified? What happens with the rest of the budget? If this document is really ONLY about this tiny portion of the budget, it needs to say so in ways that those of us without budget training can understand the proposal.
- When we actually get the budget recommendation, could it please show the proposed/approved budget (perhaps that's the August version of the budget) for the past two years, next to the actuals for those years? To some degree, budget projections are an exercise in make-believe. You try to have the most data-informed make-believe that you can get, but initial budgets are still guesses. A few years of actuals help provide some useful data.
- The GI2025 Spending Plan includes "Removing Administrative Barriers" and "Basic Needs." What are these? We don't have a division of Administrative Barriers or Basic Needs.
- I understand that the URPC mainly functions at the Division level, but then there are some below-division level budget recommendations in here – to Athletics, the Student Activity Center, hiring Professional Advisors, Mental Health, etc. I'm also intrigued by the statements ""The Student Activity Center is a meaningful space for …. bolstering enrollment and retention…" and "The expansion of the Student Activity Center could lead to much needed increases in enrollment and retention." I'm curious about the data that supports those statements and the decisions associated with these below-Division-level allocations. Do we know that the Student Activity Center is a more important factor in student retention than ensuring that students can find housing, or that they can get jobs on campus, or that they have enough food to eat, or that their medical needs can be met, that we are able to offer the classes they need to graduate? How did you decide which needs got what funding? Do we have student survey data to indicate that athletics are more important to students than Cultural Centers or work on Diversity, Equity, and Inclusion, or scholarships or jobs on campus? We've had Senate presentations from a number of campus entities (most recently CAPS) presenting about their needs. Were those groups asked to document their needs and make requests for additional support? A revised version of the document would be considerably strengthened if the data behind the decisions were included.
- There was a good discussion of roll-forward money, but it didn't include any information about much we rolled forward from 20/21 -to 21/22? (I hear rumors that it is a substantial amount of $.) What do we expect to roll-forward from 21/22 to 22/23? If we consistently have roll-forward $, why have we said the budget isn't balanced in past years? Getting to the end of the year with excess funds would be my definition of a balanced budget.
- Finally, I know the URPC work is supposed to be at the Division level, but when do we have a chance to participate in Shared Governance on budget decisions that affect us at the level of the students and academic programs? The decisions that get made at the Division level trickle down to affect our students, the entire reason we are here. As one example, Department Chairs have seen a presentation of a Budget Model for departments that, so far as I can tell, was created solely by Anthony and Simone. Chairs were not consulted in the creation of this model. I think most of us are living in terror of funding shortfalls that we expect next year when the model is implemented. All of this occurred with no transparency, no shared governance, and apparently

no one thinks that the Senate has any need to see or approve a funding model that will have direct consequences for our students. Why? As another example, decisions around hiring of staff mean that MANY academic departments have been functioning without ASCs and/or ASAs for anywhere from 6 months to 2 years. The problems associated with this are immense, from insane workloads for the remaining staff who are trying to fill in the holes, to substantial amounts of work not getting done. (Overloading all our remaining staff does not demonstrate that we Value Personnel, another one of the excellent guiding principles found at the beginning of this document.) This decision not to hire staff also affects students. Academic office staff are often a student's first contact when they have a question or a problem. Much of student contact with office staff is very simple – they need help with a form, or a lost and found item, or they need to know how to find a professor, or they want to report an overflowing toilet or a homeless person who is camping in the building and acting aggressively towards them. Not having the office support to address these needs changes the culture in our Academic departments from one that actively demonstrated care and support for our students, to one where students don't know where to go to find help. This also affects retention – and perhaps even whether students choose to attend Cal Poly Humboldt at all. Decisions about staffing are made (again with no consultation) at levels far above the departments, and our students suffer when poor decisions are made. I could provide many more examples, but I've talked long enough. We need some forum for those affected by this sort of decision to be able to give feedback before harm is done. If that Forum isn't the URPC or the Senate, then what is it? NAS students come to the Senate to make their requests because we lack a forum for these conversations.

M/S (Wrenn/Woglom) to have the issues arisen today be expressed in writing and shared with URPC, so they can consider them and provide talk about them at a future senate meeting.

Motion carried unanimously

M/S (Teale/Woglom) to extend the meeting until 5:45pm and reevaluate the need for further extension.

Motion carried unanimously

Sense of the Senate Resolution on Strengthening Cal Poly Humboldt's Prevention and Response to Incidents of Sexualized Violence and Other Workplace Harm (31-21/22 - EX - April 26, 2022 - Reading)
Schnurer introduced the resolution.

Wynn said we need to ponder what statement is makes if we terminated his employment and accepted whatever financial retributuion came our way. The fact that soeone can retire with benefits is irritiating bevause its also a monetary drain on the campus not to mention in the face of the survivors

Aghasaleh spoke, add and request title 9 claimed in an email that after 2017 a new clause was added but usa today reports otherwise and now we live in distrust. Urged admin to voluntarily share this portion if their contract to show campus this clause really exists. Those who are admin hored before 2017 to revise and update teir contracts if they want to gain campus trust.

Senate vote on the Sense of the Senate Resolution on Strengthening Cal Poly Humboldt's Prevention and Response to Incidents of Sexualized Violence and Other Workplace Harm ***passed without dissent***

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

Nays: none

Abstentions: Capps

M/S (Marcum/Aghasaleh) to extend the meeting until 6:00pm

Motion carried unanimously

Sense of the Senate Resolution Calling for a Taskforce to Define and Combat Campus Bullying (32-21/22-EX - April 26, 2022 - Reading)

O'Neill and Wrenn introduced the resolution, noting that the issue of bullying isn't limited to faculty protection, since it addresses something that happens to everyone.

Chair Mola motioned without a second to make a friendly amendment, adding a distribution list that includes President Jackson and all of Vice Presidents.

Motion carried

Senate vote on the Sense of the Senate Resolution Calling for a Taskforce to Define and Combat Campus Bullying as amended ***passed without dissent***

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

Nays: none

Abstentions: Capps

M/S (Aghasaleh/Woglom) motion to adjourn

Meeting adjourned at 5:52 pm

CAL POLY HUMBOLDT
University Senate

707 826-3657 PHONE
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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 26, 2022

Though we are so close to being done with this academic year, there are still more than a few loose ends to tie up. Our last two meetings this year will be exceptionally full, and there will be (as always) important items that will have to wait until next year. Due to this fullness of our agenda, and it being April, I fear that folks may only give a cursory read of the Senate packet. I know I have been in this position many a April. Please try to find the time to give the items on today's agenda a careful read. There are numerous items that are important and will have an impact on all of us. Your feedback is critical to our shared governance.

We also have a number of items today that carry emotional weight. Our Sense of the Senate (SoS) resolutions are an imperfect response to another failure of the CSU to ensure safe working/learning environments for the campus community. Folks have every right to be angry/sad/afraid/outraged/etc as our institution seemed to prioritize risk management rather than doing the right thing. For those of us that have been here a while, this should come as no surprise, as the former iteration of the Title IX office was ineffective at supporting survivors. Our current iteration is better, though, of course, there is great room for improvement, and our SoS's offer solutions to this end. Your consideration and input on these resolutions is critical to ensuring that we improve policies and practices on our campus to prevent sexualized violence and bullying.

Thank you for all that you've done this year. Keep going, we are almost there, three more weeks!
Monty

CAL POLY HUMBOLDT
University Senate Written Reports, April 26, 2022
Standing Committees, Statewide Senators and Ex-officio Members

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Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

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

The Committee met on April 14 and April 18, 2022.

On April 14, the committee reviewed the withdrawal policy for suggested changes around international students and some simple editing changes. The withdrawal policy is headed for a second reading at this week's April 26 senate meeting.

This policy proposes the creation of a one-time WU grade deletion policy for students who get one or more WU during a semester. We think that this policy would help students avoid academic probation and also help with long-term student success.

We also worked on the syllabus policy with an eye on handing off a package of materials for the next APC chair. This work includes a proposed decolonizing statement, anti-racist syllabus work from ODEI, a rough draft of proposed syllabi policies, and some key framing about student-centered Cal Poly Humboldt syllabi structures.

On April 18 the committee had a short meeting to discuss transitioning the committee, syllabi models and the withdrawal policy.

The next meeting of the APC is April 28 at 10am.

Constitution and Bylaws Committee:

Submitted by Chelsea Teale, CBC Chair

George Wrenn, Garrett Purchio, and Deirdre Clem

CBC met on 4/20 and was joined by new Fa22/Sp23 member Rouhollah Aghasaleh. Our next task is to make a new set of additional changes to section 800 of the faculty handbook once the first set passes the senate this semester. Those changes are based on new committees, or new committee descriptions, that were created this semester. We'd like to remind everyone to take a look at the first draft of a master list of committees and let Chelsea Teale (ct1154) know if there is anything to add/subtract/revise: https://senate.humboldt.edu/committees ("Comprehensive List of Campus Committees"). Next year one of our goals is to replace all instances of "Humboldt State University" and "HSU" with "Cal Poly Humboldt," "CPH," or "Humboldt" in the handbook. In our last meeting of the semester we will finalize roles and responsibilities until we meet again in the fall, and hope to set a meeting schedule.

Faculty Affairs Committee:

Submitted by Marissa O'Neill, FAC Chair

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

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

FAC met on April 18th and 25th.

The committee met members of staff council on April 18th to discuss a Sense of the Senate to Combat bullying and to finalize the draft. On April 25th the committee discussed the Faculty awards policy and upcoming meeting agendas.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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

ICC Members:
Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Rosamel Benavides-Garb, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Cindy Moyer, Marissa Ramsier, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni

Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

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

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

Subcommittee Reports

- **Academic Policies Committee (APC)** Committee is continuing their work on policies including the Withdrawal policy (in senate) and syllabus policy (in committee).
- **General Education and All University Requirements (GEAR)** The GEAR committee reviewed the GEAR proposal for the Software Engineering program for ABET accreditation. The committee also brought forward an alternative plan for GEAR recertification. Items spoken to in more depth as agenda items below.
- **Course and Degree Change (CDC)** The CDC is reviewing proposals in the Curriculog cue that have come in recently.
- **Academic Programs and Planning Committee (APPC)** The APPC reviewed a new certificate program in Maritime Archeology and held a discussion of what anti-racism work within the ICC's role in curriculum could look like.

Software Engineering Proposal. The program proposal for Software Engineering was reviewed, including the GE exception proposal that will be sent to the Chancellor's General Education Advisory Committee for review. No further question arose from the ICC and the proposal was approved to move to the senate by consensus with one noted abstention. A recommendation for ongoing collaboration between faculty in programs with GE exceptions and faculty who teach in those GE areas was made and supporting those processes will be a topic for future discussion in the ICC.

GEAR Recertification. Lisa Tremain and Mark Wicklund presented a new process recommendation for GEAR recertification. This process would align recertification to program review cycles instead of reviewing different GEAR areas each year. Including GEAR recertification as part of program review allows programs to spread out the process over the seven year cycle regardless of the AREA the course is in instead of doing all courses in a single year. Additionally, this process would allow for the thoughtful connection of GEAR courses and the larger program and include Dean level consideration of GEAR coursework in following the program review processes. The current process of recertification by the GEAR area does not provide a mechanism for the thoughtful integration of program and GEAR work nor bring the GEAR courses to the level of the Dean's office. Lisa is planning to collect feedback from CoC's about the two options before moving forward.

GWAR/Writing Requirements. Lisa Tremain introduced the work that she, Nicolette Amann, and Kerry Marsden are doing to respond to the changes that eliminate the GWPE as an option

to meet the CSU writing proficiency requirements (GWAR). They are working on recommendations for options that programs can use to meet the writing requirements. Lisa will be seeking input from CoC's on these options and this will be coming to the next ICC meeting as a full discussion item.

E-Learning Policy. The committee discussed further edits to the e-learning policy. A huge thank you to Julie Alderson and Enoch Hale, who wrote the first draft of the new e-learning policy in the fall and passed it to the ICC for further input. Two big picture questions have arisen through these discussions. First, the level of rigor for training for online teaching. Requiring instructors teaching online to take a training course creates a workload that is not provided for under the current contracts of our lecturer faculty colleagues. The presented policy language is to recommend training for teaching online but a call to uphold quality assurance as we move into a larger online footprint has been made. The inclusion of required training would necessitate negotiations to occur before that language is included in the policy or including the required language in the policy with an explicit notation about timeline for implementation and negotiations. These negotiations are beyond the ICC's scope. A similar discussion is occurring over the review of online courses, any training requirements to be able to assess online courses would need to be considered as well. The second main point of discussion is the provision of deciding modality. The proposed language aligns with the current policy that puts modality decisions at the program/department level in consultation with Dean's offices. Through these discussions, there remains a list of process considerations that would need working out in the next AY. These processes include:

- Ability to speak to accreditation needs as they relate to ensuring the students registered are the students doing the work in the class,
- Process for programs to monitor the balance of course modalities to meet WSCUC requirements
- Process or guidelines to help determine class size for online courses
- Clearer identification of course modalities in the schedule and rotations
- Data resorts/availability of data around student success rates and other benchmarks
- Noting typical modality/course offering patterns in the catalog

Courses not Connected to a Degree. In the review of a new course proposed for the Intercollegiate Women's Triathlon Team, a discussion was had about courses not connected to any degree program. There are several pockets of courses that exist outside of degree programs and a discussion on how these courses are structured within the context of the University will be discussed in detail next AY.

University Policies Committee:

Submitted by George Wrenn, UPC Chair

Meeting date: April 8, 2022, 10 p.m., via Zoom

Meeting attendees:
UPC: Dierdre Clem, Troy Lescher, Sarah Sterner, George Wrenn
Faculty Affairs: Simone Aloisio, Ramona Bell, Loren Canon, Debbie Gonzalez, Tim Miller, Kim Perris

On April 8, the UPC met for a second time with members of Faculty Affairs to help craft an anti-bullying definition and resolution.

The UPC will have its final meeting of the year on May 6, with guests Mike Le (IRAR Director) and Amy Moffat (**Associate Director Non-Academic Assessment)** joining the committee to discuss the development of an Online Survey Coordination Policy.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC met on April 15th, in a meeting that was intended to be devoted entirely to discussion, revising, and voting on the committee's annual budget recommendation. At the conclusion of the meeting, which was extended by 30 minutes, the committee voted on the distribution of new ongoing allocations based on the President's Administrative Team's funding priorities for AY '22-'23. The allocations, outlined in our first reading draft of the recommendation, passed with four votes in the affirmative, one vote in the negative, and one abstention. We determined that we would use the following weekend to revise the language of the recommendation (but not the content) and vote on the draft on Monday via google form in order to get it in for discussion at SenEx that Tuesday, April 19th. The vote to forward the recommendation passed with 87% of the seven voting members responding.

At Tuesday's SenEx meeting we discussed the format of the rec and determined that a more comprehensive and comprehensible table detailing the University-to-Division allocations for the year would be advisable, a diagram which will be provided for Senates discussion of the recommendation. We look forward to discussion of the rec, and for participation in the shared governance model surrounding our University's resources.

Labor Council:

Submitted by Steve Tillinghast, Labor Council Delegate

The comprehensive salary study is complete and is set to be delivered to the Legislature before the end of this month. The study resulted from collaboration among CSUEU, Teamsters 2010, and the CSU, as well as other labor groups. It was funded by a $2 million-dollar augmentation to the CSU budget. Mercer was selected to conduct the study. The main finds of the study are:

- Identified significant wage compression, meaning that new hire salaries are often extremely close to salaries of senior staff.
- Determined that, on average, CSU staff salaries are 12% behind the market average. The market assessment looked at regional public and private employers for similar occupations as well as higher education institutions in and out of the state.
- Recommended implementing a 9-step salary system which will help support wage growth and a living wage for the non-faculty staff at the CSU. The proposed system will include 5 annual steps that an employee will progress through with satisfactory completion of job duties, additional steps assessed every two years, and a final step after three years.

Mercer has determined that the CSU's wage structure issues can be addressed through a $288 million-dollar budget augmentation. The next step will be to lobby the legislature to fund the augmentation.

More information can be found here

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Cal Poly Humboldt Executive Committee Small Grant Awards 2022 Press Release
Submitted by Marshelle Thobaben, Humboldt-ERFSA Representative to the University Senate

The Executive Committee of the Cal Poly Humboldt Emeritus and Retired Faculty and Staff Association (Humboldt-ERFSA) is pleased to announce the winners of this year's awards

supporting the professional development of all faculty and staff who demonstrate outstanding promise.

Sintana E. Vergara, Assistant Professor of Environmental Resources Engineering received funding for “A drop in the bucket? Greenhouse gas emissions from stored food waste prior to composting” The award will go towards purchasing a Valco Flowpath Selector1 to measure emissions from 16 different sources. This valve will allow them to measure emissions from 16 different sources (food waste buckets) at the same time, rather than one at a time.

Silvia E Pavan, Assistant professor, Department of Biological Sciences received funding for curation and installation of Timothy Lawlor’s Peromyscine Legacy Collection at the Cal Poly’s Vertebrate Museum. Cal Poly’s Vertebrate Museum houses close to 9,000 mammalian specimens; 1,352 of these were collected by the late professor and mammologist, Dr. Timothy E. Lawlor, to whom the museum is dedicated. While most of Dr. Lawlor’s specimens have been curated into the collection, a considerable number of specimens from his numerous trips to Baja California, Mexico, remain uncurated and stored in an unlabeled cabinet.

Rouhollah Aghasaleh, Assistant Professor, School of Education received funding for “COmmunity REsponsive Computational Thinking with Latinx Youth (CORECTLY)”: Taking Teacher Education to Rural Areas” by connecting pre-service teachers and LatinX youth through culturally, linguistically, and community responsive learning experiences. This project includes a series of neighborhood workshops to implement the curriculum that will engage LatinX students in activities aimed at developing computational thinking and promoting interests in pursuing computer science related studies and careers.

Amy K Conley, Lecturer in Education received funding for “Translanguaging in K-12 Public Schools” by bringing Yurok, Hupa, Karuk, and Spanish into Trinity Valley Elementary classrooms as greetings to students with names for local animals. Translanguaging shows that cultural languages can have a significant impact on attendance and engagement for K-12 students. Dr. Conley will be working with local teacher Sammy Quezada's 7th and 8th-grade classrooms at Trinity Valley Elementary.

Stefanie Israel De Souza, Assistant Professor, Sociology and Criminology & Justice Studies received funding to investigate “Comparative War on Drugs” to place our War on Drugs in a comparative perspective by looking at the forms and consequences of drug wars in other countries. It will draw on interdisciplinary scholarship and center scholarship emerging from the global South, including scholarship that has not yet been published in English. Through a critical comparative analysis of drug wars and their consequences, students will be encouraged to reflect on alternative approaches that promote more socially just outcomes.

Marcos Hernandez, Lecturer and Toyon staff member, received funding for “Toyon Volume 69 Literary Translation Project.” The award covers only printing costs. Toyon will lead a special literary translation project in support of diversity, equity, and inclusion initiatives on campus.

Student editors in the Fall 2022 Toyon course will collaborate with the literary translators on a series of five translations for the upcoming book.

These outstanding projects include students in creative and innovative ways. We congratulate the winners for their creativity and scholarship! Humboldt-ERFSA grants are awarded annually, and all Faculty, Lecturers, and Staff with 5 years or less at Cal Poly Humboldt are encouraged to apply. The Executive Committee hopes to receive proposals from all, especially staff members; simply search for “Humboldt ERFSA,” go to the webpage, and click on “Grant Program” in the title bar for how to apply for the next award cycle in 2023.

Integrated Curriculum Committee Consent Calendar
April 26, 2022

CRIM - 433 - 21-1630. Removal of the word "primitive" from the course description due to its negative connotation.

Current description: "Comparative examination of punishment and justice from *primitive to* contemporary societies and cross-culturally. Focus is on structural forces and impacted communities."

Proposed description: "Comparative examination of punishment and justice from cross-cultural perspectives. Focus is on structural forces and impacted communities.."

CS - 458 - 21-1639. "Software Engineering". Change pre-requisite CS 374 to be a co-requisite instead in order to improve transfer students' ability to move through the program.

Current Prerequisites: CS 328 and CS 374.

Proposed Prerequisites: CS 328 and CS 374 (can be taken concurrently).

FIRE - 531 - 21-1574. Advanced Landscape Fire Modeling (3). New co-listed (with FIRE 431) course consisting of a C-02 2-unit lecture and a C-16 1-unit lab. Course Description: "*Advanced modeling fuels, fire behavior, effects, and vegetation recovery at the landscape level. Developing maps of potential fire behavior and effects for various treatment action scenarios. Integration of landscape treatments and stakeholder perspectives with fire and fuels management plans*". Prerequisites: FIRE 323 and 324.

Natural Resources, Forest, Watershed and Wildland Sciences Concentration, M.S. - Change Concentration/Emphasis Requirements - 21-1632. This proposal removes the deleted FOR 523 "Advanced Wildland Fuels Management" from the list of the concentration's electives and adds a newly proposed FIRE 531 "Advanced Landscape Fire Modeling" course to the list of electives.

Kinesiology, Exercise Science Concentration, B.S. - Change Concentration/Emphasis Requirements - 21-1573. Remove KINS 456A and KINS 456B from core requirements and replace them with KINS 456 (consolidated, 5 unit course of the 456A and B versions). Decrease the units required for the internship from 7 to 4. Decrease the number of upper division major electives from 6 to 3. The total number of concentration units will drop from 30 to 21. These changes are being proposed to remove redundancies in the curriculum and create an ADT-compliant concentration in exercise science. Since these courses are not part of the Kinesiology core, they will not affect program assessment.

Kinesiology, Health Promotion Concentration, B.S. - Change Concentration/Emphasis Requirements - 21-1619. Reduce the number of program electives courses to 3 units. Remove the current group C classes and replace them with KINS 325, KINS 339, and PE course, moving KINS 325 and 339 out of the current major electives and into a separate and required group of classes. Additionally, KINS 456A and KINS 456B are being removed from the electives options and KINS 456 is being added to align with other course proposals in kinesiology. The total number of concentration units will drop from 30 to 20. Since none of these changes relates to the Kinesiology core, there will be no impact on program assessment. These changes will serve to incorporate group exercise as a required portion of the concentration to align with the Certified Health Education Specialist curriculum and to reduce the total number of major units to create an ADT similarity pathway.

Integrated Curriculum Committee Consent Calendar
April 26, 2022

Kinesiology, Pre-Health Professions Concentration, B.S. - Change Concentration/Emphasis Requirements - 21-1622. KINS 456A is being removed from the approved electives and KINS 456 is being added to align with other Kinesiology course change proposals. The language in the approved electives section updated: "*Complete three courses (minimum of 9 units), selected in consultation with major advisor. (Other course options are available with advisor approval.)*"

KINS - 456 - 21-1615. "Fitness Assessment and Exercise Programming" (5). New course proposed (4 units of C-02 lecture + 1 unit of C-13 activity) to combine the content of and replace the deleted KINS 456A (4) and KINS 456B (4). This replacement will reduce curricular redundancies and improve students' progress towards graduation.

Course description: *"Covers laboratory and field tests used for assessing physical fitness components as well as principles of exercise prescription. Test results are used in developing individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, and flexibility. During laboratory sessions, hands-on training in assessment and exercise prescription for these four components are included."*

KINS - 456A - 21-1613. "Fitness Assessment and Exercise Programming" (4). Course deletion and replacement with KINS 456 (5 units, same title) which will combine the content of KINS 456A and 456B in a single course.

KINS - 456B - 21-1614. "Fitness Assessment and Exercise Programming" (4). Course deletion and replacement with KINS 456 (5 units, same title) which will combine the content of KINS 456A and 456B in a single course.

Political Science Core Changes - Change Core Requirements - 21-1249. This proposal adds the newly proposed PSCI 414 as an option to the core of the Political Science B.A.

PSCI - 413 - 21-1234. Moot Court. Course redesign to match the format of this course with the Model UN (PSCI 367 and 377) structure. PSCI 413 changes units from 3-2. This course prepares the student for an optional Moot Court competition. Students can earn additional units by participating in the Moot Court competition in the same or subsequent semesters.

PSCI - 414 - 21-1219. Moot Court Competition (1). New repeatable course developed to align PSCI 413 with the Model UN (PSCI 367 and 377) structure. This new course separates the competition portion of the Moot Course class and makes it repeatable to allow the students to participate in the competition portion of the class and earn academic credit for it multiple times.

Talking points for April 26th

Greetings folks and thank you for providing time for me to speak. I also want to thank the members of the URPC and Monty Mola for all that I have learned this year.

I am speaking during the public session of the senate because I was asked not to speak during the Budget Recommendation review. I only have 3 minutes so I have provided a copy of the document I am reading and supporting materials on a web page at gsp.humboldt.edu/budget.

I've done a poor job of copying an image from one that Jim Woglom drew on the board in one of our meetings and I think it is a great metaphor for where we are at. We are on a ship that has just passed an iceberg, our past budget reductions, but there are other icebergs ahead. I modified the drawing to show the crew in the hull of the ship yelling for help because water is rushing in. A key difference between organizations that are successful and those that are not is how good they are at working together to identify, document, and resolve issues that are keeping them from reaching their goals.

I have suggested surveys to identify these issues and issues lists to manage them. I have seen this approach work and I believe it would help Cal Poly Humboldt as a whole.

I also feel it is also critical for leadership to ensure that process documentation is developed and followed. Without this, I feel I cannot contribute to the URPC and I am now resigning from that committee.

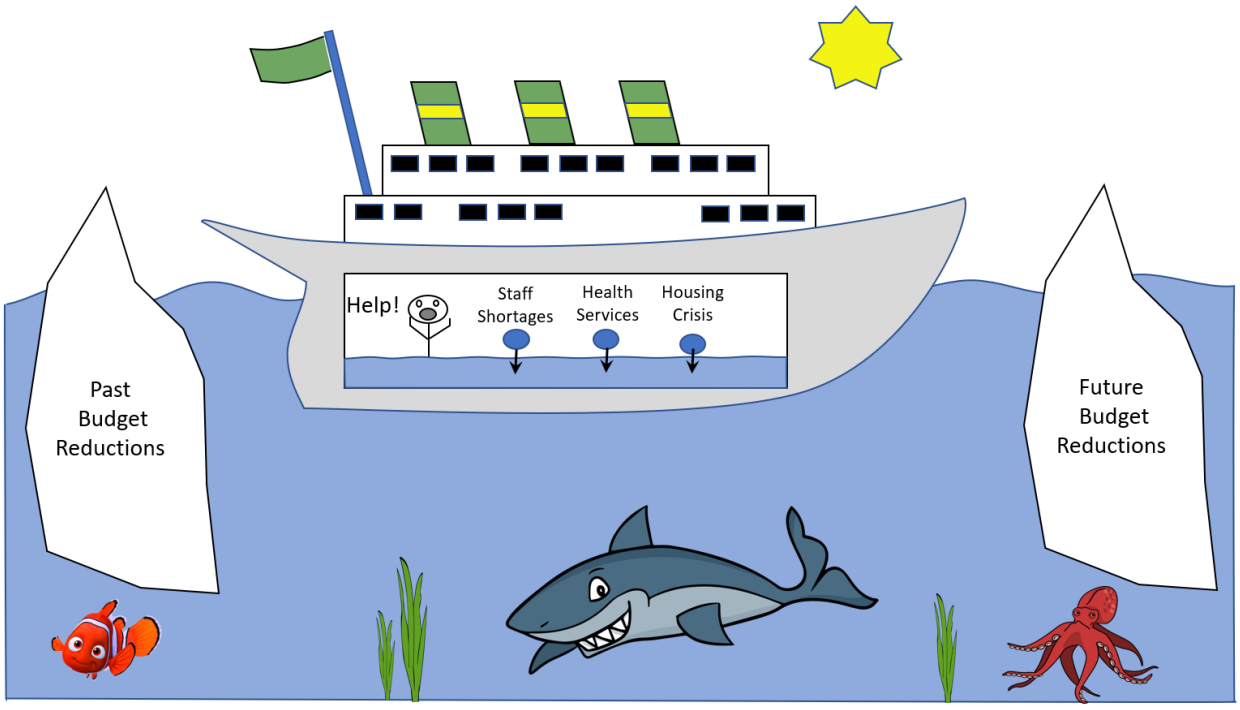


Figure 1. Picture a ship traveling a dangerous ocean between budget reductions represented as ice bergs with a crew that is calling for help because of holes in the ship.

Except for a couple of small issues, I am okay with the content of the Budget Recommendation. The problem is what is missing. I have requested the URPC discuss how we can use funding to help address issues of Basic Needs and other issues 3 times over the last 4 weeks. I am sorry if this has annoyed folks as I'm about to do it again.

If I have a hard time moving on without resolving some of the issues it is because I identify with the students that come from low-income families. I have been on my own since I was 16 and I never received help from my family to go to college. I know what it means to have to choose between eating and paying for tuition. It was my degree from Chico state that moved me from low-income to middle class. I have had students that cannot find a place to live and those that had to pick between food and health services. Our BIPOC students also face discrimination. All of us are aware of this but I cannot fully appreciate what these students are going through and how they get up every day and fight to get their degree. I feel I need to speak on their behalf.

Also, the Guiding Principles for the Strategic Plan and the URPC state that we put Students First. Goal 1 of the Resources Stewardship & Sustainability section of the Strategic Plan states that we Prioritize Student Need.

We are about to have a projected surplus of approximately $17 million dollars. With $5 million in surplus revenue from last year, that means we will have about $22 million in surplus. I feel we have a unique opportunity to take a small portion of this funding and make a real difference in the lives of our students and employees.

I am asking that the URPC take the next 2 weeks to examine the ways the basic needs of students are being addressed and if there are ways, within the duties of the URPC, to provide funding to help increase our students' chance of success. This will also increase our enrollment by reducing the number of students that leave because of these issues. If there is time, I hope the URPC would also look at employee needs, funding for TEK, and the situation with AS. This material could then be added to a new section in the Budget Recommendation. This can be at the division level and this is just advice to administrators so it falls within the URPC's duties. If funds are allocated and then not all of it is needed, those funds will just become part of the surplus funds for next year.

Thank you

Jim Graham

On Sexual Assault, Transparency, and Trust

Rouhollah's Comments for the Senate on 4/26/2022

I was told this comment is a mix of arguments and epideictic speech elements and sounds like a full-voice of anger and disappointment. Indeed, I am intentionally deconstructing this logical/ emotional dichotomy to open a space for an embodied analysis of the vulnerable bodies of students, faculty, staff, parents, and other members of the community. I think these sentiments should be heard not because of me but because of my colleagues who still do not feel safe to speak up.

Those who have visited my office, know that there is a sign on my door that reads "My silence had not protected me, your silence will not protect you" Audre Lorde. Having that said, this comment is not intended to offend anyone but rather to share some intense feelings hoping for awareness and action. I am sitting on an space-time-material intersection of being a faculty member at the School of Education, a Senator representing College of Professional Studies, and a member of Sexual Assault Prevention Committee (SAPC). So, "if not now, when? if not me, who?"

- Thanks to the Sexual Assault Prevention Committee chairs, Dr. Schnurer and Ana Bernal, we have addressed a few needed and significant items in the upcoming resolution regarding faculty retreat which is mostly grounded in a simple logic that 'if someone is 'morally' unfit to serve as an administrator working with scholars and professionals, they are, of course, unfit to serve as teachers for younger adults and more vulnerable individuals.'

- What I want to add is the issue of trust. Who can I trust? I am pissed, lost, paralyzed, and traumatized- I use a single pronoun of 'I' despite I know many of my colleagues at the School of Education share similar sentiments.

- Picture this:
    - One) Monday morning at the breakfast table you read an article on USA Today about a college professor with a history of sexual assault at your daughter's school in a remote part of the state. A few hours later you are driving up to Humboldt to check on your child.
    - Two) You walk out of your Monday morning course where you read Sara Ahmed's Queer Feelings and gave a lecture on affect theory, critique of disembodied knowledge, and cultural politics of emotions. You receive a text from a colleague with a sense of urgency that calls for a meeting. A few minutes later you read horrific things about your next-door colleague whom you considered a mentor for the past two years.
    - Three) Faculty, staff, and students who are women and/ or survivors of sexual assault wander on the floor desperately, some bite their fingers, some lend a shoulder to cry, and some share a hug to comfort others.
- I am upset with the Title IX office, Human Resources, Academic Personnel Services, and higher leaders of the campus. How could a reporter be privy to information that the campus should not know? I feel betrayed by ALL who knew this report is coming out and differed dissemination of knowledge. We have been asking since February and received zero responses. This is not responsible leadership.

- On February 22nd, during the Senate session, when members discussed a resolution in the aftermath of former Chancellor Castro's mishandling of a sexual assault case, a few campus community members discussed vaguly about a former dean who had been ruled against in Title IX cases and is still teaching as faculty. It was not surprising to learn Humboldt is not inherently different from Fresno.
- At our next SAPC meeting, I interrupted the normal agenda and requested the recording be paused. Then, I approached our Title IX representatives and asked about a former dean with a history of Title IX cases. I also asked whether and what piece of legislation is getting in the way of transparency. Unfortunately, we did not receive an honest response. We concluded to share this concern in a letter to Provost Capps, Vice President Sherie Gordon, Interim Chief Cress, Title IX Coordinator Dave Hickcox, Associate Vice President Bruce Curl, and Associate Vice President Simone Aloisio on March 17th. In that letter, we requested transparency and revisions to faculty retreat clauses in the administrators' contracts.
- On April 12th, during Senate Session, Dr. Sanford of Campus Counseling and Psychology Services shared an eye-opening presentation about trauma-informed approaches and practices and several members of the Senate called for action and urged the administration not to take the issue of trauma lightly.
- On April 15th, an extremely generic and vague email was sent to campus by Title IX, which was ironically about transparency. I optimistically thought this was a response to our letter. However, it was indeed a shelter for what was coming. The vague email included a link to the Title IX webpage that has instructions about public records requests. The same page indicates that "public records requests are not confidential

records. The request is itself a public record." However, I am having a hard time understanding why this public record had not been shared with SAPC and other stakeholders. Knowing such an investigation was ongoing and a possible article was coming out soon could have helped us be prepared. On the same Title IX webpage, it indicates that you can obtain a copy of the public record documents at a twenty cents per page rate. I guess I should approach our Title IX officers with a method of payment the next time I meet them at our SAPC meeting.

- I feel betrayed. I feel thrown under the bus. I feel failed by the institution. I feel I wasted my time– all those Friday mornings that I showed up to make the campus a safer space for all. I had dedicated my time and energy (which was extremely uncomfortable as a survivor) to make sure my students do not have to go through what I had to experience when I was younger. Yet, my students, colleagues, and I should learn about this in a traumatizing fashion: via USA Today.
- Luckily, I have strong women leaders in my chain of command, Chair Miller, Dean Young, and our amazing program Lead Dr. Sterner, who would move mountains, fight dragons, and pull shark teeth for students and coworkers. Unlike what the article quoted as campus leaders' response, at the School of Education, we do not tell our students that "nothing can be done". We wake up every morning to be change agents and prepare the next generation of teachers hoping they will also commit to lifting a little bit of burden from the community's shoulders. It is devastating to see my Chair and Program Lead walking in the hallways and worrying about the well-being of students and colleagues in our very feminized field of teacher education. Still, it is shameful that campus leaders did not bother to lift a pen or punch a keyboard. After a week, there has been no response,

reaction, or comment regarding this trauma from the campus leaders. I hate to believe that they only understand the dry language of law and dollar. I hate to realize that they tend to prioritize the brand over humans. The easiest and safest response is to shelter behind the most conservative interpretation of the law which is not always fair, just, or ethical. We might have come on different ships, but we are in the same boat now, when the tides come, we all will be drowned. We failed collectively. Did we manage to save the humans from trauma? Did the administration manage to serve the brand?

- Picture this:
    - One) The parent drove all the way up to Humboldt. Unenrolls their children as they feel they are not in good hands.
    - Two) Faculty and staff consider leaving their positions or stay but are not as dedicated because they feel unsupported.
- I know many colleagues who have initiated a 'hostile work environment' and Title IX cases but they were not fairly heard. If you have ever filed a Title IX complaint or know someone who wanted to but was discouraged from doing so, please share your story. We must create safe spaces for faculty, staff, and students to talk about what has happened at this university around Title IX, sexual violence, and gender discrimination.
- And last, but not least, to the community "intimidation, harassment, and violence have no place in a democracy" (Mo Ibrahim). Sending hate messages and threatening notes is unethical, violates campus codes, and in many cases illegal. It also does not help the survivors and is the opposite of what the campus needs to heal. Everyone has a right to protest, and express their ideas and sentiments, and there is a way to do that. Please, contact the office of the Dean of Students for guidance.

Dear Cal Poly Humboldt Colleagues and Administrative Leaders,

I joined the School of Education (SOE) in 2010 as an adjunct lecturer/supervisor in local Humboldt county schools. I remember this as a time of significant turmoil, high turnover and resignation of staff and faculty within CPS and an "aggressive" dean named John Lee. Until the recent US Today article published in April 20th, the information and warnings I've received about John have been from trusted confidants behind closed doors. Stories of John's harassment and bullying are notorious and have come from many different people, including sexual misconduct, which led to his subsequent retreat from dean to SOE faculty. Since the article came out, students have been contacting our SOE faculty, with confusion and concern, particularly female students and faculty who must continue to be mentored and interact with him. The emotional and professional burden of mitigating harm has been placed on us, SOE faculty and staff, without any wrongdoing and without sufficient administrative support.

I currently teach across five programs in the School of Education and serve as program leader of the secondary education program (SED). I have recently completed my doctoral degree in Educational Leadership at UCDavis. These experiences have reinforced my belief, which I share with each credential candidate I mentor, that teachers are held to higher standards of ethical and moral behavior than nearly any other profession. I advise candidates to check their social media accounts and monitor their behaviors on and off school campus to ensure they are presenting their best selves to the community and acknowledge that teaching is a profession for which one's behavior inside and outside the classroom is consequential due to their important influences on the young people they are teaching.

I believe faculty are teachers first, and should be held to high ethical standards. In the School of Education, we are responsible for the education and learning of our future teachers who are preparing themselves to work with children. Children whose positionality and knowledge of the world is still in its most formative phase. As a result, we push our credential candidates to perform at their highest level; we expect exceptional behavior because that is what all children deserve. Don't Humboldt students and credential candidates also deserve ethical and responsible behaviors from their instructors? As the article stated, John Lee has not acknowledged or apologized for his inappropriate and harmful behaviors and the university has apparently expunged his responsibility to do so. When staff, faculty, and students at Humboldt have voiced their concerns about the environment of trauma and mistrust this has created, they have merely been given a list of resources and have been tasked to manage their own grief and injury, while John continues teaching future teachers and is taking a position that might be made available to a faculty member for whom the students have respect.

I am asking Cal Poly Humboldt administrators to take action and remove John Lee from his position as faculty in the School of Education. If a credential candidate in the SED program had acted this way towards students, other candidates, or in the community they would be immediately removed from the program and this seems a logical course of action for the university to take.

Sincerely,
Heather Ballinger, EdD

April 21st, 2022

To Whom It May Concern,

This letter is in reference to the recent expository article in USA Today that detailed the history of harassment, abuse, and predatory behavior of tenured professor at Cal Poly Humboldt, John Lee. As both students and educators, we feel it is our duty to make known that the lack of transparency regarding the disciplinary action of our professors is unacceptable. In no circumstance should a woman or any other person ever have to learn from, work with, work alongside, or be in a position of subordination to a known abuser. Unfortunately, this is exactly what has occured in the case of John Lee, and the previous inaction of Cal Poly Humboldt needs to be rectified immediately.

Students deserve transparency. Many of the issues needing to be addressed should be well known and understood by the student population. The lack of immediate action, granting of retreat rights, and reward of a tenured position as a professor in the Liberal Studies Elementary Education department informs me that although society, especially women, have made great strides we still must fiercely advocate for ourselves and others. These issues include favoring misogynistic values, mistreatment of women, protection of abusers, and lack of appropriate action taken against sexual harrassers.

'Retreat rights' shouldn't have ever been granted to a person who had violated someone else's body, engaged in predatory behavior, or sexually abused, violated, or groped another human being. However, these 'retreat rights' were granted to John Lee, where he was permitted to retreat into a professor position he had NOT held before his employment as Dean. Instead of being dismissed by the University due to his clear and proven conduct violations, he was able to continue being employed by Cal Poly Humboldt as a tenured professor with the maximum allowed salary. The despicable nature of his actions should have been grounds for **immediate termination.** In addition to the continued employment of professor John Lee, new students and faculty at Cal Poly Humboldt were unaware of the predatory history of the professor they were learning from, with, or under. This lack of transparency is irresponsible and places students and faculty at risk.

As a former student of John Lee we are aware that his background in psychology influences his teaching, regardless of subject matter. There was never a class where John Lee did not refer to Maslow's hierarchy of needs. Maslow stated that basic needs must be met in order to successfully reach self-fulfillment needs and reach one's true potential. We cannot fathom that the University is meeting the basic needs of its staff, including the basic need of feeling safe and secure, when they are forced to work in an institution that employs someone who has been found to have sexually harrassed and groped staff members.

John Lee must be held accountable for his actions. His blatant abuse of power and continued presence in a department consisting of overwhelmingly female students and staff is a slap in the face to every survivor of abuse. All staff and students within the Cal Poly Humboldt institution deserve to know that their safety, security, and basic human rights are placed above a contract - a contract that was clearly violated.

We demand that Cal Poly Humboldt takes appropriate action to rectify this situation immediately.

Sincerely,
Students of the School of Education

Signed:
HALEY FEDALIZO
CHRISTINA BRACAMONTE
CHARA TROYER
NATALIE RACANELLI
CAROLINE RISTUCCIA
MARIA POZNANSKA
MICHAEL GENGO
CIERA ALVAREZ
MORGAN CUMMESKY

Council of American Indian Faculty and Staff (CAIFS) Humboldt State University

Statement on PolyTech University Development and Indigenous Knowledge/Indigenous Science/ Traditional Ecological Knowledge

April 29, 2021

The HSU Council of American Indian Faculty and Staff (CAIFS) is an advisory council that includes members from many of our HSU Departments, Programs and Colleges across campus. This multi-tribal, interdisciplinary group meets regularly to discuss complex issues facing our American Indian communities with a focus on campus and regional matters. One of our objectives is to provide feedback on issues as a collective of tribal voices with the end goal of ensuring that we are advocating for and supporting a campus that meets the needs of our tribal students and tribal community while also building a positive campus environment for all of our campus and local community.

With HSU undertaking a self-study to explore becoming a polytechnic university, CAIFS has developed this guiding document to help ensure that tribal voices are not only included but become a part of the foundational fabric and ongoing leadership of this opportunity in front of us. Within the stated goals of this study, we have included guidance to build on the concepts of sustainability and hands-on learning, as well as infusing our polytechnic goals with Traditional Ecological Knowledge, and equitable and ethical practices. Each of these speaks directly to the strengths and wisdom that American Indian and Indigenous communities and peoples can offer in this process. We are fortunate to have as a part of CAIFS a number of cultural practitioners, community advocates, community organizers, and community leaders with the experience and knowledge to build best practices for engaging Indigenous science and TEK in a meaningful and informed way.

The HSU campus is located in the traditional homelands and unceded territory of the Wiyot people. The region has a significant Native American population and includes 12 Tribal Nations, including the State's largest Tribal Nations and largest Land Based Tribes. The City of Eureka is also noteworthy as the first municipality to return stolen tribal lands with the return of Tuluwat to the Wiyot Tribe in October 2019. In addition to HSU having a well earned reputation in the fields of sciences and natural resources, it is also home to some of the longest standing Native and Tribal Programs within the CSU and UC systems including its Native American Studies Department and the ITEPP (Native American Center for Academic Excellence) and INRSEP (Indian Natural Resources, Science and Engineering Program + Diversity in STEM) programs. Humboldt State University's local admission and service area is also home to many of the Tribal Nations who are leading the way in managing and co-managing their traditional lands, waterways, airways and natural resources with methods

that include traditional values and traditional science coupled with western science practices. We believe in working directly with tribal communities. HSU is positioned to offer a cutting edge and unrivalled polytechnic experience to current and future students. HSU has the opportunity to build on all of these strengths and we believe this work must be undertaken with intentionality and integrity so that we can take that step forward together. Indigenous knowledge systems are especially important and appropriate to consider in the development of a polytechnic institute because Indigenous knowledges are fundamentally **interdisciplinary** and **applied**. Indigenous knowledges are also at the forefront of cutting-edge research interventions in the sciences and western academic institutions. When we talk about or propose "decolonizing" curriculum or higher education we must build this from Indigenous frameworks with Indigenous Peoples at the center of our academic vision and planning.

What is Indigenous Knowledge (IK)?

Indigenous Peoples (Indigenous Peoples'?) compose 6-8% of the population globally (approx. 350 million) and 1.5% of the United States population (approx. 4.1 million peoples). All Indigenous groups come from distinct lands, cultures, languages, worldview, philosophies, and ways of knowing. Indigenous Peoples have millennia-old Indigenous Knowledge (IK) systems that are tribally and geographically specific. Indigenous Knowledge is also referred to as traditional ecological knowledge (TEK), tribal knowledge, tribal science, Native science, Indigenous environmental science, Indigenous environmental studies.

Indigenous knowledge systems are diverse and they are rooted within specific cultural and geographical contexts. However, there are important distinctions between Indigenous bodies of knowledge and Western/colonial knowledge.

1. IK is communal, not individual. Some IK includes culturally-sensitive information that tribal nations may not choose to share with researchers or universities. Some IK includes information that can, and should, be accessed by all, including Indigenous perspectives on law, business, government, technology, health, art, history, etc.
2. It is embedded in community practices, rituals, relationships and is difficult to codify.
3. Valid in its own right and does not need to be verified or legitimized by other bodies of knowledge.
4. IK is not frozen in time; some knowledge adapts to reflect the dramatic changes reoccurring within Indigenous communities today.
5. Tribal peoples are sovereign nations and have the right to exercise self-determination over their knowledge systems -- therefore, HSU needs to work in partnership with tribal nations -- not extract knowledge from.
6. Lastly, IK is fundamentally interdisciplinary.

Within the context of California, Indigenous peoples have lived with and stewarded their lands in this region from time immemorial. Native peoples in California developed

sophisticated and complex ecological management regimes[1] that promoted habitat heterogeneity and increased biodiversity.[2] The invasion of northern California by settlers facilitated land theft and genocide of Native peoples -- but also the erasure of land management practices (e.g. creating "wilderness") and criminalization of Indigenous land management practices (e.g. fire suppression policies). The massive ecological transformation in northern California -- brought on by 170 years of settler colonial invasion -- cannot be understood without an understanding of settler colonialism and will require Indigenous knowledge and practices to rectify.

Indigenous Knowledge systems pre-date settler colonial invasion and the establishment of Western universities. To conduct ethical research and facilitate reciprocal collaborations with tribal partners, requires an understanding of the historical context of the Western university and its role in settler colonialism. Western academic disciplines are all implicated in imperialism and colonialism.[3] Devon Mihesuan and Angela Wilson note that "The academy has much invested in maintaining control over who defines knowledge, who has access to knowledge, and who produces knowledge."[4] The creation of a HSU Polytechnic must actively challenge historic patterns of domination through the prioritization of Indigenous knowledge systems and values in its creation and implementation process. This requires developing and maintaining ethical relationships with tribal nations. In nurturing these relationships, we must always have the best interests of the native community at heart. While we are a place of education, we should first be advocates and protectors of Indigenous culture and knowledge. We must make a distinction in our decision-making between knowledge that has a place in the university and knowledge that belongs in the community. We must be cognizant of how treasured knowledge of our Indigenous peoples may be exploited and consumed. In the development of the polytechnic self-study we offer the following guidelines and recommendations for best practices in engaging Indigenous communities and foregrounding Indigenous knowledges.

Critical Approaches to Sustainability and Climate Resiliency

Part of the intervention that is made by Indigenous scholars and Indigenous community knowledge holders is to offer critical analysis of sustainability, conservation, and other western environmental perspectives that can be developed in a way that continues the same exploitative practices that have caused the problems we face. We caution against superficial comparisons between Western notions of sustainability and the ethos of living well in Indigenous knowledge systems. Deborah McGregor (2004) argues that "Indigenous views of sustainable development are concerned with giving rather than taking, and with what it is that

[1] Anderson, M. K. (2005). *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*. University of California Press.
[2] Lightfoot, K. G., & Parrish, O. (2009). *California Indians and Their Environment: An Introduction*. University of California Press.

[3] Smith, L. T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples* (2nd ed.). Zed Books.
[4] Mihesuah, D. A., & Wilson, A. C. (Eds.). (2004). *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. University of Nebraska Press, 5.

we can contribute to creation. Indigenous views also include active resistance (sometimes to sustainable development itself) and the process of reclaiming our traditions" (77). Rhetoric of sustainable development has been used to continue the process of Indigenous land dispossession. This is often referred to as "green colonialism." According to a World Bank report of 2008 Indigenous peoples make up 5% percent of the global population and yet, protect 80% of the globe's biodiversity. Green industries and conservation entities target Indigenous territories, using the lack of ecological footprint as rationale for seizure and exploitation under the guise of "sustainability" and "sustainable development." Discussions at HSU and as part of building a Polytechnic university should include Indigenous peoples and curriculum that foregrounds a critical approach to sustainable development.

Anthropogenic climate change is an intensification of environmental change imposed on Indigenous peoples by colonialism and capitalism.[5] The field of Indigenous Climate Change Studies has emerged to support Indigenous peoples' and is reflected in Indigenous knowledge systems and relationships to land, as well as climate resilience plans created by tribal nations. Indigenous Climate Change Studies emerges from the memories, knowledges, histories, and experiences of oppression of Indigenous peoples that differ from many of the non-Indigenous scientists, environmentalists, and politicians that are prominent in the framing of the issue of climate change today. Responding to colonialism-induced climate change requires a return to traditional ecological knowledge (e.g. burning the landscape). We encourage critical reflections on curriculum, programs, and research that is proposed or recommended for the Polytechnic self-study to foreground how to best include an Indigenized curriculum.

<u>Guidelines for TEK engagement and partnership with Indigenous communities:</u>

1. For far too long research has been utilized to disempower Indigenous peoples and communities. It is important that named partnerships and opportunities for engaging TEK and Indigenous science are done in a way that is informed by Indigenous partnerships and relationships. TEK must be ethically practiced and culturally informed. There are many considerations when engaging with TEK especially around sustainable use, and it is also important that engagement with TEK and Indigenous science not only center knowledge sharing, but also how departments, programs, and colleges are dedicated to upholding sovereignty and self-determination and working to empower Indigenous students, communities, and ongoing projects of land return, environmental justice, and education.
2. Tribal nations should be considered equal partners in projects that are being developed on their lands or in their tribal communities. Consultation is not collaboration. A polytechnic that foregrounds TEK should also be clear to develop and sustain collaborative policies.
3. Tribal programs and projects hosted at HSU should be prioritized and there should be

support for these programs across campus. We have a number of leading programs

[5] Whyte, K. (2017). Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene. *English Language Notes*, *55*(1–2), 153–162.

through Indigenous Peoples Week (October) and California Indian Big Time (April) that would benefit from institutional support.

4. To be a leading polytechnic means naming and engaging with TEK across this campus and it is important that Native American Studies courses not be treated as an "elective" to majors but instead as essential courses to our campus curriculum. Indigenous knowledge systems are relevant to every field on campus, ranging from health, art, business, law, governance, sciences, etc. We have some outstanding examples and current practices to build upon, including both the ongoing work to introduce a NAS focused Forestry concentration as well as with our cross-disciplinary work in the Place Based Learning Communities (PBLC's). NAS is an important and influential component of the PBLC's at HSU and beginning in Fall 2020, HSU is the only CSU where a majority of the incoming first-year students who are majoring in the sciences will also have taken a NAS course. A survey of Klamath Connection students, 87% felt that the knowledge they gained about Native American cultures will help them in their careers. Qualitative data also indicates that the NAS course component of the PBLCs is very influential in students' decisions to remain at HSU. There are still majors on this campus that do not see NAS courses as potentially integral to their curriculum and we see value in offering support for curriculum revision that truly embraces NAS as part of majors across campus.

<u>Recommendations for Polytechnic Self-Study/ Indigenous campus support</u>

- **Support the creation of a Vice-President of Tribal Affairs office** to increase communication, empower CAIFS and help faculty and staff understand best practices for collaboration. Many other campuses in the CSU have a Tribal Liaison position and as we increase our reliance on Indigenous communities and tribal nations for our curriculum and programs we also need to provide them with representation moving forward. Collaborating with CAIFS to help design and implement this position will be important.
- **Provide additional support for Indigenous students:** Embracing and utilizing TEK as central to our Polytech curriculum also necessitates a dedication to our Indigenous students so they can engage in programming that supports their student success, and offering opportunities for Indigenous students to attend and succeed at HSU (through fee/tuition waivers, scholarships, research assistantships etc.) demonstrates how our university will give back to our communities.
- **Support the continued enrollment and growth of Indigenous students and Indigenous student focused programming on campus:** It is essential to establish a polytechnic university that embraces BIPOC students and we encourage finding ways to evaluate student admissions based on a holistic review. We recommend providing

additional resources to our Native programs like ITEPP and INRSEP+ to outreach, review, and guide Native students through the application and admissions process.

- **Provide support for the Native American Studies Department** to grow their tenure-track faculty, course-offerings, curriculum development and continued outreach.

- **Provide support for active leadership of CAIFS** at our university including funding of administrative and faculty positions to assist with the ongoing development of recommendations for tribal engagement.
- **Reconstitute the Center for Indian Community Development (CICD)**: CICD was a center for language and outreach to tribal peoples and tribal nations. This community-facing program was one place where Native peoples could build partnerships with the University but it was also a community focused program at HSU that demonstrated how HSU was dedicated to tribal community success. Programs like this build community support for campus work and if we continue to rely on tribal leaders and community members we should also provide resources for the community that is focused on hands-on applied assistance.
- **Develop incentives for a cluster-hire of Native faculty across campus** with a focus on the College of Natural Resources and Sciences (CNRS). There are currently no tenure-track Native faculty in CNRS, especially the STEM programs. (Engineering and Technology degree programs being developed.) There are several examples across multiple campuses throughout the country who have been able to integrate TEK/Indigenous Science into faculty hires in the STEM disciplines.
- **Provide ongoing funding for Native focused community and student centered programs.** We see a great need for ongoing increased funding for native specific spaces on campus that allow students, faculty, staff, and community to encounter diverse perspectives and provide unique places to experience Indigenous knowledges that will enhance the overall polytech experience. There are so many important programs on this campus that will need additional support: the NAS Food Sovereignty Lab, ITEPP, INRSEP, American Indian Education Minor, and the Social Work Program. We see great value in putting together a working committee to help design an Indigenous space plan for the campus that can be included as part of the overall space planning goals for the University.

We look forward to how we can continue to engage the Polytechnic Self-Study in a conversation about the role of Indigenous peoples and nations in the future of our university. We encourage the leaders of the self-study to attend a CAIFS meeting to gather additional insight and recommendations. We also offer some potential program links of interest as potential best practices or directions for moving this study forward.

1. Indigenous Strategic Plan (University of British Columbia): https://indigenous.ubc.ca/indigenous-engagement/indigenous-strategic-plan/
2. NAGPRA and applied sciences https://www.nps.gov/orgs/1539/nas-nagpra-and-applied-science.htm

3. Public Health Training Certificate in American Indian Health
   https://caih.jhu.edu/training/scholars/category/public-health-training-certificate-in-american-indian-health
4. Applied Science in Legal Studies (with a focus on Federal Indian Law)
   https://catalog.uaa.alaska.edu/undergraduateprograms/coh/legalstudies/aas-paralegalstudies/

5. Applied Indigenous Studies: Bachelor of Science (Northern Arizona University)
   https://nau.edu/ais/bs/#:~:text=Applied%20Indigenous%20Studies%2C%20Bachelor%20of,communities%20into%20the%2021st%20century.
6. Indigenous Environmental Studies & Sciences, B.A. or B.S. (Trent University)
   https://www.trentu.ca/iess/

Thank you to the members of the University Senate for allowing my comrade, Karley, and I to present our budgetary request regarding the same $20M that Professor Graham referred to.

While it has been made clear that Cal Poly Humboldt wishes to 'use' TEK as one of the foregrounding characteristics of the polytechnic designation, working with TEK must be done with respect to the plurality of knowledges, their nature as embedded in communities, and that Tribal peoples are sovereign nations and have the right to exercise self-determination over their knowledge systems. TEK is a Native American Studies discipline. The integration of TEK into the Western educational and scientific framework should not be further appropriative and extractive of traditional knowledges, and cannot occur without Indigenous peoples leading the way, and without the structures, people, and programs that have been long-standing, and have advocated for TEK, and have pushed forward critical thinking to protect Indigenous sovereignty on the HSU campus and community throughout many years. Therefore, Cal Poly Humboldt needs to work in partnership with tribal nations -- not extract knowledge from them[1].

The $24 million investment into sustainability in the Polytechnic implementation process brings into question where the support is for existing programs and entities within Cal Poly Humboldt that house and represent TEK with and by those sovereign Indigenous communities.

Our primary concerns:
An **equal commitment in funding of TEK,** and entities that house and represent TEK, to the current commitment of funding of sustainability.

Regarding the $20 million overage, applicable for programs in the 2022-23 programmatic year, we request a financial commitment to the following (this may be supplementary to other financial allocation requests for these programs and initiatives, outside of the $20 million overage):

1. Building and salaried funding of a full-time staff program coordinator for the Rou Dalagurr Food Sovereignty Lab, who will also serve other Laboratories for the NAS x Engineering program under development. Funding for this position will be supplemented with grants. (This funding should continue into future years, additionally provisioned from other sources)
2. Subsidy of the Rou Dalagurr Food Sovereignty Lab and Traditional Ecological Knowledges institute interior remodel, which will then also support the outdoor space remodel and revitalization, and free up other FSL funding for the creation of an endowment which will contribute reliable programmatic funding. Such subsidy will support the creation of a landscape that is climate resilient, managed through Indigenous science management practices and TEKs in a Good Way, and supportive of community access to food landscapes.
3. CICD reconstitution: A strategic planning process for the reconstitution of CICD, funding a full-time staff coordinator to plan and implement the reconstitution, and funding for a

[1] CAIFS, 2019.

CICD office and community-facing space. This will be *additional* funding to the funds that are missing (and must be found) regarding the Annual Allocation line item in the California State University system appropriation. A space appropriate to house the program would be the first level of the BSS, where CICD was housed, and the migration of programs currently in that space (Anthropology).

4. Funding for Goukdi'n (Jacoby Creek Forest):
    - Specifically and immediately this is needed to continue the Cultural Resources Facility's research regarding drone and lidar mapping. This research is vital to not only the University, but to the Wiyot Tribe as well, as they are partners and leaders in the management of this land.
    - This $20 million budget surplus could offer an extraordinary opportunity for Cal Poly Humboldt to be the **first University to demonstrate land return**, while continuing to build co-management in a way that values Tribal sovereignty and self-determination. Funding for a 1-year full-time position to return Goukdi'n to the Wiyot Tribe could accomplish this! Such a position would work with the Wiyot and Cal Poly Humboldt to ensure that this land return is done in a Good Way, navigating all of the bylaws, politics, and working agreements. This is a project of interest to tribes, and one that would garner national and international attention. Such a position would be housed under Native American Studies, and would work in partnership with numerous other departments and committees.
5. Space plan for Indigenizing campus. Following CAIFS Recommendations to Administration, a working committee of Native faculty and staff can be assembled surrounding Indigenous space planning and design, which is included in the long-term space planning goals for the campus; community input and consultation must critically be incorporated.
    - Equivalent to the new sustainability building, $4 million investment in a TEK building, that would house Indigenous-facing programs such as NAS, ITEPP, INERSEP, and cultural centers to support BIPOC students. Such an investment could also be routed to support satellite institutions in the surrounding tribal community, routing funds to support research priorities for tribal nations. This will include more lab and research space for the NAS x Engineering program under development
6. Funding for scholarships and fellowships:
    - The UC system is poised to launch their agreement that California Indian Students won't have to pay tuition. With this budget surplus, there is the potential for Cal Poly Humboldt to enact a similar agreement for the coming academic year. This could serve for recruitment and retention at Cal Poly Humboldt, and would be attractive in conjunction with all of the programs we are implementing in relation to TEK, such as the new Indigenous Science program.
    - A 'Succeed in College' package could be implemented for all Indigenous students, such as a free computer upgrade or award funding for other expenses. It could also look like a pre-orientation camp for Indigenous students. Such programs will improve recruitment, enrollment, and retention, and aid Cal Poly Humboldt in dedicating ourselves to our Indigenous students.

ITEMIZED REQUESTS

1.	Full-time Staff Program Coordinator for the Rou Dalagurr Food Sovereignty Lab	$84,000
2.	Food Sovereignty Lab Remodel Subsidy	$100,000
3.	CICD reconstitution -Space creation - Full-time staff member	$100,000
4.	Goukdi'n #LandBack -Full-time staff member -Operating funds -Office setup -Research -Working groups	$200,000 (including 4a.)
	4a. Money for Goukdi'n Cultural Resources Facility Research	$100,000
5.	Indigenized spaces on campus -Working Committee- compensation and materials costs. -Dedication of funding to Indigenized space creation	$4M
6.	California Indian Students- Recruitment, Enrollment, & Retention programming.	$1M
	TOTAL	$5,484,000

CAL POLY HUMBOLDT

University Resources and Planning Committee

Date:

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

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

CC: Committee Members –

RE: 2022-23 Budget Recommendation to the President

Chair Mola,

Below, please find the University Resources and Planning Committee's (URPC) Budget Recommendation for FY 2022-2023. 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.

Introduction/Overview

We stand together at a turning point in the fiscal context of our University. We have completed the difficult and often painful task of reducing the University's budget by $21M over three years in response to steep declines in tuition-based revenue spurred by decreased enrollment (the summation of a total of five years of such reductions). While we were nearing completion of that aim, the University sought and received a historic investment from the State of California to subsequently become the state's third polytechnic university, Cal Poly Humboldt.

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 that investment was allocated to launch at least 12 academic programs by fall 2023. It will also fund 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, does not and cannot offset the results of the aforementioned reductions directly or immediately. Polytechnic investment funds 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. Further, while the polytechnic funding is a substantial and impactful investment, it is important to emphasize that it is only one component of a series of mitigating factors and broader financial planning efforts underway to ensure we comprehensively transform into a thriving polytechnic university.

There are promising indications in our enrollment projections that suggest an impending upwards trend, but those projected students have not enrolled yet. Therefore, our tuition-based revenue has not increased, though it has stabilized. We hope and anticipate that the shift to a polytechnic university will drive enrollment growth towards and beyond our target of 7,603 FTES. However, since that growth and resultant revenue has not yet materialized, it cannot be responsibly factored into allocations of resources at this time.

This combination of concurrent developments has led to considerable and understandable cognitive dissonance amongst the campus community regarding the state of the University's budget. Colleagues have expressed that it is disconcerting to watch expansive polytechnic-related resource allocations occur while working to affect programming with reduced resources. The URPC is cognizant of this dynamic and it has driven many of our discussions around this budget recommendation. The committee strives to more clearly delineate those distinctions in ongoing discussion and communication.

The dissonance described above has also resulted in corresponding existential questions amongst committee members regarding the processes and role of the URPC as a standing committee of the University Senate tasked with oversight of the University's budget at the "University-to-Division" level. This includes the committee's role in advising the University Senate and administrative units in matters related to the budget as the resource context of the University becomes more complicated and nuanced. We have spent a great deal of our convened time in meetings this year contemplating the resource picture of the University and our appropriate place in relation to it, with less than optimal progress to date. We outline below some of our intentions towards concerted process improvement efforts that we hope will concretize the parameters and means of our work for future cycles.

One of the advisory tasks many of the members of the committee have been assigned over the course of AY 2021-22 is that of engaging as members of the Budget, Finance, and Reporting Group of the Polytechnic Implementation Steering Committee, described at length below. Though the purview of the URPC does not generally descend below the University-to-Division framing suggested above, the Provost has asked that participants from the URPC engage in the work of both committees in order to encourage synergistic input and shared awareness of allocations related to the polytechnic buildout between the two interrelated advisory bodies.

In the recommendation that follows, we outline the guiding measures and principles that guide our decision-making, specific allocation and reduction actions at hand (all with recommended amounts), and the assumptions that inform those decisions.

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 Measures

The Guiding Measures represent the components and mechanisms through which we will establish our budgetary plan.

Strategic Budgeting:
We will continue to embrace the strategic budgeting principles.

Scalable Budget Model:
We will establish the framework for a transparent, scalable University-to-Division budget model, driven and informed by accepted practices, institutional data, and the Guiding Principles below.

Communication Plan:
We will communicate our intentions and actions to the campus community through multiple means. We will seek input from stakeholders and use that input to further our intentions and actions.

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.

2022-2023 UNIVERSITY Budget Reductions (Division of Academic Affairs Year 3)

In order to meet the goals of the URPC balanced budget proposal for 2019-2022, the University needed to make a final budget cut of $3.047 million in Academic Affairs. The division decided to go into AY2021-2022 with MBU budgets reflecting this reduction. Reductions were made in the budgets of the three instructional colleges by reducing the amounts in the temporary faculty pools ($2.41 million), removing budgeted empty staff positions ($135 thousand), and reducing operating expenses ($502 thousand). The division was able to utilize one-time funding to bridge needs in these areas.

2022-2023 UNIVERSITY Budget Allocations

PAT Funding Priorities

Beyond the budget and enrollment reports we have reviewed in keeping with our committee duties (detailed below), the President's Administrative Team (PAT) has informed the URPC of a number of budget priorities, intentions, and concerns for the forthcoming budget cycle.

They propose finalizing compensation adjustments that would bring Athletic personnel compensation stateside. Athletics' (now called Athletics and Recreation's) personnel salaries were moved from state support to fee support in 2007 as a means of bolstering Academic Affairs' financial circumstances at the onset of the recession that occurred that year. Athletics and Recreation has continued to largely operate based on allocations from student fees since that time, with a recent, staged transition that has brought $1.5M of their total payroll stateside with a remainder of $1.9M still coming from fee allocations.

While student fees are intentionally shielded from increases to maintain financial accessibility for students, compensation for Athletics faculty has risen commensurately with all Unit 3 employees. This has led to a context in which student fee-based revenue, which has fallen along with enrollment, cannot adequately cover necessary expenditures in Athletics, resulting in considerable risk to the University and our students and employees, including under-funded travel (coaches and students have been tasked with driving buses, often at night), proper medical coverage and medical equipment/supplies, and time base restrictions for Unit 3 employees which prevent the workforce from meeting safety, operational, and NCAA standards. Initial University planning focused on continuing to address this over multiple years, but an external assessment determined that the operational, safety, and NCAA compliance risks must be addressed sooner rather than later. AD Jones is simultaneously working through addressing funding gaps in a

collective effort to address the institutional issues of adding additional cost (i.e. pay to participate) to enhance students' residential experience.

The PAT has further conveyed that they hope to allocate base funding to ensure that the Student Activities Center's (SAC) budget is fully funded through ongoing stateside resources. The transition of Student Activities from the now decommissioned University Center to Enrollment Management has been affected largely through one-time allocations which are not sustainable in future cycles. The Student Activity Center is a meaningful space for enhancing the student experience and bolstering enrollment and retention, but one that cannot be funded with polytechnic monies (as it is not outlined in our Prospectus), or fees, as alterations to fee allocations must be affected by student legislative action.

There are considerable unknowns with respect to collective bargaining and our enrollment vulnerability that drive the need to be conservative in our planning to ensure the University continues to move beyond the continuous reduction cycle of the recent past. The PAT is thus planning to hold a portion of currently unallocated base funding in Contingency. The rationale for expanding contingency is twofold:

- The PAT's acknowledgement of the continuing Collective Bargaining work currently underway, while State allocations to offset increased salary spending are not immediately forthcoming, with millions in potential commitments in base funding on the horizon based on contract negotiations.
- In response to further system-level discussion regarding our enrollment vulnerability. Briefly, the University is vulnerable to the recalibration of enrollment funding provided by the Chancellor's Office based on our enrollment targets. The University enrollment is 37% below our target of 7,603 resident full time equivalent students (FTES), and has been for the last several years, there is a risk that system-provided funding could be recalibrated to match our actual enrollment. This would result in a significant revenue loss up to $20M which would have dramatic deficit implications to our budget picture as the University would again be facing a structural deficit and there would be no choice but to reduce budget allocations to align with resources again.

As such, we must proceed cautiously until our enrollment rebounds. Investing a portion of available funding to establish a larger Contingency is a prudent strategy that protects against future volatility while also creating a one-time funding stream to cover unforeseen costs and/or support strategic investments in the short term.

After considerable deliberation, the URPC recommends that the PAT take a measured, austere, and empathetic approach in regards to new base allocations for the coming year. The

combination of our enrollment vulnerability and uncertainty regarding potentially expanding salary commitments, along with the recent history of materially impactful reductions and onset of prescriptively restricted investments, suggest that any capital available for reinvestment should be applied to the aim of offsetting future reduction cycles while maintaining student-centered services. Past reductions have hindered curricular capacity, damaged student experience, and harmed overall University morale.

We acknowledge that expansion of the Student Activity Center could lead to much needed increases in enrollment and retention, and that the lack of ongoing funding threatens the overall sustainability of the enterprise. While we understand that the current amount needed to fully fund SAC services through ongoing, stateside funds is $1.6M, we recommend allocation of $900,000 base budget in AY 2022-23, with the potential of further allocation in future cycles. We further encourage Enrollment Management to investigate the feasibility of encouraging student legislative action towards student fee support of appropriate ongoing expenses.

We also understand that the fiscal viability of Athletics and Campus Recreation is currently undermined by continued dependence on flat, fee-based funding for expanding salary commitments which are making ongoing operation untenable. The URPC thus recommends continuing the staged allocation of new base funding to Athletics with the intention of moving those salary commitments stateside, with a $1.2M allocation in AY ‘22-’23 and a final $700,000 allocation to complete that transition in AY ’23-’24.

Finally, we recommend holding the entirety of the remaining funds that are available for allocation ($1.098M) in contingency in anticipation of financial commitments and vulnerabilities on the near horizon. We realize that this allocation will not fully offset the impending cost increases and potential deficits at hand, but whatever we can commit to avoid further structural reductions prior to anticipated revenue increases from expanded enrollment should be allocated towards that end. We further recommend developing a plan for addressing and prioritizing limited resources in the next cycle in the event that enrollment growth is slower than anticipated.

Recommended Base Allocations in relation to PAT Budget Planning Priorities	**Dollar Amount of URPC’s Allocation Recommendation**	**Rationale**
Student Activities Center	$900k this year, while Enrollment Management	Student Activities currently operates with $1.6 million

	investigates the feasibility of student fee allocation in support of remaining need.	gap in base allocations, with no sustainable plan for funding currently in place.
Compensation Adjustments in Athletics and Campus Recreation	$1.2 million this year and $700k in the '23-'24 cycle as a staged reallocation in order to bring Athletics And Campus Recreation salary commitments stateside.	Compensation to the tune of $1.9 million and rising is currently covered by student fees, which are not rising commensurately with salary commitments.
Contingency / Collective Bargaining/Enrollment Vulnerability	$1.098 million additional ($800k currently)	Unknowns related to collective bargaining and enrollment vulnerabilities spur continued concern regarding future
	$3,198,000	

Polytechnic Funding

In the 2021-22 Budget, Cal Poly Humboldt received a transformative $458M investment, $433M in one-time and $25M in ongoing (base funding), from the State of California to transition to a polytechnic university. This funding is held centrally at the Chancellor's Office (CO) and annually Cal Poly Humboldt submits a spending request to the CO to access a portion of these funds. Once ongoing funding is allocated, it becomes part of Cal Poly Humboldt's Budget. To date, we have requested a total of $8.8M in ongoing funding to support polytechnic implementation in 2021-22 and 2022-23, with the initial investments focused on creating a solid foundation for polytechnic success as we work to successfully launch twelve new academic programs in Fall 2023. (link to detailed planning document).

Planning for polytechnic funding is part of the broader polytechnic implementation framework, which consists of the Cal Poly Implementation Steering Group and seven working groups. This structure was established this year to help ensure that as our University progresses with its planning and implementation as a polytechnic, that the allocation of polytechnic funds are informed by the planning work of the working groups. These seven working groups include:

Curriculum and Academic Programs; Facilities; Technology and Infrastructure; Enrollment and Growth Management; Inclusive Student Success; Communication; and Budget, Finance, and Reporting. The intent is for the working groups to be sharing information with each other regularly at monthly steering group meetings, and liaising with each other in an ongoing basis as needed, so that as plans develop for the buildout in the various areas, corresponding budget implications are taken into consideration and can inform polytechnic budget allocations.

The Cal Poly Budget, Finance, and Reporting group, with representation from faculty, staff, students, and community members, is responsible for leading Poly financial planning in collaboration with the other working groups and the President's Administrative Team. Faculty and staff membership intentionally overlaps with the URPC to provide continuity in planning efforts. This group is responsible for overseeing and managing the $25M in ongoing funding and the $433M in one-time funding, in collaboration with the Provost and the Chief of Staff . This group is also responsible for all reporting to internal and external stakeholders. The team submitted a report of the year one funding, and a plan for year two funding, to the Chancellor's Office. It has held presentations and open forums for the campus community, and will continue to do so on an ongoing basis.

GI 2025

In 2021-22, Cal Poly Humboldt received $2.2M in ongoing GI 2025 funding. While this funding has already been committed and is not a new allocation associated with the 2022-23 budget, we wanted to highlight the ongoing investments being made from GI 2025 funding through our integrated planning framework to support inclusive student success. These investments were the culmination of efforts of the Inclusive Student Success/GI 2025 Implementation Group, which was established to combine efforts from GI 2025 and polytechnic transition to identify and execute student success priorities. This group co-lead by Dr. Carmen Bustos-Works and Dr. Jason Meriwether identified the following funding priorities with associated funding amounts:

GI2025 Spending Plan	
Increase Student to Professional Advisor Ratio	$830,000
Data and Assessment Enhance IRAR capacity	$133,760

Diversity, Equity, and Inclusion	$180,000
High Impact Practices (Hands-on/place-based experiences)	$455,000
Removing Administrative Barriers	$150,000
Basic Needs	$246,620
Mental Health	$246,620
	$***2,242,000***

Budget Assumptions

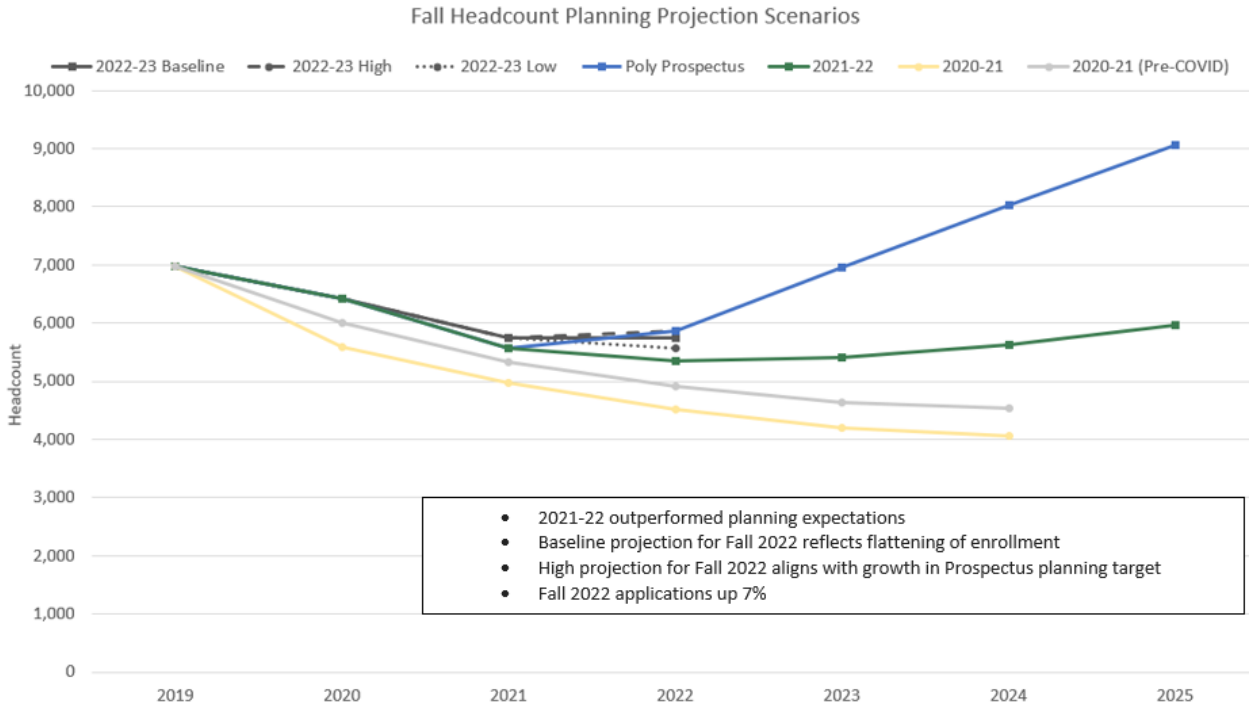
Enrollment Assumptions

After several years of enrollment declines, enrollment has stabilized from a budget planning perspective, with projected baseline headcount enrollment changing by less than 10 students from the projected enrollment level used in budget planning a year ago. While significant enrollment vulnerability remains as the University's projected enrollment is 37% below our system funded enrollment level of 7,603 annual resident FTES, the Fall 2022 incoming class is projected to grow and initial signs of enrollment beginning to rebound are promising. In addition, a small increase in our non-resident student population reflects progress in this area and results in a small increase to our projected non-resident tuition revenue.

HSU Operating Fund - BASELINE Enrollment Scenario Date: April 15, 2022	2021-22 Budget	2021-22 Actuals	2022-23 Budget
Resident FTES	4,781	4,756	4,776
Shortfall from CSU Resident FTES Target of 7,603	*(2,822)*	*(2,847)*	*(2,827)*
% off from CSU Resident FTES Target	*-37%*	*-37%*	*-37%*
WUE FTES	200	206	200
Out-of-State FTES	55	69	70
International FTES	25	21	25
Total FTES	**5,061**	**5,053**	**5,071**
Total Annual Headcount	*5,312*	*5,522*	*5,306*

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 historical enrollment trends and variables is available in the EPG's latest enrollment update on 4/14/2022.

Looking ahead, Cal Poly Humboldt is actively pursuing an ambitious growth strategy as we transition to a polytechnic institution and launch twelve new programs in fall 2023. Our high projection for fall 2022 is aligned closely with the enrollment targets outlined in the Prospectus. In addition, we continue to outpace enrollment projections from previous budget cycles.



Revenue Assumptions

2022-23 revenue is projected to increase by $12.5M (including the infusion of earmarked Poly funding) compared to the 2021-22 budget level after factoring in the preliminary CSU Budget Memo updates and polytechnic funding (Years 1 & 2). The 2022-23 Revenue Budget is $146.1M. The two main sources of revenue that make up this increase are the State appropriation and tuition:

- State Appropriation: With the infusion of polytechnic funding in the 2021-22 Budget, 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: The Governor's January Budget Proposal included a 5% increase to the CSU. In addition, the CSU held a portion of the 2021-22 funding centrally during the last budget cycle. 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, with the campus responsible for a portion of the already negotiated Unit 3 agreement. $4.2M to support compensation and benefit increases, partially offset by a decrease of $.1M related to 2021 retirement rate decreases and a decrease of $.6M to our SUG allocation, results in a net State appropriation increase of $3.5M.
    - Polytechnic Funding: Of the $25M ongoing polytechnic funding allocation, $8.8M has been requested through 2022-23 and we are awaiting approval from the CO on our Year 2 spending plan. Planning continues regarding future allocations, with a majority of the spending anticipated in Years 3 – 6 (2023-24 through 2026-27) in alignment with launching and sustaining new polytechnic academic programs in fall 2023 and additional new programs in subsequent years. (Add link to additional information)
- Tuition: Tuition revenue is anticipated to increase $.14M, associated with an increase in non-resident tuition. State Tuition Fees are only anticipated to decline by $1,000, remaining basically unchanged from the 2021-22 Budget. This reflects a major improvement from previous cycles.

Expenditure Assumptions

The 2022-23 Expenditure Budget reflects mandatory cost increases, the final round of reductions in Academic Affairs from the prior reduction cycle, and campus determined allocations based on priorities identified during the budget planning process:

- Mandatory CSU system-wide compensation and benefit increases totaling $4.656M
- University wide operating costs (Insurance and State University Grant (SUG)) and dedicated budget increases totaling -$191,494
- Base reductions totaling -$3,052,488
- Recommended base allocations totaling $3,198,000

Including base budget adjustments, the 2022-23 Base Expenditure Budget is $146.1M, reflecting a balanced budget for the first time in many years. 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 any costs that must be absorbed by the campus once negotiations are final in order to maintain a balanced budget.

Reserves Assumptions

The anticipated 2022-23 Operating Reserve beginning balance of $6.3M is expected to remain unchanged year over year. 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, last year the URPC revised the University Operating Fund Reserve Policy to incorporate required reserve thresholds in alignment with the revised CSU Reserve Policy and also to establish an Equipment Reserve bucket. 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.

As of July 1, 2021, the Reserve balances were as follows:

Reserve Funds	Target %	~ Target ($M)	Current %	Current ($M)	% of Target
Operating Reserve	25% of Budget	$33.2	4.7%	$6.3	19%
Maintenance Reserve	.5% of CRV*	$4.5		$2.0	44%
	10% of CP**	$6.9		$0.3	4%
Capital Reserve	10% of CP**	$18.2		$3.6	20%
	.5% of CRV*	$4.5		$0.0	0%
Equipment Reserve	10% of CRV	TBD		$0.0	0%
	of cap equip				0%
Total Reserves		**$67.3**		**$12.2**	**18%**

*CRV = Current Replacement Value – HSU's CRV is $880M based on recently completed facility condition audits

**CP = CSU Five-Year Capital Plan - HSU's total projects in 2021-22 plan: Capital = $182M, Maintenance = $69M

Since July, 2020-21, $1.48M in earmarked Roll Forward is still pending distribution to the Reserve accounts listed above.

Roll Forward Guidelines

Over the course of this year, the URPC has worked toward revising our Roll Forward Guidelines to align with system-wide best practices and to simplify and promote cohesive planning. The revised guidelines allocate a larger portion of funding back to divisions (100% of unspent salaries and operating expenses budgets) and encourage the establishment of a larger Contingency to support continued investment in institutional priorities and initiatives. For context, the University Operating Fund Roll Forward Budget Guidelines defines the allocation of unspent budget balances ("roll forward") in the University's Operating Fund at the end of each fiscal year. Roll forward budgets reflect one-time budget allocations that annually augment the University's ongoing base budget and are used for a variety of purposes such as reallocations to restricted activities, one-time strategic investments, and one-time additions to reserves (Operating, Capital, or Maintenance Reserves). Strategically leveraging roll forward budgets minimizes the need for the University to utilize unbudgeted reserves, as outlined in the University Operating Fund Reserve Policy.

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. Budget constraints are provided from CSU to the President and he is responsible for forwarding a final budget to the CSU.

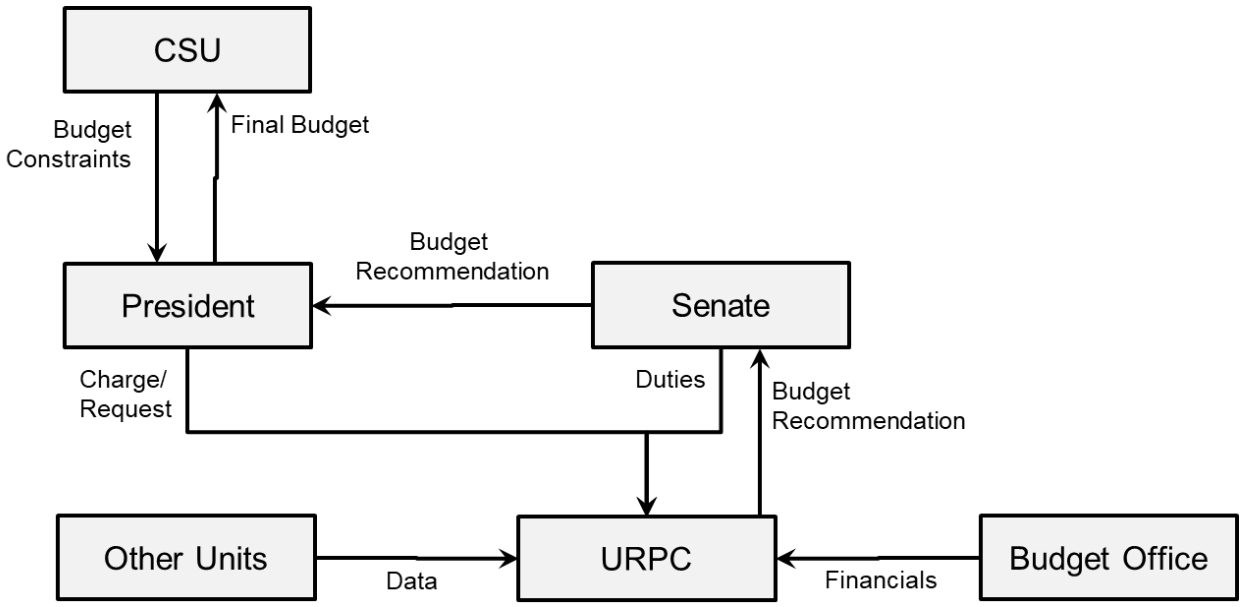


Figure 1. Diagram of URPC in relation to other organizational units.

The URPC established practices before we began budget reduction measures five years ago. We have transitioned out of this period and we did some work to create a transparent and clear process for completing the tasks required of the URPC, but this work was not completed this year. We were provided with a Draft Timeline from the Budget Office but this was not finalized. Process improvement requires focused time for a team to define the tasks that are required to

move through developing their final deliverables. To achieve this, the URPC plans to complete the following steps:

1. The existing process document will be used by the URPC through the summer to develop a detailed process for the future.
2. The process will be reviewed and updated by the URPC at the start of the 2022 fall semester.
3. The process will be presented to the Senate for review.
4. Following this, the process will be presented to the President.
5. Upon completion, the process will be provided to all remaining stakeholders (students, staff, faculty, and administrators).

One organizational issue that arose this year was that if the URPC remains at the division level, how are issues that are below that level resolved? This includes issues on housing, student employment, and funding for over-taxed minority faculty.

During AY 2021-22, The URPC completed the following tasks.

- Examined various options for rolling excess funding (revenue) from one year to the next. We also selected and finalized an option described in this document. This also included discussions about reserving funding vs. spending.
- Future enrollment projections and scenarios were examined in detail and predictions of future tuition revenue based on these projections.
- Financial reports for the first half of the AY were reviewed at the division level. These are available at the Budget Office website.
- Issues were received and rolled into a URPC issues list but this was not reviewed. It now appears that these issues fit more with the Senate, as most require information that is below the division level.
- The links between the polytechnic transition budget and the General Base Fund were reviewed.
- Training on using the OpenBook was provided for reviewing finances.
- The five year plan for finances was reviewed.
- We received updates from the Presidential Administrative Team (PAT) on the potential future financial situation with CSU and the State of California.

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 2022-23 budget recommendation. 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.

The URPC's budget planning overview document is provided on Attachment A, the detailed budget planning spreadsheet is provided on Attachment B, the budget planning assumptions are detailed on Attachment C, and a list of prioritized allocations are included on Attachment D. Please note: the numbers in the far left column on the budget planning spreadsheet correspond with the numbers used in the budget planning assumptions.

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