

Cal Poly Humboldt  
University Senate Meeting Minutes  
22/23:5 10/25/2022

Tuesday, October 25, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, October 25, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

**Members Present**

Aghasaleh, Anderson, Banks, Benevides-Garb, Burkhalter, Capps, Cappuccio, Colegrove-Raymond, Guerro, Harmon, A. Thobaben, M. Thobaben, McGuire, Metzger, Miller, Miyamoto, Mola, Ramsier, Teale, Tillinghast, Woglom, Wrenn, Wynn

**Members Absent**

Abarca, Graham

**Guests**

Bella Gray, Breck Robinson, Deserie Donae, Frank Whitlatch, Janessa Wooley, Maxine Mota, Mike Le, Raven Palomera, Rachael Gipson, Sheila Rockar-Heppe, Stephen St. Onge, Tim Downs

**CFA Interruption Statement**

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

**Announcement of Proxies**

Moyer for Graham

**Approval of and Adoption of Agenda**

M/S (Wynn/Harmon) to approve the agenda

M/S (Aghasaleh/Woglom) to amend the agenda to include the Sense of the Senate Sense of the Senate Resolution on Supporting International Students Impacted by Civil Unrest in Iran (04-22/23-EX – October 11, 2022) as item 17.

Motion to approve the agenda passed unanimously

**Approval of Minutes from the meeting on September 27, 2022**

M/S (Wynn/Aghaslaeh) to approve the minutes from the meeting on September 27, 2022

Motion passed unanimously

**Approval of Minutes from the meeting on October 11, 2022**

M/S (Aghasaleh/Wynn) to approve the minutes from the meeting on October 11, 2022

Senate ASC Watson noted a small correction should be made to reflect that the first reading of the Cranston Resolution was pulled and replaced by a discussion on the necessity of the Cranston Resolution. Because it was pulled, there will not be a Second Reading, and instead, a new resolution will come forward to remove those responsibilities from the Senate and General Faculty.

Motion to approve the minutes as amended passed unanimously

### **Reports, Announcements, and Communications of the Chair**

Chair Mola reported that the resolution regarding the removal of the Cranston Resolution is going forward, and that campus responses for AB29 are all over the place, which is bad news

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

#### **Academic Policies:**

- Written report attached

#### **Appointments and Elections:**

Senator McGuire reported the committee will be meeting this week

#### **Constitution and Bylaws:**

Senator Aghasaleh reported the new Cranston resolution will be changed to reflect that senate will no longer need to approve graduation lists, and the CBC will be conducting investigation into the need for a committee on committees to review the many committees on campus and evaluate any redundancies

#### **Faculty Affairs Committee:**

- Written report attached

In addition to the written report, Senator Miller noted the committee has changed meeting space to RWC 124 if anyone wants to attend.

#### **University Policies:**

Senator Harmon reported the committee has looked at assessment and program review policy and the committee agrees that it is ready to come to the Senate for review, and that the committee is still in need of a student representative.

#### **University Resources and Planning Committee:**

Senator Woglom shared this link to the upcoming budget open forums:

<https://pmc.humboldt.edu/portal/urpc-open-forum-series>

#### **Integrated Curriculum:**

- Written report attached

#### **Associated Students**

Senator Guerrero reported that the NHE West ribbon cutting postponed

#### **Staff Council**

Senator Banks reported that Staff Council is having a Connect event on Monday, and encouraged folks to check emails for information; she noted they also have recently updated their bylaws, which will be available online soon

#### **ASCSU Statewide Senate:**

- Written report attached

#### **Academic Affairs:**

- Written report attached

In addition to the written report, Provost Capps reminded faculty that commencement regalia orders are

due on Friday (and the orders will be reimbursed for those that need it), and noted that faculty and staff will be encouraged to either walk, watch, or work the Fall Commencement so that students and families are supported in this important event.

**Administrative Affairs:**

- Written report attached

**Enrollment Management/Student Affairs**

AVP Metzger reported that as one of seven under enrolled campuses we received a request from the CO to complete a Strategic Enrollment Management Plan due February first, and that she has created a team to make that work based on the work done in 17/18.

AVP Colegrove-Raymond reported that there are new Academic Advisors hired in the Cultural Centers who have been shadowing and traveling with the team; that the state has funded the Former Foster Youth program, housed in ITEPP at the moment. She encouraged folks to participate in the Campus Dialog on Race events at CPH and College of the Redwoods, in addition the SDRC is working on helping with the charge of the Student Disability Access and Compliance Committee.

**President's Office:**

- Written report attached

**Consent Calendar from the Integrated Curriculum Committee**

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

**General Consent Calendar**

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

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

It was noted that Wolf Koomson-Maiden was signed up to speak on the use of earbuds in the gym, the ability for students to use fax machines on campus, and student use of the second gym for calisthenics, but that they were not in attendance. Chair Mola stated he will follow up with Koomson-Maiden regarding these items.

**Resolution on the Applied Anthropology MA Proposal (05-22/23-ICC - October 25, 2022 - Curriculum Reading)**

Senator Aghasaleh spoke to the Resolution, and wondered if the same rationale from the previous resolution is outlined here so that the MA should be an MS.

Senator Ramsier noted this is more in line with what they wanted for an arts degree, which is less prescribed coursework and concentrations, and so they do see this is different, which was intentional.

Senate vote to approve the Resolution on the Applied Anthropology MA Proposal ***passed without dissent***

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

Nays: none

Abstentions: Capps, Gordon, Guerrero, Metzger

**Sense of the Senate Resolution on Cal Poly Humboldt's Support of the Proposed California General Education Transfer Curriculum (Cal-GETC) - (06-22/23-EX - October 25, 2022)**

M/S Woglom/Burkhalter to add the following resolved clause: RESOLVED, that the Cal Poly Humboldt Faculty recognize that AB928 is silent on CSU first-time undergraduate (FTUG) students GE/campus GE (CSU GE) and oppose any automatic conflation of discretionary CSU GE changes with the requirements of the law; and be it...

Senate vote to approve the friendly amendment passed

Senate vote on the Sense of the Senate Resolution as amended ***passed without dissent***

Ayes: Abarca, Aghasaleh, Anderson, Benavides-Garb, Burkhalter, Harmon, McGuire, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Teale, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Nays: none

Abstentions: none

**TIME CERTAIN: 3:30 PM - Fall 2022 Enrollment Update Part 3: GI 2025 Retention and Graduation Goals - Mike Le & Peggy Metzger, Office of Institutional Research, Analytics, and Reporting**

Mike Le shared the attached presentation, and noted the results will be available online by the end of this week.

**TIME CERTAIN: 3:45 PM - Bookstore RFP (Request for Proposals)**

Steve St Onge shared the attached presentation and request for proposals regarding the Bookstore

**TIME CERTAIN: 4:10 PM - Capital Campaign Update - Frank Whitlatch, University Advancement Resolution on the Anthropology BA to BS Proposal - (02-22/23-ICC - October 11, 2022, Curriculum Reading)**

Frank Whitlatch gave the attached presentation

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M/S (Tillinghast/Moyer) to adjourn

**Meeting adjourned at 4:56 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.

## **CAL POLY HUMBOLDT**

**University Senate Written Reports, October 25, 2022**

**Standing Committees, Statewide Senators and Ex-officio Members**

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### **Academic Policies Committee:**

Submitted by Marissa Ramsier, APC Chair

Members: Julie Alderson, Frank Cappuccio, Thomas Gray, Michele Miyamoto, Humnath Panta, Li Qu, Jenni Robinson Reisinger, Kathy Thornhill. Vacant: AS Student 2nd Rep.

Meeting Date(s): October 12, 2022

On October 12, the committee worked on the Credit Hour policy and agreed the draft was ready for external feedback (sent for feedback after the meeting). We also discussed the Assessment and Program Review policy drafted by Mark Wicklund and Amy Moffat - we agreed it was robust and well throughout, and ready for feedback from ICC. We agreed to turn our attention to the Credit for Prior Learning policy next at the next meeting while awaiting feedback from the aforementioned policies. (Present Members: Cappuccio, Miyamoto, Qu, Ramsier, Robinson Reisinger).

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### **Appointments and Elections Committee:**

Submitted by Jayne McGuire, AEC Chair

Members:

Meeting Date(s):

[Insert meeting details here. If you do not plan to submit a written report, please note that here, so that I know I don't have to wait for a report from your committee this week. Thank you and please let me know if you have any questions!]

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### **Constitution and Bylaws Committee:**

Submitted by Roughollah Aghasaleh, CBC Chair

Members: [Chelsea Teale](#), George Wrenn, Deidre Clem, [Garrett Purchio](#),

Meeting Date(s): 10-17-2022

- Grad list approval to include all faculty, not just TT: Reflecting on Senate and SeneX discussion on the necessity, CBC recommends a new resolution to take this off of the constitution; i.e., Senate no longer will approve graduation.
- Section 800 continues to be updated...
- Question about the criterion to include Campus committees on Section 800: Currently only 55 committees (out of 113) are listed in the Section 800 of the Faculty Handbook.

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## Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

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

Meeting Date(s): Standing meeting times are Tuesdays 12:00-12:50 in KA 106, Zoom hyflex link: <https://humboldtstate.zoom.us/j/81769198379?pwd=aWhCSmYxRlpReU1jdHVrSGNiL2VaZz09>.

We have been looking at how to address bias in the student evaluations of teaching effectiveness. As we've met with various people to discuss this issue, we have heard widespread support in making some small (but significant) changes to the faculty handbook, including: changing the name to reflect that it is student 'feedback,' 'perceptions,' or 'opinion'; acknowledging that bias exists in this process and that bias disproportionately impacts faculty of color and faculty who identify as femme, trans, women or non-binary; clarifying in the faculty handbook how faculty can address bias and have biased evaluations removed from their file; and we looking into how to create more support to faculty serving on personnel committees to better understand bias and of course how to support faculty who experience bias.

We have also learned that there is interest in re-examining the evaluation instrument itself. This would be a much larger project and would require more time, so we plan to present it in a separate resolution.

FAC has also been looking into the need for creating policy to clarify the role of program leads, largely to establish distinctions from department chair duties. As the work of the Department Chair Appointment task force has progressed, the importance of defining the program lead role is becoming more obvious.

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## Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

Members: Ramesh Adhikari, Jill Anderson (ICC Chair), Brad Ballinger, Carmen Bustos-Works, Christine Cass, Eden Donahue (CDC Chair), Cameron Allison Govier, Bella Gray, Sara Jaye Hart, Heather Madar, Bori Mazzag, 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

Meeting Date(s): 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 NHE 106 or Zoom:

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

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

### **ICC Bylaws**

The committee reviewed updates to the bylaws based on the last meeting. An additional item concerning articulating any differentiation in responsibilities between members of subcommittees was brought up in relation to the additional staff on the GEAR committee. This item resulted in considerable discussion in the consideration of workload and protecting our staff colleagues time. As no other comments were made in relation to the bylaws, this item will be sorted out and then the bylaws moved forward.

### **GWAR**

The ICC was in need of addressing some confusion and concerns that arose with the GWAR table of options that was shared over the summer. The table was developed by a working group of colleagues in the English department based on their extensive expertise in writing and the teaching of writing. While the table presents a clear depiction of the possible options for students to meet the GWAR requirement, it is being viewed as a policy document by many across campus and that is creating some confusion. There were many different items brought



up regarding options for meeting GVAR, the wtu recommendation, and some of the details of the course components (e.g. specifying that no assignment can be worth more than 30% of the grade). Through the lengthy discussion, it became clear that the table document would serve well as an example for faculty across campus but a separate policy that clarifies the curriculum parameters would be helpful. This is the next step for the ICC. To prevent confusion, some of the discussion details are condensed in this report. An important note is the wtu language is reviewable and approvable at the Dean's level rather than ICC and this may not be maintained. None of the other items under discussion would prevent current proposals submitted from being reviewed for GVAR status and proposals held up with the wtu component can be reviewed for all components by the ICC.

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### **President and President's Administrative Team Report to University Senate**

Tom Jackson, Jr., President

Timothy Downs, Chief of Staff, Interim

Sherie Gordon, CFO/VP Administration and Finance

Jenn Capps, Provost and VPAA

Cooper Jones, Executive Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement and Interim Dean of Students

#### **People**

- UPD has created a Public Safety Ambassador (PSA) program. The program is made up of student assistants and provides the student real life experience working with the university police team. The PSAs are assigned to help with the student escort program, they are assigned to foot patrol the Comfort inn, Library, Housing dormitories and the Humboldt Aquatic Center to name a few of their assigned details.

#### **Academic Program Excellence and Inclusive Student Experience**

- Diversity, Equity, and Inclusion Grant Program - Request for Proposals: The Office of Diversity, Equity, and Inclusion (ODEI) and the Diversity, Equity, and Inclusion Grant Committee invited Cal Poly Humboldt students, student organizations, staff, faculty, and underrepresented faculty to submit proposals for programs offered on campus to the university community that raise awareness, deepen understanding, and/or engage the campus community in dialogue about one or more of the multiple dimensions of diversity, equity, and inclusion (DEI). Applications are due *Monday, November 14, 2022 by 11:59 pm*. Use [this link](#) to apply.

#### **Campus Culture and Operations**

- The Title IX Office continues preventive education outreach on Sexual Misconduct prevention with campus partners, completing sessions with the Library Staff (1.5), RAMP student mentors and staff, and SDRC staff.
- Our <https://campusready.humboldt.edu/content/cares-funding> webpage has been updated to reflect HEERF activity through September 30, 2022. To date, \$24.5 million in student aid has been provided to students and the university has spent \$30.1 million of the institutional portion. The remaining \$4.3 million in institutional funding has been earmarked and will be fully drawn down in the coming months as the university completes HEERF related spending activity.
- The Conference + Events team is hosting one-on-one assistance for submitting event requests using the Lumberjack Link. More information about events on campus, facility rentals, and the Conference & Event Services department can be found on the [CES website](#). Any additional questions about events may be sent to the CES team at [ces@humboldt.edu](mailto:ces@humboldt.edu). CES is also hosting open [Zoom drop-in sessions](#) daily weekdays from 9:00am - 12:00pm

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recommend Applied Anthropology MA Program**  
05-22/23-ICC – October 25, 2022 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the Applied Anthropology MA program detailed in [22-1641](#) proposal be approved.

**RATIONALE:** The Applied Anthropology MA program was successfully piloted as a self-support program previously and this proposal is to solidify that program as a permanent offering. As part of the planning to establish the MA program permanently within the five-year pilot program timeline, it was decided collaboratively between the department, college, and CEEGE that the program would move to stateside as the program was experiencing duplicated administrative costs under the self-support configuration. The movement to stateside also benefits students in cost structure, access to stateside resources, and integration of the Anthropology undergraduate and graduate programs. This work to shift the budget stateside extended beyond pilot deadline necessitating the submission of the program proposal through the standard new program proposal processes.

The Applied Anthropology MA is a primarily online program that brings students together for intensives the first week of classes to build community among students, offers core classes entirely online, and includes both online and in-person elective options to meet students' educational interests. The program focuses on the application of anthropological perspectives, methods, theories, and practices to human and environmental problems in academic, professional, and global contexts. Applied anthropology crosses traditional disciplinary boundaries and is relevant to students with backgrounds in the sciences, humanities, and professional studies. Students prepare for a variety of careers in today's academic, non-academic, and increasingly global job market. The department of Anthropology and ICC support this proposal and believe the Applied Anthropology MA will provide students with advanced knowledge and skills to be leaders in the field of Anthropology.

**Masters of Arts in Applied Anthropology Program Learning Outcomes**

1. Communicate substantive knowledge of the field of applied anthropology, and adeptly apply disciplinary principles, theories, methods and approaches to address complex issues within academic and non-academic settings.
2. Demonstrate expertise in a focus area; evaluate, design, and apply relevant research in that area.

3. Employ a wide range of graduate-level academic and professional skills enabling one to function effectively in academic and non-academic settings.
4. Demonstrate professional ethics and social responsibility in anthropological practice.
5. Demonstrate critical awareness of our globalized world and recognize multiculturalism and diversity as fundamental characteristics.

## **Masters of Arts in Applied Anthropology Curriculum**

### **Unit Requirement: 33**

#### **Core Courses (21-24 units)**

ANTH 670 (3) Core Concepts in Applied Anthropology

ANTH 671 (3) Methods in Applied Anthropology

ANTH 672 (3) Theory in Applied Anthropology

ANTH 674 (3) Project Design & Management

ANTH 676 (3) Anthropological Engagements

ANTH 682 (3) Internship Field/Placement

ANTH 690 (6) Thesis/Project, **OR**

ANTH 691 (3) Comprehensive Exam

#### **Elective Courses (9-12 units)**

Students on the comprehensive exam track (ANTH 691) complete 12 units of approved elective courses. Students on the thesis or project track (ANTH 690) complete 9 units of approved elective courses.

The following are Anthropology graduate level electives that may fulfill elective requirements with advisor approval. Students may also select other courses with advisor approval.

ANTH 559 - Variable Topics in Archaeology

ANTH 618 - Qualitative Methods and Analysis

ANTH 621 - Anthropology and Globalization

ANTH 637 - Applied Biological Anthropology

ANTH 654 - Cultural Resources Management

ANTH 679 - Applied Anthropology Region

ANTH 680 - Graduate Seminar (rotating topics)

ANTH 681 - Advanced Research Training

## **Associated Course Proposals**

### [ANTH - 670 - Course Change - 22-1673](#)

Change from 2 to 3 units. Update course title from Introduction to Applied Anthropology to Core Concepts in Applied Anthropology. Change course description to 'Explore anthropological perspectives, theories, and practices, and examine academic, professional, and global contexts in which they are applied; deliberate and evaluate the principles, values and contributions of anthropological approaches.' Remove co-requisite: ANTH 671.

### [ANTH 671 - Course Change - 22-1674](#)

Change C-Classification from C-7 to C-5. Update course description to 'Examine methods pertinent to applied aspects of anthropology as a whole and within the subdisciplines'. Remove co-requisite: ANTH 670.

### [ANTH 672 - Course Change - 22-1675](#)

Change course description to 'Connect anthropological theory and practice to address human problems in concrete settings. Develop skills to critically evaluate and effectively communicate about problems and interactions between humans and their environments.'

### [ANTH 673 - Course Deletion - 22-1676](#)

Delete course and remove from the MA Applied Anthropology program.

### [ANTH 674 - Course Change - 22-1677](#)

Update course title. Update course description to 'Study methods and strategies for designing and managing research and applied projects. Develop testable questions and measurable outcomes, design lab/fieldwork, complete literature review/research, design data/project management plans, learn to prepare grant proposals, and practice peer review and proposal evaluation'. Remove co-requisite: ANTH 671.

### [ANTH 676 - New Course -22-1678](#)

Anthropological Engagements (3) - Explore forms of anthropological engagement, such as: collaboration, advocacy, activism, support, and education. Evaluate approaches to engaging the public, stakeholders, and clients. Study methods for informing, designing, and facilitating events, meetings, courses, workshops, and informational resources. The material that makes up

this course was previously spread across other courses, including two that are being eliminated (ANTH 673 and 678).

[ANTH 678 - Course Suspension - 22-1682](#)

Suspend course and remove from the MA Applied Anthropology program curriculum.

[ANTH 682 - Course Change - 22-1679](#)

Change course title to 'Internship/Field Placement'. Change course description to 'Engage directly in anthropology-related work, such as in research libraries, museums, community organizations, field programs, government agencies, and/or other agencies; enhance knowledge of sources, methodologies, institutional cultures, and work environments'. Remove pre-requisite: ANTH 670 and 671.

[ANTH 690 - Course Change - 22-1680](#)

Change course description to 'Thesis/project research, writing, revision in response to committee feedback, and presentation of thesis or project for committee evaluation.'

[ANTH 618 - Course Change - 22-1681](#)

Change course description to 'Learn and apply qualitative research methods and analysis (participant observation, interviews, artifact and qualitative data analysis). Collect and analyze data, and communicate results'. Remove pre-requisite: ANTH 670 & 671.

[ANTH 559 - New Course- 21-1683](#)

Variable Topics in Archaeology (1-4) In-depth study of modern approaches and growing fields of interest across archaeology. Topics vary.

**CAL POLY HUMBOLDT**  
**University Senate**

**Sense of the Senate Resolution on Cal Poly Humboldt's Support of the  
Proposed California General Education Transfer Curriculum (Cal-GETC)**

06-22/23-EX – October 25, 2022

**WHEREAS:** The University Senate of Cal Poly Humboldt firmly believes that the curriculum is the purview of the faculty and not the legislature; and

**WHEREAS:** Any reduction of General Education Units in a common curriculum for transfer represents a erosion of breadth and a lost opportunity for exploration for our transfer students; and

**WHEREAS:** We do believe a common General Education Transfer curriculum from the California Community College (CCC) System to either the University of California (UC) system or the California State University (CSU) system is good for students and families; now, therefore, be it

**RESOLVED:** That the University Senate of Cal Poly Humboldt generally supports the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC proposal, and be it further

**RESOLVED:** That we suggest the following changes be made to the proposal to ensure flexibility within the Cal-GETC pathway and to minimize the workload associated with articulation between systems due to curricular changes that change only the structure (units) of courses without changing the content or pedagogy.

- The IGETC Areas should be satisfied by completed units, not complete courses. By specifying that a particular sub-area is to be completed by a single course is too prescriptive. For instance, IGETC Area 3A should be able to be satisfied by 3 1-unit courses or by a single 3-unit course, likewise, IGETC Area 5C should be able to be completed by taking either an integrated lab course as a component of either a Physical or Biological Science course, or by way of a separate 1-unit lab course.
- The learning outcomes of IGETC Area 1B courses , Critical Thinking & Composition, should be flexible enough to include courses that currently count for critical thinking credit in the UC and CSU systems.
- The learning outcomes for all Areas should value applied learning and skill building. This is particularly true of IGETC Areas 1C, Oral Communication, and 3C, Arts. The learning of *how to* is critical to a 21st century education and central to the mission of the CSU.

and be it further

**RESOLVED:** That this resolution be distributed to the ASCSU so that they can provide our feedback to ICAS, which will inform the final transfer curriculum.

# Fall 2022 Campus Open Forum Series # 2 - Preview

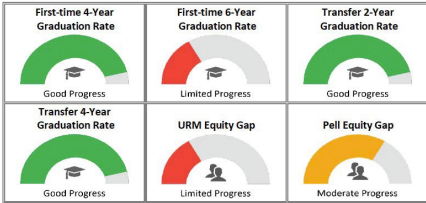


**Michael Le** EPG Co-Chair, Director of Institutional Research, Analytics, and Reporting

CAL POLY HUMBOLDT



# What are our GI2025 Goals



Michael Le

# Graduation Initiative 2025 Preliminary Progress Update

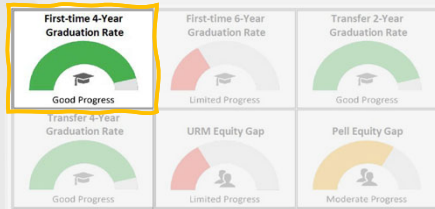
Are you on track to meet your goals?



[calstate.edu/dashboard](http://calstate.edu/dashboard)

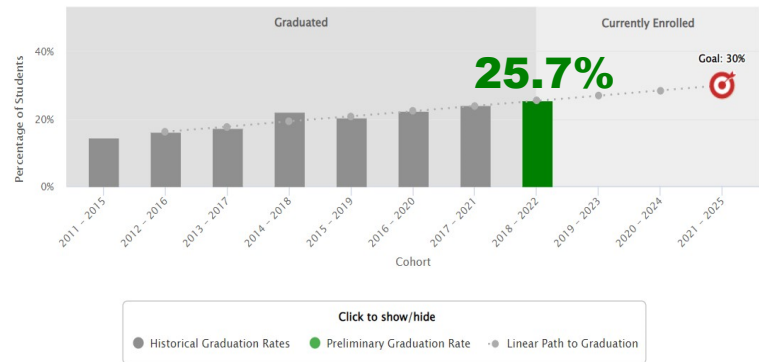
CAL POLY HUMBOLDT

## What are our GI2025 Goals



### 4-Year First-time Full-time Undergraduate (FTFTUG)

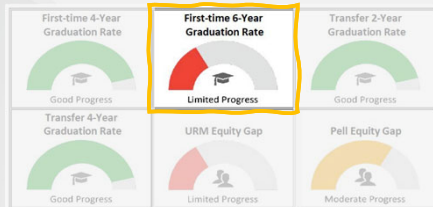
Remember, there is still time to make changes to reach your goals for 2025.



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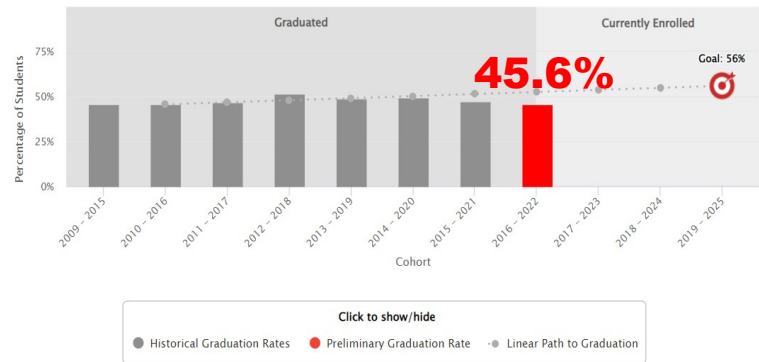
The four-year graduation rate for the first-time student cohort beginning in 2017 was among the highest in Cal Poly Humboldt's history. The preliminary 4-year first-time student graduation rate for the 2018 cohort (25.7%) is higher than the most recent graduation rate and is slightly higher than the interim target (25.4%) set by drawing a straight-line projection from the 2012 graduation rate to the 2025 goal.

## What are our GI2025 Goals



### 6-Year First-time Full-time Undergraduate (FTFTUG)

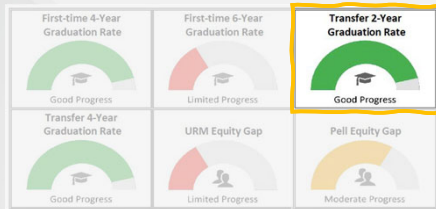
Remember, there is still time to make changes to reach your goals for 2025.



CAL POLY HUMBOLDT

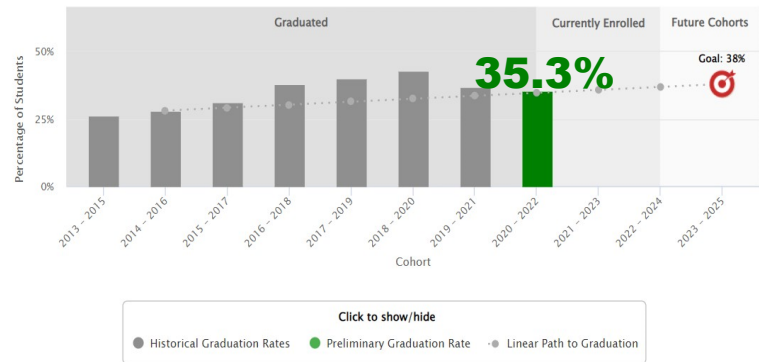
Six-year graduation rates for the first-time student cohorts beginning in 2014 and 2015 were 49.5% and 47.5%, respectively. The preliminary 6-year first-time student graduation rate for the 2016 cohort (45.6%) is considerably lower than the interim target (52.5%) set by drawing a straight-line projection from the 2010 graduation rate to the 2025 goal.

## What are our GI2025 Goals



### 2-Year California Community College (CCC) Transfer

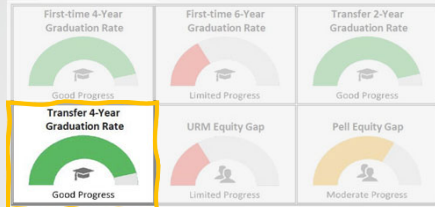
Remember, there is still time to make changes to reach your goals for 2025.



CAL POLY HUMBOLDT

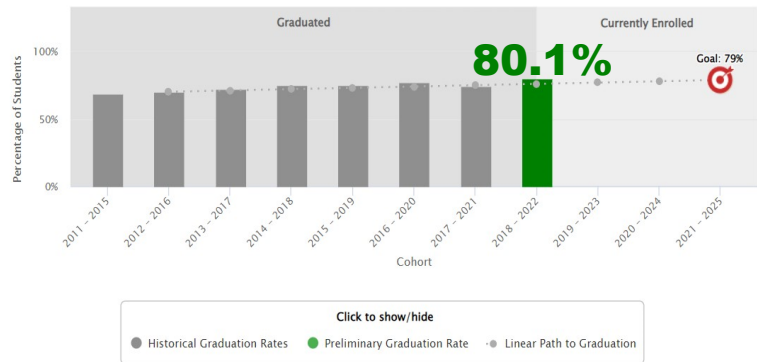
Two-year graduation rates for the transfer cohorts beginning in 2018 and 2019 were 42.8% and 37.0%, respectively. The preliminary 2-year transfer graduation rate for the 2020 cohort (35.3%) is higher than the interim target (34.7%) set by drawing a straight-line projection from the 2014 graduation rate to the 2025 goal.

## What are our GI2025 Goals



### 4-Year California Community College (CCC) Transfer

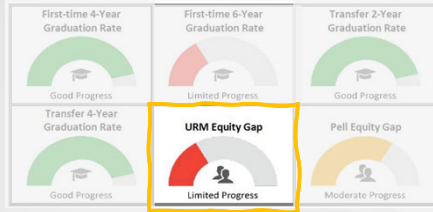
Remember, there is still time to make changes to reach your goals for 2025.



CAL POLY HUMBOLDT

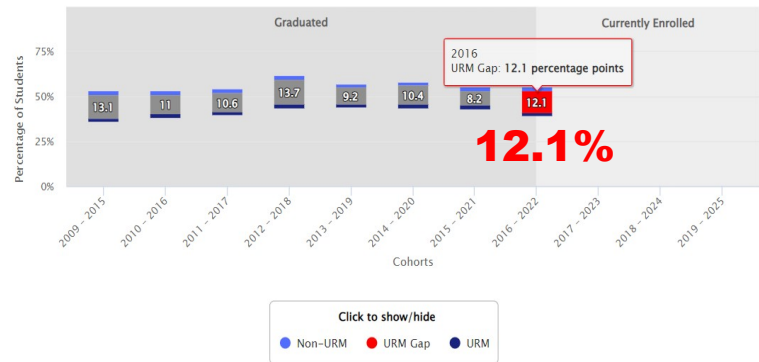
The four-year graduation rate for the transfer cohort beginning in 2016 was among the highest in Cal Poly Humboldt's history. The preliminary 4-year transfer graduation rate for the 2018 cohort (80.1%) is higher than the most recent graduation rate and is considerably higher than both the interim target (76.1%) set by drawing a straight-line projection from the 2012 graduation rate to the 2025 goal and the goal itself.

## What are our GI2025 Goals



### 6-Year FTFTUG URM Equity Gap

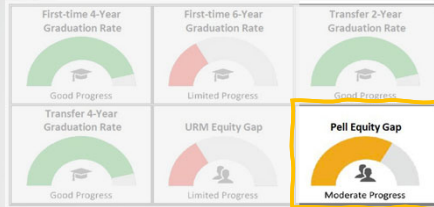
Remember, there is still time to make changes to reach your goals for 2025.



CAL POLY HUMBOLDT

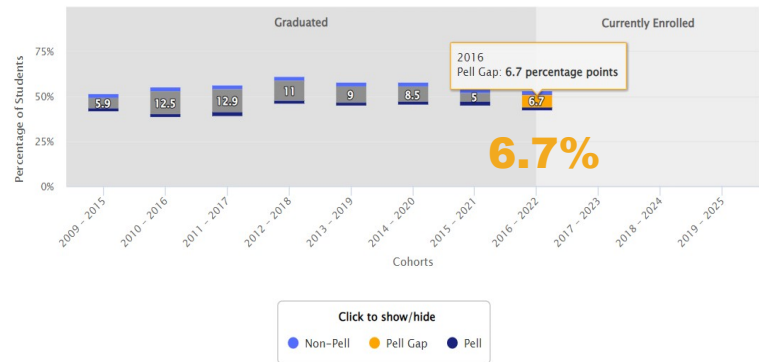
Over the past 3 years, the gap between URM and Non-URM students who graduated within 6 years was roughly 10 percentage points. The preliminary URM equity gap for the most recent cohort (12.1 percentage points) shows an increase over this average.

## What are our GI2025 Goals



### 6-Year FTFTUG Pell Equity Gap

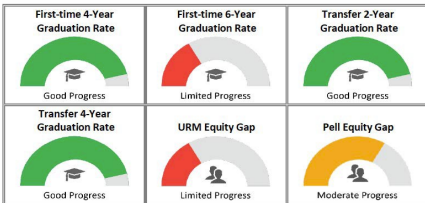
Remember, there is still time to make changes to reach your goals for 2025.



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over the past 3 years, the gap between Pell and Non-Pell students who graduated within 6 years was roughly 7 percentage points. The preliminary Pell equity gap for the most recent cohort (6.7 percentage points) has remained relatively constant over the past 3 years.

## What are our GI2025 Goals



CSU Student Success Dashboard  
Moving from Insights to Action

**HUMBOLDT STATE UNIVERSITY** Welcome to the CSU Student Success Dashboards  
Please select a dashboard below

- Graduation Initiative 2025**  
Track Your Goals  
Check your progress for Graduation Initiative 2025.
- Faculty Dashboard**  
Find out how students in your major are doing.
- CSU by the Numbers**  
Historical Insights  
Get insight into your historic graduation rate and equity gap trends.
- Equity Gaps Dashboard**  
Explore Your Equity Gaps  
Find out what you can do to narrow equity gaps on your campus.

<https://csusuccess.dashboards.calstate.edu/public/dashboard-index>

**CAL POLY HUMBOLDT**

You can learn more about our GI 2025 Goals on

<https://csusuccess.dashboards.calstate.edu/public/dashboard-index>



**Alternative  
Graduation  
Rate Metrics**  
Michael Le



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*More outcomes for more students.*  
[www.studentachievementmeasure.org](http://www.studentachievementmeasure.org)

**CAL POLY HUMBOLDT**

The Student Achievement Measure is supported by six sponsoring associations, working together to provide a more comprehensive and accurate picture of student progress and completion as students move across institutions and state boundaries.

<https://www.studentachievementmeasure.org/participants/115755>



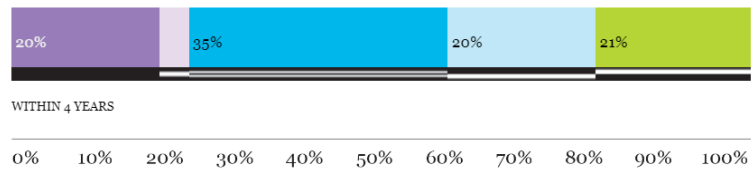
More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data

- Graduated: Reporting Institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting Institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown



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Data for SAM is presented in a bar chart with 5 colored boxes.

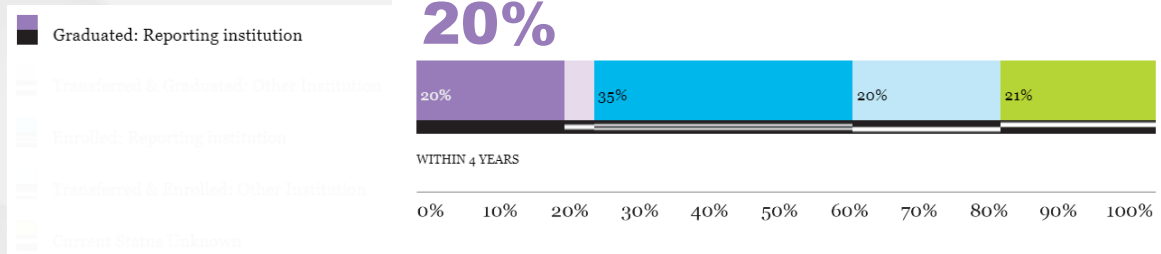


More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data



CAL POLY HUMBOLDT

Purple is Graduated: Reporting institution. For this cohort, that was 20%.

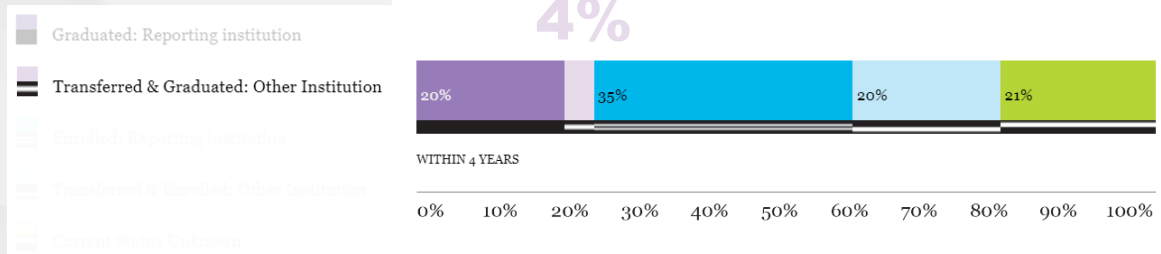


More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

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roll over each bar for detail data



CAL POLY HUMBOLDT

Light Purple is Transferred & Graduated: Other Institution. For this cohort, that was 4%.



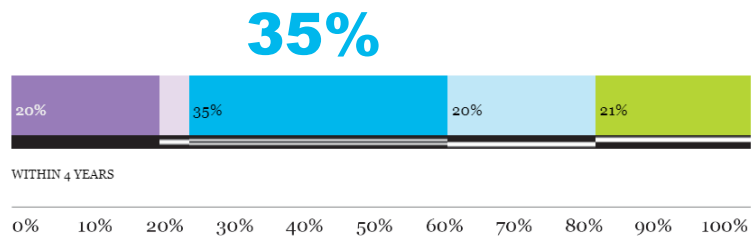
More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data

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- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown



CAL POLY HUMBOLDT

Blue is Enrolled: Reporting institution. For this cohort, that was 35%.

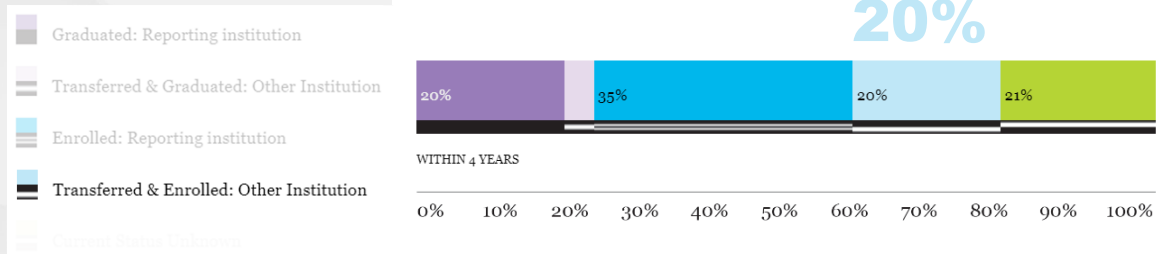


More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data



CAL POLY HUMBOLDT

Light Blue is Transferred & Enrolled: Other Institution. For this cohort, that was 20%.

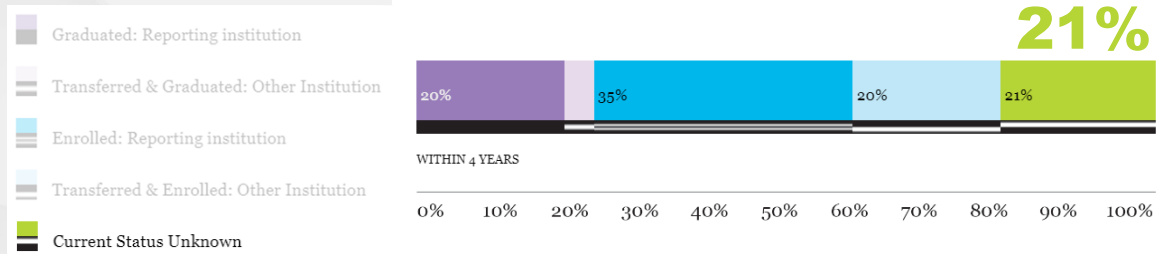


More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data



CAL POLY HUMBOLDT

Green is Current Status Unknown. For this cohort, that was 21%. This is the percent of students who have most likely stopped out of college.

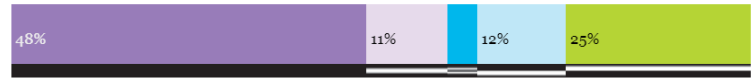


More outcomes for more students.  
www.studentachievementmeasure.org

### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data



WITHIN 6 YEARS

- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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These charts are presented for 4-year, 5-year, and 6-year increments. Let's look now at the 6 years.



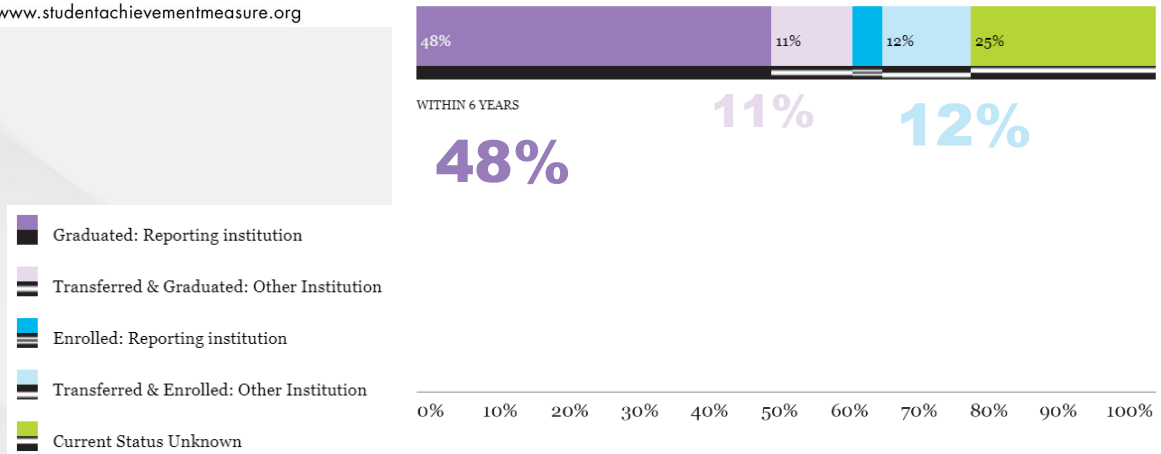


More outcomes for more students.  
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### First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data



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- + 48% Graduated from Humboldt in 6 years
- + 11% Graduated from another institution in 6 years
- + 4% were in enrolled at Humboldt 6 years later
- + 12% were in enrolled elsewhere 6 years later
- + 25% were not enrolled or graduated anywhere else

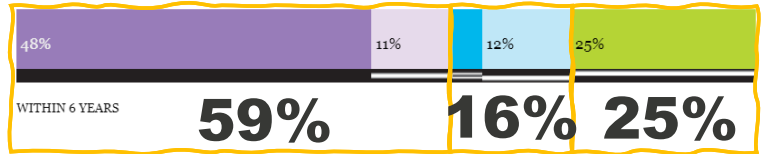


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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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This tell us that of a starting cohort

- + 59% are successful
- + 16% more are still trying
- + 25% end up in the world without a degree and potentially student debt.

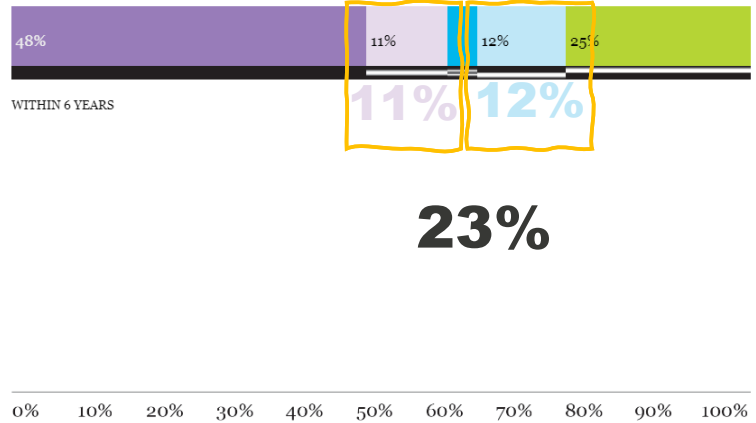


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CAL POLY HUMBOLDT

This also tells us that at 23% of the students who are not retained by Humboldt, went to another institution to seek success in their educational goals.

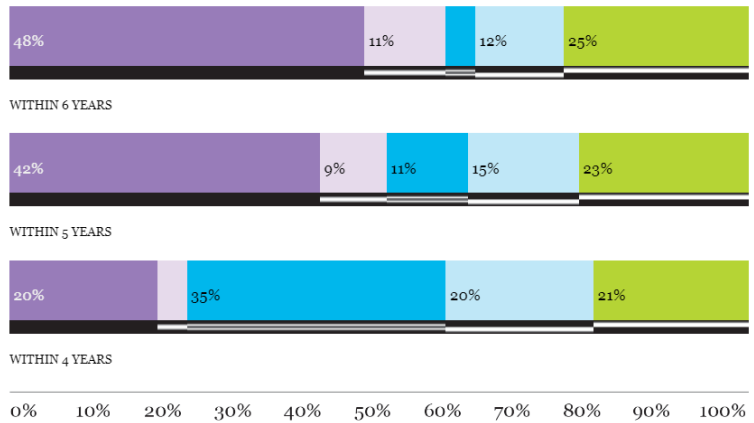
Persistence vs. Retention

- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

First-Time Full-Time Students Starting Fall 2015

Number of students: 1,400

roll over each bar for detail data



For years, our prevailing view of student retention has been shaped by theories that view student retention through the lens of institutional action and ask what institutions can do to retain their students. Students, however, do not seek to be retained. They seek to persist. The two perspectives, although necessarily related, are not the same. Their interests are different. While the institution’s interest is to increase the proportion of their students who graduate from the institution, the student’s interest is to complete a degree often without regard to the college or university in which it is earned. We see that in these data.

So again, from our perspective, we seek to retain students at Humboldt. From the student's perspective they seek to persist in their educational goals.

<https://www.insidehighered.com/views/2016/09/26/how-improve-student-persistence-and-completion-essay>

# How Quickly Do They Progress? Michael Le



CSU Student Success Dashboard  
Moving from Insights to Action

HUMBOLDT STATE UNIVERSITY

## Welcome to the CSU Student Success Dashboards

Please select a dashboard below

- Graduation Initiative 2025
- Faculty Dashboard**
- CSU by the Numbers
- Equity Gaps Dashboard

Track Your Goals: Check your progress for Graduation Initiative 2025.

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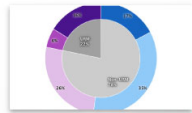
<https://csusuccess.dashboards.calstate.edu/public/dashboard-index>

CAL POLY HUMBOLDT

Folks who want to drill in deeper can head over to the CSU Student Success Dashboards.  
+ Start by selecting the Faculty Dashboard.

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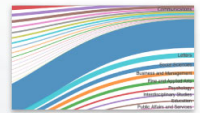
# How Quickly Do They Progress?



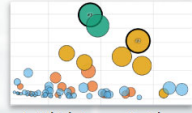
Who Are My Students?



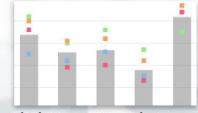
How Quickly Do They Progress Toward Degree?



What Paths Do They Follow?



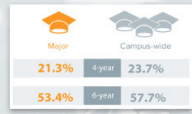
In Which Courses Do They Struggle?



Which Courses Have the Largest GPA Equity Gaps?



Once Students Achieve Junior Status, How Long Do They Take to Graduate?



What Are Their Academic Outcomes?



Which Students Leave Before Graduating?

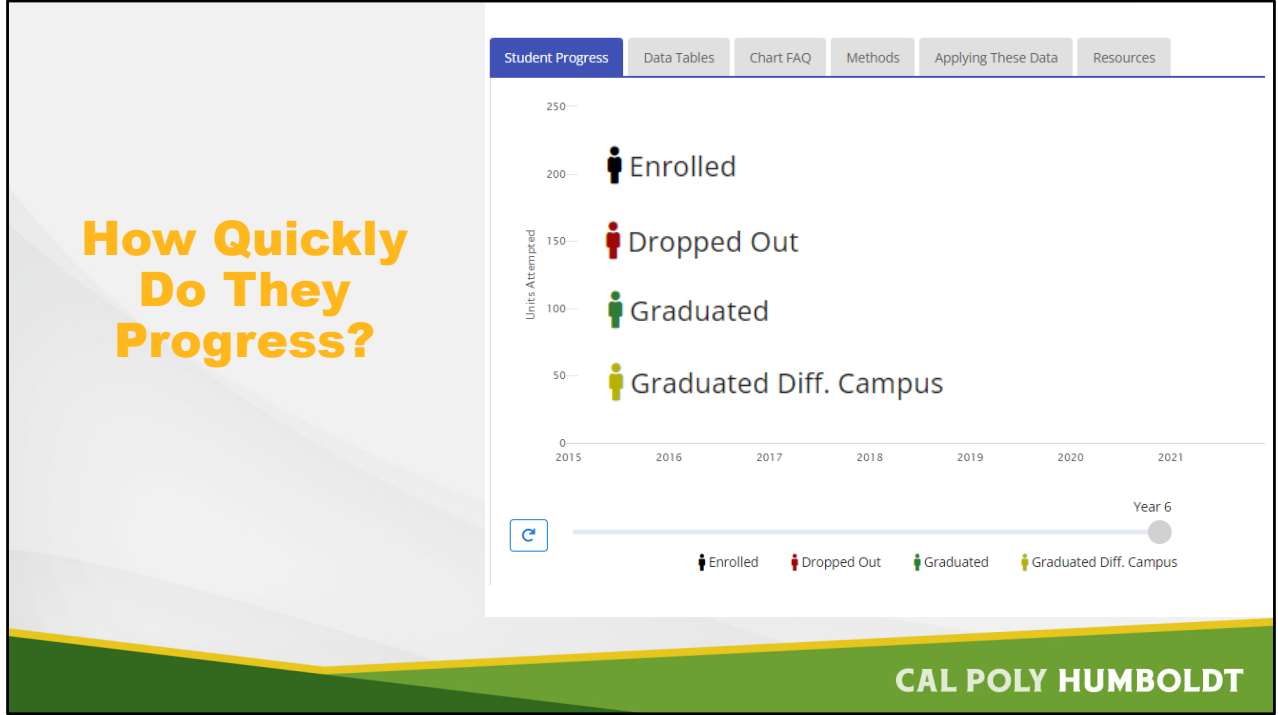


Which Students Enroll in Postgraduate Programs?

Explore the Data

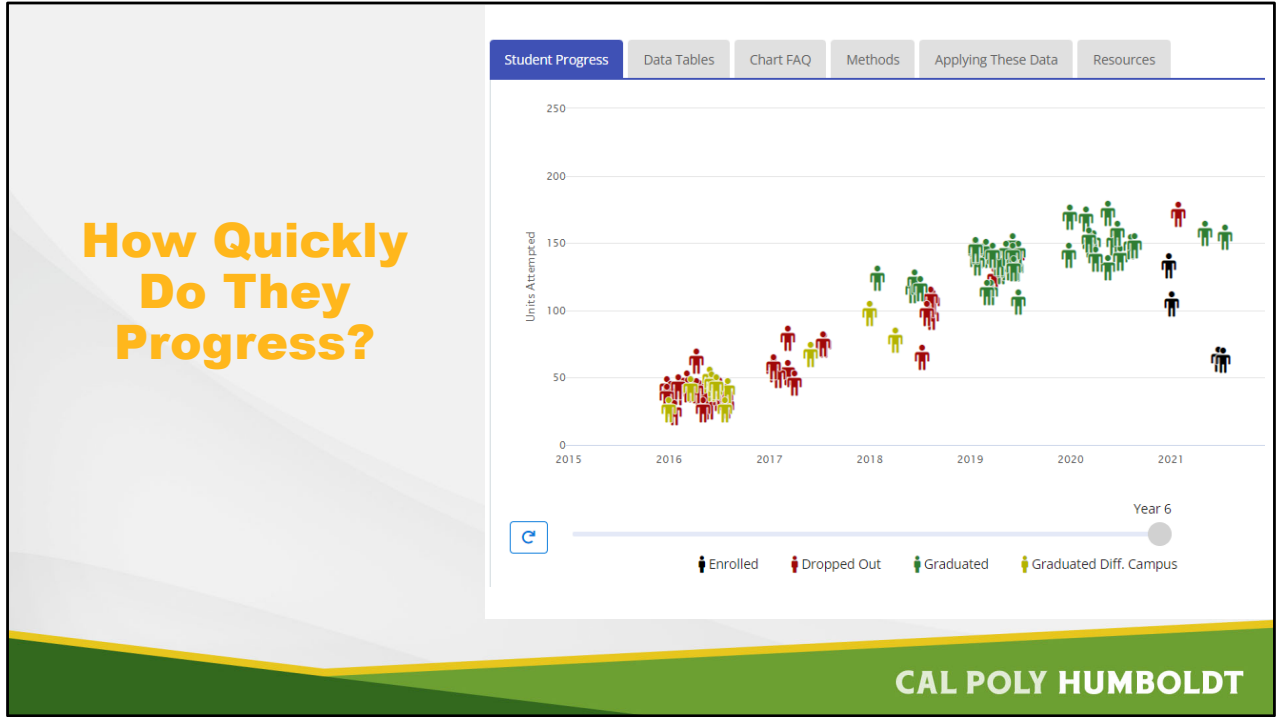
CAL POLY HUMBOLDT

Then click on How Quickly Do They Progress?



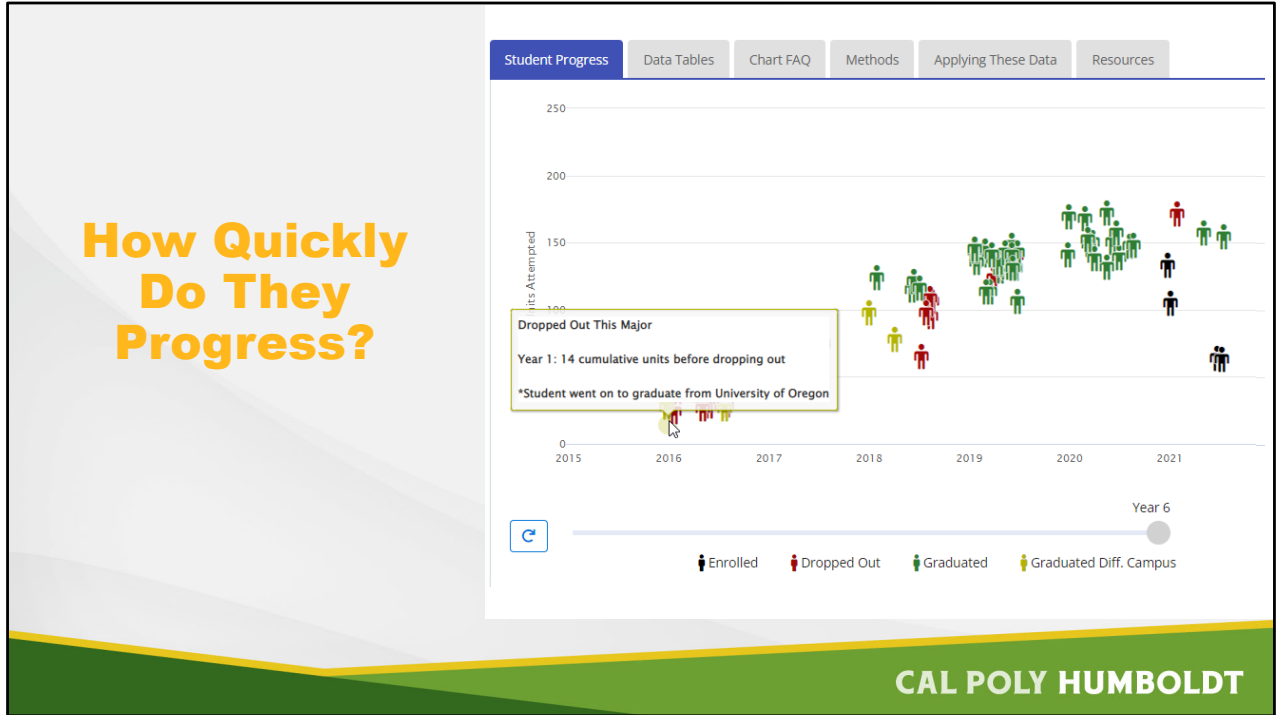
To read this chart, there are four icons you need to know about.

- + Enrolled
- + Dropped Out
- + Graduated
- + Graduated Diff. Campus



Here is an example department. Notice in year one that a number of Red people – dropped out and the gold people – dropped out and graduated elsewhere.





Scrolling over these gold people will tell you more information. This person dropped out with 14 units and then went on to graduate from the University of Oregon. What I hope you get from this is that retention issues includes students who leave Humboldt and are successful.

## What's Next?

### **CSU System Graduation Initiative 2025 Convening**

Friday, October 28, 2022, from 11:00 am to noon.

<https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/convening/Pages/default.aspx>

### **Tuesday, November 1, 2022: Graduation Initiative 2025 (GI 2025) Retention & Graduation, Enrollment Demographics**

Overview of Cal Poly Humboldt enrollment demographics, overview of Cal Poly Humboldt retention and graduation statistics, update on the five GI 2025 priorities, highlight new CO student success dashboards, highlights from the [CSU GI 2025 Convening](#).

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# Bookstore Information and RFP Process

University Senate

October 25, 2022

Usage

# Fall 2022 Overview

- For the current semester, out of the 2,549 sections (100%), 73% were marked “No Text”. **Only 18.91% of courses have submitted Text Needs.**
- No Text = 1861 (73.01%)
- Complete = 482 (18.91%)
- Missing = 142 (5.45%)
- No Store Supplied Material = 13 (.51%)
- OER Material = 45 (1.77%) [open education resources]
  - *In summary: 91% of faculty are not using our bookstore text purchase option*

# RFP Timeline

Feedback requested through Dean (already started)

Mid November – open forum and survey to campus community around “the bookstore of the future”

RFP Distributed	Jan 4
Bidders Conference?	Jan 11
Tour?	Jan 18
Questions Due on RFP	Jan 24
Response to Questions Provided	Jan 31
Latest Addendum Issued by	Feb 7
Proposals Due	Feb 28
Bidder Shortlist Identified (if necessary)	NA
Bidder Interviews	Week of March 13th
Preferred Bidder Notified	April 6th



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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

Cal Poly  
**Humboldt.**

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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

- Background
- Goals
- Today & Tomorrow
- Campaign Cabinet & Board Leadership

Join Us!

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**Humboldt.**





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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

## Campaign Background

- What is a comprehensive fundraising campaign? Why are campaigns important?
  - First-Ever Campaign at Humboldt
  - **February 2020: Feasibility Study** (support for success)
    - Results: Yes! Be disciplined, Maintain student-focus
  - **July 1, 2020: Quiet Phase/Planning Phase**
    - Deep dive with alumni, friends. Engaging top donors.
    - Roadmap for Cabinet and Priorities
    - Timeline/Goal: 5-year, \$25M (now double!)

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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

## Campaign Priorities

Goal 1: Expand Access

Goal 2: Support Hands-on Learning

Goal 3: Create a Tech-Forward Campus

Goal 4: Enhance the Academic Experience

Goal 5: Act for Equity

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## Expand Access

Expand scholarship support and funding for basic needs like tuition and fees, housing, and educational technology to provide a positive, meaningful educational experience for all.

**Goal: at least \$20 million**



## Support Hands-on Learning

Build on our strength in this area by providing even more avenues for experiential learning through internships, fieldwork, research-based projects, creative activities and more.

**Goal: at least \$15 million**



## Create a Tech-Forward Campus

Invest in cutting-edge technology to optimize the Humboldt experience for all students and in all disciplines.

**Goal: at least \$5 million**



## Enhance the Academic Experience

Introduce new and innovative academic and co-curricular programs, enhance existing programs, and integrate elements of equity and sustainability throughout the curriculum. Ensure our graduates are career ready and prepared to make a positive impact on California and the world.

**Goal: at least \$5 million**



## Act for Equity

Focus energy and resources on inclusive student success. Create a model global community, with equitable opportunities for for all, both on campus and in the wider world.

**Goal: at least \$5 million**





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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

## **Campaign Today**

- New Goal: at least \$50M
- Total Raised: \$33M (66% to goal as of 10/22)
- Fundraising Record: \$14.3M (FY 22)
- Campaign leverages \$458M California's historic investment

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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

## **Campaign Tomorrow**

- We're Going Public!
- Donor Appreciation Week / Public Launch  
October 24-28, 2022
  - Daily Press Conferences & Celebrations
  - Oct. 25: Volunteer Leadership Event
  - Oct. 26: Donor Appreciation Dinner
  - Oct. 27: Campus Quad Event
- Alumni / Annual Giving Outreach & Events
- Public Phase End Date (2-3 years)

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# Campaign Cabinet & Cal Poly Humboldt Foundation Board



*Dan Phillips '91, Campaign Chair*



*Jenny Harris, Foundation Board Chair*



*Robin Smith '78, Campaign Vice Chair,  
Incoming Foundation Board Chair*

## *Campaign Cabinet*

Philip Anton '98, Vice Chair  
Carin Kaltschmidt '90, Vice Chair  
Jack McGurk '66, Vice Chair  
Robin Bailie '11  
John Ballard '80  
Ed Bowler '79  
Ceva Courtemanche '07  
Jacob Furgatch '82  
Sherie Cornish Gordon  
Jenny Harris

Dr. Tom Jackson, Jr.  
Cooper Jones  
Amine Khechfe, Parent  
Robert Miller '85  
Rebecca Pardoe '93  
Barbara Perry-Lorek, Parent  
Sharon Redd  
Dan Sealy '75  
Frank Whitlatch

## *Cal Poly Humboldt Foundation Board*

Gary Blatnick, Treasurer  
Frank Whitlatch, Executive Director and Secretary  
Robin Bailie '11  
Jason Carlson  
Eden Donahue '09  
Kurt Fraese '82  
Kenneth Fulgham '70  
Scott Hunt  
Dr. Tom Jackson, Jr.  
Dan Johnson  
Carin Kaltschmidt '90  
Jennifer Keller  
Jack McGurk '66  
Heidi Moore-Guynup '98







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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

## Join Us!

- Be an Advocate
- Be an Ambassador
- Be a Connector
- Be a Donor. Create Impact!

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**Humboldt.**



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# **BOLDLY** RISING

The Campaign for Cal Poly Humboldt

# Thank You!

**Questions?** Frank Whitlatch  
Vice President, University Advancement  
Executive Director, Cal Poly Humboldt Foundation  
707.826.5200  
[Frank@Humboldt.edu](mailto:Frank@Humboldt.edu)

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