

Tuesday, September 13, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, September 13, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present (via zoom)

Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Burkhalter, Capps, Cappuccio, Colgrove-Raymond, Gordon, Guerrero, McGuire, Metzger, Miller, Miyamoto, Mola, Moyer, Moyer, Teale, A. Thobaben, M. Thobaben, Woglom, Wrenn, Wynn

Members Absent

Abarca, Cannon, Graham, Jackson, Tillinghast

Guests

Amber Blakeslee, Amy Sprowles, Ara Pachmayer, Bethany Rizzardi, Carmen Bustos Works, Cyril Oberlander, Deserie Donae, Georgia Sarkin, Janessa Wooly, Jeanne Wieglass, Jenni Robinson Resinger, John Perry, Mike Le, Rachael Gipson, Sheila Rocker Heppe, Tim Downs

CFA Interruption Statement

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

Announcement of Proxies

Bell for Abarca

Approval of and Adoption of Agenda

M/S (Wrenn/Miyamoto) to approve the agenda

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on August 30, 2022

M/S (McGuire/Aghasaleh) to approve the minutes from the August 30, 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:

Chair Mola noted that the committee currently doesn't have a chair, but that Marissa Ramsier will be running for the CAHSS representative and afterwards intends to run for the chair position.

Appointments and Elections:

- Written report attached

Faculty Affairs Committee:

Senator Miller reported the committee is looking at student evals of teaching effectiveness and the bias involved in that process, they will be reaching out to other committees and bodies for this. He noted they meet Tuesdays noon to 1pm in KA 106 and invited folks to come by if they want to.

Integrated Curriculum:

- Written report attached

University Policies:

Chair Mola noted that the AEC has found someone to chair that committee as well.

University Resources and Planning:

- Written report attached

ASCSU:

- Written report attached

In addition to the written report, Senator Burkhalter reported that the ASCSU will be asked to make a decision on the ICAS proposal, which is in her report, and she will be meeting with Jenni Robinson to discuss. She noted there is a Title IX review of all 23 campuses upcoming, and she recommended that folks click the link for information on the compact between Newsome and the CSU.

Associated Students:

AS President Guerrero reported that AS has initiated conversations with Administrators on the student memorial and international service learning program, and the AS will be looking into updates for pool funding and the food sovereignty lab.

Emeritus and Retired Faculty and Staff Association

Senator M. Thobaben reported the approval process went smoothly this semester and that ERFSA had a great luncheon meeting this month and she thanked Mike Fisher for the presentation.

Labor Council:

- Written report attached

Staff Council:

Senator Banks reported staff council has a hyflex meeting this Thursday at 1pm and will be holding a Connect with Your Co Workers event September 26 in the Library Fishbowl

Academic Affairs:

- Written report attached

Administrative Affairs:

- Written report attached

Enrollment Management:

VP Metzger reported that headcount is at 5865, which is still up 133 bodies from last fall, but FTEs are flat which indicated students aren't taking as many units all together. Census is next week, and Mike Le will present more detailed enrollment numbers at the next Senate meeting.

Student Affairs:

Interim AVP for Student Affairs Colegrove-Raymond reported her office is working to fill positions including the ASC position for the cultural centers, and have hired a new Director of Student Life, Ravin Craig.

President's Office:

- Written report attached

Chief of Staff Downs reported the search for the AVP of Enrollment Management and Student Affairs is progressing and will be interviewing semi finalists by the end of this month which will be followed by campus visits.

In addition, VP Gordon commented on other high level searches that are underway, and noted that regarding Conference and Events Services (CES) that she has heard from team members that the tone and tenor of emails and verbal exchanged regarding CES has been very disrespectful. She explained that CES folks are just trying to do their job and when disrespected it creates hard, and it causes anxiety and stress to them. She asked that everyone on campus remember that people are just trying to do their work in a complex system and that all of the staff and admin and faculty are committed to Cal Poly Humboldt, and urged that individuals come together through frustrations in a respectful way.

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar – Approval of Emeritus Faculty and Staff

The attached list of retiring faculty and staff candidates were approved for Emeritus Status via general consent

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

It was noted there was no one signed up to speak during the Open Forum

Full University Senate Exercise: Creating Norms and Expectations for the University Senate

The Senators and guests were invited to participate in breakout room discussions on creating norms and expectations for the University Senate, and reported out their groups' thoughts. The attached document is a record of each groups' notes. The document will be attached to the Chair's written report for this meeting.

Poly Tech Implementation Update - Provost Capps

Provost Capps shared that the biggest challenge so far has been integrating planning efforts, and reiterated VP Gordon's request for patience where needed. She reported that thanks in large part to the efforts of the ICC and faculty and staff, Academic Programs is on track to launch eight new bachelor's degrees, one new master's degree, and the certificates (if they get programs) are on their way as well. She reported they have been successful in 22 or 23 hires, 55 percent of whom are BIPOC faculty, which indicates some success in the intentional hiring efforts of diverse faculty. Academic Affairs is also refining the curriculum, making sure there is infrastructure as well as engagement and recruitment

efforts; that faculty are engaging in recruitment efforts in partnership with Enrollment Management. She noted she is going to be part of an event for which about 700 high school counselors have signed up to talk about Cal Poly Humboldt and the new things we can offer incoming students. Regarding Place-Based Learning Communities, the goal is for every Cal Poly Humboldt student to have a PBLC experience, since those experiences really align with student retention and success for students and she noted they are attempting to walk back some PBLC processes that have not shown success. She concluded stating that she is hoping to give updates and continue to provide information about the many things underway on a regular basis.

TIME CERTAIN: 4:00 PM - Campus Physical Plan Update Kickoff - VP Gordon, Mike Fisher & the Smith Group

The Smith Group, Mike Fisher, and VP Gordon shared the mural presentation available [via this link](#).

TIME CERTAIN: 4:30 PM - University Expansion of Place-Based Learning Communities (PBLCs) - Amy Sprowles & Carmen Bustos-Works

Amy Sprowles and AVP Bustos-Works shared the attached PBLC Community presentation

TIME CERTAIN: 4:50 PM - 08/30/22 Budget Questions Follow Up

Some senators asked questions regarding the budget presentation from last meeting. In large part they were directed to the URPC Senate report; Senator Benevides-Garb asked about investing formulations for education and return regarding global engagement. Senator Woglom explained that they are looking towards rethinking the guidelines this year where the money can be put toward regarding returns.

M/S (Moyer/Woglom to adjourn)

Meeting adjourned at 5:11 PM

CFA Interruption Statement

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

University Senate Chair Report September 13, 2022

Thank you!

A huge thank you to all the folks that have volunteered to serve on various committees this year. Although there are still a number of important seats to fill, we have found folks for almost all of our current vacancies. A huge thank you to Jayne McGuire, Mary Watson and all the members of AEC.

Help! Button:

Last week, Jim Woglom and I met to discuss ways that members of the campus community could make budget/resource requests when the appropriate office to ask is not obvious. For faculty and staff, there is typically a chain of command to follow when requesting resources. For other groups on campus, there may not be a clear office or individual to appeal to for help. As a first attempt to provide a place where folks can go for help, please use the [Suggest a meeting agenda item](#) on the Senate's homepage. I am hoping this button can be a catch all for any issues that members of the campus community have. The idea being that once an issue is identified, the Senate Executive committee can triage the items that come in and direct them to appropriate office.

Updates:

- In accordance with Senate Resolution, [32-21/22-EX](#): Sense of the Senate Resolution Calling for a Taskforce to Define and Combat Campus Bullying, President Jackson is writing a charge and roster for this taskforce so they may begin their work this fall. If you have expertise in nonviolent communication, anti-bullying, etc., please reach out to me in the next few weeks.
- The Senate Executive Committee approved the nomination of Eli Lankford, from the School of Applied Health, to the Intercollegiate Athletics Advisory Committee for a two year term. There are additional openings on the IAAC.

Follow up:

During the last senate meeting, there were a number of folks who had questions regarding the budget presentation that didn't have a chance to speak. To make up for this, Amber Blakeslee has agreed to come to today's meeting for a 4:50 PM time certain to entertain any remaining budget questions.

As always, if you have any questions or concerns, please drop me an email or give me call.

Thanks,
Monty

CAL POLY HUMBOLDT

University Senate Written Reports, September 13, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

Committee memberships: Jorge Monteiro, Sasheen Raymond, Joshua Frye (sabbatical), Monty Mola, Jen Capps

AEC committee met on 9/9/2022 to review the current call for nominations and discuss strategies to recruit interest for the remaining positions. To date, 25 committee/senate slots have people interested in filling them. We have a few critical openings that remain open.

- ASCSU Representative
 - Center for Community Based Learning (CNRS)
 - Instructionally Related Activities Committee
 - Grade Appeal Committee
-

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. Full Committee meetings are hyflex in FH 235 or Zoom:

<https://humboldts.tate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09>

ICC Members:

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

Standing Contributor: Anna Thaler

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

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

Maritime Archeology Certificate Proposal

Discussion of this certificate included suggestions for clarifying the requirements (CPR certification) and timing of being able to complete the sequential coursework. A larger discussion point was brought up to clearly articulate the recognition of TEK, history, culture, and recognition of Tribal sovereignty and working with Tribal communities on maritime endeavors in the certificate learning outcomes. Adjustments to these components are being made and the program will return to the ICC for approval next meeting.

Individualized Degree Programs (IDP)

IDP director Rebecca Robertson visited the committee to present initial ideas around the development of the IDP program. Various avenues and possibilities for the program were discussed including the use of the program to support students in combining their interests and for programs to test new pathways, the possibility of building a core set of classes and/or capstone for IDP, an online pathway, credit for prior learning, and incorporating coursework from multiple majors/into the existing interdisciplinary major. This was a thought/question gathering opportunity and the main points that emerged were: possibility of being able to circumvent requirements in other programs and end up not fully prepared for the job market (limits in the overlap between an IDP and established degree program will be in place).

- Interest in exploring how much interest there is likely to be, what the capacity is for this program and supporting faculty and staff.
- Advising for assisting students in choosing courses they are interested in while still providing structure (personal statements about goals/program plan would be incorporated into the advising process).
- Ensuring students do not go with IDP when other established programs would support their career goals better.
- Nuts and bolts including: where is the program housed, how many faculty/staff/advisors will support it, long term program coordinator, do students get to name their program and how would that show up in records/diploma, resources and budget, what if any new classes would go into this program, and how much the ICC would be involved in the development of each IDP
- How to support students in IDP to be prepared for med school

The goal is to have IDP available beginning fall 2024 and additional discussions/updates will come to the ICC as the plans develop.

Program Proposal Guidelines:

A discussion of the proposed edits made to the [currently approved guidelines](#), which is work that began in spring 22. The proposed edits will serve to expand the information provided in the guidelines and include minors, certificates, and concentrations as well as degree programs and bring the current guidelines up to date with current CO requirements. Further amendments for consideration included:

Pointing people directly to resources on enrollment projections, including interdisciplinary guidelines into this document, more robust consultation with librarians. Of additional concern is program viability and the possibility of clearly set out guidelines.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

At the University Resources and Planning Committee's September 9th meeting, we began by discussing the retreat we held at the beginning of the semester and thinking through questions asked by committee members (an outline of the budget retreat is offered as Appendix A) . We then addressed an update on the Polytechnic Budget, which is outlined in the attached Appendix B. This document, while robust, requires some contextualization, so there will be a presentation to accompany and amplify this document in the coming Senate meetings. We then worked to plan dates and content for a series of three open forums that will take place this Fall, designed to cover, "Humboldt Budget 101", "The Polytechnic Budget and Capital Planning", and, finally, a broader contextualization of the resource picture of the University. We are anticipating receiving the President's Charge for the URPC within the coming weeks so, with the combination of the presentations described above, and the work suggested by the President's office, we anticipate that there will be considerable work on our committee's plate for the Academic Year. We look forward to providing more information, and to working with the campus community to steward our campus' resources through shared governance.

Operating Fund - Budget Planning Scenario Date: August 12, 2022 ASSUMPTION: BASELINE Enrollment Scenario	2021-22 Budget	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Enrollment Budget			9.3%	8.3%	6.5%	8.9%
Resident FTES	4,781	4,776	5,220	5,651	6,016	6,551
<i>Shortfall from CSU Resident FTES Target of 7,603 % off from CSU Resident FTES Target</i>	(2,822)	(2,827)	(2,383)	(1,952)	(1,587)	(1,052)
	-37%	-37%	-31%	-26%	-21%	-14%
WUE FTES	200	200	200	200	200	200
Out-of-State FTES	55	70	70	70	70	70
International FTES	25	25	25	25	25	25
Total FTES Budget	5,061	5,071	5,515	5,946	6,311	6,846
<i>Total Annual Headcount</i>	<i>5,312</i>	<i>5,306</i>	<i>5,800</i>	<i>6,279</i>	<i>6,684</i>	<i>7,279</i>
Revenue Budget						
Prior Year (PY) State Appropriation	85,580,000	90,475,000	96,989,000	98,320,000	97,599,000	96,875,000
State Retirement Funding (PY Spending Revisions to GF)	(1,101,000)	(116,000)	1,890,000	(190,000)	(220,000)	(220,000)
PY Revisions to Allocations (PY Compensation Incs.)	29,000	2,721,000				
Systemwide Priorities Sweep (Restore for Unit 3 GSIs)	(2,476,000)					
New Upcoming Year General Fund (GF)	9,061,000	4,497,000				
2019-20 SUG Adjustment Offset (SUG reduced to 95%)	(618,000)	(588,000)	(559,000)	(531,000)	(504,000)	(479,000)
Subtotal State Appropriation	90,475,000	96,989,000	98,320,000	97,599,000	96,875,000	96,176,000
Poly Funding		8,875,000	13,370,000	16,455,000	21,835,000	25,000,000
Subtotal State Appropriation with Poly		105,864,000	111,690,000	114,054,000	118,710,000	121,176,000
Student Fees and Other Revenue						
State Tuition Fee	29,640,000	29,639,000	32,234,000	34,753,000	36,886,000	40,013,000
Non-Resident Tuition Fee	851,000	996,000	996,000	996,000	996,000	996,000
Materials, Services and Facilities Fee (MSF)	1,792,000	1,788,000	1,945,000	2,097,000	2,226,000	2,415,000
Other Fees and Revenue (MBA Fee, App Fee, Cost Recov)	10,879,804	11,338,926	11,338,926	11,338,926	11,338,926	11,338,926
Subtotal Student Fees and Other Revenue	43,162,804	43,761,926	46,513,926	49,184,926	51,446,926	54,762,926
TOTAL Revenue Budget	133,637,804	149,625,926	158,203,926	163,238,926	170,156,926	175,938,926
Total Prior Year Expenditure Budget	137,674,227	132,712,786	140,750,926	144,277,926	144,080,926	143,695,926
Compensation (CO Funding for 2021-22 and 2022-23) <i>Estimated Unfunded Compensation Increases</i>	325,000	6,652,000				
		<i>1,400,000</i>	<i>579,000</i>	<i>152,000</i>		
Benefit Rate Increase - Retirement	(1,060,276)	(120,000)	2,100,000	(220,000)	(260,000)	(260,000)
Benefit Rate Increases - Health, etc.	533,560	325,000	250,000	250,000	250,000	250,000
State University Grant (SUG) (state appropriation offset)	(618,000)	(588,000)	(559,000)	(531,000)	(504,000)	(479,000)
University Cost Increases (Risk Pool, Utilities)		609,506	300,000			
Dedicated Budget Allocated to Depts	960,349	455,122	157,000	152,000	129,000	189,000
Base Allocations - Strategic Investment/Stabilization*	1,060,000	2,100,000	700,000			
<i>CO Earmarks - GI 2025, Basic Needs, Foster Youth**</i>	<i>2,242,000</i>	<i>257,000</i>				
Base Reductions/Savings	(9,143,074)	(3,052,488)				
Subtotal Base Expenditure Adjustments	(4,961,441)	8,038,140	3,527,000	(197,000)	(385,000)	(300,000)
Poly Expenditures		8,875,000	13,370,000	16,455,000	21,835,000	25,000,000
TOTAL Base Expenditure Budget	132,712,786	149,625,926	157,647,926	160,535,926	165,530,926	168,395,926
Net Base Budget Surplus / (Deficit)	925,018	-	556,000	2,703,000	4,626,000	7,543,000

ESTIMATED STATE APPROPRIATION VULNERABILITY	(18,530,000)	(18,560,000)	(15,650,000)	(12,820,000)	(10,420,000)	(6,910,000)
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Color Legend
Base Revenue Budget
Base Expenditure Budget
Projected Base Surplus/Deficit

*Base Allocations - Strategic Investment/Stabilization	2,100,000
Student Activities Center	900,000
Athletics & Campus Recreation Compensation Adjustments	1,200,000
**CO Earmarked Funding - Foster Youth (pending allocation)	257,000

2022-23 URPC Retreat

August 26, 2022



Agenda

- Key Concepts
- State and CSU Budget Overview
- Cal Poly Humboldt Budget and Financial History
 - Revenue, Expenditure and Enrollment Trends
 - 2021-22 Operating Fund Year End Review
 - 2021-22 Operating Fund Roll Forward
 - 2021-22 Designated Balances and Reserves
- Cal Poly Humboldt 2022-23 Budget
 - 2022-23 Budget
 - Graduation Initiative 2025
 - Polytechnic Budget Update
 - Next Steps

Key Concepts

Base (Ongoing) vs. One-Time

- Base (Original) Budget: recurring, ongoing, continues year after year
 - Revenue example: State appropriation
 - Expenditure example: Salary and benefit costs
- One-Time Budget: only available once – once you spend it, its gone
 - CARES/HEERF federal funding
 - Reserves
- Revised Budget: Base + One-Time

Overview of Budgeted Types of Funds

- **University Operating Fund (General Fund):** our main operating budget for state matriculated instruction (primary funding sources are state appropriation and tuition)
 - URPC makes a recommendation for the University Operating Fund
- **Self-Support Funds:** reflect activities supported by student fees and other sources that are designated for specific purposes (e.g. housing rent must be spent to support the housing program)
- **Auxiliary Organizations:** separate not-for-profit organizations, with boards

Notes:

- *Revenues from Self-Support Funds and Auxiliary Organizations must remain with the unit and be used for the purpose intended based on applicable CA Education Code, CSU Executive Orders and policies, etc.*
- *On Financial Statements, the University Operating Fund and all Self-Support Funds are combined and reflected as the “University” and Auxiliary Organizations are reflected as “Discretely presented component units”*

Headcount vs. full-time equivalent students (FTES)

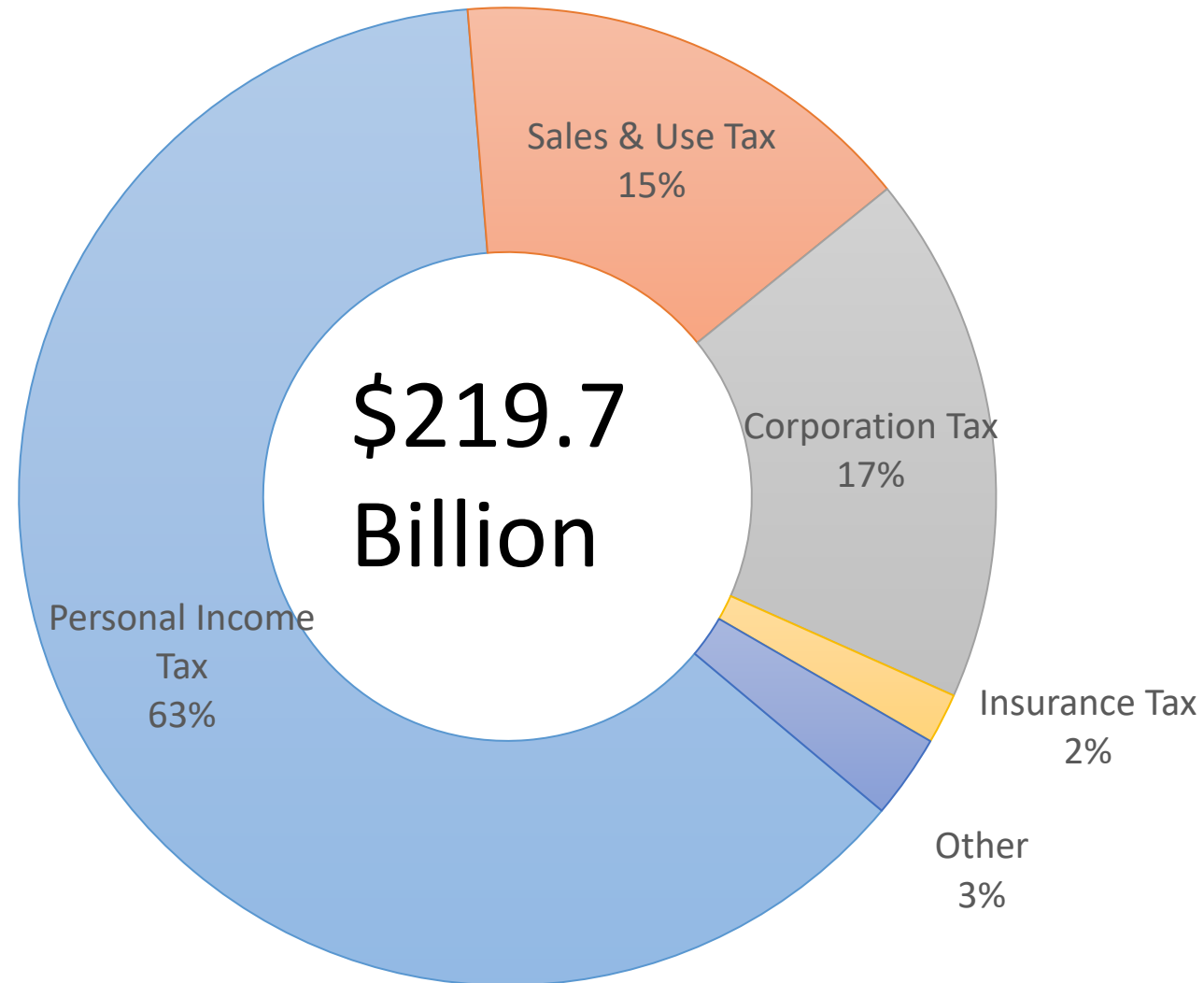
- Headcount
 - 1 student = 1 headcount
 - Tuition is paid based on headcount
- Full-Time Equivalent Students (FTES)
 - 1 FTES = 15 units for an undergraduate, 12 units for a graduate
 - Budget planning is based on annualized full-time equivalent students (FTES)
 - (annualized = (summer + fall + spring) / 2)
- There are two separate FTES targets used in budget planning: CSU and HSU
 - The CSU Resident FTES target represents the level of students that the system provides HSU with funding to support via state appropriation (note: this is Resident FTES only)
 - Our current funded CSU Resident FTES level: 7,603
 - HSU's FTES budget includes Resident, WUE, Out-of-State, and International FTES targets, which are used to project tuition revenue (the revenue projection model is a complex model that converts FTES to Headcount, while incorporating a variety of factors including average unit loads, student levels, waivers & refunds, etc.)

Enrollment - Fall vs. Annual

- Annual = (summer + fall + spring) / 2
 - Note: summer currently offered via self support
- Annual Resident FTES Target is 7,603
- Common Mistake - Don't compare Fall to Annual target
- Example:
 - Fall 2021 Resident FTES: 4,972
 - Spring 2022 Resident FTES: 4,540
 - Annual 2021-22 Resident FTES: 4,756

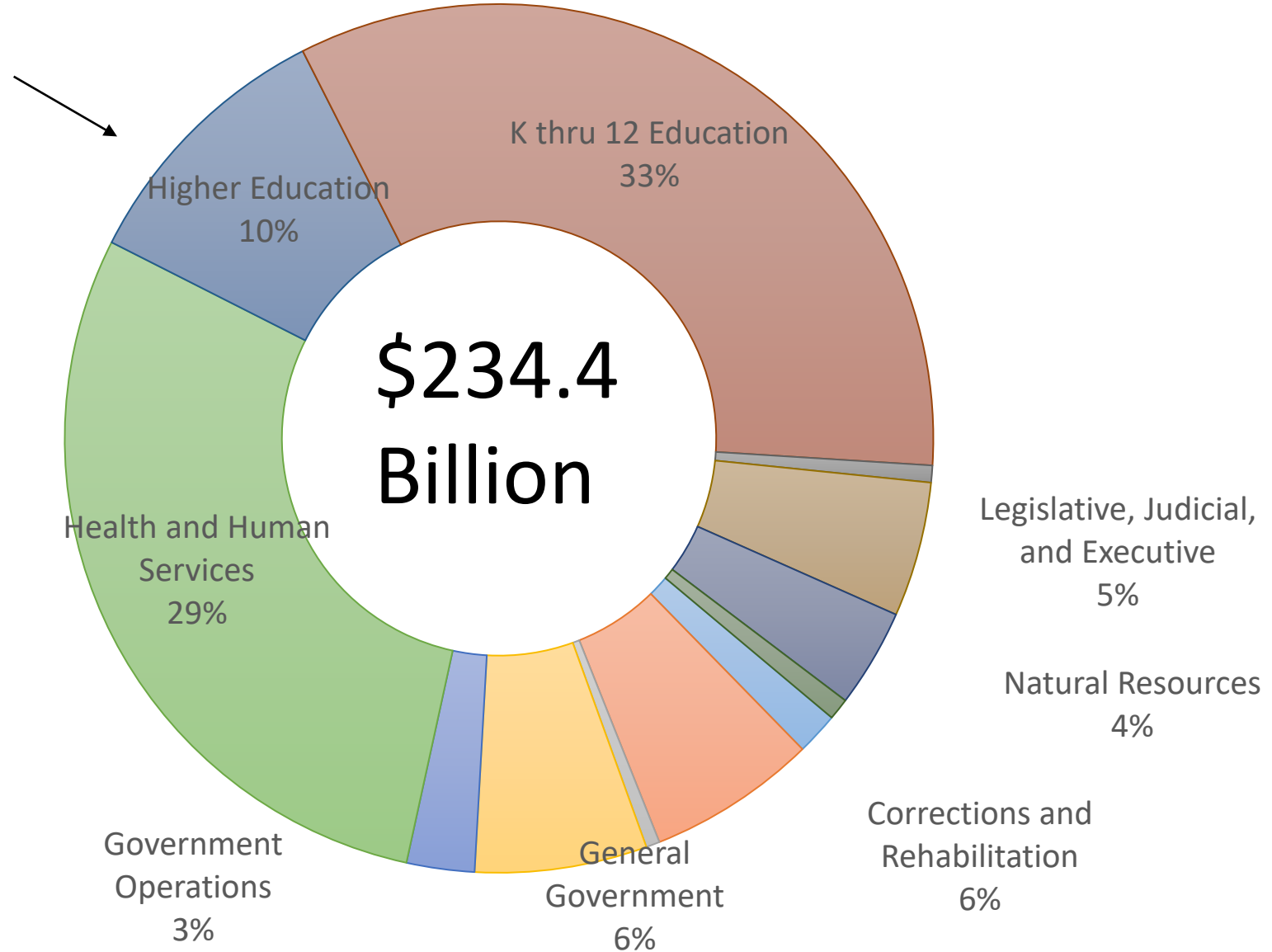
State and CSU Budget

2022-23 State Revenues (Source: [2022-23 State Budget](#))



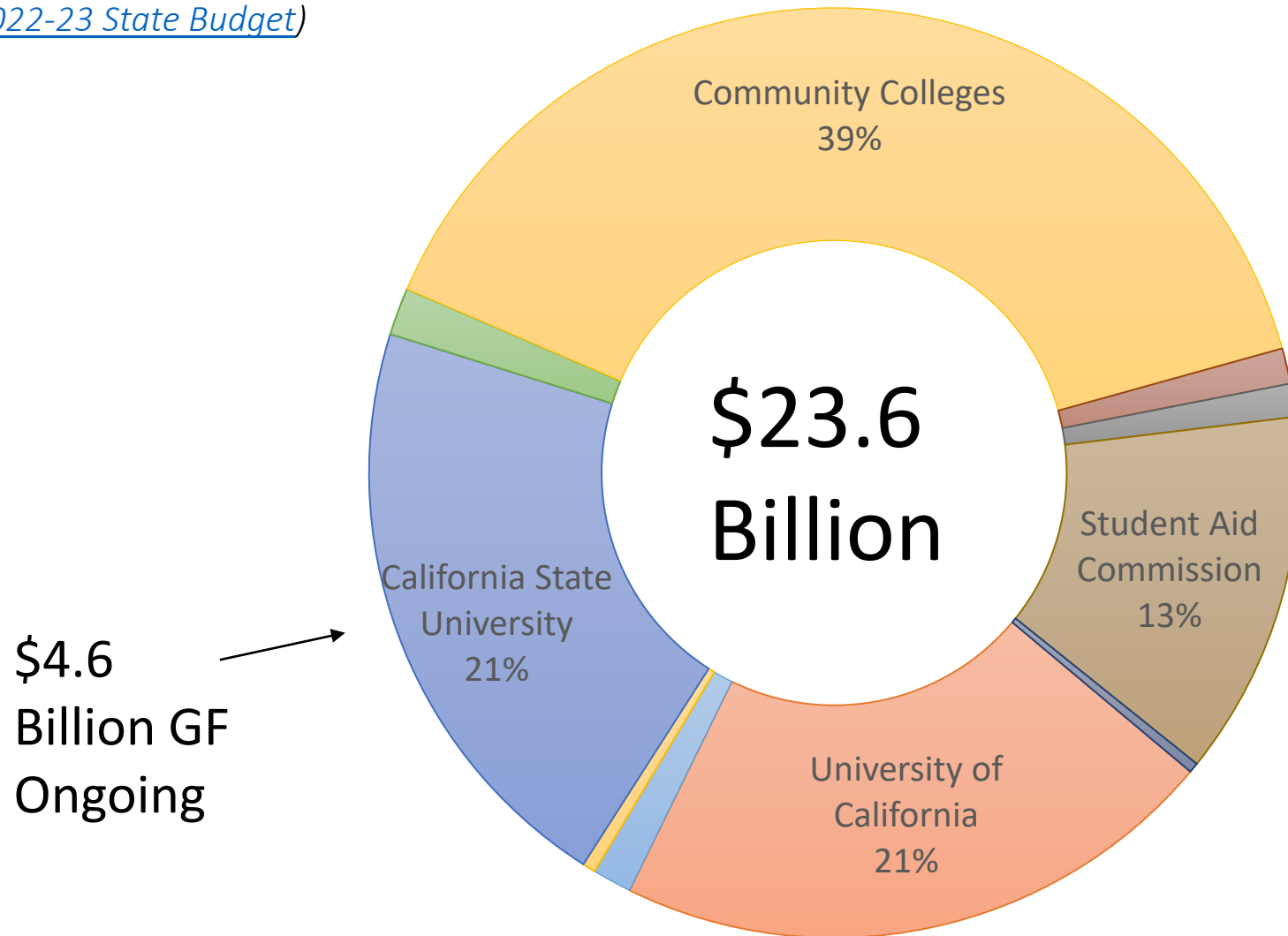
2022-23 State Expenditures (Source: [2022-23 State Budget](#))

\$23.6
Billion



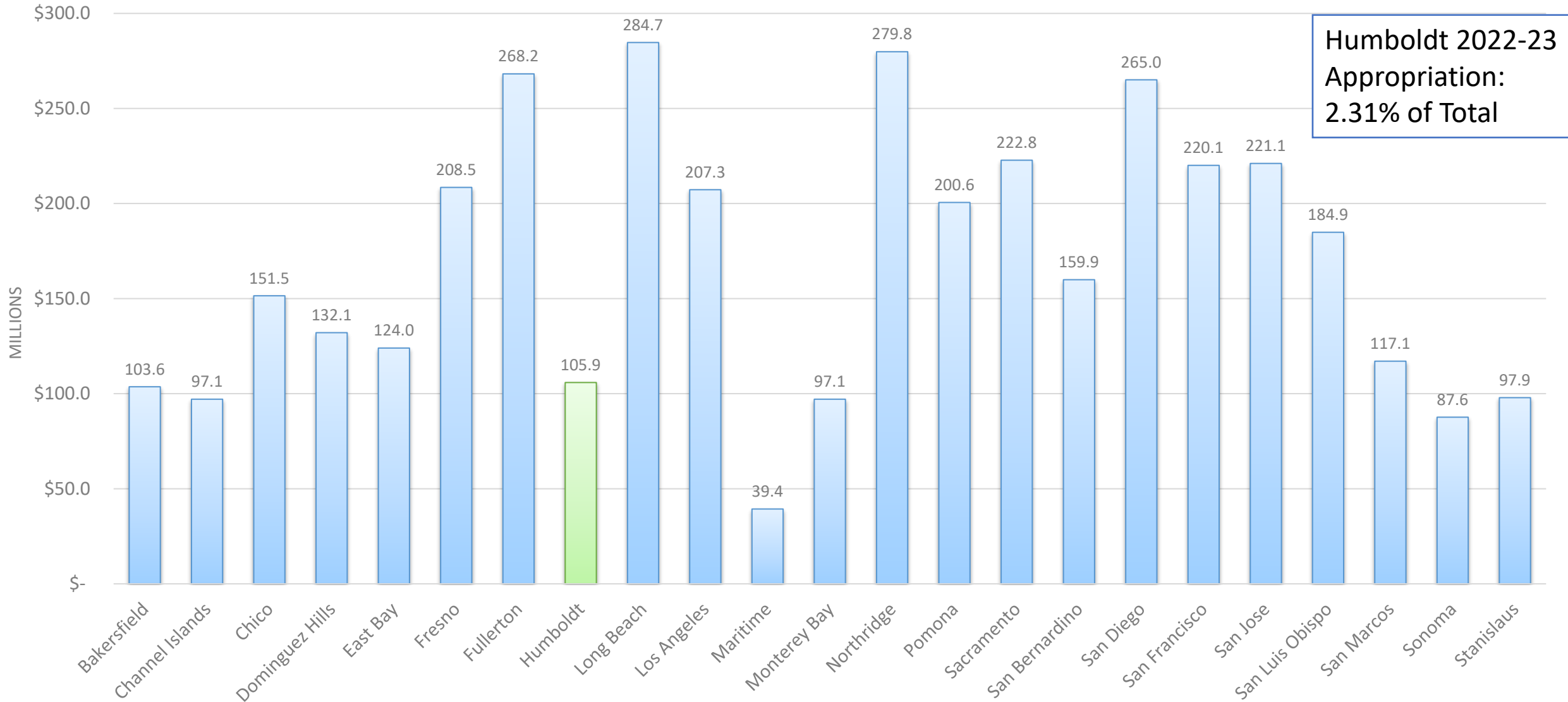
2022-23 State Higher Education Budget

(Source: [2022-23 State Budget](#))



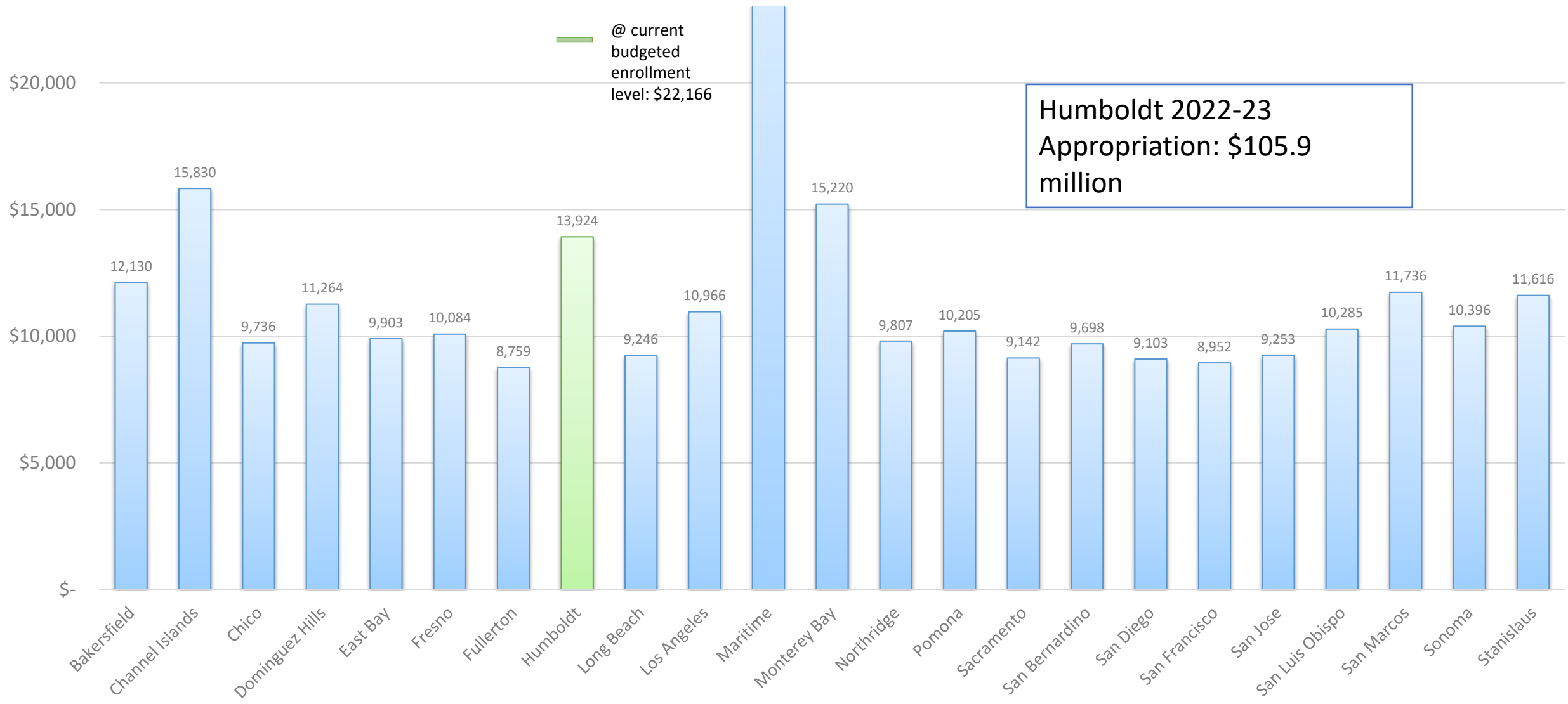
2022-23 CSU State Appropriation Funding by Campus

(Source: [CSU 2022-23 Final Budget Allocations \(B22-03\)](#))



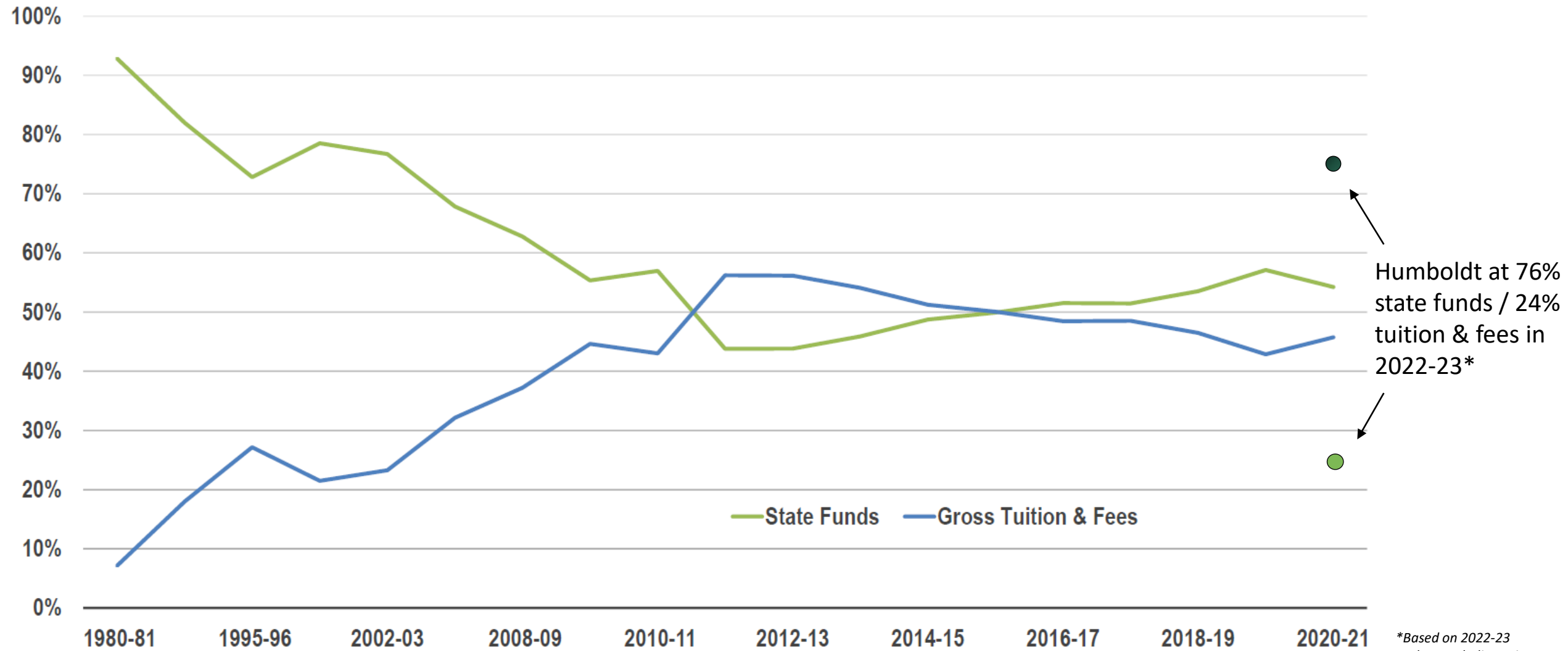
2022-23 CSU State Appropriation Funding per CSU Target FTES

(Source: [CSU 2022-23 Final Budget Allocations \(B22-03\)](#))



Current & Prospective State Revenue

- Overall CSU revenue picture has improved
- New level of complexity in multi-year compact
 - Minimum 5% state general fund increase
 - Could go higher if state revenue permits
- Mixed economic signals

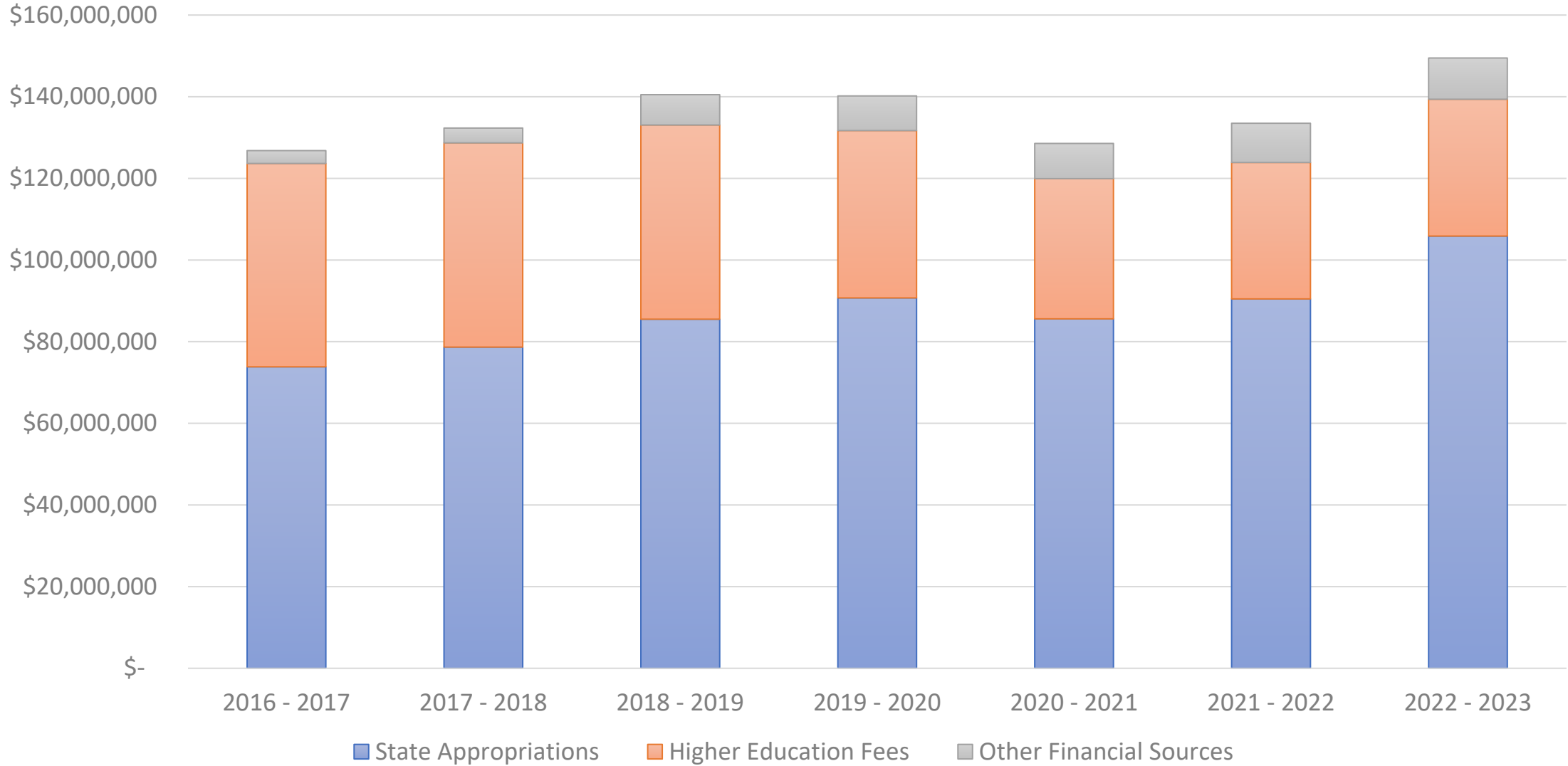


**Based on 2022-23 Budget excluding Misc. Revenue & Cost Recovery*

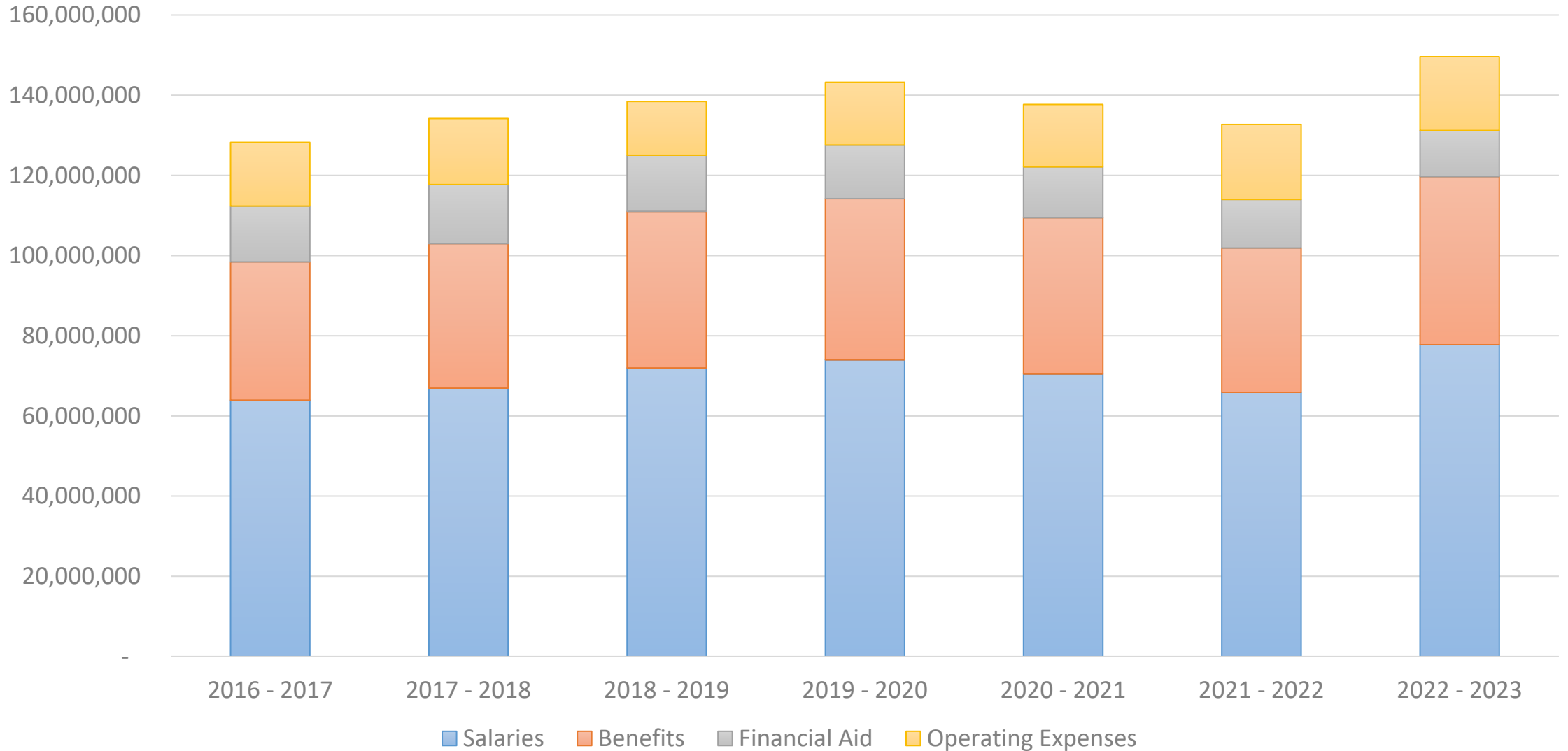
Cal Poly Humboldt Budget and Financial History

Overview of Trends

Revenue Budget History (in millions)

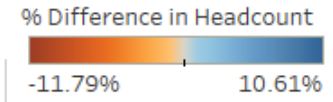
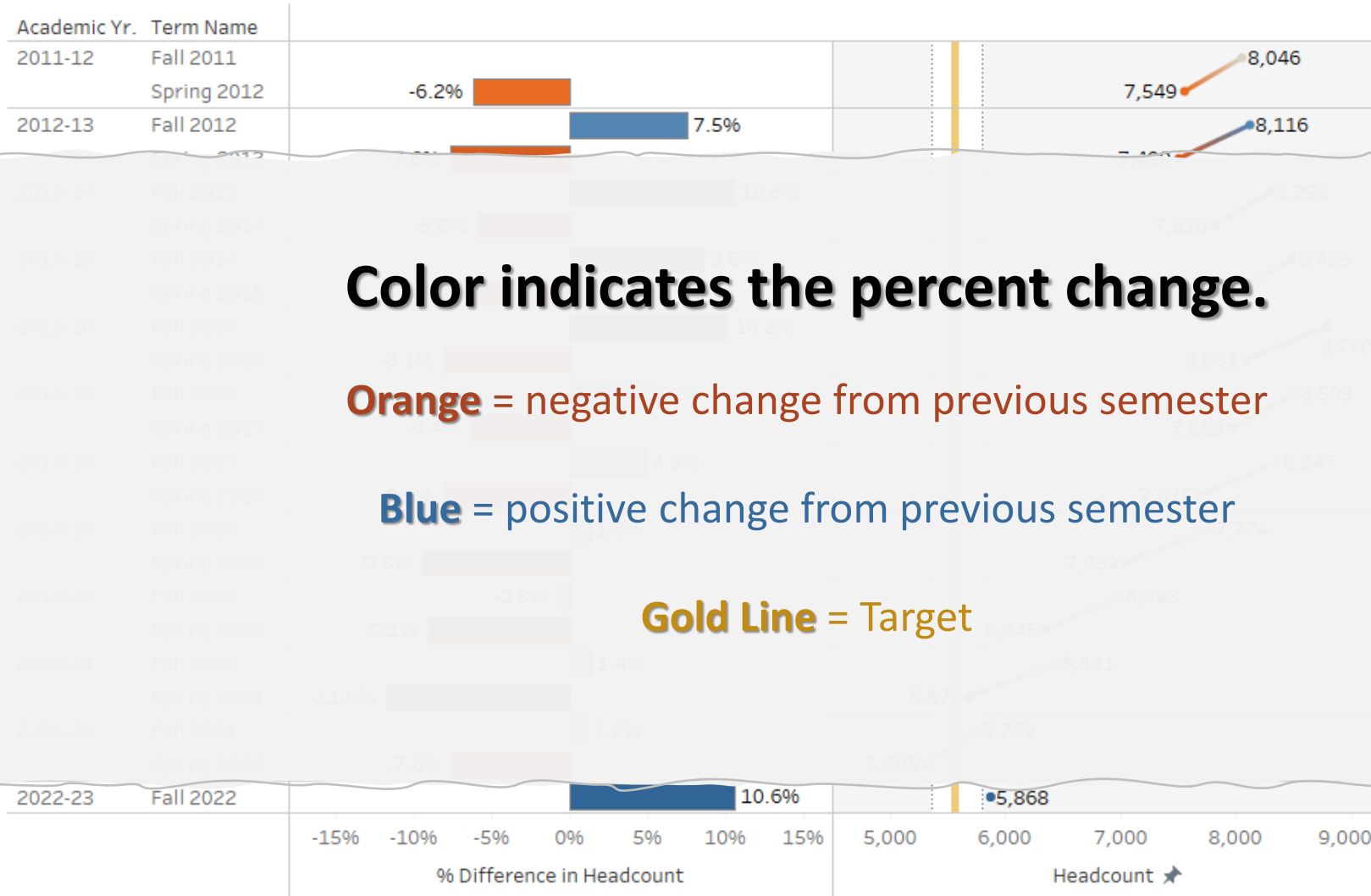


Expenditure Budget History (in millions)



Enrollment Trends

Change of Headcount



Color indicates the percent change.

Orange = negative change from previous semester

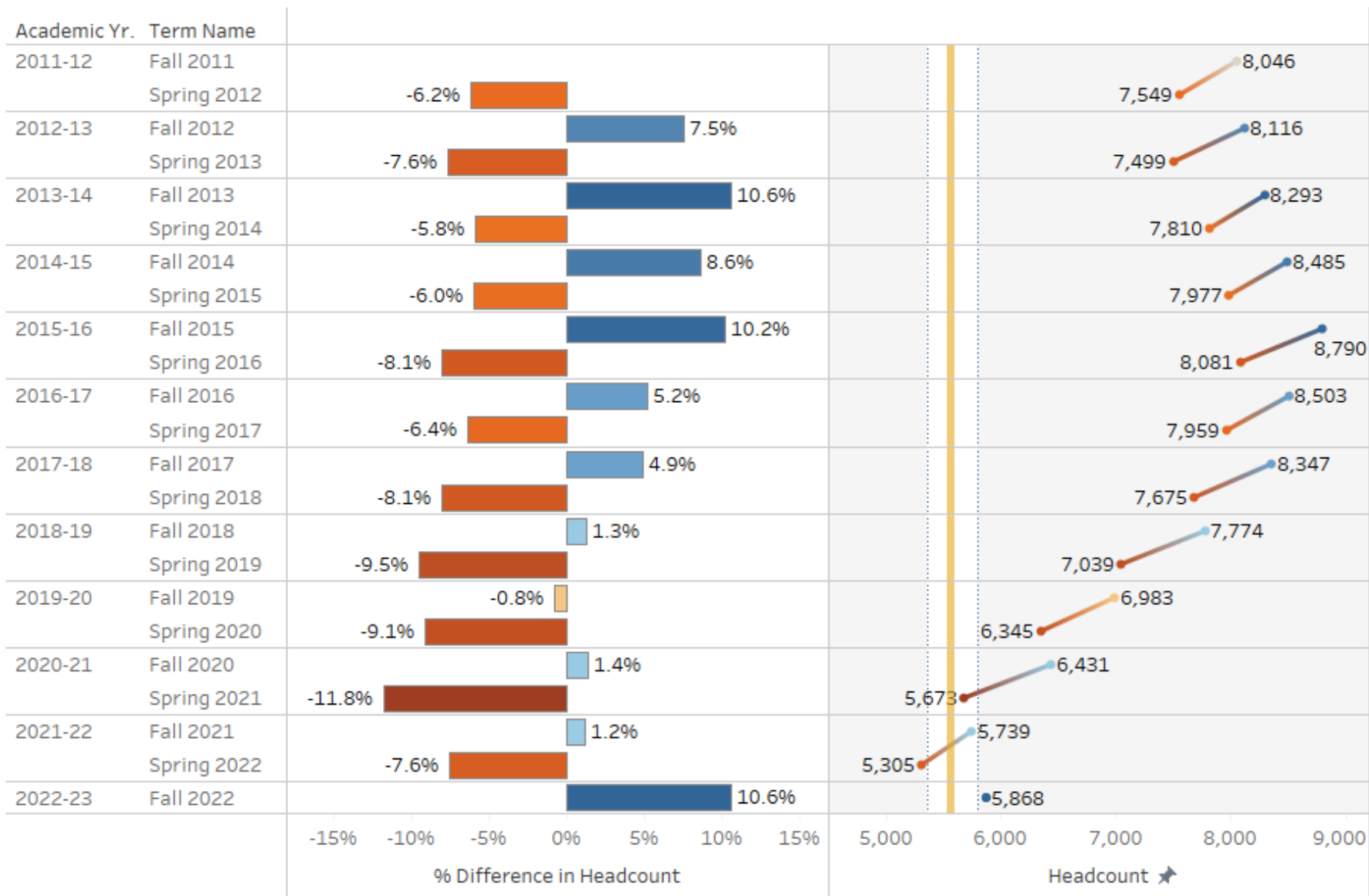
Blue = positive change from previous semester

Gold Line = Target

+ 129
Headcount
(Fall 2021 to Fall 2022)

Enrollment Trends

Change of Headcount

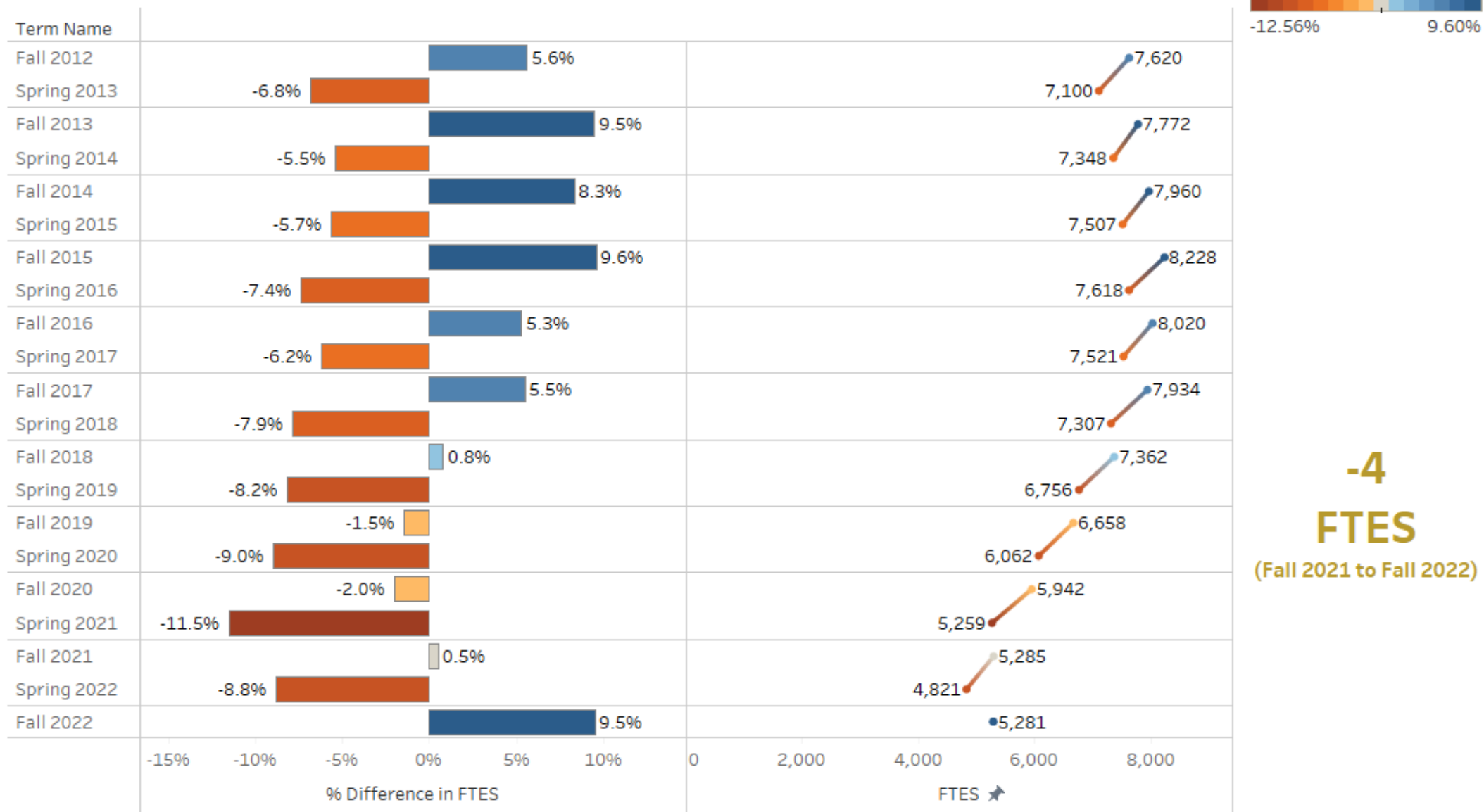


% Difference in Headcount
 -11.79% 10.61%

+ 129
Headcount
 (Fall 2021 to Fall 2022)

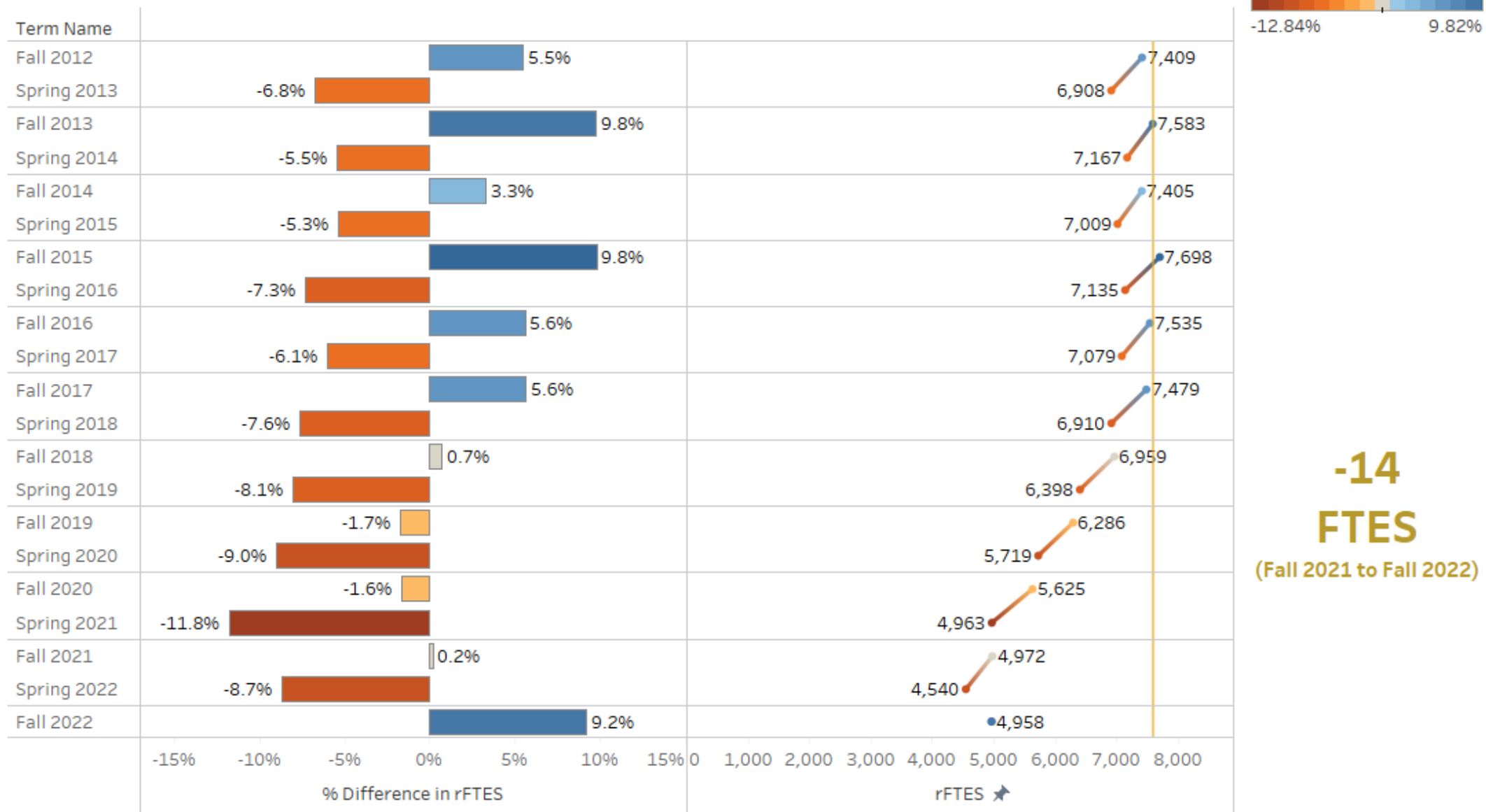
Enrollment Trends

Change of Full-time Equivalent Students (FTES)



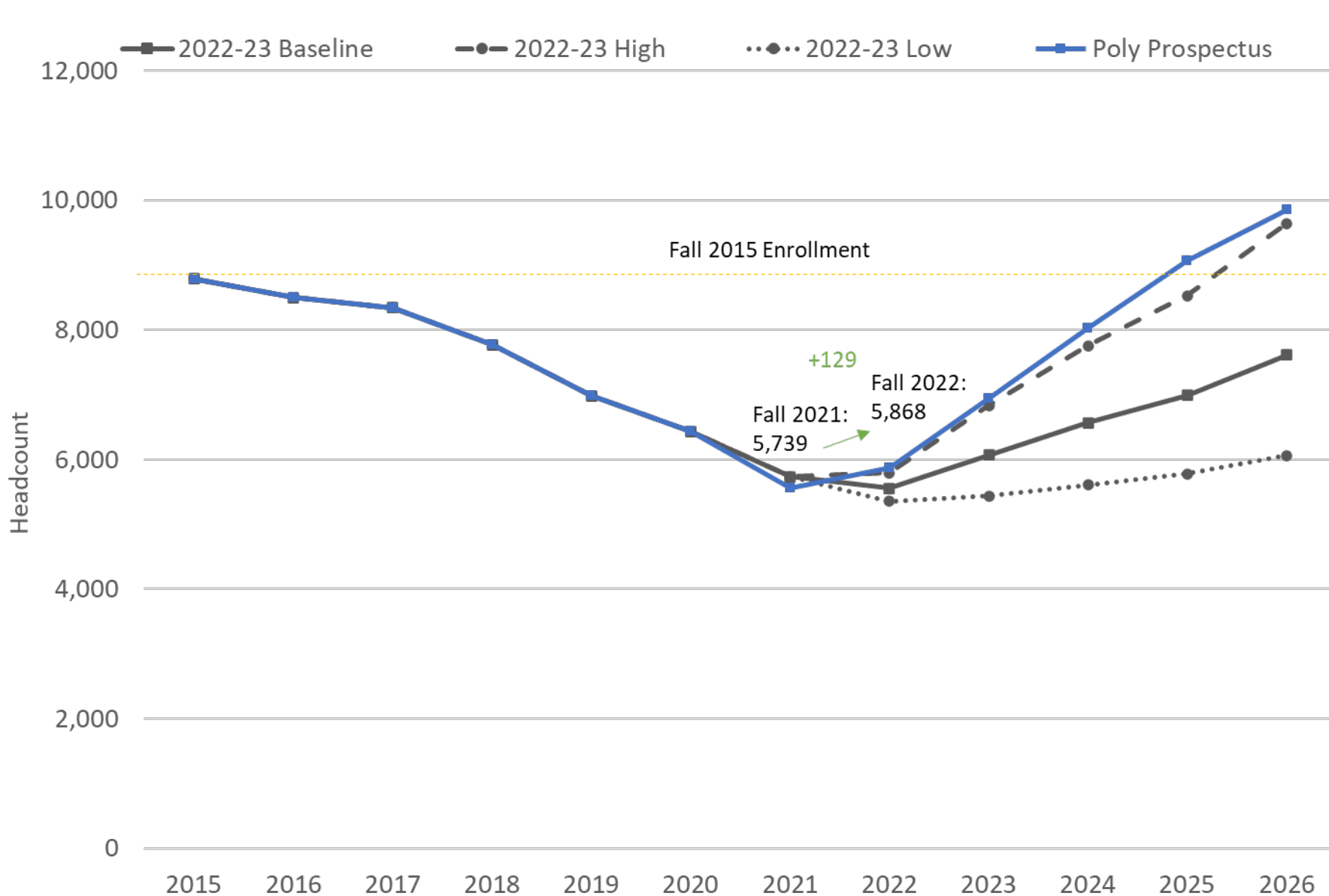
Enrollment Trends

Change of Resident Full-time Equivalent Students (FTES)



Fall Headcount Planning Projection Scenarios

Fall Headcount Planning Projection Scenarios



FALL HEADCOUNT	2022	% chg
2022-23 Baseline	5,554	-3%
2022-23 High	5,796	+1%
2022-23 Low	5,354	-7%
Poly Prospectus	5,874	+2%

Fall 2022 as of
8/24: 5,868

Enrollment Highlights

- We are growing!
- Rebound 1 year quicker
- Keeping pace with Prospectus
- **+5% above baseline (budget)**
- Incoming students: +25%
- First Time Students: +54%

2021-22 Year End
(Operating Fund)

2021-22 Operating Fund Summary

Total Year-End Roll Forward: \$19,059,326

Revenue	Original Budget	Revised Budget	Actual		Balance Remaining	%
State Appropriations	90,475,000	90,359,000	90,359,000	-	-	100.0%
State Tuition Fee	29,640,000	29,640,000	30,926,269	-	1,286,269	104.3%
Non-Resident Fee	851,000	851,000	976,061	-	125,061	114.7%
MSF Fee	1,792,000	1,861,600	1,861,600	-	-	100.0%
Other Fees and Revenue	10,879,804	26,010,127	26,271,901	-	261,774	101.0%
Total Revenue	133,637,804	148,721,727	150,394,830	-	1,673,103	101.1%
Expenditures	Original Budget	Revised Budget	Actual	Encumbrances	Balance Remaining	%
Salaries	65,894,888	70,607,814	66,864,871	-	3,742,943	94.7%
Benefits	36,017,035	36,440,940	34,462,122	-	1,978,818	94.6%
Financial Aid	12,089,187	13,006,836	12,581,887	4,500	420,449	96.8%
Operating Expenses	18,711,676	43,523,239	30,821,768	1,457,458	11,244,013	74.2%
Total Expenditures	132,712,786	163,578,829	144,730,648	1,461,958	17,386,223	89.4%

2021-22 Operating Fund Revenue

Revenue	Original Budget	Revised Budget	Actual		Balance Remaining	%
State Appropriations	90,475,000	90,359,000	90,359,000	-	-	100.0%
State Tuition Fee	29,640,000	29,640,000	30,926,269	-	1,286,269	104.3%
Non-Resident Fee	851,000	851,000	976,061	-	125,061	114.7%
MSF Fee	1,792,000	1,861,600	1,861,600	-	-	100.0%
Other Fees and Revenue	10,879,804	26,010,127	26,271,901	-	261,774	101.0%
Total Revenue	133,637,804	148,721,727	150,394,830	-	1,673,103	101.1%

- State Tuition and Non-Resident Fee +\$1.4 million combined due to enrollment outperforming budgeted level
- Large increase in Other Fees and Revenue activity from Original Budget to Actual mainly from HEERF and State/CO Funding received after the year started:
 - HEERF State Appropriation Lost Revenue: \$5.5 million
 - Poly ongoing funding: \$3.0 million
 - Nursing program funding: \$2.5 million
 - Faculty Compensation: \$2.3 million
 - CO One-Time Allocations: \$1.4 million

2021-22 Operating Fund Expenditures

Expenditures	Original Budget	Revised Budget	Actual	Encumbrances	Balance Remaining	%
Salaries	65,894,888	70,607,814	66,864,871	-	3,742,943	94.7%
Benefits	36,017,035	36,440,940	34,462,122	-	1,978,818	94.6%
Financial Aid	12,089,187	13,006,836	12,581,887	4,500	420,449	96.8%
Operating Expenses	18,711,676	43,523,239	30,821,768	1,457,458	11,244,013	74.2%
Total Expenditures	132,712,786	163,578,829	144,730,648	1,461,958	17,386,223	89.4%

- Salaries Savings: \$3.74 million
 - Academic Salaries: \$2.0 million - intentional savings associated with taking reductions one year early to retain lecturer bridge funding in 2022-23
 - Staff Salaries: \$.8 million - reflects significant number of staffing vacancies
 - Student Wages: \$.8 million - significant unspent student wages during the pandemic
- Benefit Savings: \$1.98 million - directly correlated with Salaries Savings
- Operating Expenses: \$11.2 million - largely due to one-time savings (roll forward from the prior year, HEERF, poly)

2021-22

Year End

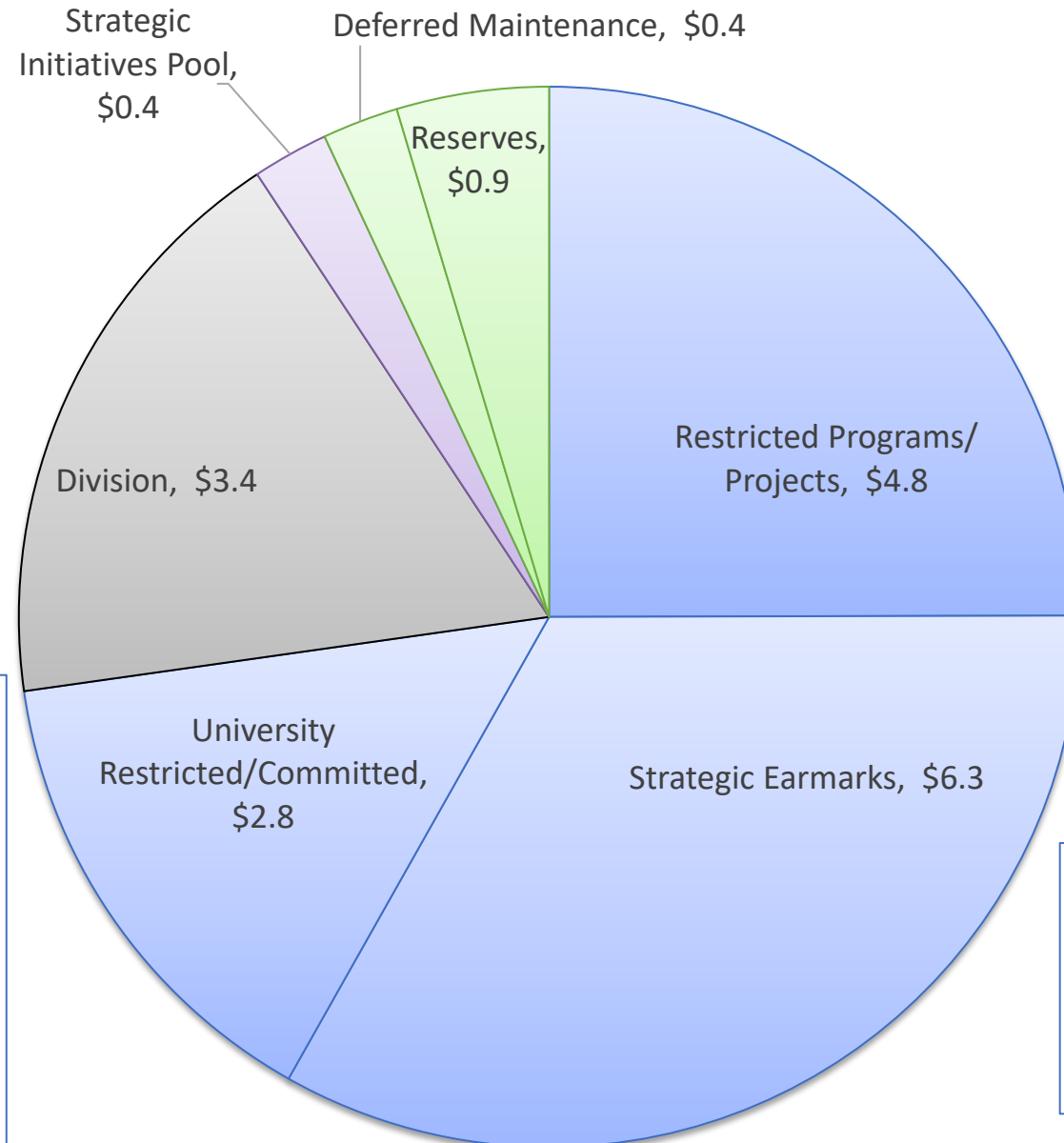
(Operating Fund Roll forward)

REVISED Roll Forward Guidelines

- Restricted and Earmarked activity goes directly back to area
- Salary and OE savings go back to divisions
- Benefit savings + revenue above budget + unallocated University
Wide division unspent budget = university unallocated
 - 25% Strategic Initiatives
 - 25% Deferred Maintenance Projects
 - 50% Reserves
- **Current year challenge: ~\$2.35M in one-time employee payments via collective bargaining need to be covered by the campus**

Roll Forward Distribution Based on Guidelines (in millions)

2021-22 Unspent Budget Balances (One-Time “Roll Forward” Funding): \$19.06 million



Sustainability/
Fiscal Prudence 7%

Strategic/
Innovation 2%

Discretionary/
Flexibility 18%

- Restricted >\$200K:**
- Space/Equip Replacement & Renewal: \$936K
 - Fundraising Campaign: \$918K
 - MSF Fee: \$867K
 - Basic Needs Research Center: \$308K
 - Faculty Start Up: \$256k
 - Basic Needs Partnerships: \$255K

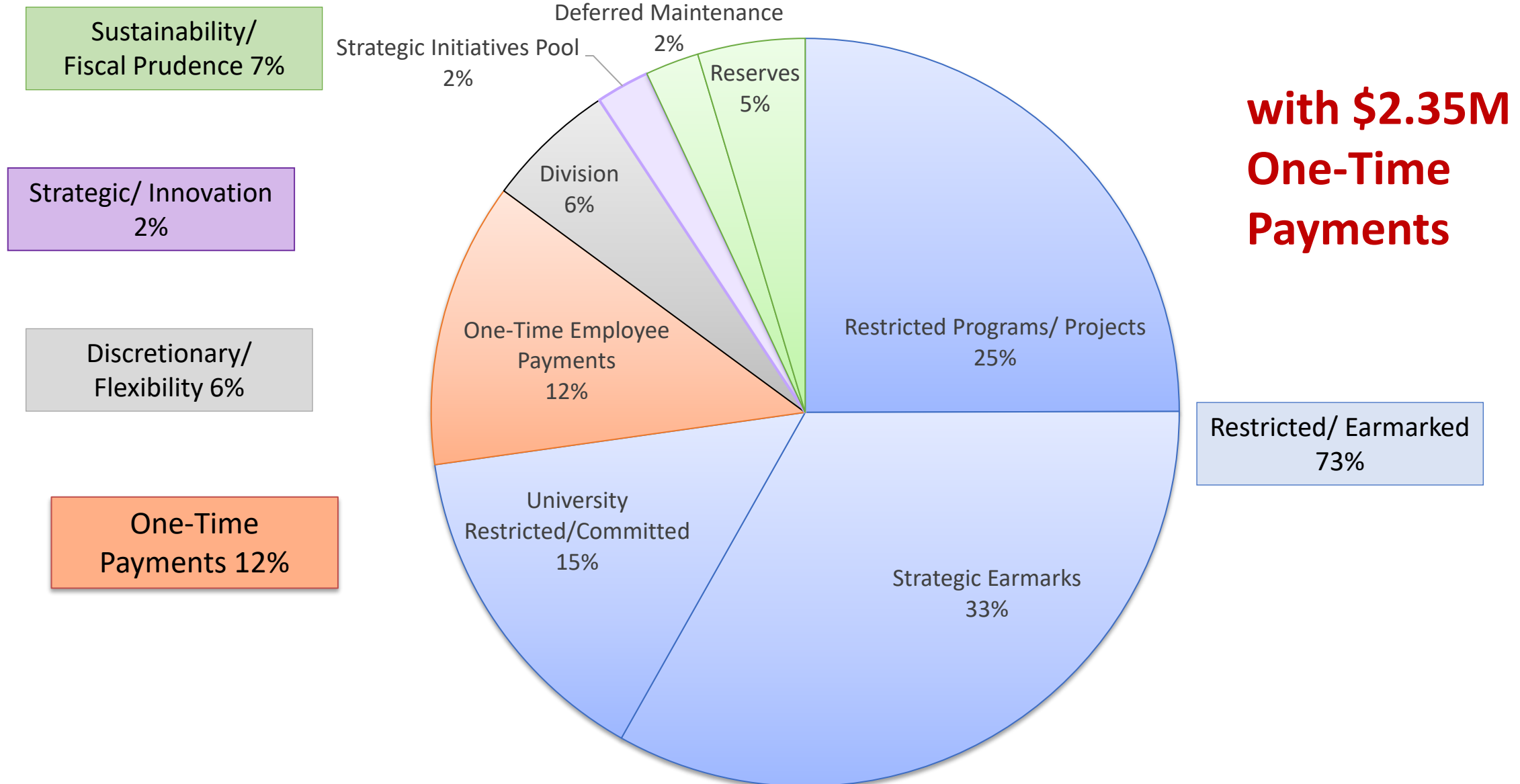
Restricted/
Earmarked 73%

- University Restricted/Commitments:**
- Financial Aid: \$400K
 - GI 2025: \$500K
 - Risk Pool Set Aside: \$900K
 - Pension Loan Repayment: \$422K
 - Utilities: \$400K
 - Special Assistant to the President Position: \$157K

- Strategic Earmarks Highlights:**
- Lecturer Bridge Funding: \$2.8M
 - Academic Colleges: \$1.3M
 - CO Recruitment Funding: \$443K
 - IT: \$384K

Roll Forward Distribution Based on Guidelines (in millions)

2021-22 Unspent Budget Balances (One-Time "Roll Forward" Funding): \$19.06 million



2021-22 Year End
*(Designated Balances &
Reserves)*

2021-22 HSU Fund Designated Balances & Reserves Overview

Note: Balances do not include auxiliary organizations

BREAKDOWN BY ACCOUNT

	2020-21	2021-22	Change	Notes
Designated for Future Debt Service	1,407,171	265,560	-1,141,611	Areas no longer able to designate 1 yr of debt payments due to pandemic
Designated for Encumbrances	4,478,004	28,303,265	24,207,473	Reflects purchases in progress at year-end; mainly capital projects
Designated for Financial Aid	2,105,784	1,561,279	-544,505	
Designated for Outstanding Commitments	21,713,722	25,908,431	4,194,708	Increase in Operating Fund roll forward; timing of Foster Ave. land purchase
Designated for Program Development	200,000	12,161,774	11,961,774	Chartwells signing bonus, Polytechnic one-time
Total Short Term Obligations	29,904,680	68,200,307	38,677,839	
Designated for Capital Improvement/Construction	21,464,972	62,723,135	40,875,951	Polytechnic capital & infrastructure projects
Designated for Equipment Acquisition	360,000	500,000	140,000	
Designated for Facilities Maintenance and Repairs	9,300,778	7,435,358	-1,847,420	
Capital	31,125,750	70,676,493	39,168,531	
Designated for Catastrophic Events	-	-	-	
Reserve for Economic Uncertainty	13,444,372	15,411,445	1,967,073	Reflects rainy day/savings (see breakout for detail)
Total Designated Balances & Reserves	74,474,801	154,288,245	79,813,444	

[Source: CSU Transparency Portal \(OpenGov\)](#)

2021-22 HSU Fund Designated Balances & Reserves Overview

Note: Balances do not include auxiliary organizations

TOTAL BREAKDOWN BY FUNDING SOURCE

	2020-21	2021-22	Change	Notes
Operations	28,490,238	37,048,797	8,558,559	
Operating Fund	14,856,726	20,520,908	5,664,182	
Operating Reserve	6,300,000	7,143,876	843,876	4.8% of 2022-23 budget, HSU policy target 25%, CSU min 25%
Student Health & Wellbeing	3,034,827	3,105,255	70,428	\$1.2M will be leveraged toward 2022-23 budget shortfall
Other Operating	4,298,685	6,278,758	1,980,073	\$1.4M set aside for process improvement (via HEERF lost revenue)
Housing & Dining	11,053,252	17,041,501	5,988,249	Increase due to Chartwells signing bonus; Foster Ave. purchase reduced balance by \$3.4M in July; Housing Unrestricted only \$728k, Dining \$140k
Parking	3,913,707	4,531,553	617,846	Foster Ave. purchase reduced balance by \$2M in early July
Professional & Continuing Education	2,429,724	3,369,058	939,333	In 21-22, +\$600K shift from other funding source due to CO Accounting change
Student Body Center Programs (SAC, CA)	1,677,428	1,864,596	187,168	
Health Facilities	792,484	1,069,251	276,766	
Lottery	471,245	565,812	94,567	
Local Trust Funds (including IRA)	3,719,061	3,739,066	20,005	
Capital & Special Projects	21,927,661	85,058,611	63,130,950	Poly capital projects
Total Fund Balances & Reserves	74,474,801	154,288,245	79,813,444	

[Source: CSU Transparency Portal \(OpenGov\)](#)

2021-22HSU Fund Designated Balances & Reserves Overview

Note: Balances do not include auxiliary organizations

RESERVE FOR ECONOMIC UNCERTAINTY BY FUNDING SOURCE				
	2020-21	2021-22	Change	
Operations	7,340,167	7,949,708	609,541	
Operating Reserve	6,300,000	7,143,876	843,876	4.8% of budget, HSU policy target 25%, CSU min 25%
Student Health & Wellbeing	1,040,167	805,832	-234,336	
Housing	1,087,664	867,516	-220,148	
Parking	194,281	137,527	-56,754	
Professional & Continuing Education	2,063,494	3,236,251	1,172,757	
Student Body Center Programs	380,075	474,308	94,232	
Health Facilities	16,950	59,234	42,283	
Lottery	134,523	149,309	14,786	
Local Trust Funds (including IRA)	2,227,217	2,537,592	310,375	
Total Fund Balances & Reserves	13,444,372	15,411,445	1,967,073	

Cal Poly Humboldt 2022-23 Budget

Five Year Budget Planning Spreadsheet

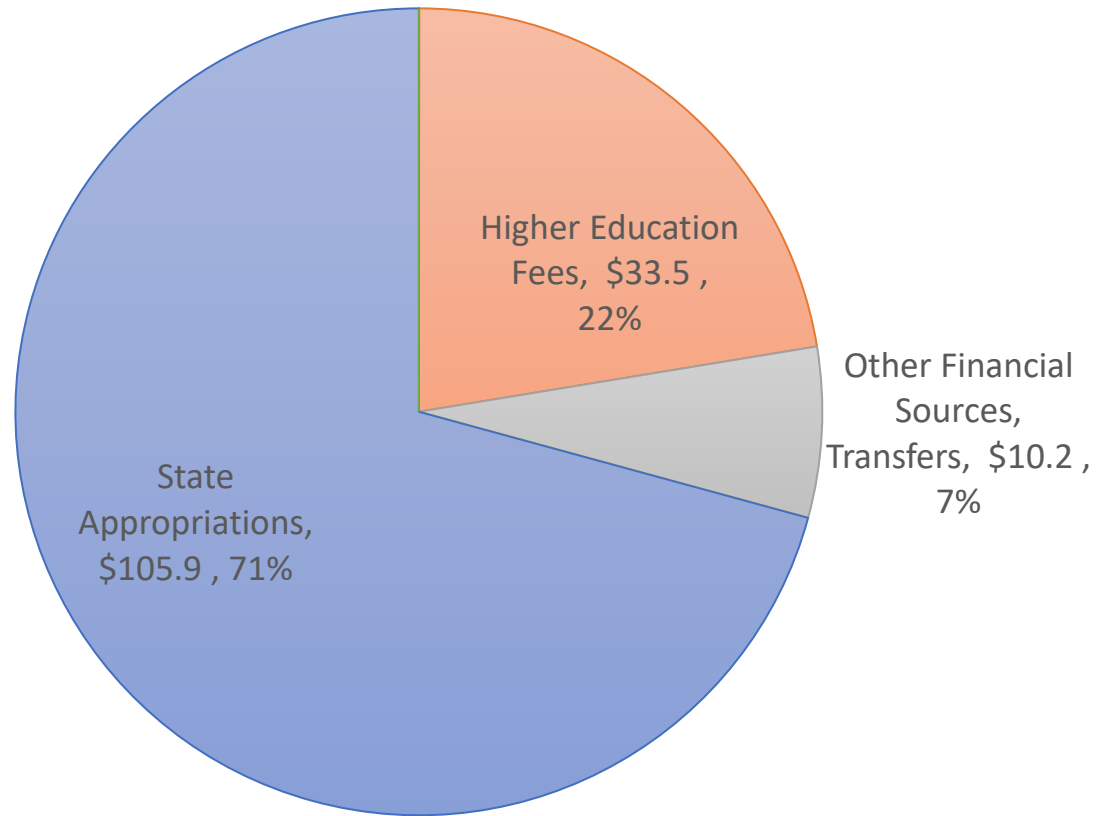
2022-23 Operating Fund Revenue Budget

Operating Fund Revenue Budget	2021-22 Base Budget	2022-23 URPC Recommendation	2022-23 Final Budget	
State Appropriation	90,475,000	102,805,000	105,864,000	+\$15.4M
<i>Polytechnic Funding</i>		<i>+8,785,000</i>	<i>+8,875,000</i>	
<i>State Funding Increase (Compensation, retirement, SUG, foster youth)</i>		<i>+3,545,000</i>	<i>+6,514,000</i>	
State Tuition Fee	29,640,000	29,639,000	29,639,000	} +\$.1M
Non-Resident Tuition Fee	851,000	996,000	996,000	
Materials, Services and Facilities Fee (MSF)	1,792,000	1,788,000	1,788,000	
Other Fees & Revenue (MBA Fee, App Fee, Cost Recov, New Sources)	10,879,804	10,879,804	11,338,926	+\$0.5M
Total Revenue Budget	133,637,804	146,107,804	149,625,926	+\$16.0M

Key Changes between URPC Recommendation and Final Budget

- State Funding Increase: +\$3M - collective bargaining finalized (\$2.7M); foster youth earmark (\$257K)
- Other Fees & Revenue: +\$.5M - department allocated revenue changes incorporated (mostly cost recovery)

Revenue Budget Snapshot (\$149.6 million)



- Heavy reliance on State Appropriation
- Higher Education Fees (primarily Tuition) down considerably over the past several years
 - \$50.8 million in 2015-16 (41% of the budget)

2022-23 Operating Fund Expenditure Budget

Incremental Changes	2022-23 URPC Rec	2022-23 Final Budget
Total Revenue Budget	146,107,804	149,625,926
Expenditure Budget		
Total Prior Year Expenditure Budget	132,712,786	132,712,786
Salary & Benefit Increases (GSIs, Min Wage, Retirement, Health, etc.)	4,656,000	8,257,000
University Cost Increases (Risk Pool, Utilities)	400,506	609,506
Other Adjustments (SUG, dedicated dept revenue)	(592,000)	(132,878)
Base Allocations – Strategic Investment/Stabilization*	3,198,000	2,100,000
CO Earmarks – GI 2025, Basic Needs, Foster Youth**	-	257,000
Base Reductions (final round of Academic Affairs reductions)	(3,052,488)	(3,052,488)
Polytechnic Expenditures	8,785,000	8,875,000
Total Expenditure Budget	146,107,804	149,625,926
Net Base Budget Surplus / (Deficit)	-	-
<i>Estimated State Appropriation Vulnerability</i>	<i>18,560,000</i>	<i>18,560,000</i>

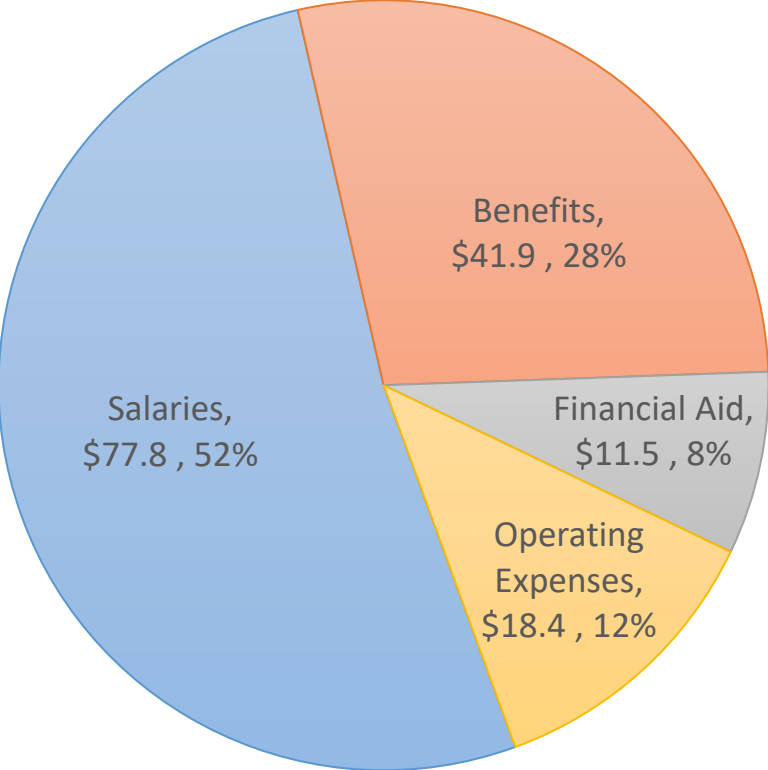
Estimate ~~\$-2M~~ \$1.4M
in unfunded compensation
increases

Utilities up 20%

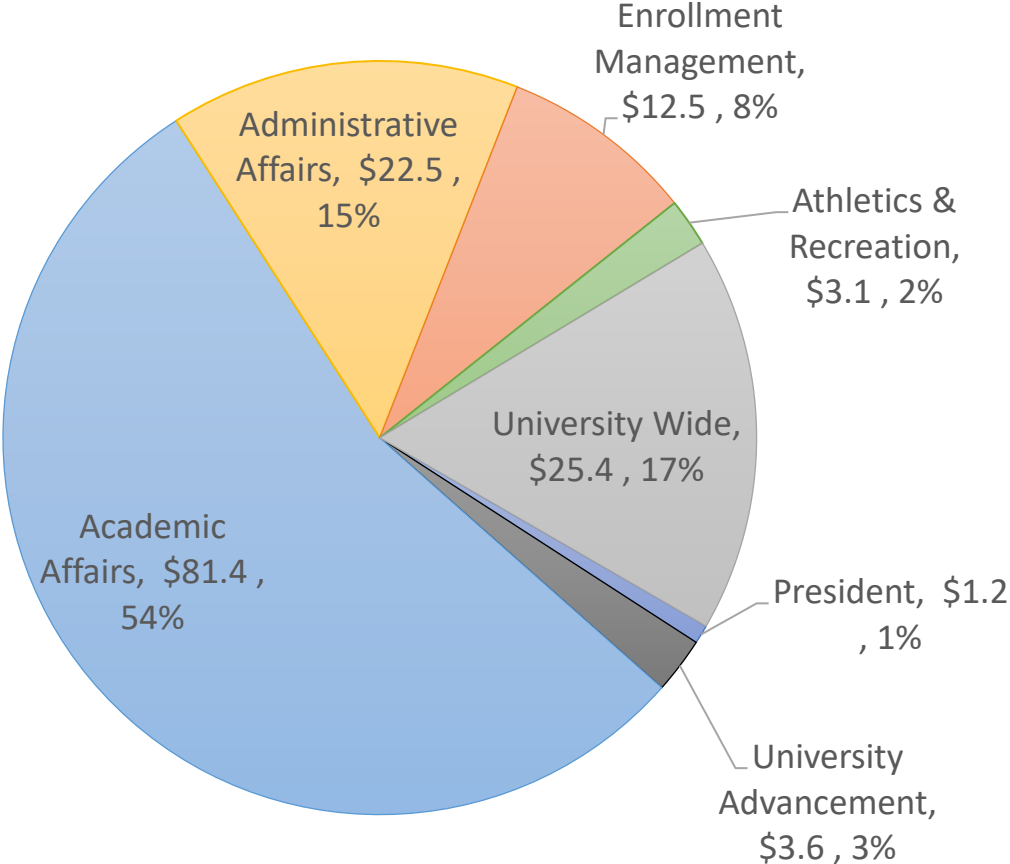
Student Activities Center (SAC):
\$900,000
Athletics & Campus Recreation:
\$1,200,000
~~Contingency: \$1,098,000~~

2022-23 Expenditure Budget Breakdown

By Type of Spending



By Organizational Structure



Graduation Initiative 2025

- CSU received \$35 million for GI 2025, plus \$10 million for Basic Needs
- CO Allocation methodology based on # of pell eligible students
- Not in the 2022-23 budget
 - Allocation amount still pending
- GI 2025 / Inclusive Student Success Group to discuss soon

Polytechnic Budget Update

- July 2022 CO Financial Update
- Fall Planning Process

- URPC / Poly Budget, Finance & Reporting working group overlap
 - URPC faculty and staff participate on both groups for continuity
 - URPC Dean Rep (Dean Crane) will co-lead the group with Amber Blakeslee

Budget Overview

- Strongest financial position in many years
 - Balanced budget
 - Reserves have doubled
 - Roll Forward at an all time high
- However, we must remain prudent...
 - Significant enrollment vulnerability (more than 30% below CSU funded target)
 - Our budget includes \$18M+ in state appropriations to educate students that are not currently enrolled – goal to reach our CSU funded target of 7,603 resident FTES by 2025-26
 - Heavy reliance on state funding
 - Most available funding is restricted/earmarked

Budget Challenges/Opportunities

- State funding and the economy
- Enrollment vulnerability
- Unfunded mandates / cost increases not fully funded
 - General salary increases (GSIs), retirement rate increases
 - Utilities, insurance, etc.
- Cost escalation and inflation
- Increase external support and infusion into planning (Philanthropy/Partnerships/SPF Growth)
- Process Improvement
- Scaling up and building capacity to support growth
- Resource allocation / budget process / scalable budget model

Next Steps

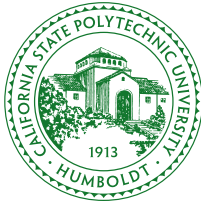
- Integrating planning processes and timelines
 - URPC, Poly, GI 2025, IAP, Division/MBU budget work
- Multi-year planning
- Aligning resources with priorities and growth – budget allocation model

Group Discussion

- What did you learn about the budget that you didn't know?
- What three clarifying questions can we work to address collaboratively?

July 2022 Polytechnic Financial Planning Update





CAL POLY HUMBOLDT

July 2022 Polytechnic Financial Planning Update

In the Budget Act of 2021, Governor Gavin Newsom and the California State Legislature agreed on a state budget which included the allocation of \$433 million in one-time and \$25 million in ongoing resources to Humboldt State University (HSU). On September 1, 2021, HSU submitted our comprehensive prospectus with our forward-looking articulation of what a “different type of polytechnic” can be for the next generations of students. On January 26, 2022, California State Polytechnic University, Humboldt—or Cal Poly Humboldt—officially became California’s third polytechnic campus.

A comprehensive implementation process is underway led by Jenn Capps, Provost and Vice President of Academic Affairs, and Sherie Gordon, Vice President for Administration & Finance. With seven implementation teams (Budget, Finance & Reporting; Communications; Curriculum & Academic Programming; Enrollment & Growth Management; Facilities; Inclusive Student Success (GI 2025); and Technology & Infrastructure) actively leading different elements of the implementation process, the campus has been working diligently to identify resource needs to accelerate our polytechnic transformation and successfully launch 12 new academic programs by Fall 2023 (8 Bachelor’s, 1 Master’s, and 3 certificates).

As requested by Steve Relyea as part of approval of our Year 1 funding request, we are providing a biannual financial update on our current year investments, enrollment projections, and operating fund projections. In addition, as requested as part of approval of our Year 2 funding request, we are providing additional information regarding:

- Status of the one-time investments, enrollment projections, and operating fund projections;
- Progress on the one-time facility and infrastructure investments;
- Faculty hiring and professional development plan including budget estimates, recruitment status, and how faculty positions relate to enrollment projections; and
- Student recruitment and retention plan that describes how the campus is preparing to meet growing demand and support retention efforts.

STATUS OF THE ONE-TIME INVESTMENTS, ENROLLMENT PROJECTIONS, AND OPERATING FUND PROJECTIONS

Year 1 (2021-22) Operating Spending Update

Initial year polytechnic spending was less than anticipated, with significant savings to our planned Ongoing Expenditures due to the timing of polytechnic-related positions being filled.

► Highlights of our initial year polytechnic investments and progress include:

- All of our new polytechnic Bachelor’s and Master’s degree programs launching in Fall 2023 have received formal approval from the Chancellor’s Office
- To date, we have filled 12 new faculty positions directly connected to our new polytechnic programs, with three additional recruitments still active
- 55% of all new faculty hires are BIPOC (via polytechnic, Ethnic Studies, and existing funding), reflecting success with our faculty diversification initiatives such as cluster hiring
- Fall 2022 total enrollment is currently up 5% over Fall 2021 and new student enrollment is up almost 35%, on pace with our prospectus targeted 2022 growth

- We are making strong progress in a comprehensive rebranding effort, with a new graphic identify system to be finalized within the next month. Additional work in the coming months will include a full update of the University's web presence, updated student recruitment materials, extensive paid and earned media efforts, social media outreach, and more. Activation of the brand will be a multi-year effort with a focus on broadly reintroducing our institution as a polytechnic.
- We are leveraging \$3.3 million for academic program lab/space renovations to support current renovations to Jenkins Hall and to bring temporary modulars to campus for surge capacity to support faculty and staff growth until our polytechnic funded new facilities and renovations are complete.

Additional context related to these highlights is provided throughout the sections that follow.

Polytech Transition —\$25M Summary (REVISED Planning Estimate) Year 1 Spending Update through June 30, 2022

2021-22 Ongoing Expenditures	Budget	Actuals + Encumbrances	Balance Remaining
Academic Programs Buildout	2,400,000	523,560	1,876,440
Student Recruitment and Retention	395,000	222,452	172,548
Communications, Marketing, and Branding	45,000	-	45,000
Infrastructure	153,000	-	153,000
Total Ongoing Expenditures	2,993,000	746,012	2,246,988
2021-22 One-Time Expenditures	Budget	Actuals + Encumbrances	Balance Remaining
Academic Programs Buildout			
New Program Faculty Start Up Costs	-	-	-
New Program Start Up Costs	-	-	-
Program Development and Curricular Design	900,000	365,495	534,505
Faculty and Staff Recruitment	400,000	171,601	228,399
Student Recruitment and Outreach	800,000	724,816	75,184
Communications, Marketing, and Branding			
Rebranding/Marketing/Ad Campaign	1,700,000	1,531,512	168,488
Rebranding - Campus Signage	655,000	150,000	505,000
Infrastructure Projects			
Campus Master Plan	1,000,000	18,000	982,000
Academic Program Lab/Space Renovations	2,000,000	3,300,000	(1,300,000)
Equipment Modernization	2,200,000	-	2,200,000
Total One-Time Costs	9,655,000	6,261,424	3,393,576

Operating Fund Projections

With lower than anticipated spending in 2021-22, the One-Time Expenditures section has been revised to incorporate the additional one-time funding available. The Ongoing Expenditure Budget remains unchanged at this time. Significant planning work is underway to further refine the resource needs of our new polytechnic academic programs launching in Fall 2023 and an updated Ongoing Expenditure Budget will be included with our January 2023 financial planning update. For our planned One-Time Expenditures, we are now anticipating considerable additional spending associated with our rebranding, marketing, and recruitment efforts. Most other adjustments reflect changes to the timing of when spending will occur, such as with the Campus Master Plan, rather than changes to anticipated spending overall.

Polytech Transition —\$25M Summary <i>REVISED Planning Estimate</i>						
Ongoing Expenditure Budget	2021-22 Actuals + Enc	2022-23	2023-24	2024-25	2025-26	2026-27
Academic Programs Buildout	523,560	7,080,000	11,315,000	14,320,000	17,205,000	20,240,000
Student Recruitment and Retention	222,452	1,400,000	1,660,000	1,740,000	2,020,000	2,150,000
Communications, Marketing, and Branding	-	90,000	90,000	90,000	90,000	90,000
Infrastructure	-	305,000	305,000	305,000	2,520,000	2,520,000
Total Ongoing Expenditures	746,012	8,875,000	13,370,000	16,455,000	21,835,000	25,000,000
One-Time Expenditures	2021-22 Actuals + Enc	2022-23	2023-24	2024-25	2025-26	2026-27
Academic Programs Buildout						
New Program Faculty Start Up Costs	-	1,600,000	1,600,000	1,400,000	1,200,000	400,000
New Program Start Up Costs	-	675,000	1,125,000	450,000	750,000	1,250,000
Program Development and Curricular Design	365,495	600,000	500,000	300,000	300,000	300,000
Faculty and Staff Recruitment	171,601	360,000	360,000	290,000	280,000	130,000
Student Recruitment and Outreach	724,816	1,300,000	800,000	600,000	400,000	-
Communications, Marketing, and Branding						
Rebranding/Marketing/Ad Campaign	1,531,512	3,500,000	1,800,000	800,000	500,000	300,000
Rebranding - Campus Signage	150,000	1,605,000	-	-	-	-
Infrastructure Projects						
Campus Master Plan	18,000	2,982,000	-	-	-	-
Academic Program Lab/Space Renovations	3,300,000	5,000,000	7,000,000	6,000,000	4,000,000	1,000,564
Equipment Modernization	-	3,000,000	2,000,000	1,000,000	-	-
Total One-Time Costs	6,261,424	20,622,000	15,185,000	10,840,000	7,430,000	3,380,564
Annual Total Expenditures	7,007,436	29,497,000	28,555,000	27,295,000	29,265,000	28,380,564
Annual Surplus/(Shortfall)	17,992,564	(4,497,000)	(3,555,000)	(2,295,000)	(4,265,000)	(3,380,564)
\$25M Cumulative Remaining Balance	17,992,564	13,495,564	9,940,564	7,645,564	3,380,564	-

Enrollment Update

Current enrollment trends are very encouraging. As of July 25, 2022, Fall 2022 incoming student enrollment is currently up almost 35% over Fall 2021, with 1,878 new students registered for Fall 2022 compared to 1,394 at this time last year, and overall enrollment is up 5%. Future year enrollment projections remain unchanged at this time and we remain optimistic we are on track to realize our ambitious enrollment growth goal to double enrollment in seven years. Extensive program-level enrollment planning work is actively underway and more nuanced enrollment projections by program will be incorporated into future planning updates.

Headcount and FTES Projections																
Fall Headcount	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24	Fall 25	Fall 26	Fall 27	Fall 28	Fall 29	Fall 30
New 2023							0	0	460	856	1,232	1,528	1,711	1,814	1,850	1,873
New 2026												270	502	719	886	977
New 2029															250	465
STEM+	5,096	4,993	4,909	4,594	4,188	3,910	3,535	3,598	4,029	4,513	4,964	5,113	5,266	5,372	5,479	5,589
Non-STEM	3,694	3,510	3,438	3,180	2,795	2,521	2,204	2,276	2,459	2,655	2,868	2,954	3,042	3,103	3,165	3,229
Total	8,790	8,503	8,347	7,774	6,983	6,431	5,739	5,874	6,948	8,024	9,064	9,864	10,521	11,007	11,630	12,132
Annual FTES	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Actual Annual Resident FTES		7,307	7,194	6,678	6,002	5,294	4,753	4,983	5,894	6,806	7,689	8,368	8,925	9,338	9,866	10,292
CSU Target Annual Resident FTES		7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603					
Difference		-296	-409	-925	-1,601	-2,309	-2,850	-2,620	-1,709	-797	86					

Note: Humboldt meets the CSU FTES goal in the Fall 2025 semester with an estimated FTES of 7,603

ONE-TIME FACILITIES AND INFRASTRUCTURE PROJECTS SPENDING UPDATE

Year 1 funding requests were based on the project's ability to go direct to collaborative design build procurement and engage in the development of construction drawings in Year 1. The University has elected to take a more methodical approach that engages a robust feasibility study for each project and subsequently move to collaborative design-build procurement. This provides the University two main advantages. The first is time to consider detailed programming as the new academic disciplines from the Prospectus evolve and reach approval. The second is the feasibility study allows for seamless integration with the Campus Master Plan update which is beginning this Summer/Fall 2022. During 2022-23, the majority of the projects will be in some stage of a Phase I collaborative design build agreement and most of the Year 1 and Year 2 funding requests will be encumbered.

Polytech Transition—Poly Capital & Infrastructure Spending Year 1 Spending Update through June 30, 2022					
Project ID	Project	Year 1 Budget	Actuals	Encumbrances	Balance Remaining
PLY100	Craftsman Student Housing	7,000,000	852,026	5,250,665	897,309
PLY101	Eng. Tech. Housing Building	7,500,000	628,140	434,691	6,437,169
PLY102	Science Complex Renovations	2,550,000	140,250	-	2,409,750
PLY103	Applied Research-Eureka Lab	1,037,400	57,057	-	980,343
PLY104	Applied Research-Coral Sea	6,000,000	-	-	6,000,000
PLY105	Applied Research-Microgrid Lab	1,692,600	179,178	212,510	1,300,912

Polytech Transition—Poly Capital & Infrastructure Spending Year 1 Spending Update through June 30, 2022 (Continued)

Project ID	Project	Year 1 Budget	Actuals	Encumbrances	Balance Remaining
PLY106	Student Housing_Health_Dining	7,200,000	631,323	529,416	6,039,261
PLY107	Campus Apts Housing & Parking	-	30,276	524,809	(555,085)
PLY108	Land Acquisitions 2022	11,700,000	15,875	11,125	11,673,000
PLY109	Expand Wireless Network	2,250,000	126,231	50,069	2,073,701
PLY110	Campus Science Network	1,000,000	55,000	-	945,000
PLY111	Research & Teaching Lab Updts	1,250,000	68,750	-	1,181,250
PLY112	Updt Faculty & Student Compfac	1,250,000	68,750	-	1,181,250
Total Poly Capital & Infrastructure Spending		50,430,000	2,852,855	7,013,284	40,563,860

► Academic Projects

- Mixed Use Engineering & Technology Building + Housing (PLY101):** Currently this project is in the final stage of a full feasibility study. The University will conclude the RFP for Phase I collaborative design build services by October 1, 2022. This will encumber the remaining Year 1 funding and most of Year 2 funding for this project. Construction is anticipated to begin Fall 2023 and conclude Fall 2025.
- Science Complex Renovations (PLY102):** The University has been intentionally focused on planning for the major academic projects including Engineering & Technology Building + Housing and the microgrid and climate resilience lab building as part of the applied research and climate resilience funding. This focus has built a firm, university-wide understanding of planned academic growth in the sciences. Program growth has a major impact on the use of our existing buildings and the programs that occupy them. It is in this study that we have learned how best to deploy renovation funds in our existing science facilities. Additionally, we are fast-tracking space analytics as part of our initial phase of the campus master plan update to support planning and strategic deployment of renovation funds. We expect to encumber Year 1 and two funding requests by the close of 2022-23.
- Applied Research & Climate Resilience (PLY103/104/105):** The microgrid and climate resilience technology lab has completed the feasibility study and is ready to move into a collaborative design build solicitation period. We will have a Phase I design build agreement encumbered by October 1, 2022 totaling about \$2 million. We anticipate construction beginning Fall 2023 and concluding Spring 2025. We are still working with partners in Eureka to establish the best site for our Eureka offshore wind research operations. We are getting closer to viable solutions and expect to encumber the full \$11 million towards this initiative in this fiscal year 2022-23. Finally, we have been researching potential improvements to the R/V Coral Sea and other vessels in the fleet, and we anticipate this process to take some time. Full deployment of the \$6 million may not occur until 2023-24.
- Advanced Campus Science Network, Updating Faculty and Student Computing Facilities, Expanding Access to Wireless Networking, Research and Teaching Laboratory Modernization (PLY109/110/111/112):** The IT Infrastructure working group used the last several months to connect with faculty and students to ensure that the planned work was in alignment with academic needs. Work has been initiated to expand access to wireless networking with fiber connectivity to campus buildings lacking this. We have hired staff to support the Science Network and planning is underway and has already had a successful proof of concept with the USGS on earthquake monitoring and data collection. Detailed plans for Lab Modernization and Computing Facilities Updates are nearly complete.

► Non-Academic Projects

- Mixed Use Off-Campus Housing at Craftsman's Mall (PLY100):** This housing project is currently contracted under the collaborative design build delivery method with Sundt/SCB. We are working towards a schematic plans package for CPDC review in August 2022. We plan to begin construction in Spring 2023 and deliver the project for Fall 2025. Additionally, to capture economies of scale, and to abate potential inflation and cost of capital issues, we have moved to maximize this project by increasing the scope to 1,050 beds and a larger budget. This project should be near our anticipated cash flow demand through the current fiscal year.
- Mixed Use On-Campus Student Housing, Health Center, Dining Facility (PLY106):** This unique project brings together the complexity of three separate entities into a single build. As such, diligent planning was required to find the best program and best value in the project. The University will conclude a full feasibility study in August 2022 and will finish the collaborative design build solicitation process in November 2022. Construction will begin on this project Summer 2024 and conclude for Fall 2026.
- Land Acquisitions (PLY108):** The University has made considerable strides to procure real property and we are actively working on how best to deploy this funding under current funding constraints. The University is partnering with the Chancellors Office to explore pathways to enable expeditious acquisitions as the University looks to respond to market conditions and take advantage of real property opportunities. A majority of the properties were initially procured using our Foundation and this funding will go to bring these properties to the State.

FACULTY HIRING AND PROFESSIONAL DEVELOPMENT UPDATE

During the 2021-22 academic year, polytechnic funding was leveraged to support 16 faculty recruitments. As reflected in the table below, the faculty positions are directly aligned to the new polytechnic academic programs launching in Fall 2023, with these hires strategically planned a year ahead of the program launches to support program development and recruitment efforts.

Unit	Position	Status
Library	Sustainability Librarian	Active
Arts, Humanities, & Social Sciences	Geospatial	Filled
Arts, Humanities, & Social Sciences	Cannabis Studies	Filled
Arts, Humanities, & Social Sciences	Engineering & Indigenous Community Practices	Filled
Natural Resources & Sciences	Environmental Resource Engineering	Filled
Natural Resources & Sciences	Computer Science	Filled
Natural Resources & Sciences	Software Engineering	Failed—to run in 22/23
Natural Resources & Sciences	Engineering & Indigenous Community Practices	Filled
Natural Resources & Sciences	Energy Systems Engineering	Filled
Natural Resources & Sciences	Environmental Resource Engineering	Filled
Natural Resources & Sciences	Mechanical Engineering	Filled
Natural Resources & Sciences	Applied Fire Science & Management	Filled
Natural Resources & Sciences	Rangeland Fire	Active
Natural Resources & Sciences	Data Science	Filled
Natural Resources & Sciences	Data Science (Fire)	Failed—to run in 22/23
Natural Resources & Sciences	Geospatial	Filled
Natural Resources & Sciences	Geospatial	Active

To date, Cal Poly Humboldt has hired 12 new tenure-track faculty members using the designated funding, with three additional searches currently active. There are also two searches that had failed searches that will do another search in 2022-23. However, we had a robust cluster hire that yielded several exceptional candidates, resulting in hiring one additional faculty member beyond initial plans. Approximately \$2 million is budgeted for the 15 positions that are filled or active. In addition to the polytechnic-focused faculty hires, an additional 13 faculty were recruited for via Ethnic Studies funding (3) and existing campus resources (10), resulting in 29 faculty recruitments planned last year, of which 22 were successful to date with three pending acceptance. In total, 55% of our new faculty hires are BIPOC, reflecting success with faculty diversification initiatives such as cluster hiring.

In 2021-22, \$150,000 was allocated for professional development for faculty. Investments include membership with National Center for Faculty Development and Diversity to support the success of BIPOC faculty, moving beyond bias training for faculty (and staff), Welcome to Humboldt initiative to connect new faculty to the campus and the community, and allocations to the three colleges to support faculty participation at conferences and with professional organizations. For 2022-23, we plan to expand investments in professional development in the areas of diversity, equity, and inclusion as well as technology and process improvement capacities.

STUDENT RECRUITMENT AND RETENTION UPDATE

Student Recruitment

Student recruitment and outreach is an essential polytechnic investment priority as Cal Poly Humboldt seeks to double enrollment in seven years. The Office of Admissions and Enrollment Management Communications implements this segment of the polytechnic funding and is informed by the work of the Enrollment and Growth Management implementation team. In Year 1, seven strategic areas of spending were identified to impact the enrollment trajectory positively, and current incoming student registration numbers are promising. The following seven categories summarize the activities or efforts made possible with dedicated funding:

► Recruitment Travel

In Year 1, University admissions counselors/recruiters, academic faculty, and student employees took to the road and air to quickly spread the word about the latest news of becoming a polytechnic and drive late applications while setting the stage for the coming Fall 2023 and 2024 admissions cycles. In addition, this influx of dollars allowed the creation of new partnerships with community colleges, high schools, and community-based organizations that would typically not be reached. An additional \$33,000 was utilized towards recruitment travel in the spring.

► Prospect Development and Market Expansion

A crucial part of reaching future enrollment targets was the development of a prospect pool of potential future polytechnic students. The University immediately utilized funding to expand its ability to identify additional prospective students that have shown the greatest likelihood of attending the University for the Fall 2022 admissions cycle. We further positioned ourselves to reach more significant numbers of students for Fall and Spring 2023 and 2024 admissions cycles by utilizing our machine-learning enrollment projection model and collaborating with other partners to expand our reach. The funding has also allowed Humboldt to engage in several additional events and activities, sharing more about its various academic programs and student success efforts with families and influencers of prospective students. A small portion of funds was utilized to support memberships in recruitment associations and marketing tools, along with project management software that helped the success of the initiatives documented above. All of this work translates to approximately \$247,000.

► Marketing and Branding

A digital marketing and brand awareness campaign at various levels is an additional essential element of the University's efforts. The admissions element of this ties directly to the broader University branding effort. The University strategically positions digital marketing campaigns across the State of California to reach various student types where they are on the digital feeds. We utilized the latest techniques in social media marketing and implemented look-a-like campaigns to gain a more significant number of students that are great fits for Cal Poly Humboldt. Additionally, portions of the funding focused on the initial transition of rebranding admission packets, recruitment materials, and various other materials promoting the newest academic programs. An investment of over \$200,000 was spent in Year 1.

► **Student Ambassador Program**

The University student ambassador program model outreaches to our new students. That news of transitioning to a polytechnic has increased the traffic in our visitor center, primarily utilizing well-trained student ambassadors to interact and tour guests around campus. The funding has also provided the ability to hire specific ambassadors representing our three academic colleges—student ambassadors outreach to prospective families and students via phone, text, and social media. Approximately \$65,000 was dedicated to these efforts in Year 1.

► **Partnership and Development**

A primary goal was to begin setting the foundation for efforts to develop local and out-of-area partnerships around improving college access and diversity initiatives aligned with the efforts outlined in the Cal Poly Humboldt prospectus. Funding supported further development of Hispanic serving initiatives across California and efforts around Humboldt First that support local students. A portion of the funding was also directed to staff professional development in critical areas around the visit program, recruitment technology, and recruitment training to support future initiatives and programming. Roughly \$20,000 has supported these efforts.

► **Expanded Recruitment and Yield Events**

The announcement of becoming a polytechnic created opportunities for students to visit campus and for the University to meet families where they are across the State of California. In the spring semester, the Spring Preview Plus Visit Program brought over 100 high-achieving, low-income, and first-generation students from across California. The visit aligned with our regular Spring Preview Admitted Student programming with added workshops and networking opportunities for new students to feel a sense of belonging at Cal Poly Humboldt even before starting their summer break. The funding also allowed the reintroduction of admitted student receptions at various locations to help families with questions and other related topics important to admitted students transitioning successfully to the university. Approximately \$85,000 supported these events this year.

► **Alignment with Academic Programs**

The transition to a polytechnic also included launching new programs that required dedicated outreach and recruitment efforts. These efforts in Year 1 included building out new department landing pages to promote new degrees, such as our new engineering programs. Admissions also collaborated with our academic departments to expand the ability for faculty to travel to identified regions and conferences to support enrollment growth.

The University has seen positive responses to the announcements with a late surge of application submissions, increases in confirmation rate, and projected growth in enrolled students for the Fall 2022 semester.

Student Retention

Cal Poly Humboldt has integrated GI2025 and polytechnic funding investment strategies related to retention and graduation priorities. These priorities include: Increasing advising support for every student; Diversity, equity, and inclusion efforts; Increasing student progress to degree; Redesigning curriculum to support the success of students; and Mental health and basic needs.

► **Increasing Advising Support for Every Student**

The university prioritized working toward a student to professional academic advisor ratio of 1:200 and providing every student with at least three advising touch points to support their success (e.g. faculty advisor, professional advisor, and cultural center advisor). Some examples of these efforts include hiring nine new academic professional advisors, additional cultural center advisors and staff as well as additional RAMP staff. Additionally, the university invested in supporting expansion of Place Based Learning Communities (PBLC) to eventually serve every first year student at Cal Poly Humboldt and plans to expand to transfer students.

► **Diversity, Equity, and Inclusion Efforts**

The university prioritized diversifying the faculty to better match the student body by creating a robust faculty cluster hiring strategy for the AY 2021-22 hiring cycle. This strategy was successful in yielding 55% BIPOC faculty. Additionally, the university increased support for the campus by increasing the Office of Diversity, Equity, and Inclusion staffing capacity and equity fellow funding.

► **Increasing Student Progress to Degree**

The university provided free summer session to all undergraduate students up to six units during Summer 2022. The course offerings were strategic and consisted primarily of courses with high DFW rates and general education courses to target the student completion of 60 units in the first two years. This strategy resulted in an increased summer participation by 900 units over the previous summer.

► **Curricular Redesign**

Academic programs and the Center for Teaching and Learning partnered to launch curricular redesign opportunities for academic departments in an effort to reduce administrative barriers for students and increase student success. Additionally, a strategy to create an Individualized Degree Plan was developed and a program director was hired with a start date of August 2022.

► **Mental Health and Basic Needs**

Funding was allocated for a Basic Needs Coordinator and Student Assistant as well as dedicated funding for the Hotel Voucher program, Emergency Housing, and Oh Snap food program. Funding was also provided to support additional Clinician Positions focusing on serving our BIPOC population, and a new residency program that focuses on social justice and serving URM students.

► **Additional Investments**

Data informed practices are central to our operations at Cal Poly Humboldt and thus enhancing our Data Assessment Capacity by increasing the staffing for Institutional Research, Analytics, and Reporting through 1 FTE and funding Assessment Fellows was critical. Additional funding also went to support technology enhancements leading to registration and advising reports as well as increased funding for High Impact Practices like additional internships and student research assistants.

A significant area of heightened focus with major impact to student recruitment and retention is the availability of student housing both on campus and in the community. The on campus housing waitlist was considerable this summer and we did not experience the summer melt we have historically experienced given very limited housing availability in the community. As such, this summer we master leased a hotel as a stopgap measure to add almost 100 additional beds to meet current student demand.

We are excited about the progress we have made over the past six months and remain steadfast in our dedication to transforming Cal Poly Humboldt into a thriving polytechnic institution.

Again, thank you and your staff for continued support of Cal Poly Humboldt.



Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter,, ASCSU Representative

The first ASCSU plenary of 2022-2023 took place on September 8-9, preceded by standing committee meetings on September 7. The CSU [Board of Trustees](#) meeting will take place September 13-14.

If you have any questions regarding ASCSU activities or the duties of an ASCSU senator, do not hesitate to reach out to me.

These are some major issues that the ASCSU will address in 2022-2023:

AB928 (including Cal-GETC), the systemwide common GE pathway

AB927-Community College Bachelor's Degrees

Title IX and DHR audit

CSU Faculty Salary Study (in conjunction with CFA)

Multi-year Compact between the Newsom Administration and CSU (read [here](#))

Search and appointment of permanent CSU Chancellor

Policy guiding executive searches at the systemwide level

The CSU is in the first stages of an audit of Title IX and Discrimination, Harassment, and Retaliation policies across all 23 campuses. The CSU has employed the institutional change practice of law firm, Cozen O'Connor. The two lead attorneys made presentation and engaged in Q&A for over an hour during the plenary. They both are former sexual-violence prosecutors and seem open to different forms of feedback. The team is scheduled to visit Cal Poly Humboldt on December 6, 7, & 8.

The following resolution received a first reading and passed:

[AS-3565-22/APEP \(First Reading/Waiver\)](#) On the Intersegmental Committee of Academic Senates (ICAS)
Cal-GETC Proposal: Feedback

Note: This resolution charges the University Senate with gathering feedback on the ICAS recommendation regarding the elements of a shared CSU-UC GE pathway for transfer mandated by AB928 (I have included this for your reference).

By October 24, 2022, Cal Poly Humboldt Senate must convey to the ASCSU our recommendation on the ICAS proposal using one of these options:

- a. Support the ICAS Cal-GETC proposal (June 2022)
- b. Recommend specific changes that satisfy the requirements of AB 928, with rationale,
- c. Unable to come to a consensus

The following resolutions were heard in first reading. Please take a look at these and let me know if you have feedback before they are heard in second reading at the November 3-4 plenary.

- [AS-3566-22/AA/FA](#) Considering the Campus Impacts of AB 928
- [AS-3567-22/FGA/AA](#) Clarifying AB 927 in the Event of an Intersegmental Impasse First Reading
- [AS-3568-22/FA](#) The Role of Faculty in Protecting Fair Faculty Workload in the CSU
- [AS-3569-22/APEP](#) On the Intersegmental Committee of Academic Senates Cal-GETC Proposal
- [AS-3570-22/FA](#) Requesting Extension of WSCUC Authorization of Remote Teaching
- [AS-3571-22/APEP](#) Engaging Intersegmental Discussions Regarding College Preparatory Coursework in Mathematics (Area C)
- [AS-3572-22/FA](#) Proclaiming the Personhood and Rights of Women
- [AS-3573-22/AA](#) To Adopt Gender Inclusive-Language and Titles at the California State University (CSU)
- [AS-3574-22/FA](#) Reaffirming the Role of Campus Senates in the California State University (CSU)
- [AS-3575-22/FA](#) Provision of Free Condoms to Students on California State University (CSU) Campuses
- [AS-3576-22/FA](#) Request for Ongoing Accommodations and Flexibility in the Time of COVID-19
- [AS-3577-22/JEDI/FA](#) Support for Evaluating the CSU Course Equity Proposal

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3565-22/APEP
September 8-9, 2022
First Reading/Waiver

**FEEDBACK ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC
SENATES (ICAS) CAL-GETC PROPOSAL**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University
2 (ASCSU) appreciate the time and effort of the CSU faculty in providing
3 feedback on AB 928 last spring that was important to the development of the
4 ICAS Cal-GETC proposal (June 2022); and be it further
- 5 **2. RESOLVED:** That the ASCSU request that each Campus Senate submit feedback to
6 the ASCSU by October 24, 2022, that takes one of the following three positions
7 regarding the ICAS Cal-GETC proposal (June 2022):
 - 8 a. Support the ICAS Cal-GETC proposal (June 2022),
 - 9 b. **Recommend** specific changes that satisfy the requirements of AB 928, with
10 rationale, or
 - 11 c. Unable to come to a consensus; and be it further
- 12 **3. RESOLVED:** That the Executive Committee of the ASCSU compile and distribute to
13 the ASCSU the results of this feedback by October 31, 2022, at 5pm; and be it further
- 14 **4. RESOLVED:** That the ASCSU distribute this resolution by September 16, 2022, to
15 the:
 - 16 • CSU campus Senate Chairs, and
 - 17 • CSU Provosts/Vice Presidents of Academic Affairs.

18 ***RATIONALE:***

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NOTE: add clarity in decision making process. Ensure that the form of feedback collection is clear (i.e., that a survey will be distributed by ASCSU)

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NOTE: add clarity in how feedback was used in developing Cal-GETC.

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This resolution specifies a particular path for the ASCSU to seek guidance on the acceptance or viable alternatives or modifications to the Intersegmental Committee of Academic Senates (ICAS) recommended California General Education Transfer Curriculum (Cal-GETC) proposal for a “singular lower division general education pathway” to meet the requirements of AB 928.

ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.\(2021-2022\)](#) Specifically, AB 928 required that:

“(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the

38 *California State University, and the California Community Colleges is unable to come to*
39 *agreement on or before May 31, 2023, the respective administrative bodies of those*
40 *segments shall establish a singular lower division general education pathway that meets*
41 *the academic requirements necessary for transfer admission to the California State*
42 *University and the University of California by December 31, 2023.*

43 *(2) Commencing with the fall term of the 2025–26 academic year, the singular lower*
44 *division general education pathway established pursuant to paragraph (1) shall be the*
45 *only lower division general education pathway used to determine academic eligibility and*
46 *sufficient academic preparation for transfer admission to the California State University*
47 *and the University of California.*

48 *(3) The singular lower division general education pathway established pursuant to*
49 *paragraph (1) shall not lengthen the time-to-degree and shall not include more units than*
50 *is required under the Intersegmental General Education Transfer Curriculum on July*
51 *31, 2021.”*

52 *This resolution follows earlier calls for guidance and actions related to establishing the proposal*
53 *for the “singular lower division general education transfer pathway” called for in AB 928.*

54 *Specifically, during February and March of 2022 the ASCSU requested campuses to indicate*
55 *priorities and options for consideration in establishing the recommended pathway. AS-3530-*
56 *22/APEP/AA ([Recommendation for a Singular General Education \(GE\) Transfer](#)*
57 *[Pathway](#)) [March 2022] recommended prioritizing the ‘golden four’ foundational skills and*

58 *competencies required for admission to the CSU. AS-3535-22/APEP (Rev) [Defining the](#)*
59 *[“Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP*
60 *(Rev) [Towards Developing Common Understandings for the Content Areas of the California](#)*
61 *[Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) addressed the need for*
62 *the proposal to go beyond a list of courses and to include both shared definitions of the areas and*
63 *courses comprising the singular pathway and to establish, in advance, the shared-governance*
64 *mechanisms for changes and updates to the singular pathway.*

65 *ICAS, in June of 2022, made a recommendation for a “singular lower division general education*
66 *pathway” pending approval by the three segments¹. Of note, the Cal-GETC package does*
67 *include oral communication but excludes the IGETC requirement of a language other than*
68 *English. The essence of the proposal, relative to CSU GE is:*

- 69 *i) a reduction of 5 units (mandated by AB 928),*
70 *ii) loss of 3 of the 9 units of area C (Humanities and Arts),*
71 *iii) loss of 3 of the 3 units of Area E (lifelong learning),*
72 *iv) the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
73 *v) defining critical thinking to be writing intensive, and*

¹ *Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved “singular lower division general education transfer pathway”*

74 vi) *defining oral communication in a manner that focusses on content (vs. skill*
75 *development).*

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82 *In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:*

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B4 – 1 course: Mathematics/ Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)		
5	5A	Physical Science	1 course (3 units)		Area B – 3 courses (4 courses if

	5B	Biological Science	1 course (3 units)	Physical & Biological Sciences	independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3566-22/AA
September 8-9, 2022
First Reading/Waiver

CONSIDERING THE CAMPUS IMPACTS OF AB 928

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 request that the twenty-three California State University (CSU) Campus senates, in
3 consultation and conversation with relevant constituencies (e.g., General Education
4 committees, department chairs, chairs of curriculum committees) debate the
5 following:
- 6 a. The implications of aligning CSU General Education (GE) with California
7 General Education Transfer Curriculum (Cal-GETC).
8 b. How might programs and campuses use the 5/6 units released from CSU
9 GE to serve the educational interests of our students, should alignment be
10 required.
- 11 ; and be it further
- 12 **2. RESOLVED:** That the ASCSU request that the Senate chairs provide a summary of
13 any discussion on these questions to the ASCSU by the end of the fall semester; and
14 be it further
- 15 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 16 • CSU Chancellor,
17 • CSU campus Senate Chairs,
18 • CSU campus Senate Executive Committees,

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

22 ***RATIONALE:** AB 928 requires a unified transfer pathway from the California Community*
23 *Colleges (CCC) to campuses in either the University of California (UC) or the CSU. The new*
24 *pathway suggested by the Intersegmental Committee of the Academic Senates (ICAS) in May*
25 *comprises 34 units (including a lab); this contrasts with the 39 (or 40 with an optional lab)*
26 *units of lower division GE that CSU students take, per Title 5. The new transfer pathway*
27 *agreed by ICAS (called “Cal-GETC”) must still be approved by the Academic Senates of the*
28 *three systems. If the segments recommend and ICAS approves the Cal-GETC pattern, which -*
29 *per AB928 - they must do by May 2023, the pattern is adopted. If ICAS fails to make a*
30 *recommendation by May 2023, then the task of defining the transfer curriculum falls to the*
31 *administrations of the three system offices.*

32 *The CSU Chancellor’s Office is proposing to ask the BoT to amend Title 5 to align CSU lower*
33 *division GE with the new Cal-GETC pattern. This would reduce CSU lower division GE by*
34 *five or six units which has several implications and questions that require careful consideration by*
35 *the CSU faculty, namely:*

- 36 • *The implications of the 3-unit reduction in Area C and a 3-unit reduction by the*
37 *elimination of Area E from CSU GE.*

- 38 • *The issue of how to use the additional lower division units that would no longer be*
39 *required for GE if Cal-GETC is adopted and CSU GE is aligned with it:*
- 40 ○ *campuses may choose to allow each program to add “preparation for the major”*
41 *required courses;*
 - 42 ○ *campuses may require all their students to complete a course (or courses) as a*
43 *graduation requirement.*

44 *The implications of the potential alignment of CSU GE with Cal-GETC require careful*
45 *consideration by the faculty and debate in the faculty senates. Since under Higher education*
46 *employer-employee relations act (HEERA), curriculum is the purview of the faculty, these are*
47 *issues that the faculty needs to debate and ultimately take a position on. This resolution calls for*
48 *that process of faculty consultation and engagement to deal with these issues.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3567-22/FGA
September 8-9, 2022
First Reading

CLARIFYING AB 927 IN THE EVENT OF AN INTERSEGMENTAL IMPASSE

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 urge the California State Legislature to amend AB 927 by appending this or equivalent
3 language to Section 78042 of the Education Code (i) (5) such that it shall read:
4 “The written agreement required between the objecting segment and the
5 Chancellor of the California Community Colleges shall address, at a minimum,
6 whether each of the elements of the original objection addressed in paragraph (4)
7 has been resolved. The Community Colleges may not proceed to offer the
8 proposed program(s) about which objections have been made unless or until the
9 objecting segment ‘s concerns have addressed to the satisfaction of the objecting
10 segment”,
11 ; and be it further
- 12 **2. RESOLVED:** That the ASCSU requests the Chancellor’s Office support this request
13 by advocating for such amendment with the Legislature, and be it further
- 14 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
15 • CSU Chancellor,
16 • CSU Executive Vice Chancellor of Academic Affairs,
17 • CSU Executive Vice Chancellor Chief Financial Officer,

- 18 • CSU campus Senate Chairs,
- 19 • CSU campus Senate Executive Committees,
- 20 • CSU Provosts/Vice Presidents of Academic Affairs,
- 21 • California State Student Association (CSSA),
- 22 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 23 • California Community Colleges' Board of Governors,
- 24 • University of California Board of Regents,
- 25 • Assemblymember Medina,
- 26 • Senator Leyva,
- 27 • Senate President pro tem, and the
- 28 • Speaker of the Assembly.

29 ***RATIONALE:** AB 927, passed into law in 2021, amends Section 78042 of the California*
30 *Code of Education. It permits California Community Colleges (CCC) to offer four-year*
31 *baccalaureate programs if these are not duplicative of programs already offered or under*
32 *consideration at the California State University (CSU) or the University of California (UC).*

33 *Section 78042 (i) sets out an intersegmental process by which the CCCs requesting authorization*
34 *to implement the proposed program must consult with and seek agreement from the two other*
35 *segments - the CSU and the UC.*

36 *However, Section 78042 (i) (5) which comes into play when the CSU or the UC raise an*
37 *objection to one or more of the proposed programs, states "The written agreement established*
38 *between the objecting segment and the Chancellor of the California Community Colleges shall*

39 *address, at a minimum, whether each of the elements of the original objection addressed in*
40 *paragraph (4) have been resolved”. While ostensibly it may appear that this requires*
41 *intersegmental agreement with respect to the curricular consents of the proposal course(s), it could*
42 *be read as simply requiring that the two segments agree to disagree. In that case the law is silent*
43 *on whether an agreement to disagree bars the Community Colleges from proceeding or not. Indeed,*
44 *the law is also silent on what happens should this agreement not be reached; if the proposing and*
45 *objecting segments cannot and do not agree as stipulated in 78042 (i) (5), are the CCCs entitled*
46 *to offer the proposed programs or not? It is that ambiguity that this resolution is calling on the*
47 *legislature to clarify by amendment*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3568-22/FA
September 8-9, 2022
First Reading

**THE ROLE OF FACULTY IN PROTECTING FAIR FACULTY WORKLOAD IN
THE CSU**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the importance of fair faculty workload for the quality of faculty work in
3 the CSU, including quality of instruction, mentoring, and advising of our students;
4 and be it further
- 5 **2. RESOLVED:** That the ASCSU recognize the role of faculty themselves in maintaining
6 fair faculty workload in the CSU; and be it further
- 7 **3. RESOLVED:** That the ASCSU recognize that reassigned units provided for vital
8 faculty work (including supervision of student research and scholarly activities,
9 academic advising, coordination of programs, roles in shared governance) are
10 necessary to support fair faculty workload and quality of faculty work; and be it
11 further
- 12 **4. RESOLVED:** That the ASCSU encourage CSU faculty on all campuses to request and
13 use reassigned units for which they are eligible, based on the Collective Bargaining
14 Agreement (CBA) and campus policies and practices; and be it further
- 15 **5. RESOLVED:** That the ASCSU discourage CSU faculty from volunteering for work
16 for which reassigned units are provided by their campus administration, recognizing

17 that it is detrimental to quality of education in the CSU, a violation of the Collective
18 Bargaining Agreement, and a violation of the *Fair Labor Standards Act* to volunteer for
19 one's own job; and be it further

20 6. **RESOLVED:** That the ASCSU discourage CSU faculty from working overload units
21 for which they are not compensated or for which they are relinquishing compensation
22 in any academic term for any role or task; and be it further

23 7. **RESOLVED:** That the ASCSU acknowledge that when faculty are not compensated
24 for their work, when faculty volunteer for their work, and when faculty relinquish
25 units fairly provided for their work, "past practice" within the CSU is established,
26 which endangers fair workload for other faculty contemporaneously and into the
27 future, and undermines the integrity of faculty work and our profession; and be it
28 further

29 8. **RESOLVED:** That the ASCSU itself will follow fair workload practices and avoid
30 allowing CSU faculty to participate in roles or work for which they are relinquishing
31 compensation; and be it further

32 9. **RESOLVED:** That the ASCSU strongly urge Academic Senates on all CSU campuses
33 to communicate the important role of faculty in maintaining a fair workload for all
34 faculty and discourage their campus faculty from relinquishing units and volunteering
35 for their work; and be it further

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

- 37 • CSU Board of Trustees,
- 38 • CSU Office of the Chancellor,
- 39 • California Faculty Association (CFA),
- 40 • CSU campus Presidents,
- 41 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 42 • CSU campus Offices of Faculty Affairs,
- 43 • CSU campus Offices of Human Resources Management,
- 44 • CSU campus Senate Chairs,
- 45 • California State Student Association (CSSA), and the
- 46 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

47 ***RATIONALE:** The Collective Bargaining Agreement (CBA) is the governing document on*
48 *faculty workload. Across the CSU, faculty are currently compensated for teaching courses with*
49 *enrollments specified clearly in EP&R 76-36 (contained in the CBA in Appendix H in the*
50 *Memorandum of Understanding “Article 20 Changes”) and/or in campus approved course*
51 *proposals. Across the CSU, faculty are currently compensated with units for a wide variety of*
52 *work activities, including supervision of student research and scholarly activities, student advising,*
53 *coordinating/directing graduate programs, roles in shared governance, and other duties. When*
54 *faculty relinquish reassigned units that have previously been provided for faculty work outside the*
55 *classroom, that behavior suggests those units are not necessary, thus undermining provision of*
56 *those units to other faculty members contemporaneously and in the future. In addition, any time a*
57 *faculty person works overload (through increasing class enrollments, supervising student*

58 *scholarly/ creative activities, taking on other duties) without compensation, it establishes “past*
59 *practice” in the institution which can then justify maintaining this work as uncompensated.*
60 *Faculty in the CSU may not realize that taking on additional course enrollments without*
61 *compensation or relinquishing reassigned units endangers fair workload for everyone. Junior*
62 *faculty and lecturer faculty are particularly likely to be exploited and not provided fair*
63 *compensation for overload work. It is also a violation of CSU policy for faculty to volunteer to*
64 *take on additional duties related to their primary job for which they could be paid. Each and*
65 *every faculty person is responsible for preserving fair workload for faculty with their own CSU*
66 *campus and across the CSU system.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3569-22/APEP
September 8-9, 2022
First Reading

**ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES (ICAS)
CAL-GETC PROPOSAL: ACTION**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 [ADOPT / FAIL TO ADOPT] the California General Education Transfer
3 Curriculum (Cal-GETC) proposal recommended by ICAS for consideration at its
4 June 1, 2022, meeting; and be it further
- 5 **2. RESOLVED:** That the ASCSU distribute this resolution to the:
- 6 • Intersegmental Council of Academic Senates (ICAS),
 - 7 • CSU Chancellor, and
 - 8 • CSU Campus Senate Chairs.

9 ***RATIONALE:** This resolution acts as the mechanism by which the ASCSU communicates its*
10 *preferred disposition of the Cal-GETC proposal of the Intersegmental Committee of Academic*
11 *Senates (ICAS) as the “singular lower division general education pathway” to meet the*
12 *requirements of AB 928.*

13 *ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for*
14 *consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student](#)*
15 *[Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental](#)*
16 *[Implementation Committee.\(2021-2022\)](#). Specifically, AB 928 required that:*

17 “(1) On or before May 31, 2023, the Intersegmental Committee of the Academic
18 Senates of the University of California, the California State University, and the
19 California Community Colleges shall establish a singular lower division general
20 education pathway that meets the academic requirements necessary for transfer admission
21 to both the California State University and University of California. If the
22 Intersegmental Committee of the Academic Senates of the University of California, the
23 California State University, and the California Community Colleges is unable to come to
24 agreement on or before May 31, 2023, the respective administrative bodies of those
25 segments shall establish a singular lower-division general education pathway that meets
26 the academic requirements necessary for transfer admission to the California State
27 University and the University of California by December 31, 2023.

28 (2) Commencing with the fall term of the 2025–26 academic year, the singular lower
29 division general education pathway established pursuant to paragraph (1) shall be the
30 only lower division general education pathway used to determine academic eligibility and
31 sufficient academic preparation for transfer admission to the California State University
32 and the University of California.

33 (3) The singular lower division general education pathway established pursuant to
34 paragraph (1) shall not lengthen the time-to-degree and shall not include more units than
35 is required under the Intersegmental General Education Transfer Curriculum on July
36 31, 2021.”

37 *This resolution follows earlier calls for guidance and actions related to establishing the proposal*
38 *for the “singular lower division general education transfer pathway” called for in AB 928.*
39 *Specifically, during February and March of 2022 the ASCSU requested campuses to indicate*
40 *priorities and options for consideration in establishing the recommended pathway. AS-3530-*
41 *22/APEP/AA [Recommendation for a Singular General Education \(GE\) Transfer Pathway](#)*
42 *[March 2022] recommended prioritizing the ‘golden four’ foundational skills and competencies*
43 *required for admission to the CSU. AS-3535-22/APEP (Rev) [March 2022] [Defining the](#)*
44 *[“Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP*
45 *(Rev) [Towards Developing Common Understandings for the Content Areas of the California](#)*
46 *[Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) [March 2022]*
47 *addressed the need for the proposal to go beyond a list of courses and to include both shared*
48 *definitions of the areas and courses comprising the singular pathway and to establish, in advance,*
49 *the shared-governance mechanisms for changes and updates to the singular pathway. The*
50 *intended action of this resolution follows the request for campus feedback contained in AS-3565-*
51 *22/APEP (On the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC*
52 *proposal: Feedback) [September 2022].*

53 *ICAS, in June of 2022, made a recommendation for a “singular lower division general education*
54 *pathway” pending approval by the three segments¹. Of note, the Cal-GETC package does*

¹ Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any

- 55 *include oral communication but excludes the Intersegmental General Education Transfer*
56 *Curriculum (IGETC) requirement of a language other than English. The essence of the*
57 *proposal, relative to CSU General Education (GE) is:*
- 58 *i. a reduction of 5 units (mandated by AB 928),*
 - 59 *ii. loss of 3 of the 9 units of area C (Humanities and Arts),*
 - 60 *iii. loss of 3 of the 3 units of Area E (lifelong learning),*
 - 61 *iv. the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
 - 62 *v. defining critical thinking to be writing intensive, and*
 - 63 *vi. defining oral communication in a manner that focusses on content (vs. skill development).*

subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved “singular lower division general education transfer pathway”

64

In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course <i>(3 units)</i>	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course <i>(3 units)</i>		
	1C*	Oral Communication (*currently CSU only)	1 course <i>(3 units)</i>		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course <i>(3 units)</i>	1 mathematical concepts course	Area B4 – 1 course: Mathematics/Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses <i>(6 units)</i>	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences Physical & Biological Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses <i>(6 units)</i>		Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course <i>(3 units)</i>		Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course <i>(3 units)</i>		
	5C	Laboratory (for Bio/Phys Sci course)	<i>(1 unit)</i>		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course <i>(3 units)</i>		Area F – 1 course Ethnic Studies
TOTAL			11 courses <i>34 units</i>	7 courses	13 courses

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3570-22/FA
September 8-9, 2022
First Reading

**REQUESTING EXTENSION OF WSCUC AUTHORIZATION OF REMOTE
TEACHING**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize that remote instruction has been vital in keeping CSU faculty and students
3 in safer environments during the COVID-19 pandemic; and be it further
- 4 **2. RESOLVED:** That the ASCSU recognize that the threat of COVID-19 remains in the
5 United States and in California, as infections, hospitalizations, and deaths continue
6 and are increasing in some regions despite growing vaccination rates; and be it further
- 7 **3. RESOLVED:** That the ASCSU recognize that COVID-19 will likely still be a threat to
8 the health of CSU faculty and students in Spring, 2023; and be it further
- 9 **4. RESOLVED:** That the ASCSU strongly urge the Chancellor’s Office to seek from the
10 WASC Senior College and University Commission (WSCUC) authorization of remote
11 teaching for the CSU system for the Spring, 2023 academic term; and be it further
- 12 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
13 • CSU Board of Trustees,
14 • CSU Office of the Chancellor,
15 • California Faculty Association (CFA),
16 • California State Student Association (CSSA),
17 • CSU campus Provosts,

- 18 • CSU campus Presidents,
- 19 • CSU campus Senate Chairs, and the
- 20 • Emerti and Retired Faculty & Staff Association (ERFSA).

21 ***RATIONALE:*** *The various variants of COVID-19 virus are highly contagious. Although the*
22 *CSU has mandated vaccines, exceptions are still allowed and unvaccinated people are and will be*
23 *present on CSU campuses. People are still getting sick, being hospitalized, and dying from*
24 *COVID-19, including vaccinated people. Long-term negative effects of COVID-19 are*
25 *increasingly found, especially negative effects of having COVID-19 more than once. Although it*
26 *is not ideal, remote teaching and learning (meeting virtually for class meetings through Zoom or*
27 *other means) has allowed CSU instruction to continue throughout the pandemic and provides an*
28 *extremely safe, 0% contagion environment for instruction for faculty and students. As the*
29 *uncertainty surrounding COVID-19 and what will happen in 2023 remains, it is likely that*
30 *some degree of remote teaching will continue in the CSU in 2023. WSCUC authorization of*
31 *remote teaching is important for accreditation and continuing quality of instruction within the*
32 *CSU.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3571-22/APEP
September 8-9, 2022
First Reading

**ENGAGING INTERSEGMENTAL DISCUSSIONS REGARDING COLLEGE
PREPARATORY COURSEWORK IN MATHEMATICS (AREA C)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recommends to the CSU Math Council the formation of an ad hoc committee
3 consisting of faculty and, as appropriate, staff and administrators, to engage - in the
4 2022-23 Academic Year - with the appropriate leadership of the University of
5 California (UC) and the California Community Colleges (CCC) to review recent
6 changes to the UC Area C mathematics standards and the courses subsequently
7 approved that validate or replace Common Core Algebra 2 or Integrated Mathematics
8 III; and be it further
- 9 **2. RESOLVED:** That the ASCSU requests a report from the Math Council on progress
10 made on this issue by May 1, 2023; and be it further
- 11 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 12 • CSU Chancellor,
 - 13 • CSU Math Council,
 - 14 • Academic Senate for the California Community Colleges,
 - 15 • Academic Senate of the University of California,
 - 16 • The California Intersegmental Committee of the Academic Senates (ICAS), and
 - 17 the

- 18 • University of California Board of Admissions and Relations with Schools
19 (BOARS).

20 ***RATIONALE:*** [AS-3161-14/APEP \(Rev\)](#) called for the adoption of the language of the
21 *Common Core State Standards in defining college readiness. These standards also form the*
22 *foundation of the expectations of the Smarter Balanced Assessment Consortium (SBAC). The*
23 *SBAC includes the mathematics components of the 11th grade California Assessment of Student*
24 *Performance and Progress ([CAASPP](#)). The CSU has long accepted mathematics proficiency on*
25 *these assessments as a proxy for readiness for college level mathematics. The CSU has a vested*
26 *interest in the success of high school students on this assessment. This resolution expresses concern*
27 *that changes to the CSU/UC A-G college preparation standards should not diminish the*
28 *specific foundational mathematics content of the [California Common Core State Standards in](#)*
29 *[Mathematics](#) (CCCSSM) that form the foundation of the 11th grade testing. Recent changes to*
30 *the UC standards for Area C coursework are too ambiguous and school districts have begun*
31 *submitting coursework alternative to Common Core Algebra 2 and Integrated Mathematics III*
32 *that do not address the range of standards expected for college and career readiness. For example,*
33 *the Los Angeles Unified School District has received approval for their “[Introduction to Data](#)*
34 *[Science](#)” as an alternative to Common Core Algebra 2 and Integrated Mathematics III. This*
35 *IDS curriculum only addresses CCCSSM [statistics standards](#) and therefore it likely represents*
36 *inadequate preparation for college and career readiness as defined by the CSU, the CCCSSM,*
37 *and the [Statement on Competencies in Mathematics Expected of Entering College Students](#)*
38 *adopted by the Intersegmental Committee of Academic Senates (ICAS). This alternative*

39 *curriculum also puts these students at risk relative to their 11th grade CAASPP testing in*
40 *mathematics. This in turn threatens to increase the number of students entering the CSU who are*
41 *identified as needing extra support to succeed in General Education Area B4 coursework,*
42 *increasing the costs to the CSU for that required extra support. The CSU must do what it can*
43 *to ensure that A-G college preparatory coursework approved by the UC properly meets college*
44 *and career readiness expectations of the CCCSSM.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3572-22/FA
September 8-9, 2022
First Reading

PROCLAIMING THE PERSONHOOD AND RIGHTS OF WOMEN

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 proclaim that girls and women have personhood, the state or fact of being an
3 individual, having human characteristics and feelings, including self-awareness and
4 abilities of reason and reflection; and be it further

- 5 **2. RESOLVED:** That the ASCSU proclaim that girls and women are full and equal
6 human beings, with rights equal to those of boys and men under the law; and be it
7 further

- 8 **3. RESOLVED:** That the ASCSU proclaim that as indicated in the Declaration of
9 Independence, girls and women have certain inalienable rights, including rights to life,
10 liberty, and pursuit of happiness; and be it further

- 11 **4. RESOLVED:** That the ASCSU assert that forcing girls and women into life-
12 threatening pregnancy and childbirth, violates their right to bodily autonomy,
13 endangers the physical health of girls and women and violates the right to life; and be
14 it further

- 15 **5. RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
16 and childbirth violates the right to liberty, the right to be free from oppressive

17 restrictions on one's way of life, beliefs, or behaviors imposed by authority; and be it
18 further

19 **6. RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
20 and childbirth endangers the psychological health and well-being of those people and
21 violates the right to the pursuit of happiness, the right to live one's life in a way that
22 brings one joy; and be it further

23 **7. RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
24 and childbirth is associated with generational poverty, affecting single women and
25 their children more than any other group on the planet and across history; and be it
26 further

27 **8. RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
28 and childbirth is associated with low educational attainment by girls and women; and
29 be it further

30 **9. RESOLVED:** That the ASCSU assert that forcing girls and women into pregnancy
31 and childbirth is associated with numerous negative outcomes that are most
32 negatively impactful for girls and women who are members of historically oppressed,
33 exploited, and marginalized groups (biracial people and people of color, people living
34 in poverty, LGBTQ+ people), especially those people experiencing intersectionality
35 of these group memberships; and be it further

36 **10. RESOLVED:** That the ASCSU recognize and affirm the designation of forced
37 pregnancy as a *crime against humanity* by the United Nations; and be it further

38 **11. RESOLVED:** That the ASCSU assert that access to safe, legal abortion is a
39 Constitutional right in the United States and essential to girls' and women's health
40 and well-being all over the world; and be it further

41 **12. RESOLVED:** That the ASCSU distribute this resolution to the:

- 42 • Honorable Gavin Newsom, Governor of the State of California,
- 43 • Members of the U.S. Congress representing California,
- 44 • Members of the California Assembly and Senate,
- 45 • CSU Board of Trustees,
- 46 • CSU Office of the Chancellor,
- 47 • California Faculty Association (CFA),
- 48 • CSU campus Presidents,
- 49 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 50 • CSU campus Senate Chairs,
- 51 • Directors of CSU Student Health Centers,
- 52 • CSU College Deans,
- 53 • California State Student Association (CSSA), and the
- 54 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

55 ***RATIONALE:*** *There are various definitions of personhood, all of which revolve around the*
56 *experiences of consciousness and self-awareness, and the ability to reason. Like other people, girls*
57 *and women have personhood; fetuses, embryos, and zygotes do not. Self-awareness (the ability to*

58 *turn consciousness back toward itself and examine oneself as an object of attention) develops*
59 *around age two years in most human beings (Kagan, 1984; Lewis, 1992). The U.S.*
60 *Constitution in the 14th Amendment indicates that personhood is the status of being a human*
61 *being or legal entity with some or all Constitutional rights and occurs when a person is born*
62 *(Datiles, 2010). Personhood as defined by legal experts means “a person who can sue and be*
63 *sued, own property, and enter into contracts” (https://www.law.cornell.edu/wex/legal_person).*
64 *Under Roe v. Wade, the U.S. Supreme Court indicated that fetuses are not persons entitled to*
65 *rights under the 14th Amendment. The U.S. Constitution states that all people are equal under*
66 *the law in the 14th Amendment; since men can never be pregnant (except transgender men), and*
67 *since the bodily autonomy of men is not compromised or threatened by any laws, laws preventing*
68 *access to safe legal abortion treat girls and women very differently than they treat boys and men.*
69 *Pregnancy and childbirth are leading causes of death for girls and women all over the world,*
70 *especially for poor girls and women (World Health Organization, 2010). Pregnant women are*
71 *particularly vulnerable to physical attack, including from intimate partners and those men*
72 *responsible for fetuses (Curry, 1998; Gelles, 1988; Kaslow & Thompson 2008. Forcing a*
73 *person to risk their life against their will, and to compromise their lives and their way of being, is*
74 *the essence of oppression and a violation of the right to liberty and pursuit of happiness. Girls and*
75 *women who go through unplanned pregnancies are unlikely to pursue higher education (Craig,*
76 *2002; Gray & Chapman, 2001) and are likely to live in poverty for the rest of their lives, as*
77 *are their children (Hoffman, 2006; U.S. Congress, Ways and Means Committee, 2004). All of*
78 *the negative effects of lack of access to reproductive health care and safe legal abortion are most*

79 *detrimental to girls and women living in poverty and who are members of historically*
80 *marginalized, oppressed, and underrepresented groups (Hankivsky, 2012; McGibbon, 2016;*
81 *Weber & Parra-Medina, 2003). Indeed, forced pregnancy is so inhumane and so disregarding of*
82 *girls' and women's bodily autonomy that the United Nations has identified forced pregnancy as a*
83 *crime against humanity (<https://www.un.org/en/genocideprevention/ Crimes-against->*
84 *[humanity.shtml](https://www.un.org/en/genocideprevention/ Crimes-against-humanity.shtml)). The CSU is already charged to protect our students' rights to medical abortion*
85 *through State Bill 24 (<https://openstates.org/ca/bills/20192020/SB24>).*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3573-22/AA
September 8-9, 2022
First Reading

**TO ADOPT GENDER INCLUSIVE-LANGUAGE AND TITLES AT THE
CALIFORNIA STATE UNIVERSITY**

- 1 **1. RESOLVED:** The Academic Senate of the California State University (ASCSU)
2 recommend the adoption of gender-inclusive terms such as “first-year student” (or
3 “first-time, first-year student”) and “upper-level student,” instead of gender-based
4 terms such as “freshman” and “upperclassman” respectively in university records,
5 materials, communications, and processes; and be it further,
- 6 **2. RESOLVED:** The ASCSU recommend that communications from the California State
7 University (CSU), including from the system, CSU campuses, academic and other
8 units adopt the use of gender-inclusive language; and be it further,
- 9 **3. RESOLVED:** The ASCSU recommend that communications from the California State
10 University (CSU), including from the system, CSU campuses, academic and other
11 units adopt the use of gender-inclusive language; and be it further,
- 12 **4. RESOLVED:** The ASCSU along with the CSU Chancellor’s Office support broader
13 efforts for adoption of gender-inclusive language and titles in the CSU, such as
14 “Chair”, “Spokesperson,” Administrative Assistant” and “Supervisor” in official
15 communications and meetings; and be it further,
- 16 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
17 • CSU Board of Trustees,
18 • CSU Chancellor,

- 19 • CSU Campus Presidents,
- 20 • CSU Campus Provosts and Vice Presidents of Academic Affairs,
- 21 • CSU Vice Presidents of Student Affairs,
- 22 • CSU Campus Senate Chairs,
- 23 • Academic Senate of the University of California,
- 24 • Academic Senate of the California Community Colleges,
- 25 • California State Student Association (CSSA),
- 26 • California Faculty Association (CFA), and the
- 27 • CSU Emeriti Retired Faculty & Staff Association (CSU-ERFSA).

28 ***RATIONALE:*** *The CSU is committed to fostering a vibrant community of diverse students,*
29 *faculty, staff, and administrators focused on student success which includes a commitment to*
30 *achieving inclusive excellence for all its students.*

31 *Studies have shown that gender-inclusive language positively impacts women and non-binary*
32 *people, while having no negative impacts on men (Kleinman, 2002; McConnell & Fazio, 1996;*
33 *Moulton et al. 1978¹).*

34 *California has the highest population of lesbian, gay, bisexual, and transgender (LGBTQ)*
35 *people in the United States, and CSU respects gender and sexual diversity.*

36 *The use of gendered terms such as “freshman” or “chairman” reflect outdated gender stereotypes,*
37 *inequalities, and patterns of participation in college life, the elimination of which*

¹ Kleinman, S. 2002. *Why sexist language matters. Qualitative Sociology, 25: 299-304; McConnell, A.R. and Fazio, R.H. 1996. Women as men and people: Effects of gender-marked language. Personality and Social Psychology Bulletin, 22: 1004-1013; Moulton, J., Robinson, G.M. and Elias, C. 1978. Sex bias in language use: “Neutral” pronouns that aren’t. American Psychologist, 33: 1032*

38 *(from communications, campus policies, documents, reports, webpages, press materials, recruiting*
39 *materials, flyers etc.) would help foster an inclusive environment for gender-expansive students,*
40 *faculty, and staff.*

41 *Gender-inclusive language and terms have been implemented in multiple universities such as*
42 *CSU Long Beach, California State Polytechnic University - Pomona, the State University of*
43 *New York, Elon University, Texas Tech University, the University of Oklahoma, and Yale*
44 *University. Many more universities continue to adopt and implement gender neutral language.*
45 *The CSU is the largest public higher education system in the US and should lead the way in*
46 *adopting gender inclusive language.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3574-22/FA
September 8-9, 2022
First Reading

**REAFFIRMING THE ROLE OF CAMPUS SENATES IN THE CALIFORNIA STATE
UNIVERSITY (CSU)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize and affirm the role of campus Academic Senates in creating campus
3 policies and procedures; and be it further
- 4 **2. RESOLVED:** That the ASCSU recognize and affirm that campus Academic Senates
5 and subcommittees of the Senate may modify and create campus policies that are
6 consistent with, and which complement the Collective Bargaining Agreement (CBA);
7 and be it further
- 8 **3. RESOLVED:** That the ASCSU assert that claims that campus Academic Senates may
9 not create or address policies that include items bargained between the CSU and the
10 California Faculty Association (CFA) are false and without any legal or other
11 foundational basis; and be it further
- 12 **4. RESOLVED:** That the ASCSU urge the CSU Chancellor's Office to recognize the
13 rights and responsibilities of campus Academic Senates and their vital role in shared
14 governance, including creating and modifying policies that are consistent with and
15 which complement the Collective Bargaining Agreement; and be it further

16 5. **RESOLVED:** That the ASCSU urge campus Presidents to support the role of campus
17 Academic Senates, including their right to create and modify policies on items that are
18 also addressed in the Collective Bargaining Agreement; and be it further

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

- 20 • CSU Board of Trustees,
- 21 • CSU Office of the Chancellor,
- 22 • CSU General Counsel,
- 23 • California Faculty Association (CFA),
- 24 • CSU campus Presidents,
- 25 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 26 • CSU campus Offices of Faculty Affairs,
- 27 • CSU campus Offices of University Counsel,
- 28 • CSU campus Senate Chairs,
- 29 • California State Student Association (CSSA), and the
- 30 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

31 ***RATIONALE:** Academic Senates on every CSU campus have created campus policies that*
32 *address items included in the terms and conditions of employment that are bargained for between*
33 *the CSU and the California Faculty Association (CFA) and that are contained in the*
34 *Collective Bargaining Agreement. It is disingenuous and entirely false to presume or to assert that*
35 *the Academic Senates (and their subcommittees) have no right to create policies addressing faculty*
36 *working conditions, including issues addressed in the Collective Bargaining Agreement. While*
37 *campus policies must be consistent with the Contract, there are no prohibitions contained therein*

38 *or anywhere else to indicate that Academic Senates cannot create policies that address issues that*
39 *are bargained for between the CSU and the CFA. The American Association of University*
40 *Professors (AAUP) emphasizes the importance of shared governance and participation in it as*
41 *essential to the role of university faculty and maintaining quality of higher education*
42 *(<https://www.aaup.org/our-programs/shared-governance>). WASC Senior College and*
43 *University Commission (WSCUC) emphasizes the importance of shared governance in*
44 *accreditation of the CSU campuses, including maintaining and honoring clear policies on faculty*
45 *governance ([https://changinghigher.com/wp-content/uploads/2021/12/TCL-Board-Duties-](https://changinghigher.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-WSCUC-Accreditation.pdf)*
46 *[and-WSCUC-Accreditation.pdf](https://changinghigher.com/wp-content/uploads/2021/12/TCL-Board-Duties-and-WSCUC-Accreditation.pdf)). Campus administrators who attempt to destroy shared*
47 *governance on their campus by making such claims are acting dishonestly and in bad faith.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3575-22/FA
September 8-9, 2022
First Reading

**PROVISION OF FREE CONDOMS TO STUDENTS ON CALIFORNIA STATE
UNIVERSITY (CSU) CAMPUSES**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the low cost, ease of use, and effectiveness of condoms in preventing
3 sexually transmitted infections and diseases as well as unwanted pregnancies; and be it
4 further
- 5 **2. RESOLVED:** That the ASCSU recommend that each CSU campus provide free
6 condoms to students on campus, as well as information about use and effectiveness
7 of condoms; and be it further
- 8 **3. RESOLVED:** That the ASCSU recommend that each CSU campus make condoms
9 easily accessible by providing them in multiple locations on campus, perhaps
10 including Student Health Centers, all restrooms, basic needs distribution sites, and
11 other locations; and be it further
- 12 **4. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office and each CSU
13 campus to devote sufficient resources to the development and support of providing
14 free condoms to CSU students; and be it further
- 15 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
16 • Governor's Office of the State of California,
17 • California State Legislators, Senate and Assembly,

- 18 • California Assembly Committee on Higher Education,
- 19 • California Senate Committee on Education,
- 20 • Director - California Department of Health and Human Services,
- 21 • CSU Board of Trustees,
- 22 • CSU Office of the Chancellor,
- 23 • California Faculty Association (CFA),
- 24 • California State Student Association (CSSA),
- 25 • CSU campus Presidents,
- 26 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 27 • CSU Student Health Center Directors,
- 28 • CSU campus Dean of Students/Student Services offices,
- 29 • CSU campus Senate Chairs, and the
- 30 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

31 ***RATIONALE:** Correct use of condoms effectively prevents pregnancy, and is the best and*
32 *besides abstinence, the only way to prevent the spread of sexually transmitted infections and*
33 *diseases (U.S. Food and Drug Administration, 2018). Condom use is especially important for*
34 *young adults, who are more likely to engage in casual sex and less likely to be in monogamous*
35 *relationships compared to older adults (England, Shafer, & Fogarty, 2008; Hamilton &*
36 *Armstrong, 2009; Planned Parenthood, 2018). Among available contraception methods,*
37 *condoms are the cheapest and easiest, with the fewest side effects. Given the California State*
38 *requirement that CSU campus Student Health Centers provide medication abortion services to*
39 *students (State Bill 24), preventing the need for such services with easily accessed, effective birth*
40 *and disease control is safer and more cost effective. In addition, accessibility of condoms will reduce*

41 *the spread of sexually transmitted infections and diseases, the treatment of which is costly to*
42 *students and campus Student Health Centers. Our female students suffer greatly from unwanted*
43 *pregnancies, which can derail their education and endanger their health and well-being. Provision*
44 *of accurate information about condom use and effectiveness, and the primary responsibility of*
45 *young men to control their semen to prevent unwanted pregnancies - easily accomplished through*
46 *the use of condoms - is also essential to increase condom use by students (World Health*
47 *Organization, 2001)¹*

48 *Condoms should be available to students at various campus locations, including in restrooms for*
49 *student privacy concerns.*

50 *[AB 367](#), menstrual products at CSU campuses*

51 *[SB 24](#), medication abortion services at CSUs*

52 *CEP resolution, rationale needs more description of the CEP tool, more safety for our students*

¹ https://apps.who.int/iris/bitstream/handle/10665/67409/WHO_FCH_RHR_02.3.pdf

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3576-22/FA
September 8-9, 2022
First Reading

**REQUEST FOR ONGOING ACCOMMODATIONS AND FLEXIBILITY IN THE
TIME OF COVID-19**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledge the ongoing impact of the COVID-19 pandemic, including the Omicron
3 variant and subsequent sub/variants, on our CSU campuses and surrounding
4 communities throughout the state of California; and be it further
- 5 **2. RESOLVED:** That the ASCSU commend our students, faculty, and staff for
6 continuing to persevere during this time; and be it further
- 7 **3. RESOLVED:** That the ASCSU continue to request that the Interim Chancellor urge
8 the campus presidents, in the context of the ongoing pandemic to be flexible,
9 compassionate, and accommodating in responding to evolving conditions; and be it
10 further
- 11 **4. RESOLVED:** That the ASCSU request that students, faculty, and staff who are
12 immunocompromised or have COVID-19 related medical exemptions be
13 accommodated for remote instruction and employment, in consultation with their
14 Department Chair or supervisor; and be it further

- 15 5. **RESOLVED:** That the ASCSU urge the Chancellor’s office and campus Presidents to
16 address the need for additional long-term sick leave support for COVID-19
17 infections and for long COVID; and be it further
- 18 6. **RESOLVED:** That the ASCSU recommend that faculty, in consultation with their
19 department chair, be allowed flexibility in determining the best course of action
20 should a class be exposed to COVID-19, including adopting an alternative modality
21 in order to continue class sessions; and be it further
- 22 7. **RESOLVED:** That the ASCSU urge that additional ventilation improvements be
23 prioritized, including the installation of public air quality monitors; ¹ and be it further
- 24 8. **RESOLVED:** That the ASCSU recommend that faculty, students, and staff be
25 surveyed regarding the issues they faced, and continue to face, in returning to a
26 hybridized campus following the COVID-19 lockdowns to determine what long-term
27 changes to campus and system policies need to be put into place; and be it further
- 28 9. **RESOLVED:** That the ASCSU distribute this resolution to the:
29 • CSU Board of Trustees,
30 • CSU Chancellor,
31 • CSU campus Presidents,
32 • CSU campus Senate Chairs,
33 • CSU campus Senate Executive Committees,

¹ Such as those in use in Japan and elsewhere since 2020; see [Nonaka 2020](#) and [Salleh 2021](#) for examples.

- 34 • CSU Provosts/Vice Presidents of Academic Affairs,
- 35 • California Faculty Association (CFA),
- 36 • California State Student Association (CSSA), and the
- 37 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

38 ***RATIONALE:*** *We are now enduring the third year of the global COVID-19 pandemic.²*
39 *While numbers were significantly lower over the summer compared to the Winter 2022 Omicron*
40 *surge, the overall COVID-19 BA5 infection curve in California was higher than the Delta*
41 *surge of the previous summer³. Community transmission rates of COVID-19 continue to*
42 *remain high or substantial⁴ throughout nearly all counties in the state of California as we enter*
43 *the Fall 2022 term.*

44 *The lifting of masking requirements increases the likelihood of further outbreaks⁵ through*
45 *airborne transmission⁶ during the fall, winter, and early spring periods. The short-term*
46 *consequences of COVID-19 spread will at the minimum result in students, faculty, and staff*
47 *continuing to need additional sick leave support as they contract and recover from the immediate*
48 *illness. In addition, ongoing research continues to point to short- and long-term consequences of*
49 *COVID-19 infections, including heart⁷, vascular⁸, and neurological damage⁹ as a result of*

² [World Health Organization 2022](#); pandemic status continues as of September 6, 2022.

³ [91-divoc.com](#), last accessed September 6, 2022.

⁴ [CDC 2022](#), Community Transmission map by county; last updated September 1st, 2022 showing all counties but Modoc County in California at substantial or high community transmission.

⁵ [Brosseau, et. al 2021, Table 1](#) – note that this matrix pre-dates the increased transmissibility of the Omicron variant and its subvariants.

⁶ [Greenhalgh, Ozbilgin, and Tomlinson 2022](#)

⁷ [Puntmann, et. al 2022](#)

⁸ [Ahamed and Laurence 2022](#)

⁹ [Ely 2022](#)

50 *infection (regardless of severity) and the risk of Long COVID.¹⁰ In fact, COVID-19 proved*
51 *to be a leading cause of death in both 2020 and 2021, “account[ing] for 1 in 8 deaths in the*
52 *US,”¹¹ which led to a 2.7-year decline in US life expectancy between 2019 and 2021.¹²*

53 *The new boosters designed to protect against Omicron and its subvariants are not yet available to*
54 *the public, and will take several weeks/months to roll out across the population, in order to*
55 *increase the partial immunity wall created by the previous vaccinations. But vaccines are not*
56 *enough by themselves. To break community transmission and support our campus and*
57 *surrounding communities requires the swiss cheese model,¹³ including improved ventilation,*
58 *masking, and additional strategies as we move into another COVID winter.*

59 *In addition, this high continued likelihood of having students, faculty, and staff out sick during*
60 *the academic terms makes it critical that we continue our calls from previous resolutions, including*
61 *[AS-3501-21/FA](#), [AS-3470-21/FA](#), and [AS-3418-20/FA](#), for continued accommodations*
62 *for those impacted by COVID-19, flexibility to support those impacted by COVID-19, and to*
63 *continue to work toward improving workplace safety as COVID-19 continues to spread. To that*
64 *end, this resolution is meant as a continuing interim position, similar to those previous*
65 *resolutions, as the CSU collectively determines the new, longer-term expectations for policies and*
66 *processes that will allow us to live with COVID-19 in the foreseeable future – and not ignore its*
67 *significant impacts on individuals, our campuses, and on society.*

¹⁰ [Schaffer 2022](#)

¹¹ [Shiels, et. al 2022](#)

¹² [Arias, et. al 2022](#)

¹³ [Roberts 2020](#); based on [Mackay 2020](#), adapted from [Reason 2000](#)

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3577-22/JEDI/FA
September 8-9, 2022
First Reading/Waiver

SUPPORT FOR EVALUATING THE CSU COURSE EQUITY PORTAL

1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)

2 support the concept and implementation of a Course Equity Portal where faculty

3 members can see a snapshot of achievement gaps in their own courses between:

- 4 • Underrepresented (URM) students and students not from URM groups;
- 5 • Female and male students;
- 6 • Students who receive Pell Grants and those who do not; and
- 7 • First-generation students and those who are not first-generation within each
- 8 of their courses

9 ; and be it further

10 **2. RESOLVED:** That the ASCSU urge the Academic Senates of individual campuses

11 selected to participate in the pilot study to work with the Course Equity Portal team

12 to encourage individual faculty members to reflect on the portal, its design, and how

13 the portal could effectively help faculty members eliminate achievement gaps in their

14 own courses and to provide that information to the Course Equity Portal team via an

15 anonymous survey; and be it further

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

- 17 • CSU Office of the Chancellor,

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

26 ***RATIONALE:***

27 *A – Equity is our CSU Goal*

28 *A.2 – Equity gaps are bad*

29 *B – GI 2025*

30 *C – The ACSSU has supported this effort through selecting two senators to work with the CO*
31 *in this effort.*

32 *D – Data is private*

33 *E – Allowing individual faculty members access to their own equity data may help them identify*
34 *ways to reduce equity gaps in their classes.*

March 7, 2022

TO: ICAS

FROM: Robert Horwitz
Chair of Special Committee on AB 928

SUBJECT: Recommendation on a singular GE transfer pathway

The Special Committee on AB 928 met three times to discuss the singular general education (GE) transfer pathway. After considering several options and patterns, the group came to consensus on a pattern that it believes satisfies the legislation's requirements for both a clear and transparent singular pathway, and maintaining at 34 the total units required to complete the Intersegmental General Education Transfer Curriculum (IGETC). The recommendation is best understood by the attached chart.

For purposes of quick summary, the new pathway pattern recommended to ICAS requires the following:

- UC will accept Oral Communication as a new (third) course in Area 1 – English Communication.
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.
- The number of courses required in Area 3 – Arts and Humanities will decrease from three to two (one in Arts, one in Humanities).
- UC will remove its Language Other than English proficiency requirement from IGETC and treat it as a graduation requirement.
- CSU will remove its Lifelong Learning and Self-Development course from IGETC and treat it as an upper-division requirement.

Note that the pattern includes a forthcoming new Area 7 – Ethnic Studies requirement. The UC Academic Senate recently approved this requirement, proposing to accommodate it within IGETC by reducing from three to two courses required in Area 4 – Social and Behavioral Sciences. It is anticipated that a final vote to approve Area 7 – Ethnic Studies for the CSU will occur at the March 2022 CSU Board of Trustees meeting.

These recommendations come with full support of the Special Committee members, following careful deliberation as well as a commitment to strong GE preparation for successful CCC student transfer to UC and CSU.

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities Social & Behavioral Sciences	Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

Labor Council:

Submitted by Steve Tillinghast, Labor Council Delegate

Humboldt Labor Council, September 9th, 2022

All the major Bargaining Units have signed 2-year contracts. Highlights are as follows:

Unit 6 (Teamsters) 3% GSI retro to July 1, 2022 plus \$2,500 signing bonus

Unit 4 (APC) 4% GSI retro to October 1, 2021; Another 3% GSI retro to July 1, 2022; \$2,500 signing bonus

Units 2,5,7,9 (CSUEU) 7% GSI retro to July 1, 2022, \$3,500 signing bonus

SB 410, the Steps Bill, passed the Legislature on August 31st. This bill will would require the California State University to implement a merit 9-step salary system for all California State University nonfaculty staff employees that runs for 15 years. Details [here](#). The bill now is awaiting signature of the Governor.

The Labor Council urges members of the Humboldt University Senate to reach out to Governor Newsom and express your views on this important piece of legislation.

You can email Governor Newsom [here](#). Scroll down the (long!) subject line and select SB00410\...

Thanks!

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President

Sherie C. Gordon, VP Administration and Finance

Peggy Metzger, Interim VP Enrollment Management

Jenn Capps, Provost and VPAA

Cooper Jones, Executive Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

People

Traditional Ecological Knowledge (TEK) Faculty Fellow

- Dr. Kaitlin Reed, Department of Native American Studies, has been appointed the TEK faculty fellow for academic year 2022-2023. Dr. Reed has been deeply engaged in faculty book circles and workshops and is the co-director of the Food Sovereignty Lab and Traditional Ecological Knowledge Institute.

Office of Diversity, Equity, and Inclusion (ODEI) 2022-2023 Equity Fellows

The newest iteration of the Faculty Diversity and Equity Fellowship initiative is underway and

the Office of Diversity, Equity, and Inclusion (ODEI) is grateful for the appointments of the following Equity Fellows:

- Dr. Benjamin Graham, Department of Psychology, 2nd-year Equity Fellow, representing LGBTQIA+.
- Dr. Lisa Bond-Maupin, Department of Sociology, 1st-year Equity Fellow, representing

Equity Arcata, a shared initiative between Cal Poly Humboldt and the City of Arcata, and the College of Arts, Humanities, and Social Sciences.

- Dr. Jianmin Zhong, Department of Biological Sciences, 1st-year Equity Fellow, representing the College of Natural Resources and Sciences.
- Dr. Humnath Panta, School of Business, 1st-year Equity Fellow, representing the College of Professional Studies.

Campus Culture and Operations

- Humboldt is developing a Physical Campus Plan, a powerful tool that captures the future vision of the University and outlines near, medium, and long-term capital improvements. With assistance from SmithGroup and Brailsford & Dunlavey, the University will assess and recommend improvements to academic life, sustainability, campus life, infrastructure, mobility, housing, and open space. The plan will guide the physical development of campus, providing a framework that is visionary and implementable. The university is kicking off planning this week with a number of stakeholder meetings occurring from Sept. 12-14, 2022. More information can be found at physicalplan.humboldt.edu.
- Fall Preview is scheduled for November 5, 2022.
- In January - July 2022, The Registrar processed 47,000 transfer courses through DARS for incoming and continuing students - wow!
- 2,100+ students reviewed for final degree clearance by Transfer & Graduation Counselor team
- The Gutswurrak Student Activities Center is excited to welcome back students with their regular weekly programming: Bob Ross paint night, karaoke & open mic, and Friday night movies as well as providing music on the quad during the lunchtime hour to kick off the start of semester. We will also have a special outdoor movie screening of Thor Love and Thunder on September 30th! The students are enjoying the addition of two new pool tables to the game lounge. It is very exciting to see the space come alive and packed with students!
- Conference and Events Services (CES) are working with campus users on implementing the use of Lumberjack Link for event submissions to simplify workflow, processes, and outreach. CES continues to provide M-F 9am-noon [Drop In Zoom Sessions](#) for anyone who may need assistance with submitting a space reservation in 25Live or event submission in Lumberjack Link.

Global and Tribal Outreach and Education

- **Rou Dalagurr Food Sovereignty Lab Article featured in Indian Country.com** Please take a moment to click on the link below and read about a story featuring the Rou Dalagurr Food Sovereignty Lab. <https://indiancountrytoday.com/the-press-pool/rou-dalagurr-food->

[sovereignty-lab-and-traditional-ecological-knowledges-institute-receives-exterior-space-allocation-at-cal-poly-humboldt](#)

Sustainability

- With the beginning of the Fall semester Facilities are excited about the students, faculty and staff on campus. With the increased activities and people on campus we are hard at work satisfying work orders and key requests. In addition to operations we continue to work on projects across campus which include repaving of LK Wood from 14th Street to Granite Avenue, Renovations in BSS, Gist Hall, Trinity Child Development and Childrens Center to name a few.
- There are also exciting developments on the Cal Poly infrastructure projects. The Cal Poly [infrastructure website](#) has been updated with renderings of potential planned buildings. The site includes renderings of Craftsman Student Housing, Engineering & Technology commons at the campus events field, the Sustainability and Microgrid Building south of the existing SERC building, and the Library Circle Student Housing Health and Dining.

Integrated Curriculum Committee Consent Calendar
September 13, 2022

[HED - 451 - 22-1665](#). Based on student feedback, the program would like to change the course title and description to be more in line with the theme of the nursing program. This course is an elective for the Sustainable Food Systems Minor and they are aware of the course changes.

Current: Nutrition and Chronic Disease. Relationships between nutrition and chronic disease. The role of nutrients, foods, and diet patterns in the prevention or treatment of several chronic diseases including, obesity, diabetes, and hypertension.

Proposed: Nutrition for Healthy Communities. Examine nutritional recommendations, challenges, and eating patterns throughout the lifespan of individuals and communities, with an emphasis on the role of nutrition in chronic disease prevention and management.

Name of the person being nominated for Emeritus status (nominee):

Steve Martin

James Floss

Melanie Williams

Sheryl (Sherry) Jones Deffenderfer

Mary Scoggin

Carl Hansen

Frank Shaughnessy

Dr. Chris Hooper

Ann Alter

Victoria Sama

John Reiss

Dale Oliver

Professor Michael Eldridge

Dr. Jeff Martin Black

Jeffrey W. White

Nominee's Positions held at Cal Poly Humboldt:

Faculty in the Environmental Science & Management Department, 1992-2022. Department Chair, Environmental Science & Management, 2004-2022.

Faculty lecturer in Department of Communication

Lecturer, Gov't & Politics, Religious Studies, Women's Studies

See Nominee's application -- all listed there

Professor, Department of Anthropology/INTL

Dean for College of Extended Education & Global Engagement

Assistant Professor; Associate Professor; Professor, Department of English (Affiliated Faculty, International Studies Program).

Assistant, Associate, and Full Professor

Assistant Professor, Mathematics Associate Professor, Mathematics Professor, Mathematics Department Chair, Mathematics Department Chair, Computer Science Interim Associate Dean, CNRS Interim Department Chair, Education Dean, CNRS

Faculty in Kinesiology

Professor and twice Chair, Department of Journalism and Mass Communication, 2010-2013 and 2019-2022

Professor of Botany, Department of Biological Sciences, CNRS

Professor of Film; Department Chair, Theatre, Film & Dance; Film Program Leader

Professor-Department of Biological Sciences, Director-Humboldt Science and Mathematics Center, Director-HSU Natural History Museum

Nominee's Meritorious contribution to teaching, scholarship, and/or service to Humboldt/CSU: Briefly describe meritorious contributions:

Faculty for 30 years. Served as Department Chair for 18 years. Served on: University Senate, University Faculty Personnel Committee, Integrated Curriculum Committee, Professional Leave Committee, and University Center Board of Directors.

As department chair, led department through several major administrative and curricular revisions: 1) revision of the NRPI major curriculum; 2) rebranding of the NRPI major to the Environmental Management and Protection major; 3) creation, from scratch, of three brand new concentrations in the Environmental Science major; 4) combining of the Environmental Science major with the Environmental Management and Protection major into the current Environmental Science and Management major, which required an enormous curricular revision effort; 5) subsequent curricular revision of the ESM major to comply with the EO-1071 mandate that all degree programs with concentrations have more than 50% of the units in a common core, which required another enormous curricular revision effort; and 6) was Department Chair during a time when the number of faculty and students in the department tripled, becoming, at one time, the fourth largest department on campus.

Was awarded the National Excellence in Research award for my discipline in 2016.

James Floss has been a phenomenal teacher in the department of Communication. A Humboldt alumni, James brought his theatrical background to teaching Communication courses with an eye for performance, facilitation and support for students. James Floss taught for 34 years and guided thousands of students to develop strong communication skills. He won the Excellence in Teaching award

in 2012 for his classroom work. James Floss is also a director, actor and performer of great skill. He directed and organized several plays and performances while he was a teacher at Humboldt. Notable was his Comm 480 class which put on a performance of the Book of the Year (Gladwell's Outliers), his direction of Fup and his community theatre work. James Floss also created Immigrant voices - a radio show intended to document and amplify the voices of immigrants in Humboldt County. Since retirement he has been a regular organizer with ERFSA and has continued to teach and direct. James Floss should be honored with Emeritus Status - his connection to campus strengthens this campus and the community.

Melanie is a superb teacher, admired by her students and colleagues. She is energetic, dynamic, creative, and incredibly well-informed. Her application speaks well to her academic qualification for emeritus status, her plethora of accomplishments and services to the local community and beyond. For years I have admired and envied her ability as a teacher and colleague.

Sherry's application speaks for itself. During her 30 plus years at HSU her myriad contributions to the institution and at the system level were meritorious, significant and substantive. I was fortunate to work with Sherry as her supervisor from 2005 until her retirement. She helped me enormously when I assumed the role of AVP for Faculty Affairs. She made it all work, and work well! Her contributions at the system level were obvious when we would attend CSU Faculty Affairs meetings. All knew Sherry, and her expertise along with her generous sharing spirit were greatly appreciated. Many staff and administrators from throughout the system would call her for advice, or to trouble shoot a problem. And she was always a welcome member of system committees. Again, I refer you back to her application which also outlines her valuable service contributions to the Union, and her work with the English Department faculty and its students. I recall well her retirement party. It filled the Senate chamber in Nelson Hall East; individuals from all corners of campus -- faculty, staff, administrators, students -- all gathered to laud her service and contributions to HSU. It was one of the most well-attended retirement gatherings I had attended. All wanted to thank her, and wish her well. I am very happy to nominate Sherry for the emerita status. Feel free to reach out to me if you have any questions, or if there is any additional information that I might be able to provide.

In the area of teaching, Dr. Scoggin is exceptional. Firstly, she is a phenomenal teacher that inspires her students to think in new ways and push the boundaries of their work. In addition to her important expertise in Chinese studies and sociocultural and linguistic anthropology, she has been integral to developing key core courses. For example, in our senior capstone class she helps students develop their "spotlight project" as she termed it and it will continue to be known. She has also been vital to teaching MA courses, chairing thesis committees, and serving on thesis committees across a wide range of students (she has been a go-to committee member). Moreover, she has built/ redesigned numerous programs and courses across ANTH and INTL. For example, at the undergraduate level she grew the linguistics component of our program from just an elective class or two to now begin with an intro-level GE course and soon (under ICC review) encompass an entire interdisciplinary concentration in the major. And Mary was centrally involved in the inception, development, and success of the MA Applied Anthropology Program – she was an unyielding supporter during the program's journey to gain permanent status. More recently, she provided critical support of the Bear River field school. I could go

on... In the area of scholarship, Dr. Scoggin is equally meritorious. She has dozens of publications of various lengths and types (e.g., journal articles, conference presentations, book reviews), including two that are book-length. She has attended numerous national and international conferences, served as a peer-reviewer, and spent seven semesters in China pursuing scholarly activities while simultaneously teaching and directing study abroad programs. Dr. Scoggin's scholarship has informed her teaching and inspired countless others. In the area of service, I cannot speak highly enough of Dr. Scoggin. The merits of her service are self-evident - she has served on countless committees and realms in and beyond anthropology and across the university. Within Anthropology, she led our department as Chair for a total of six years, and she also served as Graduate Coordinator. I will draw particular attention to her final term as Chair – she took on the role mid-pandemic (mid-summer 2020) and fiercely supported students and faculty through this while also skillfully juggling the merger of ANTH, GESA and WLC as an administrative unit. I can attest that Mary is an exceptionally reliable and important colleague – she pulls 150% of her share and always shows up and is “present.” She is the type of colleague that can always be counted on and that others seek out for guidance. She is fair, diplomatic, and makes one proud to follow her leadership. In closing, Cal Poly Humboldt is a better place because of Dr. Scoggin. It is without the slightest reservation that I nominate her for Emeritus Status, of which she is clearly deserving.

"I'm proud to have served HSU for 30 years, having worked that entire time for the College of Extended Education and Global Engagement (although the name changed several times over the years.) For most of that time I was the administrator for the college, leading it through continual growth and expansion. I retired as the college continued to grow, with highly successful degree programs, a flourishing OLLI program with a solid endowment, significant community partnerships and substantial campus engagement. Some of the highlights of my career at HSU include the following:

- Member of Provost's Leadership Team
- Developed online bachelor's degree completion program in Leadership Studies
- Recipient, \$2 million endowment for Humboldt State University Osher Lifelong Learning Institute (OLLI)
- Leading international programs and study abroad efforts for HSU; Designated School Official (DSO) and Alternative Responsible Officer (ARO) for international students, familiar with immigration regulations
- Administrator for summer session and other summer programs
- Principal for interagency agreement with California Dept. of Corrections and Rehabilitation (CDCR) to provide a leadership development program
- Principal for interagency agreement with the Commission on Peace Officer Standards and Training (POST) to deliver a leadership course for law enforcement managers
- Grant writer and grant manager for several successful projects
- Member, Humboldt State University, Integrated Curriculum Committee
- Member, Humboldt State University, Athletics Advisory Committee
- Member, Humboldt State University, International Advisory Committee and International Programs Resource Committee
- Boardmember and Treasurer, Humboldt State University, Sponsored Programs Foundation, participating in financial management, investment and cost allocation policies, real estate acquisition and development, and awarding grants
- Project member, several campus-wide technology implementation projects, including various versions of the student information system and financial reporting systems
- Member, Leadership Development Committee, California State University, Office of the Chancellor: developed programs and curriculum focused on leadership development
- Member, Extended Education Leadership Council, California State University, Office of the Chancellor: participated in

discussions and initiatives involving Extended Education programs and services statewide • Representative on community economic development committees • Board member, Headwaters Fund Board, a county-sponsored economic development effort • Board member, Workforce Investment Board for Humboldt County I am particularly pleased to have initiated efforts to develop an HSU degree program for incarcerated individuals. I hope to continue serving HSU by supporting the development of this program, with additional support to help those students transition to Project Rebound once they are released from incarceration. I take much pride in my accomplishments at HSU and would be honored to be considered for emeritus status. Carl Hansen"

I it would be quite difficult to encapsulate all of the contributions that Dr. Shaughnessy has made to HSU and the CSU over his long and productive 24+ year career. Among many other things, he has been a major component of the largest department on campus, the Department of Biological Sciences. This has included teaching the largest science course on campus with a lab (General Botany, BOT 105), developing the original Place Based Learning Communities (PBLCs), and helping to develop and maintain the curriculum of the strongest Botany major in the country. His long list of achievements has been recognized many times, including when he was awarded the Outstanding Faculty Award from HSU's Student Disabilities Resource Center, as well as the HSU 2020-2021 Outstanding Professor Award. Dr. Shaughnessy is an exceptional teaching and scholar. He was renowned for teaching rigorous and accessible courses to both majors and non-majors. His General Botany course was refined over the years and became a masterful example of how to enable equitable access of science to a huge range of students, and his upper-division courses in phycology (the study of algae) have trained a generation of marine biologists that currently serve in federal and state agencies charged with protecting coastal resources such as our diverse seaweed communities (e.g., kelp forests). His research on coastal marine systems is state-of-the art, having brought in over \$2 million in grant funding. His work, which has been published in high-impact journals, has spanned a wide range of topics, from descriptive studies of Humboldt Bay's algal flora to experimental approaches to understanding waterfowl impacts on local plant communities. Dr. Shaughnessy has been a faculty member of the highest caliber at HSU and is unquestionable deserving of Emeritus status.

Dr. Hopper joined Humboldt in 1980 at a tenure track faculty in kinesiology. During his time since, Chris has served in a variety of administrative roles including Associate Dean for the College of Professional Studies, Dean of the College of Professional Studies, and the Dean of Research, Graduate Studies and International Programs before returning to the Kinesiology and Recreation Administration Department as faculty. Dr. Hopper has served as a mentor for younger faculty in the department and facilitated collaborative research and service both within the department and across colleges. His scholarly activity has brought in over three million dollars of external funding, he was central in establishing the Institute of Health and Human Performance on campus, and was named Scholar of the Year at Humboldt in 2014-15. In his teaching capacity, Dr. Hopper was instrumental in developing and maintaining the Adapted Physical Education Program including securing funding to support students through the program by paying for their tuition. Over his career, Chris has also been a leader in the professional field, serving as a long time program reviewer and review team lead for the California Commission on Teacher Credentialing and grant reviewer for the National Institute of Health. Over the last five years, Dr. Hopper has been in the

FERP program but has continued to go above and beyond for the Department and the University, including stepping in to fill an interim Department Chair role when the Department was in desperate need and as a special consultant to the Dean's Office. Dr. Hopper has been an exceptional leader on camps, mentoring student, faculty, and staff alike, and has championed Humboldt across five decades. Chris has also served as Men's Soccer coach during his decorated career and remains a dedicated supporter of the student athletes on the team. Not only has Chris work incredibly hard for this University for 42 years but he has done so with integrity, compassion, and ability to adapt to the future and support all those around him in the process. It is this above all else that has made Chris a beloved member of the Department and the University.

CSU MEDIA ARTS 2008 OUTSTANDING FACULTY ROSEBUD AWARD California State University (CSU) includes 23 campuses. One award is given annually on the following criteria: Service to Students, Professional Standing, Media Connections, Innovative Projects, and Other Professional Recognition. AMERICAN DOCUMENTARY SHOWCASE EXPERT, 2010 Represented American independent documentary films in Poland through a U.S Department of State Bureau of Education and Cultural Affairs program. Led screenings and discussions in three cities in Poland. FILM & VIDEO PRODUCTIONS: Received grants and awards for many of these films. The Story of Our Torah (Feature-length, in post-production); Producer, Director, Camera. This documentary explores how this sacred religious text can bring Jews together. This story is explored through conversations with Jews in the United States, Israel, Poland, Italy, Spain, Cuba and Argentina. Never Have I Ever (6-minutes, HD, 2012) Executive Producer, Co-director. This short fiction film was made in collaboration with the North Coast Rape Crises Team, and the Sexual Assault Prevention Committee at HSU for their on-line orientation program for incoming transfer students. Project done collaboratively with HSU students. Arcata From Dawn Till Dusk (60 minutes, HD, 2010); Producer, Co-Director. Observational documentary about Arcata, California for the international documentary series World From Dawn Till Dusk that was created by students at the renowned Polish National Film, Television and Theatre School. Project done collaboratively with HSU students. This Place We Call Home (10 minutes, DV, 2009); Producer, Director. Short documentary for the Northcoast Regional Land Trust development and outreach efforts. Contract project done collaboratively with HSU students. Dispensing Cannabis: The California Story (56 minutes, DV, 2006); Producer, Director, Narration Script. In this documentary voices from inside discuss practices and issues involved in distributing medical cannabis. Tours of five dispensaries provide an unprecedented look into this quasi-legal business. Project done collaboratively with HSU students. HSU Contributions include: 1. Co-collaborator on creating the Film Major. In 2019, the major was recognized as one of the five fastest growing majors at the university. 2. Taught the first openly queer class at the university. Worked as an open lesbian on campus since 1992. 3. Included service learning in classes before this concept became formalized. 4. Integrated professional production opportunities into film classes and helped to develop this a priority for the Film program. 5. As Department Chair, led the Theatre, Film and Dance (TFD) department through Seismic Retrofit project that required moving everything out of the Theatre Arts building for an academic year and working in various facilities around campus (4 year project from planning to finish). During the coronavirus pandemic, helped to acquire over \$200,000 in equipment and supplies to offer face-to-face Dance and Film classes, in addition to

on-line classes. In response to budget cuts in Spring 2021, the College of Arts, Humanities and Social Sciences Dean required departments to reorganize to reduce chair positions and department administrative support staff. The end result is the creation of the School of Dance, Music and Theatre, and the Department of Art + Film. Final leadership activities at the university before retiring include developing an MOU to facilitate continued collaboration between Dance, Film and Theatre, and building relationships for Art and Film to work as separate administrative units within one department.

I'm writing to support strongly Victoria Sama's promotion to emeritus professor. Vicky's leadership role, her spirit of collaboration, and her expertise as a capable and innovative instructor make her an important role model for junior faculty, staff and students. As the chair of the department during a 2012 search for a new tenure-track faculty member, Vicky was instrumental in luring me from the University of Hawaii at Manoa to Humboldt State University. Her enthusiasm for this institution and its students attracted me to HSU. I was impressed by the department's collegiality and willingness to launch our curriculum out into the Wild West of a new digital journalistic frontier. Vicky also played a key role in attracting visiting professor Dr. Kirby Moss to campus – and getting him into a tenure-track position. It's safe to say that Vicky was instrumental in hand-crafting the capable faculty of Journalism and Mass Communication. Over the past decade, the JMC faculty worked together to overhaul a long-outdated journalism curriculum and then to fine-tune our program. The goal was to offer students new ways of thinking about their futures in making news and persuasive media. Vicky's tireless spirit of innovation and willingness to think outside the box of traditional media made our frequent meetings and brainstorming sessions in person and later via zoom a pleasure. Finally, Vicky has a marvelous rapport with journalism students who seek her out for academic support, career advice, and scholastic advising. She has set a high bar, demanding with students, challenging them to achieve quality in their media work. It's evident that they respect her to a high degree. Here are some of Victoria Sama's accomplishments during her time at Cal Poly Humboldt: She has taught 15 different courses at Humboldt from 2006 to 2022, including freshman level courses such as JMC 120 Beginning Reporting and JMC 125 Journalism Tools and advanced senior courses in JMC 336 Advanced Video Production and JMC 332 Media Ethics. She taught GE courses such as JMC 309 Analyzing Mass Media Messages and JMC 105 Introduction to Mass Communication. She was the faculty adviser to the JMC 325 Magazine Production course for a decade, where students produce the Osprey magazine. She raised the level of professionalism at the magazine, which won a national award from the Society of Professional Journalists for its student expose on hazing in the HSU soccer team. Her most significant teaching contributions include teaching JMC 328 Media Law, JMC 490 Special Topics War Reporting and JMC 482 Media Internship Documentary: Homeless in the Time of Covid-19, which were favorites among her students and contributed to the essential practices of journalism in its role of protecting democracy and serving the public good. She collaborated with faculty outside of the department to create interdisciplinary opportunities for students. In at least two different semesters, students in her Video Production course worked with students in Geology (Rosemarie Sherriff) and Environmental Studies (Sarah Ray) to produce video projects on climate change. with Her contributions to hands-on student learning went beyond the classroom. For more than a decade, she served as the faculty adviser to the Journalism Club, organizing weeklong student trips to

New York and Washington, D.C. with visits to major news hubs such as National Public Radio, the New York Times, CNN, Politico, Washington Post, NBC and to government institutions where journalism functions as a watchdog in the Senate Gallery, White House, Supreme Court and more. She consistently received high marks on student evaluations as well as positive comments from students saying they learn more in her classes than any other class in the university. She has brought high-profile speakers to campus from the Wall Street Journal, NBC News and journalists from Germany. Her students have graduated to become successful journalists, writers, producers and entrepreneurs. In 2021, she established the Journalism Advisory Board made up of dozens of former Humboldt Journalism alumni who are helping the program with its future goals in the polytechnic. Vicky has always been valuable in the classroom, but her teaching and inspiration have exceeded the halls of campus with her students. Scholarship contributions: In addition to being a journalism educator, Vicky continues to practice journalism as a freelance reporter for various sports magazines. In January 2022, she was in Fayetteville, Arkansas covering the Cyclocross World Championships for Cyclocross Magazine. The last time the world championships were in the U.S. was more than eight years ago, and her mission was to show more women in the sport to audiences. Her scholarship in the area of media literacy was recognized by National Public Radio, which asked her to be co-host on the Jefferson Public Radio monthly program "Signals and Noise," where she and her co-hosts analyzed issues in the media. She represented Humboldt on the live radio program each month from July 2020 to July 2022. Her scholarship interests focus on representations of women in the media, not only in the world of sports but in media coverage of sexual violence. In 2018, during the Kavanaugh Supreme Court confirmation hearings, she collaborated in a timely presentation on "Two Things The Media Get Wrong with Sexualized Violence" to a well-attended university audience. She's a contributor to the North Coast Journal, for which she wrote an insightful media literacy essay, "Invisible Primary," in 2019. One of her most valuable scholarship contributions to Humboldt includes working with her students to produce the documentary marking Humboldt's 100 anniversary in 2013. She and her students interviewed state legislator Wes Chesbro and other prominent alumni who were featured in the documentary. Service contributions: Vicky stands out in the area of service contributions. She has served as journalism department chair twice. The first time she was appointed chair was in 2010 when she had not yet received tenure but the department was short on tenured faculty because of deaths and retirements, leaving Vicky and only one other tenured faculty member running the department. During this time, she rebuilt the program into a thriving major with almost 300 majors, an amazing feat for someone working on tenure, teaching a full load of courses and coming off of the worst economic crisis and furloughs at the university. Her second time as chair came in 2019 during the terrible fires, power outage and then took the program through two years of covid distance learning. She has led the department during its toughest times in its history. She has served on many search committees at the university level, including hiring the director for KHSU radio, the head of Humboldt's IT program and many faculty searches. She represents Humboldt in regular meetings of CSU journalism chairs and through this relationship, was able to find a dedicated reviewer among the CSU chairs for the journalism department's past year program review. Her volunteerism for the profession is valuable; she served as a member of the Humboldt Center for Constitutional Rights, participating in events such as Free Speech and information booths. She has been a volunteer

race announcer for kids events in the Arcata community and she has worked since 2015 organizing and running a charity bike ride in Massachusetts that raises money to support kids around the country, giving them bikes and helmets and getting them off the streets. Since she began teaching at Humboldt in 2006, she has volunteered for numerous non-profits, doing public relations work, writing, taking photos and producing video and other content for JAM Fund, Tri-Kids, Bigfoot Bicycle Club and other organizations that promote cycling to at-risk youth populations. Vicky calls this her life passion to give back to the community that gave her so much joy in her younger years and to serve as a role model for young girls who love the outdoors. She currently volunteers at the Humane Society, working with high-drive dogs so that they become more at ease and more adoptable. Vicky Sama has made Humboldt's journalism department a stellar place for faculty and students to excel. Please grant Vicky Sama emeritus status as she moves into retirement.

Dr. Reiss taught numerous courses through the years here, including ZOOL 110, Introductory Zoology, ZOOL 270, Human Anatomy, ZOOL 370 Comparative Anatomy, ZOOL 476, Animal Development, BIOL 301, History of Biology, BIOL 307, Evolution, BIOL 564, Electron Microscopy. He served as advisor for 19 graduate students (three currently), and published 16 papers in peer-reviewed journals. He also served as Department Chair (3 years) and Marine Lab Director (1 year).

Teaching Over a 31-year career Dr. Oliver has taught more than 30 distinct courses, from remedial mathematics through graduate-level courses in education. His student ratings and faculty evaluations have been very good to excellent throughout, and his pedagogy has followed best practices supported by research for learning and for inclusive excellence. Scholarship Dr. Oliver's scholarly work has been primarily through the application of best practices supported by research in the preparation and enhancement of teachers of mathematics. He has been the PI or Co-PI on 18 different funded grants, totalling more than \$5 million dollars to support the development of K-16 teachers. He has given more than 60 presentations and workshops at regional, state, and national levels. The goal of this work has been to encourage active learning, an open mindset, and equity and inclusion in the mathematics classroom. Service On campus, Dr. Oliver has served as University Ombudsperson, chair of the Integrated Curriculum Committee, and many department, college, and university committees and subcommittees. During his career, Dr. Oliver has provided substantial service to the Mathematical Association of America, the Association of Mathematics Teacher Educators, the CA Credentialing of Teachers Commission, and the National Council of Teachers of Mathematics – including its state and local affiliates. He has also served as an external reviewer for the mathematics and computer science programs at three of our sister campuses in the CSU, and as proposal reviewer on several occasions for the National Science Foundation. For the 2022-23 academic year, he is pausing his FERP position to serve as a AAAS Science and Technology Policy Fellow in the National Science Foundation office of Hispanic Serving Institutions Program.

Over his career, Professor Eldridge has made valuable contributions to teaching, scholarship and service. Here is a sample of those contributions: --Professor Eldridge's research on the culture of the Black Atlantic and of the Trinidadian diaspora in North America has taken the form of blog posts for New York City NPR flagship station WNYC, a box set for the historical specialist label Bear Family Records, and oft-cited articles in such eminent scholarly journals of the African

diaspora as Callaloo, Transition, and Small Axe. --Awarded NEH Fellowship (2001-2002) and Fulbright Research Fellowship (2009-2010). --Served KHSU in many capacities, on-air and off-, for over 20 years. --Served on the University Curriculum Committee for six years in the late 1990s and early/mid aughts where he was instrumental in revising and bolstering the integrity of the DCG requirement and in the revision of the Liberal Studies and Interdisciplinary Studies majors. - - Served as English Department Graduate Coordinator for several years in mid-/late aughts. -- Chaired and/or served on at least four English search committees. --Member of the Founding cohort of the International Studies Program. --Served as a Program Leader for one year for the International Studies Program. --Co-wrote an (unfunded) NEA grant for curricular development. -- Served and/or chaired CAHSS or English Personnel Committee for 10 years. --Member of the English Curriculum Committee throughout his career and instrumental in diversifying the curriculum and revising the undergraduate and graduate programs. --Directed numerous M.A. Theses and served as advisor and key faculty of the M.A. program.

During their 25 years in the Department of Wildlife at Humboldt State University and Cal Poly Humboldt, Dr. Jeff Black has demonstrated a track record of excellence in teaching, scholarship, and service that is worthy of recognition from the university through emeritus status. Dr. Black has taught, inspired, and mentored students at all levels of the Wildlife curriculum, and spent substantial time developing, improving, and revising our curriculum to the benefit of students and our colleagues. He is truly an expert at taking students into field settings and encouraging them to engage with the process of understanding and appreciating the natural world. A notable highlight was the remarkable study abroad the Dr. Black conducted with students in England during Spring 2012, in which he took 22 students to the UK for an entire semester and co-taught a huge chunk of our curriculum (WLDF 309, 420, 475, 485, and 495) as a overload. I have personally spoken with numerous students that were on this trip for whom this was a life-changing event. Dr. Black's teaching has also proved nimble - for several years, of late, he has focused on improving our introductory-level WLDF 210 course in the areas of inclusion, equity gaps, and climate resilience, working to inspire students earlier on in their college careers. He has published 5 noteworthy books and over 130 scientific papers during his career: *The Barnacle Goose* (2014, Poyser/Bloomsbury), *Wild Goose Dilemmas* (2007, Branta Press); *Research on Arctic Geese* (1998, Norsk Polarinstitut); *Partnerships in Birds. The Study of Monogamy* (1996, Oxford); *Waterfowl Ecology* (1990, Blackie & Sons); 20 chapters in books, and 100+ articles/papers in scientific journals and 20+ other popular publications and professional reports. A very large number of papers were co-authored with students. This is a track record commensurate with faculty at many R1 institutions - and all while maintaining a commitment to undergraduate and graduate education, an impressive feat. He is a recognized international expert in the area of waterfowl ecology and animal behavior, having published 4 books in his area, but further, he has again shown himself to be nimble, conducting important and well-cited studies on the behavioral ecology of Steller's Jay, and is now conducting fascinating research on the behavior and population biology of river otters. Dr. Black has also been a valuable collaborator to many colleagues - here at Humboldt and far beyond - co-authoring numerous papers with both students and peers. Finally, Dr. Black recently showed his excellence in community engagement and service through the North Coast Otter Art project, which I think is exemplary of the integration of STEM fields with art into a science/public arts initiative, and will continue to provide benefits to

the community, the university, and students, through the funding raised, for years and years to come. I think it is quite telling that you have almost certainly heard of the Otter Art project - Dr. Black's absolute commitment to promoting this project, and his doggedness in pursuing it, were a major part of its success and its success was a major success for the university during the grind of the pandemic. This project succeeded in raising over \$195K to support student research on river otters in our region. This selection is a small number of highlights from a teaching career that reached over 4000 undergraduate students, 33 MS students, and 5 PhD students, but I believe they are representative of the meritorious service, scholarship, and teaching Dr. Black has displayed throughout his career. I am very happy to call Dr. Black a colleague and I look forward to doing so during his FERP period and as an emeritus faculty member.

MERITORIOUS CONTRIBUTIONS (** indicates ongoing work during FERP)

1. Grant writing and project management. ** Since 2000, he has written, co-written and managed over 42 externally funded grants ranging from \$7,000 to \$3 Million. Some of these projects are listed below. Additionally, he has served as a faculty associate providing mentorship and advising for colleagues supporting their grant and project development.
2. Director of the Humboldt's Mathematics & Sciences Teaching Initiative. ** Since 2007, he has directed MSTI and has been the science liaison. The role includes annual grant writing (over \$1Million to date), and program collaboration with CNRS departments and the School of Education. The majority of funds and programs support future and current STEM K-12 teachers.
3. Film Production (2007-2015). He is the Executive Producer and an Emmy Award® winner (2015) for the PBS Film, *Becoming California*. His role included co-authoring the \$3Million National Science Foundation grant for the film's production, script development, and managing the project as the chief financial officer. He is also executive producer of the five short companion films to the project.
4. Former Director of the HSU Natural History Museum (2010-2015). In spring of 2009, the Natural History Museum was closed due to financial hardship. However, due to community requests, the HSU president, Dr. Rollin Richmond, asked him and his professional development team to reopen and manage the museum with new funding sources and a new organization structure. The museum reopened in September 2010. Since 2008, he has also been fund-raising and grant writing to support opportunities for students and K-12 teachers at the Museum.
5. Scholarship of Teaching. ** Since 2000, he has had numerous grant awards and projects focused on the scholarship of teaching. These have included K-12 teachers, credential candidates, undergraduate and graduate students, and higher education STEM faculty. His current project, with funding from the CA Governor's Office, is a collaboration with our Center for Teaching and Learning, plus collaborators with the Community Colleges and UC Irvine. His role includes research and publication development, plus mentorship and coaching of STEM faculty at numerous CSU campuses and Community Colleges.
6. Climate Change Education. ** He is one of the founders and steering committee members of the Environmental and Climate Change Literacy Project. ECCPLS hosted the Climate Change Summit at UCLA in 2019. He is a contributing author to the project's publication, *Achieving Climate Stability and Environment Sustainability: PK-12 Education as Part of the Solution for Bending the Curve*.
7. Rare Plant Scientific Research. ** He has published five peer-reviewed papers, both theoretical and empirical, focused on unique and special forms of rare plants. This work led to many years of collaboration with

the California Native Plant Society's (CNPS) Main Office. CNPS continues to use his work as the basis of the Local Plant Rarity program.



Proposal for the Place-Based Learning Community Expansion

Cal Poly Humboldt Learning Community Expansion Team:
Carmen Bustos Works, Amy Sprowles, Adrienne Colegrove Raymond, Katlin Goldenberg, Justus Ortega, Steven Margell, Berit Potter, Katlin Reed, Cutcha Risling Baldy, Maxwell Schnurer, Tracy Smith, and Corrina Wells.

CAL POLY HUMBOLDT

Primary Goal:
Welcome All Cal Poly Humboldt Students through a
PBLC Experience

Why?



- Opportunity to make a unique FYC at Humboldt and set us apart from the other Cal Poly campuses
- Aligns with university identity, mission, values, and graduation pledge.
- Increased sense of belonging, retention, academic success and reduced equity gaps
- Have been recognized as examples of excellence by the CSU Chancellor's Office and WASC

What is a Cal Poly Humboldt PBLC?



- Cal Poly Humboldt's current PBLCs are in CNRS.
- Students are grouped together by major and/or interest to learn as a cohort through hands-on, real world experiences related to the environment, peoples, cultures, and traditions of our region.
- The PBLC curriculum includes LD GE Courses that help them explore community based learning as a cohort.
- Place-based education requires the inclusion the involvement of Native American Studies course and curricula.

Current Model is Confusing for EVERYONE



College of
Natural Resources and Sciences
(CNRS)

College of
Professional
Studies (CPS)

Undeclared

College of
Arts, Humanities, and
Social Sciences (CAHSS)

Among Giants
Klamath Connection
Representing Realities
Rising Tides
Stars to Rocks

Creando Raíces
Teachers for Social Justice
Green to Gold

Global Humboldt
Students for Violence Prevention
Creative Coast

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How can we scale up so all students receive an PBLC experience and colleges have autonomy/flexibility?



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Where we are NOW



Fall 2022

Program Name	Number of FTF	College
Klamath Connection	216	CNRS
Stars to Rocks	27	CNRS
Rising Tides	62	CNRS
Among Giants	143	CNRS
Representing Realities	43	CNRS
Creative Coast	27	CAHSS
Global Humboldt	32	CAHSS
Students for Violence Prevention	2	CAHSS
Creando Raices	33	CPS
Teachers for Social Justice	28	CPS
Green to Gold	42	CPS
Total Students Served	655	

642 out of 971 F'22 first time students are in a learning community LC

150 students are in EOP

93 students are in both EOP and a LC

75% are in a CNRS PBLC

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Strategic Rollout - Who isn't in a FYLC?



There are first time first year students who qualify for existing FYLC who:

- Are entering declared in majors without a PBLC
- Do not have a declared major
- Cannot be served with current resources (e.g. more majors than spaces)
- Have difficulty participating due to other campus responsibilities (e.g. athletics), or
- Could be better served with a more career focused community (e.g. medically interested pre-professionals)

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Strategic Rollout - Who isn't in a FYLC?



MAJOR	TOTAL
Anthropology	9
Criminology & Justice Studies	16
Environmental Studies	15
Communication	7
Crit Race, Gender & Sexuality	3
English	10
Film	11
French & Francophone Studies	1
Geography	2
History	13
International Studies	5
Journalism (Public Relations)	8
Music	4
Native American Studies	1
Philosophy	3
Political Science	9
Sociology	5
Theatre Arts	8
CAHSS TOTAL	130

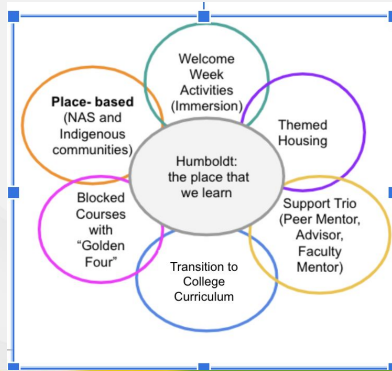
MAJOR	TOTAL
Economics	3
Psychology	76
Recreation Administration	3
CPS TOTAL	82
Undeclared Remaining	51

Plan to scale up so all students are welcomed through a PBLC experience



- Formalize all PBLCs through our campus shared governance process
- Implement a common assessment strategy for PBLC PLOs and SLOs
- Implement SFR model to ensure each PBLC has similar resources
- Centralize management through a university PBLC department

Formalize components of the PBLC through the ICC



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Curriculum Should Weave A Theme Through Three Blocked Courses in the Fall and Spring Semesters

1. Transition Curriculum Course each semester
3 unit (e.g. SCI 100) or 1 unit (e.g. AHSS 180)
2. At least two Lower Division GE Courses each semester with threaded curriculum
3. Theme that connects the topics of these classes should address at least one of the following broader learning outcomes:
 - Civic Knowledge and Engagement (Local and/or Global)
 - Intercultural knowledge and competence
 - Ethical Reasoning and Action
 - Integrative and Applied Learning

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PBLCs Require Staff and Faculty Buy in for effective, supportive Content and Curriculum Implementation



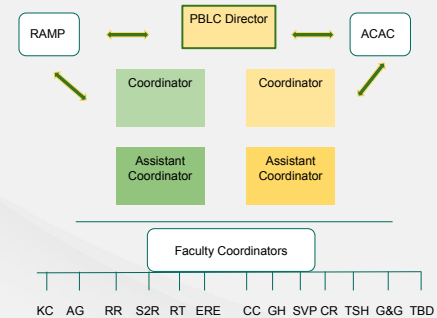
Curricular Content Team

- Identifies curricular theme
- Develops and delivers thematic Curricular and Co-Curricular Programing
- Assessment of Curricular and Co-Curricular PLOs and SLOs

PBLC Logistical Support and Implementation Team

- Block Scheduling
- Coordinating Peer Mentors, Advisors
- Co-Curricular Support/activities
- PBLC PLO and SLO Assessment

A Centralized PBLC Office in Academic Affairs Will Resolve These issues



PBLC Director



- Responsible for coordination of all learning communities, interfaces with university operations (Admissions, Communications, Marketing, Housing, RAMP, EOP, CCAEs, Advising, Orientation, Registrar, IT, Strategic Scheduling, Assessment, CTL)
- Coordinates Strategic Scheduling
- Coordinates PBLC Assessment
- Coordinates onboarding for PBLC staff, faculty, and students to ensure the smooth execution of learning and supporting activities.
- Works with department chairs and Faculty Coordinators to identify PBLC faculty, finalize their workloads
- Manages PBLC budget and equitable resource allocation among PBLCs in cooperation with coordinators
- Manages PBLC Office Staff
- Serves as point of contact for off-campus community partners

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Coordinator



- Coordinates with faculty on administering curriculum, planning Humboldt Immersions and programming during the academic year
- Connects Professional Advisor/Faculty Mentor/RAMP triad of support.
- Collaborates with Dean's Office rep(s) and academic departments.
- Collaborates with each other and Orientation to plan welcome week.
- Assists by connecting transition services with Faculty Coordinators
- Tailors marketing and communications at the program level
- Training and supervising assistant coordinator.
- Assists Director as needed.
- *If we are aiming for 1500 incoming students each year, with two coordinators each gets 1250 students

Assistant Coordinator

- Supports work of Coordinator.
- Helps troubleshoot block registration and assists students.
- Assists with tabling and recruitment events
 - Fall Recruitment Activities
 - Spring Preview
- Outreach to community partners.

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Clear funding model = \$\$\$ saved



- Efficiencies in staffing reduces triplicated workloads,
- Reduces silos
- Supports integrity of existing program designs
- Strengthens programs that need additional development
- Enables expansion with Poly Tech enrollment growth.

Build and Collaborate with Orientation to design holistic “welcome to Humboldt” programing that integrates standard orientation with PBLC activities

- 1-3 days of Welcome to Humboldt Activities
- 1 full day of university start up meetings
- 1 professional development day

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Timeline

