Cal Poly Humboldt
University Senate Meeting Minutes
22/23:7 11/29/2022

Tuesday, November 29, 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, November 29, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present
Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Capps, Cappuccio, Colegrove-Raymond, Downs, Guererro, Harmon, McGuire, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Teale, A. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Members Absent
Abarca, Graham, M. Thobaben

Guests
Amy Moffat, Bella Gray, Cassandra Tex, Christine DiBella, Jeanne Wieglus, Jenni Robinson-Resinger, Mark Wicklund, Mike Le, Monica Ellis, Rocker Heppe, Sabre Stacey

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

Announcement of Proxies
A. Thobaben for M. Thobaben, Bell for Abarca, Moyer for Graham, Woglom for Aghasaleh (as needed)

Approval of and Adoption of Agenda
M/S (Woglom/Cannon) to approve the agenda

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on November 8, 2022
M/S (Wrenn/Benevides-Garb) to approve the minutes from the meeting on November 8, 2022

Motion passed unanimously

Reports, Announcements, and Communications of the Chair
- Written report attached

In addition to the written report, Chair Mola encouraged folks to listen to the hyperlinked podcast in his report on collegial and professional interactions. He reported that the Senate will be hosting an open forum with representatives from the Cozen O'Connor law firm on December 6 from 3:45 PM – 4:45 PM in the Great Hall. He explained this is for faculty and staff and that students will have their own forum. He further reported that the forum will be open to the campus and that he had an email exchange this afternoon about additional ways the campus community can engage with the representatives, either in small groups or individual zoom meetings, if they are worried about retaliation. He stated he should be able to send out more details on that in campus announcements shortly.

Reports of Standing Committees, Statewide Senators, and Ex-officio Members
Academic Policies:
- Written report attached

Appointments and Elections:
Senator Anderson reported on behalf of Senator McGuire that the committee will be meeting next week. Chair Mola reported that guidelines for appointments and elections will be coming out next week and we may have a candidate for faculty trustee which will require GF signatures

Faculty Affairs Committee:
- Written report attached

Integrated Curriculum Committee
- Written report attached

In addition to the written report, Senator Anderson highlighted that the academic master plan that is included in the report includes specific guidelines for when programs get added, and noted that if a program isn't on the table, its not an indication that the program won't be onboarded, just that it is not currently on the list, which only details those that have gone forward to the Board of Trustees.

University Policies:
- Written report attached

University Resources and Planning Committee:
- Written report attached

In addition to the written report, Senator Woglom noted that today was final budget open forum which looked at a resource picture of the University outside of general fund; he encouraged all to review the recordings of the forums which will be available online soon.

ASCSU
Senator Burkhalter reported there is an interim meeting upcoming and the plenary is in January

Associated Students
Senator Guerrero reported they are moving forward with ASV adjustment proposal and will launch information about the proposal at the beginning of the Spring semester to educate the campus community. He reported the Board also approved the AS Grant Hardship Fund, which has been an item in the works all semester. He explained that the fund is divvied up into different sections, with the ultimate goal of increasing resources on campus (such as food assistance and emergency housing funds).

Academic Affairs:
- Written report attached

In addition to the written report, Provost Capps asked that the Senate help faculty and staff and colleagues to save the date for Spring Welcome, which will be held January 11, from 9:00 to 10:45am, and will be focused on academic degree program development.

Administrative Affairs:
- Written report attached

Enrollment Management/Student Affairs
Interim AVP Metzger reported that application numbers are way up, and while normally the application deadline has been extended to January, at this time it is only extended through Decemeber 15th. Also, the

search for the Dean of Students, which will be an AVP position is underway. Chair Mola noted that the AEC has been asked to identify three to five faculty members to serve on the search committee, and asked the Senate to send any names of good candidates for those positions to Senator McGuire or himself.

President's Office:
- Written report attached

In addition to the written report, Chief of Staff Downs reported that last Tuesday's basketball court dedication to Tom Wood was a success.

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
Senator Miller spoke regarding the need for free menstrual products to be available on campus. He noted that in the Library, staff have had to restock the menstrual items with their own funds and pointed out that since the Chancellor's Office is willing to reimburse campuses for free products, Humboldt should take advantage of the opportunity to provide these items in restrooms across campus.

Student Christine DiBella read the below prepared remarks:

> I am here to talk about wheelchair access barriers on campus.
>
> Since I became a student in Fall of 21 spaces that were once accessible and integrated have changed to be inaccessible and segregated. I have been advocating for equal access and inclusion for 3 semesters only for Wheelchair access on this campus to get worse. I believe there is a systemic organizational failure to address access barriers and concerns. I am asking University Senate to immediately reinstate the Disability Access and Compliance Committee.
>
> The campus community needs a place to openly discuss and address physical access barriers and make policy recommendations and resolve issues. Equal access is a fundamental civil right and CSU executive order 1111 defines accessible as "means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use."
>
> My experience as a wheelchair user at the Cal Poly Humboldt campus fails to meet this mandate, especially with regard to equal integration or substantially equivalent ease of use. This university fails to maintain accessible pathways, functional automatic door openers, adjust the pressure of doors, or provide wheelchair-accessible bathrooms. I have been injured and my body continues to be put in harm's way due to a lack of safety. I have been trapped in buildings and narrow hallways, had heavy doors slam on my arms, and injured my legs on benches and heavy chairs in front of automatic door buttons. The state fire marshall even intervened because there is no evacuation plan for me as the school refuses to follow its own handbook and provide

evacuation chairs. These actions or lack of action demonstrate that the school does not value my life or safety.

These are not problems I face in the Arcata community or at any other university. The Arcata library is wheelchair accessible I am able to browse books as the stacks are wide enough to fit my chair however the university library is not wheelchair accessible and I am unable to browse books. Some of the access improvements are laughable such as bathrooms that have wheelchair accessible stalls with doors or pathways blocked by sinks or other obstructions. I am asking the university to acknowledge very real measurable access barrier and please reinstate the disability access and compliance committee.

Resolution on Graduation Writing Assessment Requirement (GWAR) Policy (07-22/23-ICC - November 29, 2022, Second Reading)
Senator Anderson highlighted that there will be continued conversations about GWAR on campus and structures will be evolving, but there have not been any changes to this policy or document since the first reading.

Senate vote to approve the Resolution on Graduation Writing Assessment Requirement (GWAR) Policy *passed without dissent*

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

Nays: none

Abstentions: Capps, Gordon

Resolution on the Revised Bylaws of the Integrated Curriculum Committee (ICC) - (08-22/23 - ICC - November 29, 2022, Second Reading)
Senator Anderson reported that there have not been any changes to this document since the first reading.

Senate vote to approve the Resolution on the Revised Bylaws of the Integrated Curriculum Committee (ICC) *passed without dissent*

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

Nays: none

Abstentions: Capps, Gordon

Resolution to Amend the University Senate Constitution to Eliminate the Senate Faculty's Authority to Approve Candidates for Graduation (09-22/23-CBC - November 11, 2022, Second Reading)
Chair Mola reminded the faculty that this will need to pass a vote of the General Faculty in the spring semester, and reported that there were minimal to no changes to the document since the first reading.

M/S (Woglom/Moyer) to amend the title of the resolution to read "Resolution to Amend the University Senate Constitution and the Faculty Handbook to Eliminate the Senate Faculty's Approval of Candidates for Graduation"

Senate vote to approve the motion to amend the title of the resolution *passed without dissent*

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

Nays: none

Abstentions: Aghasaleh, Cannon, Capps, Gordon

Senate vote to approve the Resolution to Amend the University Senate Constitution and the Faculty Handbook to Eliminate the Senate Faculty's Approval of Candidates for Graduation *passed*

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

Nays: Metzger

Abstentions: Cannon, Capps, Gordon

TIME CERTAIN: 3:45 PM - Resolution on Assessment and Program Review Policy - (10-22/23-APC & UPC - November 29, 2022, Second Reading) - Mark Wicklund & Amy Moffat
Senator Ramsier reported the only changes were made were fixing insignificant typos.

Senate vote to approve the Resolution on Assessment and Program Review Policy *passed without dissent*

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

Nays: none

Abstentions: Capps, Gordon

Resolution to Address Bias in the Evaluation of Teaching Effectiveness Process (12-22/23-FAC - November 29, 2022, First Reading)
Senator Miller introduced the Resolution and revision background document, which is an expanded rationale. He went over that document and the research that shows there's bias against many marginalized identities in evaluations, even if people aren't aware of it, such as commenting more on female or female presenting faculty's appearance rather than their teaching style in professional evaluations.

Chair Mola ceded the floor to student Monica Ellis, who spoke regarding this Resolution. Their comments are transcribed below:

> Hello and thank you. I just wanted to offer my feedback as a student that while we are studying bias and the way bias can definitely impact gender in terms of how it's perceived in higher education, we want to remember to constantly expand our idea of what bias can be. For me as a student that would mean definitely including trans and non-binary faculty and underrepresented genders and genders impacted by discrimination, bias, and implicit and sometime explicit bias. This can impede the ability of maybe me as a student to see those same faculty represented in ways that can benefit in a long term, tenure kind of way. This could really be something contributing to the way the teachers are perceived, I ultimately want to see more inclusion and representation in the way we see marginalized genders. Thank you very much.

The Resolution will return for a Second Reading

TIME CERTAIN: 4:00 PM - Strategic Enrollment Management Plan and Fall 2023 Projections Timeline - Peggy Metzger and Mike Le
Director Le and Interim AVP Metzger gave the attached presentation.

M/S (Harmon/Burkhalter) to adjourn

Meeting adjourned at 4:23 PM

CFA Interruption Statement

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

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University Senate Chair Report
November 29, 2022

Welcome back from your fall break! I hope everyone got some time away and was able to unplug. Over my time off, I have been thinking a lot about how we as a campus respond to one another when we disagree. As a senate, I have been incredibly impressed by our collegiality, our ability to listen to each other, and our willingness to give each other the space to speak honestly and openly. To me, a critically important piece of collegiality is that I believe all of us want CPH to be the best institution it can possibly be. I suspect that the vision of what we are and what we can be is not the same for all of us. Likewise, I know we don't all agree on how we get there. What I do know is that by assuming good intentions from the outset, I am more open to listening and trying to find common ground.

As a Physicist, many of the topics that lead to consternation on campus are outside of my expertise (if you want to talk about the Second Law of Thermodynamics, the nature of Entropy and the arrow of time, I would be so very happy to sit and chat with you on that topic!). So, I listen to a lot of podcasts. They tend to broaden my perspective and help make me more empathetic. I came across one the other day that [speaks directly to keeping conflicts from blowing up](). If you can find the time, it is well worth the listen!

Thank you all for the grace you have given me and each other this semester.

Thanks,
Monty

CAL POLY HUMBOLDT
University Senate Written Reports, November 29, 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, Mark Wicklund. Vacant: AS Student 2nd Rep.

Meeting Dates: November 9 and 16, 2022, both via Zoom

On November 9 and 16 we made progress on drafting the Credit for Prior Learning policy. After the meeting we sent a rough draft to department heads, college deans, and leaders of some offices/committees. Due to the nature of the policy, which could broadly affect many programs, we are seeking broad feedback prior to constructing a more complete draft.

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): Tuesdays 12:00-12:50 in RWC 124, Zoom hyflex link:
https://humboldtstate.zoom.us/j/81769198379?pwd=aWhCSmYxRlpReU1jdHVrSGNiL2VaZz09

This week we are bringing a resolution to address bias in student evaluations of teaching effectiveness and in other aspects of the retention, tenure, promotion, and range elevation processes. The resolution makes changes to the faculty handbook to recognize that bias affects faculty (particularly faculty of color, faculty who identify as femme, trans, women, or non-binary, and faculty with other marginalized identities). This resolution was largely based on the recommendations from the University Faculty Personnel Committee (UFPC) in their 2021-2022 UFPC End of Year Report (pages 3 & 7).

Our discussions about bias have highlighted the need for wider trainings and resources on campus. Unconscious, or implicit, bias is particularly harmful because it is pervasive and our unconscious biases often contradict our conscious beliefs and values. This means that while we often think we are supporting our colleagues, our unconscious biases can influence how we act and how we shape our policies and processes, with negative impacts. Mitigating this kind of bias is done through strategies that encourage self-reflection, understanding and discussing bias, and by developing objective standards and

measures for how we evaluate our colleagues. There are many ways to learn more about unconscious bias, but a few recommendations include:

- [Unconscious Bias Training](), UCSF Office of Diversity and Outreach
- [Implicit Bias Module Series]() (video series), Kirwan Institute
- [Implicit Bias: What We Don't Know Does Hurt]() – resource list from Cal Poly Humboldt's Office of Diversity, Equity & Inclusion, 2018
- For a list of research articles, see the references listed in the resolution

The changes in this resolution accomplish two key goals: 1) bias is defined and acknowledged in the faculty handbook, something that is missing entirely from the current handbook, and 2) mitigation strategies are put into place that follow the evidence and research on bias and how it affects performance evaluations.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

Members:Ramesh Adhikari, Jill Anderson (Chair), Paul Michael Atienza, Brad Ballinger, Carmen Bustos-Works*, Christine Cass, Will Fisher, Cameron Allison Govier, Sara Jaye Hart, Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Joshua Smith, Amy Sprowles, Justus Ortega, Jenni Robinson Reisinger, Sheila Rocker Heppe, Melissa Tafoya, Carly Marino, Mark Wicklund
GEAR Chair: Cutcha Risling-Baldy
CDC Chair: Eden Donahue
APC Chair: Marissa Ramsier
Student Representatives: Vacant
Administrative Coordinator: Mary Watson
Curriculum Coordinators: Cameron Allison Govier and Bella Gray
*Non-voting member

Meeting Date: Tuesday, November 15, 2022 9:00am to 10:50am

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

Biochemistry

The committee discussed the proposal to elevate the Biochemistry concentration to a BS degree. There were some minor housekeeping questions and items to clarify in the proposal as well as a discussion on this program utilizing the same plan for meeting GE through the degree that Chemistry has in place. A GE proposal will be submitted for this degree to be submitted to the CO and the proposal is planned to be voted on at the next ICC meeting.

Credit Hour Policy

Dr. Ramsier presented the Credit Hour policy to the ICC, which the Academic Policies Committee (APC) put together following the CO requirement. The ICC supported the policy and had a discussion about the implementation of the policy in terms of reviewing and verifying courses are following the policy. The policy includes guidelines on both in and out of class work time. The in class work time is simple to check based on when the class is scheduled and ICC review of syllabi during proposal processes, but the out of class work time is more challenging. Multiple options for managing this process were proposed/discussed and further discussion on this piece will occur as the policy is implemented.

GWAR

The committee discussed again points raised about capping class size and establishing a quantitative requirement of how much of the grade in a class is dedicated to writing. Viewpoints are informed by philosophies and research backed evidence in writing and the teaching of writing. The committee ultimately did not propose changes to the policy language at this time with the understanding that University processes and structures for GWAR and writing across the curriculum will evolve and thus the policy will likely evolve as well.

Academic Master Plan (CO Document for the 10 year projection)

The University submits the plan of projected degrees and active degree programs to the CO each year. This item goes through the senate as an informational item from the ICC. The information in the AMP is included below. Please note that there are specific guidelines for when and what needs to happen for a program to be included in table one versus table two so some programs discussed on campus in the last couple of years are on table one, table two, or neither as follows those guidelines and absence form this AMP is not an indication that a program will not go forward.

CSU Academic Master Plan
Ten-Year Overview of Planned Programs

Projections Proposed to the CSU Board of Trustees
Planned for Implementation between 2023-24 and 2032-33

Planned degree programs ("program projections") appear in bold red font and are proposed for board approval at the March 2023 meeting. Existing, previously approved program projections appear in black font. Projected degree programs may remain on the CSU Academic Master Plan for five years after the year approved by the Board of Trustees, which appears in the second column from the left. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree designation. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the chancellor's approval in order for a program to enroll students.

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Humboldt	2021	2022	2023	BA	Cannabis Studies
	2021	2023	2023	BS	Data Science[1]
	2022	2026	2026	BA	Digital Arts and Media
	2022	2026	2026	BA	Health Advocacy
	2022	2023	2023	BS[2]	Applied Fire Science and Management
	2022	2026	2026	BS	Biotechnology
	2022	2026	2026	BS	Computer and Information Technology
	2022	2023	2023	BS	Energy Systems Engineering
	2022	2023	2023	BS	Geospatial Science and Technology
	2022	2026	2026	BS	Indigenous Science and the Environment
	2022	2023	2023	BS	Mechanical Engineering
	2022	2023	2023	BS	Software Engineering
	2022	2023	2023	MS	Engineering and Community Practice
	2022	2026	2026	MS	Nursing
			2024	MA	Applied Anthropology

[1] Inadvertent omission from 2022 submission
[2] Correction from previous submission

CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
2023-24 through 2032-33
California State Polytechnic University, Humboldt

School or Division and Degree Program Title	Existing Degree type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
College of Arts, Humanities, & Social Sciences						
Anthropology[1]	BS[2]					2022-23
Art	BA					2024-25
Cannabis Studies					BA 2023	
Communication	BA					2027-28
Criminology and Justice Studies	BA					2027-28
Critical Race, Gender and Sexuality Studies	BA					2026-27
Digital Arts and Media					BA 2026	
English	BA	MA				2025-26
Environmental Studies	BA					2023-24
Film	BA					2028-29
Fine Arts	BFA					2024-25
French and Francophone Studies	BA					2021-22
Geography	BA					2023-24
History	BA					2023-24
Indigenous Science and the Environment					BS 2026	
International Studies	BA					2025-26
Journalism	BA					2027-28
Music	BA					2031-32

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[1] Applied Anthropology MA (Pilot) was discontinued Fall 2020 and mistakenly left on the Campus Academic Plan for the 2022 submission.
[2] Degree designation changed from BA to BS per Chancellor's Office approval dated October 26, 2022.
* Suspended program
^ Offered through self-support
^^ Offered through both state-support and self-support
@ Online program
Note: Underlined programs are nationally accredited subject areas

CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
2023-24 through 2032-33
California State Polytechnic University, Humboldt

School or Division and Degree Program Title	Existing Degree type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
College of Arts, Humanities, & Social Sciences						
Anthropology[1]	BS[2]					2022-23
Art	BA					2024-25
Cannabis Studies					BA 2023	
Communication	BA					2027-28
Criminology and Justice Studies	BA					2027-28
Critical Race, Gender and Sexuality Studies	BA					2026-27
Digital Arts and Media					BA 2026	
English	BA	MA				2025-26
Environmental Studies	BA					2023-24
Film	BA					2028-29
Fine Arts	BFA					2024-25
French and Francophone Studies	BA					2021-22
Geography	BA					2023-24
History	BA					2023-24
Indigenous Science and the Environment					BS 2026	
International Studies	BA					2025-26
Journalism	BA					2027-28
Music	BA					2031-32

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@ Online program
Note: Underlined programs are nationally accredited subject areas

CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
2022-23 through 2031-32
California State Polytechnic University, Humboldt
(continued)

School or Division and Degree Program Title	Existing Degree type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
Environmental Resources Engineering	BS					2022-23
Environmental Science and Management	BS					2028-29
Environmental Systems		MS				2027-28
Fisheries Biology	BS					2026-27
Forestry	BS					2025-26
Geology	BA, BS					2024-25
Geospatial Science and Technology					BS 2023	
Marine Biology					BS 2023[5]	
Mathematics	BA					2025-26
Mechanical Engineering					BS 2023	
Natural Resources		MS				2029-30
Oceanography	BS					2027-28
Physics	BS					2025-26
Physical Science[6]	BA					2025-26
Rangeland Resource Science	BS					2027-28
Software Engineering					BS 2023	
Wildlife	BS					2026-27

[5] Correction from previous year, as program has not yet been implemented.
[6] BA Physics was switched to BA Physical Science in 2020. Chancellor's Office approval dated March 12, 2020.

* Suspended program
^ Offered through self-support
^^ Offered through both state-support and self-support
@ Online program
Note: Underlined programs are nationally accredited subject areas

School or Division and Degree Program Title	Existing Degree type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
Zoology	BS					2023-24
College of Professional Studies						
Business Administration	BS	MBA				2027-28
Child Development and Family Relationships	BA					2022-23
Counseling Psychology		MA				2024-25
Economics	BA					2028-29
Education		MA				2024-25
Health Advocacy					BA 2026	
Kinesiology	BS	MS				2023-24
Nursing	BS				MSN[7] 2026	
Psychology	BA	MA				2024-25
Recreation Administration	BA					2026-27
School Psychology		MA				2024-25
Social Work	BA[1]	MSW^^[2]				2026-27
Other						
Interdisciplinary Studies	BA					2025-26
Liberal Studies	BA					2022-23 (LSEE) 2022-23 (Child Dev)

[7] Correction from previous submission.
[1] Offered on campus or online
[2] State-support offered on campus, self-support offered online
* Suspended program
^ Offered through self-support
^^ Offered through both state-support and self-support
@ Online program
Note: Underlined programs are nationally accredited subject areas

University Policies Committee:

Submitted by Chris Harmon, UPC Chair

Members: Chris Harmon, Troy Lescher, Adreinne Colegrove-Raymond, Sulaina Banks, Sara Sterner, Michelle Williams

Meeting Date(s): 11.16.22

UPC met and discussed a new potential policy on gift cards. San Marcos and Northridge have policies on gift cards that will serve as good templates. UPC will work with Peggy Metzger and Sandy Wieckowski.

Maxwell Schnurer joined our meeting and outlined his work with SAPC centered around background checks and Title IX. This will be a continuing conversation in UPC and we invite interested parties/committees to share ideas, policies, previous work(s), etc., so as not to sweep recent conversations, resolutions, etc., under the rug.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The University Resources Planning Committee met on Friday, November 18th from 1-2:30. During this regularly scheduled meeting, the committee debriefed regarding our third-of-four open fora regarding University. Our final forum, addressing the broader context of funding sources outside of the general fund, will take place in the Great Hall from 9-10:30 on Tuesday, November 29th. Please join us!

In the meantime, you can check out our first three fora, here:

Budget 101/Enrollment, October 18th:
https://humboldt.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=6ffd4d63-853c-4fde-9018-af32012a3695

GI 2025, Nov. 1st:
https://humboldt.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=279f8311-3df1-4052-85c0-af400125ea2b

Facilities Resources and Capital Planning, Nov. 15th:
https://humboldt.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=99a86420-a2de-4def-a53b-af4e0136d147

The fourth forum video will be posted ASAP. Please take the time to view these videos to get a sense of our resource context on campus; they are by no means exhaustive, but they should help to provide a preliminary framing for our shared understanding prior to the process of assessing the annual University Budget proposal this Spring. We thank you in advance for your participation in stewarding our resources towards a constantly emerging University that reflects our collective needs.

President's Administrative Team:

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

CSU Leadership Academy

The following leaders nominated by President Jackson successfully completed the 2022 Leadership Academy, a six-month program dedicated to developing compassionate, inclusive, and creative leaders at the CSU:

- Amanda Nelson – Assistant Athletics Director for Compliance & Student Services
- Cris Koczera – Director of Risk Management
- Jenni Robinson – Registrar

The 2022 Leadership Academy, which concluded with a final graduation project that highlighted key concepts from the program, including:

· Values-based leadership and the fundamentals of trust
· Graduation Initiative 2025 and our goals for student success
· Authenticity, power, and authority
· Diversity, equity, and inclusive leadership
· Self-awareness tools (such as Emergenetics and Johari Window) to enhance effective communication
· Innovation and the cycle of renewal

Naming of the [Wiyot Plaza]

Cal Poly Humboldt is proud to share that the space between the Behavioral & Social Sciences Building, Native American Forum, and Food Sovereignty Lab has been given the name of "Wiyot Plaza."

[Tom Wood Court] Honors Legendary Humboldt Coach

Cal Poly Humboldt marked the start of basketball conference play this year by formally naming the court at Lumberjack Arena after Tom Wood, one of the greatest coaches in University history. The basketball court was dedicated "Tom Wood Court" at a ceremony in Lumberjack Arena during halftime of the men's basketball conference opener on Tuesday, Nov. 22.

[CHEM - 109 - 22-1897 - Course Change - General Chemistry I](#). Change the grade mode from "Letter grade only" to "Optional grade basis".

[DANC - 489 - 22-1869 - Dance Theatre Production](#). C-Classification changes to reflect how the course is being taught. The proposal corrects the c-classification from 1 unit of C-4 and 2 units of C-12 (meaning 5 hours of class time) to 2 units of C-4 and 1 unit of C-12 (meaning 4 hours of class time). We have been scheduling 4 hours of class time for years, and the current class syllabus reflects the 4-hour class time. These changes have no impact on student units. 0.3 WTU will be saved.

[ENST - 295 - 22-1844. Course Change - Power, Privilege and the Environment](#). Changed prerequisite, ENST 120, to corequisite, allowing the course to be taken concurrently or completed prior to enrollment.

[JMC - 107 - 22-1708 - Course Change - GEAR Certification - Media Tools: Literacy in Action](#)

1. Title change : "Media Making Tools" to "Media Tools: Literacy in Action"
2. Description change

   Current Description: Get hands-on introduction to audio and visual software, apps and multimedia tools to effectively create true stories
   Proposed Description: CStudents create online media content to communicate a personal media literacy journey. PThey'll pursue practices of critical thinking, from identifying fallacies to fact-checking sources, to become responsible media consumers.

3.   Designation of a GE course (course numbering proposed change per policy to JMC 107)

[WLDF - 531 - 22-1770 - Advanced Wildlife Habitat Ecology](#). Change the number of units for this course from 2 to 3, to both better align with other graduate courses in the NR MS curriculum, to allow students to more efficiently earn the number of graded course units required for the NR MS degree, and to respond to student requests for more time to work through statistical applications of vertebrate habitat ecology.

CAL POLY HUMBOLDT
University Senate

Resolution on GWAR Policy
07-22/23-ICC – November 29, 2022 – Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached GWAR policy be approved

RATIONALE: The proposed policy brings Cal Poly Humboldt into alignment with CSU Policy on Graduation Writing Assessment Requirement Determination of Competence in English, which stipulates that the Graduation Writing Assessment Requirement (GWAR) be met through an upper division course as part of the graduation requirements of the CSU.

CAL POLY HUMBOLDT

Graduation Writing Assessment Requirement (GWAR) Policy
[Policy Number]
[Responsible Office Name]

Applies to: *Faculty, staff, students*

Purpose of the Policy

The purpose of this policy is to establish a pathway for all Cal Poly Humboldt students to meet the Graduation Writing Assessment Requirement (GWAR) requirement through a three unit upper division course, consistent with [CSU Policy on Graduation Writing Assessment Requirement Determination of Competence in English](#).

Definitions
Writing intensive *Writing-Intensive Courses are those in which writing is used as a central mode of learning as well as of assessment of student learning.*

Policy Details *(optional)*
1. All students subject to the degree requirements of the 2023-24 or subsequent general catalogs must demonstrate competence in writing skills at the upper division level as a requirement for the baccalaureate degree.
2. Students who are undertaking a second baccalaureate degree will be deemed to have met the requirement if their first baccalaureate degree is from an institution of higher education accredited by a U.S. regional accreditor.
3. Certification of graduation writing competence shall be transferable from one CSU campus to another.
4. Cal Poly Humboldt shall integrate the assessment of writing into the demonstrated continuous improvement process of institutional accreditation.
5. Students shall meet the GWAR requirement via a minimum 3-semester unit, upper-division course.
   a. Students may complete more than one GWAR certified course in the pathway to their degree. A course grade of C- or better in *any one*

GWAR-certified course shall indicate successful completion of the GWAR requirement.

6. Certified GWAR courses will be indicated in the catalog in alignment with the Course Numbering Policy.
7. Programs shall identify and report to the University how their major students are expected to meet the GWAR requirement. Options for meeting GWAR are outlined in the GWAR framework table.
8. As a CSU graduation requirement, GWAR will be managed as part of General Education and All University Requirements (GEAR). As a result, GWAR courses shall be submitted for approval following the GEAR/GWAR certification processes and reviewed following the ICC processes outlined in the ICC Bylaws and Rules of Procedure.
9. Cal Poly Humboldt recognizes that writing comes in many forms and places no limits on writing formats, venues, styles, lengths, or multi-media approaches that contribute towards demonstrating achievement for GWAR.
10. GWAR courses shall include activities that address one or more of the GWAR (Writing Intensive) criteria:
    a. Students will use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content
    b. Students will use drafting, revising, editing, and other writing processes to develop final writing products.
    c. Students will use research and documentation practices when appropriate and integrate them in accordance with the conventions of the discipline.

History
Issued: MM/DD/YYYY
Revised: MM/DD/YYYY
Edited: MM/DD/YYYY
Reviewed: MM/DD/YYYY

CAL POLY HUMBOLDT
University Senate

Resolution on Amendments to the ICC Bylaws and Rules of Procedure
08-22/23-ICC – November 29, 2022 – Second Reading

RESOLVED: That the University Senate adopts the attached revision to the ICC Bylaws and Rules of Procedure.

RATIONALE: *The proposed changes have been made to a) update naming on subcommittees and roles; b) update language on the ICC processes; and c) expand membership by three. Updates to naming include: changing the previous Academic Master Plan (AMP) to the Academic Planning and Programs (APP) Subcommittee and updating members titles to reflect current practice. Updates to language are to address that some of the current language refers to outdated practices (e.g. paper documents submitted) and to clarify the procedures within ICC meetings to address voting procedures as well as providing detail on how discussion items, which are a significant component of ICC meetings throughout the AY, are organized. The updated membership reflects the addition of: a second Articulation Officer from the Office of the Registrar to have a representative on both the Course and Degree Change and the GEAR Curriculum and Assessment subcommittees, a second curriculum analyst to have a representative on both the Course and Degree Change and the GEAR Curriculum and Assessment subcommittees, and representation from a professional advisor. These additions are intended to be responsive to changes at the university on advising and the critical voice professional advisors can provide to the Integrated Curriculum Committee and include an expanded knowledge base on the technical side of implementing GEAR updates to the GEAR committee to facilitate their work.*

Integrated Curriculum Committee Bylaws and Rules of Procedure

1.0   ICC INSTITUTIONAL LOCATION AND RELATIONSHIPS TO THE UNIVERSITY SENATE & CAMPUS COMMUNITIES

The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of Cal Poly Humboldt~~Humboldt State University~~.

2.0   PURPOSE OF THE INTEGRATED CURRICULUM COMMITTEE

The Cal Poly Humboldt ~~HSU~~ University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the Humboldt ~~HSU \mission~~ purpose and strategic plan. The University Senate will accept most ICC recommendations without further deliberation; however, the University Senate reserves the right to deliberate on any recommendation.

The University Senate further notes that while the ICC is charged with developing and applying academic planning and curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of the ICC. The University Senate encourages the appropriate bodies (e.g., college councils of chairs and cross-college affinity groups) to structure regular conversations to facilitate collaboration and sharing of ideas regarding change. In support of this collaboration~~Therefore~~, members of the ICC are expected to report ~~out~~ on curricular proposals and ICC work ~~facilitate such collaborative conversations~~ in their Colleges, Schools and Departments, and the ICC chair will send out bi-weekly updates to Department Chairs and Program Leaders to promote information sharing and identification of collaborative opportunities. These conversations should be conceived as mechanisms that foster creativity, sharing, and collaboration. The ICC as outlined in this constitution will be the only campus body with the authority to forward academic planning and curriculum proposals to the University Senate, which, when approved by Senate, will be forwarded to the Provost's office for final consideration~~.~~

3.0   MEMBERSHIP

In order to benefit from expertise in a range of curriculum-related roles, the ICC shall include 16~~2~~ Faculty, 6 Administrators, 7~~2~~ Staff, and 2 Students.

3.1   Chair: The Chair of the ~~Integrated Curriculum Committee shall be a faculty member elected by the General Faculty for a three-year term, ~~also~~ serves on the

> **Commented [1]:** Slightly opaque wording: ICC members *are expected to* ... while the chair *will* ....
>
> Do we intend to communicate that the former is more recommendation while the latter is more mandatory?

University Senate Executive Committee and as Chair of the Academic ~~Master~~ Planning and Programs (APP) Subcommittee.

3.2 Elected Membership: The elected membership of the Integrated Curriculum Committee shall be as follows:

- **One (1) Faculty from CAHSS**, elected by CAHSS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CNRS**, elected by CNRS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CPS**, elected by CPS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Academic ~~Program andMaster~~ Planning and Programs Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves as Chair of the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CAHSS**, elected by the CAHSS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CNRS**, elected by the CNRS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CPS**, elected by the CPS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee

3.3 Ex-officio and Appointed Members: The ex-officio and appointed membership of the Integrated Curriculum Committee shall be as follows:

- **Chair, Academic Policies Committe**e, does not serve on an ICC Subcommittee
- **One (1) Department Chair from CAHSS,** selected by the CAHSS Chairs for a two-year term, also serves on the Academic ~~Master~~ ~~Programs and~~ Planning and Programs Subcommittee
- **One (1) Department Chair from CNRS,** selected by the CNRS Chairs for a two-year term, also serves on the Academic ~~Programs andMaster~~ Planning and Programs Subcommittee
- **One (1) Department Chair from CPS,** selected by the CPS Chairs for a two-year term, also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee
- **One (1) Graduate Council Faculty Representative,** also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee
- **Librarian,** appointed by the Dean of the Library, also serves on the Academic ~~Program and Master~~ Planning and Programs Subcommittee
- AVP of Academic Programs ~~Vice Provost~~, also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee and GEAR Curriculum and Assessment Subcommittee

- **Associate Dean from CAHSS,** also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee
- **Associate Dean from CNRS,** also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee
- **Associate Dean from CPS,** also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee
- **Dean from CEEGE,** also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee
- **Registrar**, also serves on the Academic ~~Programs and Master~~ Planning and Programs Subcommittee~~.~~
- Articulation Officer~~Assistant Registrar~~, also serves on the Course and Degree Changes Subcommittee
- Registrar **Designee**, also serves on the GEAR Curriculum and Assessment Subcommittee
- Associate Director of **Academic Assessment** ~~Coordinator~~, also serves on the Academic Planning and Programs Subcommittee and the GEAR SubcCommittee
- One (1) **Curriculum Analysts**~~Coordinator,~~ (or related position in the Academic Programs office)~~,~~ also serves on the Course and Degree Changes Subcommittee and the GEAR Curriculum and Assessment Subcommittee
- One (1) Curriculum AnalystsCoordinator, (or related position in the Academic Programs office), also serves on the GEAR Curriculum and Assessment Subcommittee
- One (1) Professional Advisor, also serves on the GEAR Curriculum and Assessment Subcommittee~~.~~
- **Associated Students Legislative Vice President,** service on an ICC Subcommittee is not required
- **One (1) Student,** appointed by the Associated Students Presidents and determined by Associated Students, also serves on the GEAR Subcommittee.~~service on an ICC Subcommittee is not required~~

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4.0   SUBCOMMITTEES OF THE ICC

~~The ICC Chair, in consultation with the Subcommittee Chairs, AVP of Academic Programs, and Curriculum Analysts ICC members, shall coordinate the allocation of tasks to the subcommittees and standing committees (See Section 8 on Agenda Construction and Task Assignment).~~ The Subcommittees of the ICC shall be the:

- Course and Degree Changes (CDC) Subcommittee
- Academic ~~Master~~ Planning and Programs (APP~~CAMP~~) Subcommittee
- General Education and All University Requirements (GEAR) Curriculum and Assessment Subcommittee
- ~~Academic Peer Program Review Subcommittee~~

4.1   Course and Degree Changes (CDC) Subcommittee

4.11 Chair: The Chair of the CDC shall be elected from the CDC faculty members.

4.12 Membership

- Three (3)~~One~~ elected faculty member~~s- one~~ from each college
- One (1) additional faculty member elected at large from any college
- One (1) Articulation Officer~~Office of the Registrar Staff Member~~
- One (1) Curriculum ~~Coordinator Aa~~Analyst~~s~~

4.13~~●~~   Duties

i.   Evaluate and respond to assigned course and degree change and new course proposals, ~~including GEAR (General Education and All-University Requirements) course approval requests,~~ ~~using specific decision-making criteria (i.e., 120 unit limit; plans for appropriate course rotation; and comparative data on similar programs)~~ and GEAR proposals that include changes in addition to GEAR status.
ii.   Develop and update as needed a template for reporting ~~out of Subcommittee~~ to the ICC the evaluation criteria and related recommendations on a proposal
~~ii.~~iii.   As appropriate, consult with the GEAR, APP~~C~~, and/or the Associate Director of Academic Assessment on proposals.

4.2   Academic ~~Master~~ Planning and Programs (APP~~CMP~~) Subcommittee

4.21 Chair: The Chair of the A~~M~~PP~~CP~~ shall be the ICC Chair

4.22 Membership

- Three~~One~~ (3~~1~~) faculty department chair representative~~- one~~ from each

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college Council of Chairs — Total of 36 Department Chairs
- One (1) additional faculty member elected at-large from any college
- One (1) Graduate Council Faculty Representative
- ThreeOne (31) Associate Deans (or Dean) from of each college— Total 3 Associate Deans
- Dean of CEEGE
- One (1) Librarian
- AVP of Academic Programs Vice Provost
- Associate Director of Academic Assessment
- Registrar

4.23 Duties

- Annually review and update the Academic Master Plan (AMP), which is the Chancellor's Office document that details the degree programs offered and proposed to be added by the University-; this process includes the review of new degree projections
- Review and update the Cal Poly Humboldt Academic Roadmap
- Develop and update process, proposal formats, and evaluation criteria for Letters of Intent for New Programs and New Program Full Proposals including a template for reporting out of Subcommittee to the ICC recommendations on proposals *
- Evaluate and respond to new degree, minor, and certificate program proposals, new concentration proposals, concentration elevations, and proposals for new and suspension of minors, certificates, concentrations, and degree programs.
- ReviewDevelop and update the curriculum guidelines HSU Curriculum Handbook and related web resources
- Review, update, and develop policies and procedures related to curriculum development, proposals, and approval processes
- As appropriate, consult with CDC, GEAR and/or the Director of Academic Assessment on proposal details.
- Review and comment upon PREP (Program Review, Evaluation and Planning) Memorandum of understandings (MOUs)
- Oversee the PREP Process, including reviewing PREP MOUs and developing and updating PREP protocols

  *Proposals that constitute changes to the Academic Master Plan include new major, minor, and option proposals, as well as proposals based on approved pilot projects.
  Through the "Pre-proposal" process, units will seek permission to develop a Full New Program Proposal. The pre-proposal process serves two functions: It initiates an early university-wide conversation on a

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new program idea. Also, in cases where a unit is denied permission for further planning, considerable resources may be saved.

4.3   GEAR Curriculum and Assessment Subcommittee

4.31 Chair: The Chair of the GEAR Curriculum and Assessment Ssubcommittee shall be a member of the ICC and elected by the Faculty for a 3-year term.

4.32 Membership
- Four (4) Faculty (who are not members of the ICC), one from each college and one at-large, appointed by the Senate Appointments and Elections Committee for a 3-year term

- One (1) additional Faculty member, appointed by the Senate Appointments and Elections Committee for a 3-year term, ideally someone who teaches in at least one of the GEAR areas: A, E, DCG, Institutions, and who is not a member of the ICC
- One (1) Student representative (as determined by Associated Students)
- Associate Director of Academic Assessment Coordinator

- One (1) Curriculum Analyst
- One (1) Articulation Officerspecialist.

- AVP of Academic Programs Vice Provost, or Designee

4.33 Duties
- Evaluate and respond to new and revised GEAR course proposals, including GWAR course certification
- Receive and advise the Associate Director of Academic Assessment Coordinator on annual GEAR assessment schedule of work
- Advise and sSupport Associate Director of Academic Assessment Coordinator in coordinating program participation in GEAR assessment
- Review Annual GEAR Assessment Report from the Associate Director of Academic Assessment Coordinator
- Coordinate with APMPC and CDC, as needed, to provide curricular guidance for the oversight of the GEAR program
- Provide curricular guidance for the oversight of the GEAR program
- Coordinate and facilitate General Education on Program Review
- As appropriate, consult with CDC, APPC, and/or the Associate Director of Academic Assessment on proposal details.

- Periodically review and update GEAR assessment plan and curriculum matrix

- Review and certify writing intensive courses
- Coordinate and facilitate General Education on Program Review

4.4   Academic Peer Program Review subcommittee

4.41 Chair: The Chair of the Peer Program Review Subcommittee shall be the ICC Chair

4.42 Membership
- One (1) Librarian
- Two (2) faculty members of the ICC such that each academic college is represented on the committee.
- Academic Assessment Coordinator

4.43 Duties
- Will be carried out annually during March and April.
- The Academic Peer Program Review subcommittee will read and respond to the self-study portion of the five-year academic program reviews. The APPR subcommittee will write a letter to the program faculty with recommendations for their consideration prior to finalizing their Five-year Action Plan. The Academic Peer Program Review letter will be included with the five-year academic program review documents.

5.0   RELATED SENATE COMMITTEE – ACADEMIC POLICIES COMMITTEE

The Academic Policies Committee (APC) is a standing committee of the University Senate of Cal Poly Humboldt State. APC membership is defined in the University Senate's Bylaws Bylaws. The APC Chair serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6.0   ANNUAL PROGRAM REVIEW PEER REVIEWS

All faculty members of the ICC will read and respond to the self-study portion of the seven-year academic program reviews. Based on the number of program reviews for the year, each faculty will be assigned 2-4 programs to review, with a minimum of 5 faculty, and the Associate Director of Academic Assessment, providing feedback for each program. The Director of Academic Assessment will compile all feedback into a peer review letter that will be distributed by the ICC chair to the Programs.

76.0   NOMINATIONS, ELECTIONS, AND QUALIFICATIONS

The ICC Chair and the nine five (96) other generally elected ICC faculty members will be elected by the General Faculty. The Appointments and Elections Committee of the

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"All faculty members *(including librarians)* of the ICC will...."

Commented [13R12]: Otherwise, the policy wording seems appropriate to me. Thumbs up.

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University Senate will conduct the nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. Candidates for ICC Chair must be faculty with previous experience serving on the ICC, the University Senate, ~~or~~ the Academic Policies Committee, ~~the GEAR Committee,~~ or as a department chair. The faculty members elected by the General Faculty will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on each ~~the~~ subcommittee. When a faculty member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution and University Senate Bylaws.

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The Chair of the Course and Degree Changes Subcommittee will be selected annually by the membership of the subcommittee. The chair of the GEAR Curriculum and Assessment Committee will be elected directly to that position as described above.

A department chair representative from each college will be elected by their respective college Council of Chairs for a two-year term on the ICC Academic ~~Master~~ Planning and Programs Subc~~C~~ommittee.

A Graduate Council Faculty Representative will be elected by the Graduate Council to serve a one-year term.

8.0   MEETING SCHEDULES

The ICC and its subcommittees meet during a two-hour time block on Tuesdays starting at 9 am, beginning~~begining~~ ~~starting~~ the first Tuesday of each semester~~classes.~~ ~~designated prior to the scheduling of fall classes~~. There is no expectation for meetings outside this time block, but there is an expectation for reading of course and program proposals, edits, and comments outside the scheduled meeting time. The Chair of the ICC may cancel meetings of the ICC if there are no agenda items. These meetings will be hyflex whenever possible. The Academic Policies Committee will meet at times other than the regularly scheduled ICC meeting times.

Commented [15]: Putting this much detail into the Constitution pretty well ensures that we have to revise the Constitution frequently - potentially as soon as we revise the class scheduling guidelines.

~~8.0~~ 9.0   AGENDA CONSTRUCTION AND TASK ASSIGNMENT

All academic planning, curricular change proposals, and policy items shall be submitted to the ICC via campus electronic curricular workflow management system~~the Academic Programs Office through Cc~~Curriculog. The ICC Chair builds the agenda for each ICC meeting in consultation with the AVP of Academic Programs ~~Vice Provost~~ and is assisted~~and assisted~~ administratively by the Curriculum Analyst~~Coordinator~~ from the Office of Academic Programs. The Curriculum Analyst~~Coordinator~~ will screen materials submitted for review and return incomplete proposals to the originating unit before these are reviewed by the ICC chair and the AVP of Academic Programs~~AP~~. The ICC bi-weekly agenda is posted on the ICC website and distributed to Department Chairs and Program Leaders~~Web~~ and is built around the following four areas:

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Commented [16]: There is currently no process for submitting policy items to ICC via Curriculog. Should we add it?

Commented [17]: Sometimes it seems like pre-req changes could be handled via Consent Calandar. Could this type of proposal be listed for both Consent and Voting Calendars?

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~~8.1~~ 9.1 **Consent Calendar**

The consent calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: aAny member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate. Consent Calendar items include the following:

- Suspending/Deleting a course from the catalog that does not trigger a program change
- Requesting a change in course number
- Requesting a change in course title
- Requesting a change in grading mode
- Requesting a cChanges in prerequisites that do not trigger a program change
- Requesting a C-classification change that does not trigger a workload (WTU) change
- Catalog copy corrections or changes not related to curricular proposals

8.2 Assignment Action Calendar
The assignment action calendar is for new items for the ICC that were not appropriate for the Consent Calendar and require Subcommittee or Committee attention (Table 1).

8.3 9.2Voting Action Calendar
The voting action calendar includes items requested by a Subcommittee (APPC, GEAR or CDCassessment), or the the Academic Policies Committee, or the GEAR Curriculum and Assessment Committee for ICC decision. In some cases, the ICC may agree that first reading deliberations of voting action calendar items were sufficient and may immediately be voted on to move to the Senate. agree that immediate deliberations of assignment action calendar items were sufficient and may immediately move an item to the Voting Action Calendar.

8.48.0   9.3DiscussionInformation Calendar
This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress and receive input from the larger full ICC group that will shape the work.

Table 1: Subcommittee and Committee Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	- Course Changes including approval for GE, Institutions and DCG designation - Program Changes - New Courses – unless they are in a package with a new program for which APPCMP is responsible - Note: Proposals that come as part of a package that is under the APP preview, will go

	Subcommittee on GEAR Curriculum and Assessment	- Course Change and New Course proposals that include changes in GEAR status, including GWAR designation~~Assessment Plans for GEAR Curriculum~~ - GEAR course recertifications ~~Revisions to GEAR SLOs~~ ~~D~~Lead efforts to ~~d~~esign and implementation of GEAR ~~learning A~~assessment - Implementation of changes to GE requirements Note: Proposals that come as part of a package that is under the APP preview, will go directly to the APP subcommittee.
	Subcommittee on Academic Programs and Planning (APP~~C~~)	- Projected Degree Proposals~~e proposals~~ - New Degree, Minor, and Certificate Programs, new Concentrations~~and C~~concentration ~~E~~elevation Proposals - Pilot Programs - Program Elimination - Academic Master Plan - Academic Roadmap - Curriculum Proposal and Review Policies and Guidelines~~Handbook~~
~~Academic Peer Program Review (APPR) Subcommittee~~		~~Review five-year program documents; provide input for program faculty consideration.~~
~~Academic Policies Committee (APC)~~		~~Policies~~

10~~9~~.0 DECISION-MAKING PROCESSES AND VOTING

Members are expected to read proposals before meetings in which these proposals are discussed.

When a voting action item is ready, the Subcommittee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The subcommittee reports that item to the ICC. If critical new information is introduced during voting action item discussion, the item lead is responsible for updating the record and delivering a final e-copy of any required document.

In the event that the ICC concludes that a curriculum proposal cannot be approved, the ICC chair will detail the rationale in writing to the faculty who submitted the proposal and the appropriate Department Chair(s) and Associate Dean(s). Additionally, that information will be communicated to the University Senate as an information item. Proposers of the denied curriculum proposals have the right to appeal to the University Senate.

New course, course change, and program change proposals put forward for the voting action calendar by the CDC and/or GEAR will be voted on as first readings. All other items on the voting action calendar will follow a first and second reading format. In the event there are no concerns raised on a voting calendar item, a motion to waive the second reading may be proposed and a vote held. For curriculum proposal voting items, the originator of a curricular proposal, and/or collaborator, will be invited to present the main points to the ICC and answer questions or address concerns. Proposal changes that can be appropriately addressed ahead of the publication of the next ICC agenda will return at the following ICC meeting. Proposals with significant changes that cannot be made appropriately ahead of the publication of the next ICC agenda, may be moved back to the subcommittee for further review. Based on the number of voting times on the agenda, voting items will be alloted up to 20 minutes for discussion at the first reading. Any feedback that has not been shared at the end of those 20 minutes can be emailed to the ICC chair. Based on the number of voting times on the agenda, items will be allotted up to 10 minutes at the second reading.

ICC decisions on consent and voting action items will be forwarded as recommendations to the University Senate. Projected degree proposals are moved forward to the University Senate as an iInformational item. All members of the ICC (elected or Ex-officio), except the AVP of Academic Programs, may vote and a majority carries the vote. Members that abstain from voting change the quorum for majority. Absent voting members can assign a Proxy to cast a vote on their behalf. A voting member can proxy for only one other member at a time and use of Proxies should be communicated to the ICC chair in writing ahead of the meeting.

The Curriculum Aanalysts will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate on the ICC consent calendar. The Chair of the ICC will present items for the University Senate agenda to the University Senate Executive Committee. The Executive Committee, in consultation with the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

> **10.1 Consent Calendar of the University Senate**
>
> The ICC will schedule most items on this calendar.
>
> **10.2 Business Calendar of the University Senate**
>
> Policy resolutions and new degree, minor, and certificates will appear on this calendar
>
> *NOTE ICC*: The deleted section here got difficult to follow with all cross outs so these

==comments are integrated and included in the newly worded section 10 above.==

he ICC is a consensus-building body facilitated by the Chair of the ICC. Members are expected to read proposals before meetings in which these proposals are discussed. . When proposals come to ICC they will be discussed for 20 minutes and questions and concerns will be recorded. If there are no issues that need to be addressed, the Chair will ask if there are objections to moving the proposal forward. If there are concerns that need to be addressed, the proposal comes back in two weeks and no new concerns should be raised. If the concerns have been addressed and there are no objections the proposal moves forward out of ICC. This second reading should take no longer than 30 minutes. Based on this process the The ICC makes recommendations to the University Senate. In cases where more than one ICC member is in disagreement on an item, the Chair of the ICC will call for a vote. All members of the ICC (elected or Ex-officio) , except the AVP of Academic Programs Vice Provost, may vote and a majority carries the vote. Members that abstain from voting change the quorum for majority.

When proposals are deemed ready to move to ICC the originator will present the main points at ICC and answer questions or address concerns. If there are multiple concerns and/or questions the originator will return with an updated draft of the proposal (see above).

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The ICC Chair in consultation with the ICC will assign items to a subcommittee lead or committee as noted above, though a Subcommittee without work may assist another Subcommittee. As items are assigned as part of the ICC general meeting, ICC members may provide immediate input and raise questions. ICC members are not expected in preparation for the meeting to read all materials passing through the body, though Deans (or designees) are expected to more carefully monitor items central to their college. In addition, College Chair representatives communicate with their respective bodies regarding items of particular salience to their college.

> **Commented [21]:** This is the part that lisa was referring to above?

The subcommittee or committee member assigned to lead an item through the ICC process will note questions and input raised by the ICC at introduction of the item. They also compile the formal record on a proposal based on subcommittee or committee processes and report formats or templates. This formal record provides a mechanism for answering possible future questions regarding proposal recommendations and rationale. , While one subcommittee/committee member leads any inquiry pertaining to a proposal, all subcommittee members are expected to carefully read materials assigned to their group and contribute to any deliberations. In the case of items from the Academic Policies Committee or the GEAR Curriculum and Assessment subcommittee, items will always be brought to the ICC by the committee chair.

> **Commented [22]:** now that we have minutes I don't think we need this.

> **Commented [23]:** same

When a record of the recommendation is ready, the subcommittee/committee chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The subcommittee lead reports that item to the ICC. If critical new information is introduced

during voting action item discussion, the lead is responsible for updating the record and delivering a final e-copy of any required record to the Curriculum Coordinator.

In the event that the ICC concludes that a curriculum proposal cannot be approved, that information will be communicated to the University Senate as an information item. Proposers of denied curriculum proposals have the right to appeal to the University Senate.

The Curriculum Coordinator will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate.

10.0 REPORTING ITEMS OUT OF ICC
The Chair of the ICC presents items for the University Senate agenda to the University Senate Executive Committee without deliberation. The Executive Committee, following recommendations of the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.
10.1 Consent Calendar of the University Senatehe ICC will schedule most items on this calendar.

10.2 Business Calendar of the University Senate
Policy resolutions and Academic Master Plan changes will appear on this calendar.

11.0   POST ICC RECOMMENDATION PROCESSES
Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for deliberation. As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy, and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12.0   ICC BYLAWS AND RULES OF PROCEDURE REVIEW CHANGES
Changes to this set of bylaws and rules of procedure will be vetted through the ICC and introduced to the University Senate for consideration.

13.0   RELEASE TIME
The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related workload requires it.

14.0   APPENDICES
- Appendix 1: Diagram of ICC Work Flow
- Appendix 2: Diagram of ICC Membership and Intersections with the University Senate

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Approved: Vote of the General Faculty, May 5-6, 2009
Proposed Revision: Integrated Curriculum Committee, April 17, 2012
University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)
Provost Snyder: Revision Approved 05/02/12

Proposed Revision: Integrated Curriculum Committee, April 22, 2015
University Senate: Proposed Revision Passed, May 12, 2015 (Resolution #28-14/15-ICC)
Interim Provost Zorn: Revision Approved May 28, 2015

Proposed Revision and approval: Integrated Curriculum Committee, April 24, 2018

Integrated Curriculum Committee Bylaws and Rules of Procedure

1.0   ICC INSTITUTIONAL LOCATION AND RELATIONSHIPS TO THE UNIVERSITY SENATE & CAMPUS COMMUNITIES

The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of Cal Poly Humboldt.

2.0   PURPOSE OF THE INTEGRATED CURRICULUM COMMITTEE

The Cal Poly Humboldt University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the Humboldt purpose and strategic plan. The University Senate will accept most ICC recommendations without further deliberation; however, the University Senate reserves the right to deliberate on any recommendation.

The University Senate further notes that while the ICC is charged with developing and applying academic planning and curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of the ICC. The University Senate encourages the appropriate bodies (e.g., college councils of chairs and cross-college affinity groups) to structure regular conversations to facilitate collaboration and sharing of ideas regarding changes. In support of this collaboration, members of the ICC are expected to report out on curricular proposals and ICC work in their Colleges, Schools, and Departments, and the ICC chair will send out bi-weekly updates to Department Chairs and Program Leaders to promote information sharing and identification of collaborative opportunities. The ICC as outlined in this constitution will be the only campus body with the authority to forward academic planning and curriculum proposals to the University Senate, which, when approved by Senate, will be forwarded to the Provost's office for final consideration.

3.0   MEMBERSHIP

In order to benefit from expertise in a range of curriculum-related roles, the ICC shall include 16 Faculty, 6 Administrators, 7 Staff, and 2 Students.

3.1   Chair: The Chair of the Integrated Curriculum Committee shall be a faculty member elected by the General Faculty for a three-year term, serves on the University Senate Executive Committee and as Chair of the Academic Planning and Programs (APP) Subcommittee.

3.2   Elected Membership: The elected membership of the Integrated Curriculum Committee shall be as follows:

- **One (1) Faculty from CAHSS**, elected by CAHSS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CNRS**, elected by CNRS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CPS**, elected by CPS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves as Chair of the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CAHSS**, elected by the CAHSS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CNRS**, elected by the CNRS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Faculty from CPS**, elected by the CPS faculty for a three-year term, also serves on the GEAR Curriculum and Assessment Subcommittee

3.3   Ex-officio and Appointed Members: The ex-officio and appointed membership of the Integrated Curriculum Committee shall be as follows:

- **Chair, Academic Policies Committe**e, does not serve on an ICC Subcommittee
- **One (1) Department Chair from CAHSS,** selected by the CAHSS Chairs for a two-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Department Chair from CNRS,** selected by the CNRS Chairs for a two-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Department Chair from CPS,** selected by the CPS Chairs for a two-year term, also serves on the Academic Planning and Programs Subcommittee
- **One (1) Graduate Council Faculty Representative,** also serves on the Academic Planning and Programs Subcommittee
- **One (1) Librarian,** appointed by the Dean of the Library, also serves on the Academic Planning and Programs Subcommittee
- **AVP of Academic Programs ,** also serves on the Academic Planning and Programs Subcommittee and GEAR Curriculum and Assessment Subcommittee, floating between subcommittees as needed.
- **Associate Dean from CAHSS,** also serves on the Academic Planning and Programs Subcommittee

- **Associate Dean from CNRS,** also serves on the Academic Planning and Programs Subcommittee
- **Associate Dean from CPS,** also serves on the Academic Planning and Programs Subcommittee
- **Dean from CEEGE,** also serves on the Academic Planning and Programs Subcommittee
- **Registrar**, also serves on the Academic Planning and Programs Subcommittee
- **Articulation Officer,** also serves on the Course and Degree Changes Subcommittee
- **Registrar Designee**, also serves on the GEAR Curriculum and Assessment Subcommittee
- **Associate Director of Academic Assessment,** also serves on the Academic Planning and Programs Subcommittee and the GEAR Subcommittee, floating between subcommittees as needed.
- **One (1) Curriculum Analysts** (or related position in the Academic Programs office) also serves on the Course and Degree Changes Subcommittee
- **One (1) Curriculum Analysts** (or related position in the Academic Programs office) also serves on the GEAR Curriculum and Assessment Subcommittee
- **One (1) Professional Advisor,** also serves on the GEAR Curriculum and Assessment Subcommittee
- **Associated Students Legislative Vice President,** service on an ICC Subcommittee is not required
- **One (1) Student,** appointed by the Associated Students Presidents and determined by Associated Students, also serves on the GEAR Subcommittee.

4.0   SUBCOMMITTEES OF THE ICC

The Subcommittees of the ICC shall be the:

- Course and Degree Changes (CDC) Subcommittee
- Academic Planning and Programs (APP) Subcommittee
- General Education and All University Requirements (GEAR) Curriculum and Assessment Subcommittee

4.1   Course and Degree Changes (CDC) Subcommittee

4.11 Chair: The Chair of the CDC shall be elected from the CDC faculty members.

4.12 Membership

- Three (3) elected faculty members- one from each college
- One (1) additional faculty member elected at large from any college
- One (1) Articulation Officer
- One (1) Curriculum Analyst

4.13 Duties

i. Evaluate and respond to assigned course and degree change and new course proposals, and GEAR proposals that include changes in addition to GEAR status.
ii. Develop and update as needed a template for reporting to the ICC the evaluation criteria and related recommendations on a proposal.
iii. As appropriate, consult with the GEAR, APP, and/or the Associate Director of Academic Assessment on proposals.

4.2   Academic Planning and Programs (APP) Subcommittee

4.21 Chair: The Chair of the APP shall be the ICC Chair

4.22 Membership

- Three (3) faculty department chair representatives- one from each college Council of Chairs
- One (1) additional faculty member elected at-large from any college
- One (1) Graduate Council Faculty Representative
- Three (3) Associate Deans (or Dean)- one from each college
- Dean of CEEGE
- One (1) Librarian
- AVP of Academic Programs
- Associate Director of Academic Assessment
- Registrar

4.23 Duties

- Annually review and update the Academic Master Plan (AMP), which is the Chancellor's Office document that details the degree programs offered and proposed to be added by the University; this process includes the review of new degree projections.
- Review and update the Cal Poly Humboldt Academic Roadmap.
- Evaluate and respond to new degree, minor, and certificate program proposals, new concentration proposals, concentration elevations, and proposals for suspension of minors, certificates, concentrations, and degree programs.
- Review and update the curriculum guidelines and related web resources.
- Review, update, and develop policies and procedures related to curriculum development, proposals, and approval processes.
- As appropriate, consult with CDC, GEAR and/or the Director of Academic Assessment on proposal details.

4.3   GEAR Curriculum and Assessment Subcommittee

4.31 Chair: The Chair of the GEAR Curriculum and Assessment Subcommittee shall be a member of the ICC and elected by the Faculty for a 3-year term.

4.31 Membership

- Four (4) Faculty, one from each college and one at-large
- One (1) Student representative (as determined by Associated Students)
- Associate Director of Academic Assessment
- Professional Advisor
- One (1) Curriculum Analyst
- One (1) Registrar Designee
- AVP of Academic Programs

4.32 Duties

- Evaluate and respond to new and revised GEAR course proposals, including GWAR course certification.
- Receive and advise the Associate Director of Academic Assessment on annual GEAR assessment schedule of work.
- Advise and support Associate Director of Academic Assessment in coordinating program participation in GEAR assessment.
- Review Annual GEAR Assessment Report from the Associate Director of Academic Assessment.
- Provide curricular guidance for the oversight of the GEAR program.
- Coordinate and facilitate General Education Program Review.
- As appropriate, consult with the CDC, APP, and/or the Associate Director of Academic Assessment on proposals.

5.0   RELATED SENATE COMMITTEE – ACADEMIC POLICIES COMMITTEE

The Academic Policies Committee (APC) is a standing committee of the University Senate of Cal Poly Humboldt. APC membership is defined in the University Senate's Bylaws. The APC Chair serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6.0   ANNUAL PROGRAM REVIEW PEER REVIEWS

All faculty members (including librarians) of the ICC will read and respond to the self-study portion of the seven-year academic program reviews. Based on the number of program reviews for the year, each faculty will be assigned 2-4 programs to review, with a minimum of 5 faculty, and the Associate Director of Academic Assessment, providing feedback for each program. The Director of Academic Assessment will compile all feedback into a peer review letter that will be distributed by the ICC chair to the Programs.

7.0   NOMINATIONS, ELECTIONS, AND QUALIFICATIONS

The ICC Chair and the nine (9) other generally elected ICC faculty members will be elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct the nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. Candidates for ICC Chair must be faculty with previous experience serving on the ICC, the University Senate, the Academic Policies Committee or as a department chair. The faculty members elected by the General Faculty will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on each subcommittee. When a faculty member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution and University Senate Bylaws.

The Chair of the Course and Degree Changes Subcommittee will be selected annually by the membership of the subcommittee. The chair of the GEAR Curriculum and Assessment Committee will be elected directly to that position as described above.

A department chair representative from each college will be elected by their respective college Council of Chairs for a two-year term on the ICC Academic Planning and Programs Subcommittee.

A Graduate Council Faculty Representative will be elected by the Graduate Council to serve a one-year term.

8.0   MEETING SCHEDULES

The ICC and its subcommittees meet during a two-hour time block on Tuesdays starting at 9 am, beginning the first Tuesday of each semester. There is no expectation for meetings outside this time block, but there is an expectation for reading of course and

program proposals, edits, and comments outside the scheduled meeting time. The Chair of the ICC may cancel meetings of the ICC if there are no agenda items. These meetings will be hyflex whenever possible. The Academic Policies Committee will meet at times other than the regularly scheduled ICC meeting times.

9.0   AGENDA CONSTRUCTION AND TASK ASSIGNMENT

All academic planning, curricular change proposals, and policy items shall be submitted to the ICC via the campus electronic curricular workflow management system. The ICC Chair builds the agenda for each ICC meeting in consultation with the AVP of Academic Programs and is assisted administratively by the Curriculum Analyst from the Office of Academic Programs. The Curriculum Analyst will screen materials submitted for review and return incomplete proposals to the originating unit before these are reviewed by the ICC chair and the AVP of Academic Programs. The ICC bi-weekly agenda is posted on the ICC website and distributed to Department Chairs and Program Leaders and is built around the following four areas:

9.1 Consent Calendar

The consent calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: Any member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate. Consent Calendar items include the following:

● Suspending/Deleting a course from the catalog that does not trigger a program change
● Requesting a change in course number
● Requesting a change in course title
● Requesting a change in grading mode
● Changes in prerequisites that do not trigger a program change
● Course classification change that does not trigger a workload (WTU) change

9.2 Voting Action Calendar

The voting action calendar includes items requested by a Subcommittee (APP, GEAR or CDC), or the Academic Policies Committee, for ICC decision. In some cases, the ICC may agree that first reading deliberations of voting action calendar items were sufficient and may immediately be voted on to move to the Senate.

9.3 Discussion Calendar

This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress and receive input from the larger full ICC group that will shape the work.

Table 1: Subcommittee Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	• Course Changes • Program Changes • New Courses **Note**: Proposals that come as part of a package that is under the APP preview, will go directly to the APP subcommittee.
Subcommittee on GEAR Curriculum and Assessment	• Course Change and New Course proposals that include changes in GEAR status, including GWAR designation • GEAR course recertifications • Design and implementation of GEAR Assessment • Implementation of changes to GE requirements **Note**: Proposals that come as part of a package that is under the APP preview, will go directly to the APP subcommittee.
Subcommittee on Academic Programs and Planning (APP)	• Projected Degree Proposals • New Degree, Minor, and Certificate Programs, new Concentrations, and Concentration Elevation Proposals • Pilot Programs • Program Elimination • Academic Master Plan • Academic Roadmap • Curriculum Proposal and Review Policies and Guidelines

10.0   DECISION-MAKING PROCESSES AND VOTING

Members are expected to read proposals before meetings in which these proposals are discussed.

When a voting action item is ready, the Subcommittee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The subcommittee reports that item to the ICC. If critical new information is introduced during voting action item discussion, the item lead is responsible for updating the record and delivering a final e-copy of any required document.

In the event that the ICC concludes that a curriculum proposal cannot be approved, the ICC chair will detail the rationale in writing to the faculty who submitted the proposal and the appropriate Department Chair(s) and Associate Dean(s). Additionally, that

information will be communicated to the University Senate as an information item. Proposers of the denied curriculum proposals have the right to appeal to the University Senate.

New course, course change, and program change proposals put forward for the voting action calendar by the CDC and/or GEAR will be voted on as first readings. All other items on the voting action calendar will follow a first and second reading format. In the event there are no concerns raised on a voting calendar item at the first reading, a motion to waive the second reading may be proposed and a vote held. For curriculum proposal voting items, the originator of a curricular proposal, and/or collaborator, will be invited to present the main points to the ICC and answer questions or address concerns. Proposal changes that can be appropriately addressed ahead of the publication of the next ICC agenda will return at the following ICC meeting. Proposals with significant changes that cannot be made appropriately ahead of the publication of the next ICC agenda, may be moved back to the subcommittee for further review. Based on the number of voting times on the agenda, voting items will be alloted up to 20 minutes for discussion at the first reading. Any feedback that has not been shared at the end of those 20 minutes can be emailed to the ICC chair. Based on the number of voting times on the agenda, items will be allotted up to 10 minutes at the second reading.

ICC decisions on consent and voting action items will be forwarded as recommendations to the University Senate. Projected degree proposals are moved forward to the University Senate as an informational item. All members of the ICC (elected or Ex-officio), except the AVP of Academic Programs, may vote and a majority carries the vote. Members that abstain from voting change the quorum for majority. Absent voting members can assign a Proxy to cast a vote on their behalf. A voting member can proxy for only one other member at a time and use of Proxies should be communicated to the ICC chair in writing ahead of the meeting.

The Curriculum Analysts will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate on the ICC consent calendar. The Chair of the ICC will present items for the University Senate agenda to the University Senate Executive Committee. The Executive Committee, in consultation with the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

10.1 Consent Calendar of the University Senate

The ICC will schedule most items on this calendar.

10.2 Business Calendar of the University Senate

Policy resolutions and new degree, minor, and certificates will appear on this calendar.

11.0   POST ICC RECOMMENDATION PROCESSES

Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for

deliberation. As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy, and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12.0   ICC BYLAWS AND RULES OF PROCEDURE REVIEW CHANGES

Changes to this set of bylaws and rules of procedure will be vetted through the ICC and introduced to the University Senate for consideration.

13.0   RELEASE TIME

The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related workload requires it.

14.0   APPENDICES

- Appendix 1: Diagram of ICC Work Flow

Approved: Vote of the General Faculty, May 5-6, 2009
Proposed Revision: Integrated Curriculum Committee, April 17, 2012
University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)
Provost Snyder: Revision Approved 05/02/12

Proposed Revision: Integrated Curriculum Committee, April 22, 2015
University Senate: Proposed Revision Passed, May 12, 2015 (Resolution #28-14/15-ICC)
Interim Provost Zorn: Revision Approved May 28, 2015

Proposed Revision and approval: Integrated Curriculum Committee, April 24, 2018

Proposed Revision: Integrated Curriculum Committee, October XX, 2022
University Senate: Proposed Revision Passed, XX XX, 2022 (Resolution #XX-ICC) Interim Provost Capps: Revision Approved XX XX XX

CAL POLY HUMBOLDT
University Senate

Resolution to Amend the University Senate Constitution and the Faculty Handbook to Eliminate the Senate Faculty's Approval of Candidates for Graduation

09-22/23-CBC — November 29, 2022 — Second Reading

RESOLVED: That the University Senate Constitution be revised to eliminate Section 2.6 (Duties), which grants Senate tenure-line faculty the authority to recommend approval of candidates for graduation.

RESOLVED: That Section 310 of the Faculty Handbook be revised to eliminate Faculty Approval of candidates for graduation.

RATIONALE:
This resolution removes the Senate tenure-line faculty's role in approving candidates for graduation. By approving this change, the Senate recognizes that this authority, in place since the mid-1960s, has become ceremonial in nature and has no administrative function. Faculty shared governance is not adversely impacted by its elimination.

University Senate Constitution, Section 2.6 , reads as follows:

> The ultimate authority to recommend approval of candidates for graduation shall reside with the tenure-line faculty. Only members of the Senate who are elected as tenure-line faculty shall vote in the matter of approving the list of candidates for graduation.

The motion associated with Senate approval of the graduation list would likewise be dispensed with: "that the University Senate of Humboldt State University accept the final graduation list for [date] and recommend the graduation of all persons whose names are on that list subject to the provision that any student whose name is on the list and who has not fulfilled the requirements for graduation, will have her or his name removed from the list and that student shall not graduate."

Section 310 of the Faculty Handbook, reads as follows:

> 310. APPROVAL OF GRADUATES
> Upon the recommendation of the faculty, the Trustees of the CSU grant diplomas to graduates who have completed prescribed courses of study. Faculty approval of the graduates is effected by approval of the list of candidates by the University Senate. This

approval follows distribution of the list of candidates for graduation to department chairs and any other faculty who request them. The list sent to department chairs should be posted for review by concerned faculty. The Division of Enrollment Management shall also distribute to all faculty, each semester, a memorandum advising faculty of the posting of the list. Provision is made that objections by faculty members to names on the list submitted by the Division of Enrollment Management and be heard by the University Senate. The list of candidates at a summer session commencement requires the approval of the summer session faculty only."

The new wording shall be as follows:

"310. APPROVAL OF GRADUATES
Upon the recommendation of the faculty, the Trustees of the CSU grant diplomas to graduates who have completed prescribed courses of study. The graduation list is distributed to department chairs and any other faculty who request them. The list sent to department chairs should be posted for review by concerned faculty. The Division of Enrollment Management shall also distribute to all faculty, each semester, a memorandum advising faculty of the posting of the list. Provision is made that objections by faculty members to names on the list submitted by the Division of Enrollment Management and be heard by the University Senate. The list of candidates at a summer session commencement requires the approval of the summer session faculty only."

CAL POLY HUMBOLDT
University Senate

Resolution on Assessment & Program Review Policy
10-22/23-APC & UPC - November 29, 2022 - Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached Assessment & Program Review Policy policy be approved.

RESOLVED: That the policy be implemented immediately.

RATIONALE: The proposed policy outlines the requirements for assessment and program review at Cal Poly Humboldt. All academic programs, co-curricular programs, and operational units are included in this policy in order to maintain a comprehensive institutional effectiveness program and align with both internal and external standards and expectations, including as related to accreditation.

CAL POLY HUMBOLDT

Applies to: Faculty and staff of all university academic programs, co-curricular programs, and operational units.

Supersedes: N/A

Purpose of the Policy

To promote continuous, evidence-based improvement in support of the university's statement of purpose, this policy document outlines the requirements for assessment and program review at Cal Poly Humboldt. All academic programs, co-curricular programs, and operational units are included in this policy in order to maintain a comprehensive institutional effectiveness program.

The practices of assessment and program review serve both external and internal needs at Cal Poly Humboldt, as the university is beholden both to the expectations of its external stakeholders and accreditor and to its own internal standards of excellence.

Externally, rigorous practices of assessment and program review are essential for Cal Poly Humboldt both as a public trust expected to create, preserve, and disseminate knowledge for the public good and as a WSCUC-accredited university subject to numerous review criteria. In order to maintain and improve the university's accreditation, Cal Poly Humboldt programs/units are charged with assuring the quality and continuous improvement of all services that support the university's vision, values, and beliefs. Among other things, the university's accreditor looks for evidence of an infrastructure to assess student learning at program and institution levels, effective co-curricular programs designed to support all students' personal and professional development, and a deliberate set of quality-assurance processes in both academic and non-academic areas, including systematic review of all programs offered.

Assessment and program review also serve internal needs. While compliance with accreditation expectations is vital, robust processes of assessment and program review are also indispensable components of Cal Poly Humboldt's goals to foster excellence, creativity, and innovation. Faculty, staff, and administrators are united in their commitment to continuous improvement based on the results of inquiry, evidence, and

evaluation. Importantly, this commitment is motivated not by pursuit of compliance, but by pursuit of excellence.

Definitions

Academic assessment is the process of measuring and improving student learning. Faculty define their expectations via learning outcomes, collect empirical data to evaluate student attainment, and reflect on findings to improve learning.

An **academic program** is a sequence of courses leading to a degree. Some academic programs constitute an entire department, some share department designation with other academic programs, and some span multiple departments. Additionally, the university's GEAR program is treated as an academic program, in accordance with Executive Order 1100, which requires assessment of GE learning outcomes and "regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer."

Co-curricular refers to student activities, programs, and learning experiences that complement what students learn through the academic curriculum. These programs primarily have direct engagement and/or impact on students and their learning. This category includes academic support programs/units, initiatives, activities, and services and can demonstrate impact on student retention, persistence, and/or graduation. Other campuses may refer to this as student affairs assessment. Examples include Housing and Residence Life, the Center for Community Based Learning, and Campus Recreation.

Operational units serve administrative functions that maintain the institution and are essential to its operations. These units may include operational, structural, and/or organizational programs, initiatives, activities, and services. Other campuses may refer to these units as administrative, nonacademic, or educational-support units. Examples include Facilities Management, Marketing and Communications (MarCom), and Information Security.

MBU refers to major budget unit. For budgeting purposes, MBUs are smaller than divisions and larger than departments. MBUs are at the same level as colleges.

The above characteristics are offered not as formal university definitions but to clarify their use in this policy document and to guide programs/units in developing and implementing their assessment structure. Some programs/units may have activities that

have overlapping purposes. Academic, co-curricular, and operational activities may not be mutually exclusive for an individual program/unit. For example, place-based learning communities (academic and co-curricular) and Financial Aid (co-curricular and operational) serve more than one function.

Policy Details

I. Guiding Principles of Assessment

The following guiding principles are necessarily general in that they apply equally to all forms of assessment (academic, co-curricular, and operational) and all areas on campus. The principles implicitly respect and support shared governance, drawing on the subject-matter expertise of our faculty, staff, and administrators. Our assessment activities are guided by Cal Poly Humboldt's collective purpose, vision, and values. Assessment is aligned with all phases of our university strategic plan, and it affirms our commitment to continuous improvement and inclusive excellence.

1. **Student-Centered:** Assessment should be conducted with the goal of improving the student experience.
2. **Prioritized and Supported:** Quality assessment is a vital component of university integrity. Resource allocation should support its practice — and should prioritize innovations that result from it. Leaders from all principal stakeholders must support good practice as an ongoing and dynamic effort that is sensitive to change. This includes recognizing and rewarding examples of best practice.
3. **Meaningful:** Assessment should be useful and significant. Results should answer questions that are important to the program or unit doing the measuring while also informing overall institutional quality. Efforts should compare findings with desired outcomes and objectives — not with the findings of other programs or units.
4. **Integrated:** Assessment is part of an agenda for excellence and should be integrated in the functions of all university work, from conceptualization to development and implementation.

5. **Formative:** Assessment is a formative process where various ongoing assessments yield insights that inform program changes in real time, including the action of making no change.
6. **Summative:** Assessment examines results over an entire cycle, which allows for summative reflection on the effectiveness of practices followed by evidence-informed changes.
7. **Inspirational:** Insights from earnest assessment can prompt bold re-envisioning and transformational action. Assessment should be seen as an opportunity to identify alternative pathways to achieving desired outcomes. It should yield actionable results — results that should never be used punitively.

II. Annual Assessment

IIa. Academic Assessment

Responsible Parties:

Expectations of learning assessment are communicated under the authority of the provost, with year-to-year coordination and oversight by the university's associate director of academic assessment in collaboration with department chairs, program coordinators, and the GEAR Committee chair.

What Programs Do:

Programs will structure their faculty workload in such a way that ensures that they are fulfilling the following learning-assessment activities in support of evidence-based continuous improvement:

- Programs maintain a six-year assessment plan[1] posted on the university's academic assessment web page. Plans are structured according to the CSU's expectations, with student learning outcomes (SLOs) aimed at demonstrating achievement of program learning outcomes (PLOs), which, in turn, are aligned

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[1] Plans align to the university's seven-year program-review cycle by outlining six years of assessment activity followed by program review in the seventh year.

with the university's institutional learning outcomes (ILOs). All PLOs shall be assessed at least once per six-year cycle.

- Programs collect and analyze data according to the schedule identified in their assessment plans.
- Programs submit annual assessment reports to the associate director of academic assessment describing the findings, discussions, and actions resulting from their assessment activities.

Timeline:

Each fall, programs will submit a report describing the learning-assessment activities of the previous academic year. These annual assessment reports are due on October 1st. A template identifying report specifics as well as submission and archival procedures is located on the university's academic assessment web page.

IIb. Co-Curricular and Operational Assessment

Responsible Parties:

Expectations of annual co-curricular and operational assessment are communicated under the authority of the President's Administrative Team, with coordination with the Integrated Assessment and Planning Working Group. More specific year-to-year coordination and oversight is provided by the university's associate director of institutional assessment in collaboration with vice-presidents, provost, college deans, major budget unit (MBU) directors, and department managers.

What Programs Do:

Programs will structure their staff workload in such a way that ensures that they are fulfilling the following assessment activities in support of evidence-based continuous improvement:

- Programs maintain a six-year assessment plan posted on the university's institutional assessment web page. Plans are structured according to the expectations set forth by the Integrated Assessment and Planning Working Group, with unit objectives aimed at demonstrating achievement of division outcomes, which, in turn, are aligned with the university's strategic planning goals.
- Assessment plans should be reviewed and approved by the unit's MBU director, dean and/or divisional VP every seven years.
- Programs collect and analyze data each academic year (summer, fall, and spring) according to the schedule identified in their assessment plans.

- Programs submit annual assessment reports to the associate director of institutional assessment and divisional leadership describing the findings and discussions resulting from their activities.

The unit is responsible for designating a team or person to write and submit its annual assessment report. Departments, MBUs or divisions that oversee one or more units are expected to establish internal processes and deadlines for their units regarding the submission, review, and collection of final drafts of their units' annual assessment reports. After an initial review of the unit assessment report has been completed by the associate director of institutional assessment and all feedback has been addressed, a final draft should be submitted to the division before October 1st.

Timeline:
Each fall, programs will submit a report describing the learning-assessment activities of the previous academic year. These annual assessment reports are due on October 1st. A template identifying report specifics as well as submission and archival procedures are located on the university's institutional assessment web page. The divisions are responsible for ensuring that the Office of Assessment has access to all their units' annual assessment reports, including accompanying evidence.

III. Program Review

IIIa. Academic Program Review

Responsible Parties:

Academic program reviews shall be conducted under the authority of the provost, with coordination and oversight by the university's associate director of academic assessment in collaboration with the Integrated Curriculum Committee (ICC) and the Office of Institutional Research, Analytics, and Reporting (IRAR).

What Programs Do:

Each program undergoing review (see below for exceptions for externally accredited programs) will prepare a self-study in which they engage with institutional data identifying program performance in metrics reflecting university priorities, summarize

and reflect on the cycle's assessment activities, create a new six-year assessment plan, and draft an action plan for the coming cycle. The self-study template is located on the university's academic assessment web page.

Self-studies are submitted to the ICC for university-internal peer review according to ICC bylaws and according to the deadline in place that academic year. Programs will reflect on peer recommendations prior to sending their self-studies to external reviewers.

After receiving its ICC peer review, the program in review will send its self-study to an external reviewer in advance of the reviewer's campus visit.[2] External reviews shall be conducted in the spring of the review year. The specifics of the external reviewer's report are contained in a template available on the university's academic assessment web page.

What Administration Does:

After reading a program's self-study and internal and external reviews, the provost, college dean, department chair, and program lead (where applicable) will bring the process to a close via an MOU by the end of the following fall semester. MOUs identify actions and responsible parties for the coming cycle.

Schedule of Academic Program Review:

Reviews of academic programs occur every seven years. Program cycles comprise six years of learning assessment and other actions followed by review and planning in year seven. Actions performed over the six years (beyond annual assessment expectations) are determined by the MOU that ended a given program's previous review cycle.

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[2] Virtual external reviews are subject to dean approval on a case-by-case basis.

The associate director of academic assessment establishes and maintains the sequence of program reviews, which is posted on the university's academic assessment web page. Postponements or accelerations are granted only for the direst of circumstances.

Externally Accredited Programs:

Program review for externally accredited programs diverges somewhat from the protocol for other Cal Poly Humboldt programs. Accredited degree programs undergo periodic reviews with their accreditors, and, given the significant workload that these reviews involve, these programs are not required to prepare the standard program review self-study for the university. However, the process of accreditation still comprises a self-study, an ICC peer review, an external review, and an MOU upon completion.

The year preceding an accreditor's evaluation shall be considered the program review year for an externally accredited program. The accreditor determines the self-study format (diverging from Cal Poly Humboldt's standard self-study) and serves as the external reviewer. The ICC will conduct its peer review by reading the self-study prepared for the accreditor; the deadline for submission to the ICC will be determined by the deadline for the accreditation paperwork.

The MOU concluding the process will identify a timeline of actions and responsible parties for the coming (in this case, accreditation) cycle. As with non-accredited programs, the MOU will serve as an action plan agreed upon by the program, the college dean, and the provost. The accreditor's requirements and recommendations may determine much of the MOU's content.

IIIb. Co-Curricular and Operational Program Review

Responsible Parties:

Co-curricular programs and operational units conduct program reviews under the authority of the President's Advisory Team, with coordination and oversight by the university's associate director of institutional assessment in collaboration with the Integrated Assessment and Planning Working (IAPW) Group and the Office of Institutional Research, Analytics, and Reporting (IRAR).

What Programs Do:

Each program undergoing review (see below for exceptions for externally accredited programs) will prepare a self-study in which they engage with data identifying program performance in metrics reflecting university, division, and diversity and inclusion priorities, summarize and reflect on previous assessment activities, and create a new six-year assessment plan that also aligns with the institutional strategic plan. The self-study template is located on the university's institutional assessment web page.

Self-studies are submitted to the IAPW for university-internal peer review according to the deadline in place that year. Programs and units will reflect on peer recommendations prior to sending their self-studies to external reviewers.

After receiving its IAPW peer review, the program in review will send its self-study to an external reviewer in advance of the reviewers' campus visit. External reviews shall be conducted in the spring of the review year. The specifics of the external reviewer's report are contained in a template available on the university's institutional assessment web page.

What Divisions Do:

After reading the program's / unit's self-study and internal and external reviews, the vice president or provost will meet with the MBU or department manager and bring the process to a close via an MOU identifying actions and responsible parties for the coming cycle.

Schedule of Co-Curricular and Operational Program Review:

Reviews of co-curricular programs and operational units occur every seven years. The cycle comprises six years of annual assessment and actions followed by review and planning in year seven. Actions performed over the six years (beyond annual assessment expectations) are determined by the MOU that ended a given program's previous review cycle.

The associate director of institutional assessment establishes and maintains the sequence of program reviews, which is posted on the university's institutional assessment web page. Postponements or accelerations are granted only for the direst of circumstances.

Externally Accredited Programs:

Program review for externally accredited programs diverges somewhat from the protocol for other Cal Poly Humboldt programs. Accredited programs like the Health Center and the Child Development Center are required to report periodically with their accreditors, and, given the significant workload that these reports involve, these programs are not required to prepare the standard program review self-study for the university. However, the process of accreditation still comprises a self-study, an IAPW peer review, an external review, and an MOU upon completion. The accreditor determines the self-study format (diverging from Cal Poly Humboldt's standard self-study) and serves as the external reviewer. As with non-accredited programs, the MOU will serve as an action plan agreed upon by the program, the college dean, and the provost. The accreditor's requirements and recommendations may determine much of the MOU's content.

History

Issued: 12/01/2022

CAL POLY HUMBOLDT
University Senate

Resolution to Address Bias in the Evaluation of Teaching Effectiveness Process

12-22/23-FAC — November 29, 2022 — First Reading

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

RESOLVED: That these changes become effective at the beginning of the 2023 - 2024 Academic year upon approval by the General Faculty; and

RESOLVED: That these updates address bias in the Student Evaluations of Teaching Effectiveness (SETs) process to mitigate bias in the RTP process; and

RESOLVED: That the University Senate of Cal Poly Humboldt acknowledges that bias exists in the process of gathering student feedback as well as in the collegial evaluation of student feedback and that this be acknowledged in the Faculty Handbook; and

RESOLVED: That the University Senate of Cal Poly Humboldt defines bias as "a conscious or unconscious attitude or stereotype that affects our understanding, actions, and decisions. Implicit, or unconscious, biases often contradict our openly-held beliefs or attitudes, undermining our intentions";[1] and

RESOLVED: That departments should acknowledge that bias exists in the teaching evaluation process; and

RESOLVED: That the naming for SETs be changed to 'student feedback on teaching effectiveness'; and

RESOLVED: That the faculty handbook should be revised to include instructions on how candidates can object to biased content in their personnel file, including collegial and student evaluations (in accordance with the collective bargaining agreement); and be it further

RESOLVED: That faculty personnel committees should have support and training in understanding how to recognize and deal with bias when evaluating faculty files.

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[1] Cheryl Staats et al., "STATE OF THE SCIENCE: IMPLICIT BIAS REVIEW" (Kirwan Institute, 2016), https://kirwaninstitute.osu.edu/research/2016-state-science-implicit-bias-review.

RATIONALE:

Research demonstrates that bias in the SETs process exists and disproportionately impacts faculty of color and faculty who identify as femme, trans, women, or non-binary. The evidence also has found bias against faculty with other identities and characteristics, including sexual orientation, age, rank, disability, accent, pregnancy or parental status.[2] These biases add to the myriad of circumstances that make it difficult for faculty from marginalized groups to advance through the RTP process and take on leadership roles in the University.

The 2021-2022 UFPC End of Year Report recommends developing "guidance to address student and collegial biases in evaluating the teaching effectiveness of women faculty and faculty of color."[3]

These proposed changes to the Faculty Handbook appear modest, but are a significant first step in acknowledging and addressing bias, which is currently not reflected in the handbook. Faculty evaluations are directly related to hiring, range elevations, retention, promotion and tenure. Acknowledging bias in student evaluations is a major step in mitigating bias in the entire evaluation process: it opens discussion about bias, creates opportunities for bias awareness, and demonstrates that bias needs to be addressed in faculty evaluation processes. The proposed changes also aim to clarify the process by which faculty can address bias in their SETs, which currently exists, but is not well-known.

This proposal institutes widely recognized internal and interpersonal bias mitigation strategies, including promoting self-awareness, understanding the nature of bias, discussing bias, and implementing bias literacy trainings. It also includes institutional strategies, including the

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[2] Lillian MacNell, Adam Driscoll, and Andrea N. Hunt, "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching," *Innovative Higher Education* 40, no. 4 (August 1, 2015): 291–303, https://doi.org/10.1007/s10755-014-9313-4; Rebecca J. Kreitzer and Jennie Sweet-Cushman, "Evaluating Student Evaluations of Teaching: A Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform," *Journal of Academic Ethics* 20, no. 1 (March 1, 2022): 73–84, https://doi.org/10.1007/s10805-021-09400-w; Anne Boring and Kellie Ottoboni, "Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness," *ScienceOpen Research*, January 7, 2016, https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1; Friederike Mengel, Jan Sauermann, and Ulf Zölitz, "Gender Bias in Teaching Evaluations," *Journal of the European Economic Association* 17, no. 2 (April 1, 2019): 535–66, https://doi.org/10.1093/jeea/jvx057; Anish Bavishi, Juan M. Madera, and Michelle R. Hebl, "The Effect of Professor Ethnicity and Gender on Student Evaluations: Judged before Met," *Journal of Diversity in Higher Education* 3 (2010): 245–56, https://doi.org/10.1037/a0020763; Bettye P. Smith and Billy Hawkins, "Examining Student Evaluations of Black College Faculty: Does Race Matter?," *The Journal of Negro Education* 80, no. 2 (2011): 149–62; Dana A. Williams, "Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review," *Profession*, 2007, 168–73. https://www.jstor.org/stable/25595863

[3] The University Faculty Personnel Committee (UFPC), "2021-2022 UFPC End of Year Report," April 29, 2022, https://hraps.humboldt.edu/2021-2022-ufpc-end-year-report.

development of clear, concrete, objective indicators and standardized criteria for faculty evaluation.[4]

Changes to mitigate bias in the RTP process and creating transparency in how faculty can address bias in their files arguably also protect the university from lawsuits. Our current lack of documentation in addressing bias and the lack of acknowledgement of bias does not insulate us from this well-documented phenomenon, but arguably leaves us open to liability.[5]

This resolution does not address certain aspects of the SETs process that require more extensive work (such as changing the evaluation instrument itself) and it does not address aspects that must be changed through the Collective Bargaining Agreement. However, the Faculty Affairs Committee plans to continue working on this, with more extensive revisions perhaps in spring 2023.

Section II of Appendix J of the Faculty Handbook should include the following definition of bias:

Bias – a conscious or unconscious attitude or stereotype that affects our understanding, actions, and decisions. Implicit, or unconscious, biases often contradict our openly-held beliefs or attitudes, undermining our intentions (Staats, Capatosto, Wright & Jackson, 2016).

Section VII.A.2 of Appendix J of the Faculty Handbook currently reads as follows:
   (1) *Student Evaluation*
      a) All classes (unless exempted) taught by faculty shall be evaluated each semester by students completing a quantitative or a combination of quantitative and qualitative written questionnaire (15.15, 15.17).
         (1) Candidates shall not be present when evaluations are administered.
         (2) Evaluations shall be anonymous and identified only by course and/or section. 15.17a
         (3) Space may be provided on the quantitative form for student comments. 15.17
         (4) Summaries of student evaluations shall be prepared by regularly employed staff, not student employees. These shall contain appropriate tabulations and compilations of student comments.

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[4] "Unconscious Bias Training | Office of Diversity and Outreach UCSF," accessed November 17, 2022, https://diversity.ucsf.edu/programs-resources/training/unconscious-bias-training; "Implicit Bias Module Series," accessed November 17, 2022, https://kirwaninstitute.osu.edu/implicit-bias-training.
[5] Ann Owen, "The Next Lawsuits to Hit Higher Education," Inside Higher Ed, June 24, 2019, https://www.insidehighered.com/views/2019/06/24/relying-often-biased-student-evaluations-assess-faculty-could-lead-lawsuits-opinion.

(5) Evaluation summaries shall be placed in the Personnel Action File and shall not be available to candidates until after class grades have been submitted.

(6) Candidates are encouraged to comment in writing on student evaluations including such information as required course status, grade point distribution, rigor, or course objectives.

b) In addition to classroom evaluations, students may be provided an opportunity to consult with the IUPC. 15.16 All statements submitted outside of the regular classroom evaluation process shall be identified by name before placement in the PAF. 15.17b

c) Low enrollment courses may be exempted from the requirement for student evaluations as specified below (see University Senate Resolution #29-12/13-FAC):

(1) Course sections enrolling three or fewer students

(2) Thesis courses, comprehensive examination courses, baccalaureate and master's project courses, senior and master's field, applied, and directed research course and independent study courses.

The new wording shall be as follows:

1. *Student Feedback*

a) All classes (unless exempted) taught by faculty shall gather student feedback in the form of 'student feedback on teaching effectiveness' questionnaires, including quantitative or a combination of quantitative and qualitative questions. (15.15, 15.17).

(1) Candidates shall not be present when questionnaires are administered.

(2) Questionnaires shall be anonymous and identified only by course and/or section. 15.17a

(3) Space may be provided on the quantitative form for student comments. 15.17

(4) Summaries of student questionnaires shall be prepared by regularly employed staff, not student employees. These shall contain appropriate tabulations and compilations of student comments.

(5) The University recognizes that student feedback on teaching is subject to bias, and research has shown that this bias disproportionately impacts faculty of color and faculty who identify as femme, trans, women or non-binary.

(6) Questionnaire summaries shall be placed in the Personnel Action File and shall not be available to candidates until after class grades have been submitted.

(7) Candidates are encouraged to comment in writing on student questionnaires including such information as required course status, grade point distribution, rigor, or course objectives.

(8) Candidates who find bias in the student feedback on teaching effectiveness (or other content in their file) can appeal to the Dean, in accordance with article 11 of the collective bargaining agreement.

b) In addition to classroom questionnaires, students may be provided an opportunity to consult with the IUPC. 15.16 All statements submitted outside of the regular classroom feedback process shall be identified by name before placement in the PAF. 15.17b

c) Low enrollment courses may be exempted from the requirement for student feedback teaching effectiveness questionnaires as specified below (see University Senate Resolution #29-12/13-FAC):

(1) Course sections enrolling three or fewer students

(2) Thesis courses, comprehensive examination courses, baccalaureate and master's project courses, senior and master's field, applied, and directed research course and independent study courses.

Section IX.B.1.a.9 of Appendix J of the Faculty Handbook currently reads as follows:

9. Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.

The new wording shall be as follows:

9. Written student feedback on teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral feedback may be taken, and identified by name, and submitted as part of the candidate's file. Student feedback will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality. ~~Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.~~

1) Student feedback on teaching will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.

2) Student feedback on teaching is subject to bias, and research has shown that this bias predominantly affects faculty of color and who identify as femme, trans, women or non-binary.

Section C of Appendix K of the Faculty Handbook currently reads as follows:

C. Areas of Performance

1. Effectiveness in performing workload assignment duties: The primary work of lecturers is in the classroom and the most critical evidence to support movement from one range to the next higher range is satisfactory teaching effectiveness. Evaluations of teaching effectiveness shall be based on student, peer and administrative statements. The REP must include all student evaluations of the instructor and/or class over the past five years, and previous performance evaluations. In the cases of Unit 3 temporary librarians and counselors, typical data may include annual collegial evaluations and summaries prepared by the appropriate supervisor(s) or evaluating committees within the initiating unit. If the candidate's workload assignment includes responsibilities not defined above, his/her contributions in such areas shall be documented by peer evaluations that specifically address the candidate's performance in those additional areas of workload assignment.

The new wording shall be as follows:

C. Areas of Performance

1. Effectiveness in performing workload assignment duties: The primary work of lecturers is in the classroom and the most critical evidence to support movement from one range to the next higher range is satisfactory teaching effectiveness. Evaluations of teaching effectiveness shall be based on student, peer and administrative statements. The REP must include all student feedback of the instructor and/or class over the past five years, and previous performance evaluations. In the cases of Unit 3 temporary librarians and counselors, typical data may include annual collegial evaluations and summaries prepared by the appropriate supervisor(s) or evaluating committees within the initiating unit. If the candidate's workload assignment includes responsibilities not defined above, his/her contributions in such areas shall be documented by peer evaluations that specifically address the candidate's performance in those additional areas of workload assignment.
   a) Student feedback on teaching is subject to bias, and research has shown that this bias predominantly affects faculty of color and who identify as femme, trans, women or non-binary.
   b) Candidates who find bias in the student feedback on teaching effectiveness (or other content in their file) can appeal to the Dean, in accordance with article 11 of the collective bargaining agreement.

Section 6 of the The Guide for Preparing Lecturer Range Elevation Portfolio currently reads as follows:

Section 6: Student Evaluations
For candidates whose workload assignments include teaching, include all qualitative and quantitative student evaluations that clearly and sufficiently represent the candidate's teaching effectiveness over the past five years.

The new wording shall be as follows:

Section 6: Student Feedback
For candidates whose workload assignments include teaching, include all qualitative and quantitative student feedback that clearly and sufficiently represent the candidate's teaching effectiveness over the past five years.

   a) Student feedback on teaching is subject to bias, and research has shown that this bias predominantly affects faculty of color and who identify as femme, trans, women or non-binary.
   b) Candidates who find bias in the student feedback on teaching effectiveness (or other content in their file) can appeal to the Dean, in accordance with article 11 of the collective bargaining agreement.

Section I. of Appendix M of the Faculty Handbook currently reads as follows:
   I. **Definitions**
       <u>Coaching Performance Evaluation</u>: Utilizing feedback contained in student-athlete evaluations as well as Coach Peer letters, and documentation contained in the Personnel Action File, the Athletic Director will summarize the performance of the coach on the Performance Evaluation form, noting areas of success as well as documentation of areas for improvement.

       …
       <u>Working Personnel Action File (WPAF)</u>: The file specifically generated for use in a given review cycle, which includes all required forms and documents. As outlined below, the WPAF includes: 1. Student-athlete evaluations completed at the end of the most recent traditional season, 2. Coaching Performance Evaluation completed by the Athletic Director, 3. Three (3) Letters of Evaluation from Peer Coaches, campus, and community or alumni (minimum of 2 from peer coaches), and 4. Self Evaluation (completed by coach).

The new wording shall be as follows:
   I. **Definitions**
       <u>Coaching Performance Evaluation</u>: Utilizing feedback contained in student-athlete feedback as well as Coach Peer letters, and documentation contained in the Personnel Action File, the Athletic Director will summarize the performance of the coach on the

Performance Evaluation form, noting areas of success as well as documentation of areas for improvement.

…

Working Personnel Action File (WPAF): The file specifically generated for use in a given review cycle, which includes all required forms and documents. As outlined below, the WPAF includes: 1. Student-athlete feedback gathered at the end of the most recent traditional season, 2. Coaching Performance Evaluation completed by the Athletic Director, 3. Three (3) Letters of Evaluation from Peer Coaches, campus, and community or alumni (minimum of 2 from peer coaches), and 4. Self Evaluation (completed by coach).

 a) Student-athlete feedback on coaching is subject to bias, and research has shown that this bias predominantly affects coaches of color and who identify as femme, trans, women or non-binary.

 b) Candidates who find bias in the student feedback on coaching effectiveness (or other content in their file) can appeal to the Executive Director of Intercollegiate Athletics, in accordance with article 11 of the collective bargaining agreement.

Additionally, all references to 'Student-athlete evaluation(s)' will be changed to 'Student-athlete feedback.' (Sections III. A. 1., III. B. 1., and in the Head Coach and Assistant Coach evaluation timeline tables)

SETs Revision Background

Why is this at issue?
- The research is overwhelming. Bias exists in the student evaluation process across academia globally (see resolution for works cited)
    - Students are not trained to evaluate teaching effectiveness or how to mitigate bias
    - Faculty are not trained to mitigate bias in their evaluations of student feedback or in their evaluations of their peers
- The [UFPC End of Year Report](#) recommended that APS "develop guidance to address student and collegial biases in evaluating the teaching effectiveness of women faculty and faculty of color." (p. 3)
    - Furthermore, they noted:
        - "The UFPC notes several challenges with the use of student evaluations to evaluate teaching. First, the subject position and identity of the candidate affect how students understand the instructor's approach, knowledge, and pedagogical skill. Research clearly shows that women and people of color in STEM fields consistently face resistance, hostility, and diminishment of their expertise from both colleagues and students.
        - Second, response rates on student evaluations vary considerably from class to class and candidate to candidate. Low response rates, defined here as below 50 percent, likely advantage faculty who benefit from receiving evaluations from students who already view them and their teaching more favorably. Conversely, faculty who are already disadvantaged by student evaluations imbued with gender and racial biases see negative numeric scores driving down mean item scores." (p. 7)
- Unconscious bias is ubiquitous ([UCSF Unconscious Bias Training resources](#)).
    - "Unconscious biases are malleable-one can take steps to minimize the impact of unconscious bias."
        - Recognized mitigation strategies for the individual: self-awareness, understanding the nature of bias, discussing bias, and trainings promoting bias literacy.
        - Recognized mitigation strategies for the institution: develop clear, concrete, objective indicators for faculty evaluation; develop standardized criteria; provide unconscious bias trainings.

Scope of this resolution
1. We are acknowledging that bias exists in student evaluations. Currently there is no mention of the role of bias in the faculty evaluation process. Faculty evaluations are directly related to hiring, range elevations, retention, promotion and tenure. Acknowledging bias in student evaluations is a major step in mitigating bias in the entire evaluation process: it opens discussion about bias, creates opportunities for bias

awareness, and demonstrates that bias needs to be addressed in faculty evaluation processes.

2. We are clarifying how faculty can object to bias in their files. We are not changing this process, but providing information on what concrete steps faculty can take when they experience bias (contact the appropriate administrator - Dean or Athletic Director).

3. This acknowledgement of bias highlights how student evaluations are simply one part of the faculty evaluation process. We are not updating this language, but feel that our added language about bias helps contextualize why the handbook specifies that SETs are just one measure of faculty evaluation.

4. We are asking departments to add bias acknowledgements directly to their RTP standards and criteria. IUPCs refer to departmental RTP standards and criteria to develop their evaluations of their peers. Understanding and recognizing these biases at this level help to diminish the effect of bias in the evaluation process and underscore faculty members' recourse when they experience bias.

5. We are asking for trainings and resources to educate, inform, and support faculty in understanding how to deal with bias in their file and how to reduce the effect of their bias in their colleagues' letters and evaluations.

Limitations of this resolution
- We are not revising the questionnaire. This is a much larger undertaking that can do much to mitigate bias at the student level. Research shows that a preamble addressing bias and that well-formed questions can greatly reduce student bias. However, doing this will require much more time and effort to and does not need to hold up the other strategies for disrupting bias that can be implemented more immediately.
- We are not addressing all aspects of how bias can affect the faculty experience. There are other important areas where bias plays out: course assignments, mentorship, leadership opportunities, and many other areas. We absolutely acknowledge this and hope to address these other areas and encourage our colleagues to do so where they can.

Overarching goal of this resolution
- To start a process of addressing and disrupting bias in the faculty experience. We have heard from faculty who have experienced bias and who have felt helpless and have felt that it adversely affects their retention and promotion. We are acting on the recommendations of our colleagues in UFPC and agree that this is an important issue affecting our faculty. This is a significant step to support these faculty. It will not eliminate bias, but it goes far beyond merely acknowledging bias. It also codifies and creates opportunities to further protect faculty from bias.

Cal Poly Humboldt.

Preliminary Strategic Enrollment Management Plan

2022-2027

Preliminary Strategic Enrollment Management Plan Fall 2022

The Preliminary Strategic Enrollment Management (SEM) Plan

This Preliminary Strategic Enrollment Management (SEM) plan sets outcomes and objectives that will create sustainable and appropriate enrollment for Cal Poly Humboldt over the next five years while also supporting our efforts to reach our Graduation Initiative 2025 goals. This plan sets measurable dimensions from which targets will be refined in the upcoming February 1, 2023 report in terms of recruiting and retaining California-resident students while maintaining current efforts to recruit and welcome out-of-state and out-of-country students to Humboldt's diverse community.

As part of the Polytechnic implementation, Cal Poly Humboldt has articulated a clear path forward to meet California State University's funded target of 7,603 Annual Resident FTES in Academic Year 2025-26. The keystone for this plan is our polytechnic status and the new academic programs that support that proposal.

Predicting a doubling of enrollment growth within seven years, expected fall headcount will increase from 5,562 students (Fall 2021) to 11,007 students (Fall 2028). We plan on reaching our target Annual Resident FTES in the 2025-2026 academic year as shown in the lower section of the Headcount and FTES Projections table.

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	3,394	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	2,168	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	5,562	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	4,706	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	-2,897	-2,620	-1,709	-797	86					

Note: Cal Poly Humboldt will meet the CSU FTES target of 7,603 Annual Resident FTES in Academic Year 2025-26.

Our enrollment growth is intrinsically tied to our transition to a Polytechnic institution. A comprehensive Polytechnic implementation process is underway, with seven implementation teams addressing the areas of, 1) Budget, Finance & Reporting; 2) Communications; 3) Curriculum & Academic Programming; 4) Enrollment & Growth Management; 5) Facilities; 6) Inclusive Student Success (GI 2025); and 7) Technology & Infrastructure). These teams are actively leading different elements of the implementation process, and 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).

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, 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 set of branding guidelines currently being finalized. 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.

This Preliminary SEM plan highlights just some of the initiatives and efforts we have been undertaking and continue to push forward in the areas of recruitment and retention.

Preliminary SEM Plan Summary of Outcomes and Objectives

To ensure adequate attention to each topic, we have divided our strategy into recruitment strategies and retention strategies.

Recruitment Goal: Expanding the Pipeline and Increasing Yield

Outcome	Objective	Objective Measures
1. Increase awareness of Humboldt brand and interest from prospective students	1.1 Acquire and nurture **strategic prospect lists** for both transfer and first-year students	1.1 Increase the number of prospects year over year through 2029. Measured outcomes through analytic tools found within the current suite of digital tools implemented by Enrollment Management • Dashboard Report of Prospect Pool • Event Management Reports • Communication Engagement Reports
	1.2 Enhance **early outreach efforts** to first-year prospects in grades before 11th grade and transfer students in their first-year of community college.	1.2 Increase the number of prospects within the campus CRM beyond high school seniors and community college students to engage with early outreach efforts.
	1.3 Partner with a higher education marketing agency to **rebrand the University** with a focus revamping marketing materials and digital assets.	1.3 Identify locations and mediums to position branded marketing, based on data.
	1.4 **Focus recruitment efforts** on the schools, regions, and tribal communities that produce enrolled and retained students, with an emphasis on enrolling students who reflect the diversity of the State of California.	1.4(a) Expand Humboldt First recruitment efforts each year, beyond the scholarship offering, to include expanding student populations and identified programming. 1.4(b) Identify potential regional partners and develop sustainable relationships through agreed memorandums of understanding (TRIO Programs, School Districts, Community College Programs, Community-Based Programs) 1.4(c) Increase the number of BIPOC students to align Humboldt enrollment proportionally with the diverse student enrollment of the CSU
	1.5 Strengthen **partnerships with feeder community colleges** through 2+2 pathways and increased recruitment presence.	1.5(a) Increase prospective students from community college partners 1.5(b) Develop mapping between identified CC partners and existing Associate Degree for Transfer (ADT) pathways as well as non-ADT pathways. Build 2+2 roadmaps for top pathways, identifying applicable non-ADT pathways for curriculum not available at the sending institution.
2. Increase the number of prospective students who choose to apply	2.1. Increase **application support through direct digital and in-person outreach** in identified regions to support application completion rates.	2.1 Increase conversion rate from prospect to applicant for students participating in application support resources and analyze effectiveness.
	2.2 Develop and utilize **prospect/applicant conversion dashboards** to identify academic programs and regions of opportunity	2.2 Increased application rates in identified programs and regions.
	2.3 Expand outreach to **prospective students** addressing key needs/questions that are hindering the desire or ability to apply	2.3 Overall increase in conversion from prospect to applicant.

Recruitment Goal: Expanding the Pipeline and Increasing Yield (Continued)

Outcome	Objective	Objective Measures
3. Increase percentage of applicants who choose to confirm & enroll at Humboldt	3.1 Enhance the tailored **multi-channel communication plan** for applicants to address key factors impacting student choice to accept admission (e.g. basic needs, relocation, financial aid, housing, missing documents, transfer credit/time to degree).	3.1 Monitor and increase engagement with applicant communications, including caseload applicant management to support student's transition from applicant to confirmed status.
	3.2 Expand **digital marketing strategy** to nurture applicants through the admissions process, including social media, website updates, closed social networking & textbot messaging.	3.2 Measure the reach of various marketing campaigns through website and platform analytics.
	3.3 Utilizing analytics and review of best practices, **strategically focus resources on process improvement initiatives and programming** that positively impact student yield rates (particularly for students with financial aid, transfer credit and housing needs).	3.3(a) Collaborate with campus partners for sustainable peer (student-to-student), staff, and faculty call and/or postcard campaigns to admitted students and track confirmation rates. 3.3(b) Implement systems changes necessary to provide preliminary degree audit and transfer credit evaluation updates for applicants who provide official transcripts to make informed decisions to confirm admission.
	3.4 **Reinvestment in key yield events**: California Admitted Student Receptions (early spring semester) and Spring Preview	3.4 Increase participation in these events. Increase confirmation rate for event participants.
	3.5 Continue and advance efforts to orient prospective students from large, urban areas to **Humboldt's rural, small city context including the historical and current racial and socioeconomic context** of the campus and surrounding community in order to allow for a successful transition to college and the community.	3.5 Increase the number of First Generation and URM students enrolling.
	3.6 Increase **integration of cultural centers and student life organizations** engaged with applicants earlier, setting a foundation of a sense of belonging and caring.	3.6 Increased participation in cultural center and student life activities and programming

Retention Goal: Creating a student-ready campus

Outcome	Objective	Objective Measures
5. The basic needs of students have been addressed	5.1 Continue to enhance **basic needs infrastructure**. Maintain campaigns to link existing campus and community resources, staff, and online skills modules. Dedicate ongoing funding for food purchases for distribution through the campus pantry.	5.1 (a) Hire Basic Needs Coordinator and provide student assistant funding, ongoing. (hired Fall 2022, ongoing) 5.1 (b) Build out and assess campaign outreach efforts.
	5.2 Continue working with local communities, campus stakeholders, and using data to inform decisions, continue to explore, develop, and implement policies and practices to increase **equitable access to affordable housing** for students.	5.2 (a) Increase the number of available beds for on-campus housing for new first-year and transfer students 5.2 (b) Establish Hotel Voucher Program and emergency housing placements with ongoing funding. 5.2 (c) Increase the number of available beds for alternative residential housing for continuing students
	5.3 Broaden capacity in student access to critical services through hiring of additional **Mental Health Clinicians** with special focus on serving the BIPOC student population	5.3 Increase BIPOC student participation in Mental Health services. Improve BIPOC student retention
	5.4 Increase opportunities for **student employment** and build awareness of current internships, fellowships, etc.	5.4 Increase total number of students employed or engaged in internship & service learning opportunities each year through 2029

Retention Goal: Creating a student-ready campus (Continued)

Outcome	Objective	Objective Measures
6. Advising structures, systems, and major entry pathways meet the needs of students	6.1 Increase the capacity and number of additional professional advisors to **reduce the Student to Professional Advisor Ratio** (to 200:1), including professional advisors in programs that serve special populations (El Centro, Umoja Center)	6.1 Increase first term, one-year and two-year retention of first-time full-time undergraduate students, closing equity gaps for Pell, first-generation & URM students
	6.2 Provide ongoing funding for faculty to support 3 Advising Fellows to assist in continuity of advising structures across the institution with focus on: **advisor training program, evaluating academic probation, and transfer student advising**	6.2(a) Develop, implement, and assess a sustainable advisor training program across the university 6.2(b) Reduce academic probation and disqualification rate of first-time full-time undergraduates at end of their first-term and first-year 6.2(c) Increase the two-year graduation rate for transfer students
	6.3 Increase **access and utilization rates with degree audit & degree planning tools** by students and advisors to identify clear roadmaps to graduation	6.3(a) Increase student use of degree planning tools and maintain high utilization (goal: 90%) 6.3(b) Establish a data-informed, student-centered process to create upcoming class schedules based on historical/projected data, student plan demand, and key stakeholders to inform course offerings
	6.4 Identify, develop and implement an e-**advising system** to support collaborative and holistic advising across campus, including **early alert**	6.4(a) Gather requirements from stakeholders and identify e-advising system to meet campus needs 6.4(b) Establish early alert systems and processes
7. Support systems have been created to meet the academic and social needs of students and retain students	7.1 By Fall 2023, expand the high impact practice of implementing first-year student learning communities rooted in place **(Place Based Learning Communities, PBLCs)**, to all first-year students via a block-enrollment, opt-out model. Embed transitional curriculum to enhance student's first-year experience.	7.1 Increase the first-term and one-year retention rates of first-time full-time undergraduates who participated in PBLC/SLC and ongoing as new programs come online.
	7.2 Enhance **support and onboarding of low-income and first-generation science students** through hiring EOP STEM/Outreach position and expanding EOP Summer Bridge to provide a 1-week pre-enrollment Science Experience.	7.2 Increase retention and graduation rates of EOP STEM cohort.
	7.3 Expand academic support services to improve success rates of English & Math Category 3 & 4 students during their first year.	7.3 Increase completion of general education English & Math courses in the first year. Increase first-term and one-year retention rates of first-time full-time undergraduates
	7.4 Implement, assess, adjust and sustain **academic and support services** that are responsive to the diverse experiences and needs of **transfer students**.	7.4(a) Increase the two-year and 4-year graduation rates of URM transfer students 7.4(b) Transfer Admissions Coordinator role to support community college partnerships, pathways, and provide leadership and support to Transfer Student Ambassadors (peer ambassadors working with incoming and recent transfer students).
	7.5 Enhance and build out **communication campaigns for returning and continuing students around registration, advising and graduation** (emails, texts, and text-bot campaigns). Monitor analytics of the campaign and enrollment trends to make adjustments in real-time.	7.5(a) Increase the percentage of continuing eligible students who successfully enroll in classes during the early registration period. 7.5(b) Increase the four-year and six-year graduation rates, and close equity gap of URM first-time full-time undergraduate students 7.5(c) Target and increase percentage of students who return and re-enroll after stopping out within the last two years

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**Retention Goal: Creating a student-ready campus (Continued)**

Outcome	Objective	Objective Measures
8. Foster meaningful, inclusive student success throughout the institution	8.1 Prioritize **student life and student engagement activities** to foster a meaningful sense of belonging, combat homesickness, and create a connection to place/the region	8.1 Develop new research methodologies to assess student sense of belonging
	8.2 Support, implement and assess **faculty-led curricular redesign** through formal and informal training programs, professional development, and one-time funding opportunities, to improve student success in classes with historically high equity gaps and/or DFW rates.	8.2 Identify, monitor, and improve student outcomes in high-enrollment, high-DFW courses with the largest equity gaps.
	8.3 Continue weaving the Integrated Assessment and Planning (IAP) initiative throughout the structure of institutional planning and assessment to align with budgetary sustainability goals and **create a continuous cycle of assessment, planning and implementation**.	8.3 Implement phases 3 & 4 of IAP as part of the campus-wide strategic plan

Application Date Trends of Enrolled Student (2018 to 2022)

- 85% of First-time Undergraduates have applied by 281 days before the fall census (12/11/2022).
- 85% of Upper Division Transfers have applied by 204 days before the fall census (2/26/2023).
- 85% of Lower Division Transfer and Master's have applied by 180 days before the fall census (3/22/2023).

Application Date Trends of Enrolled Students
2018 - 2022
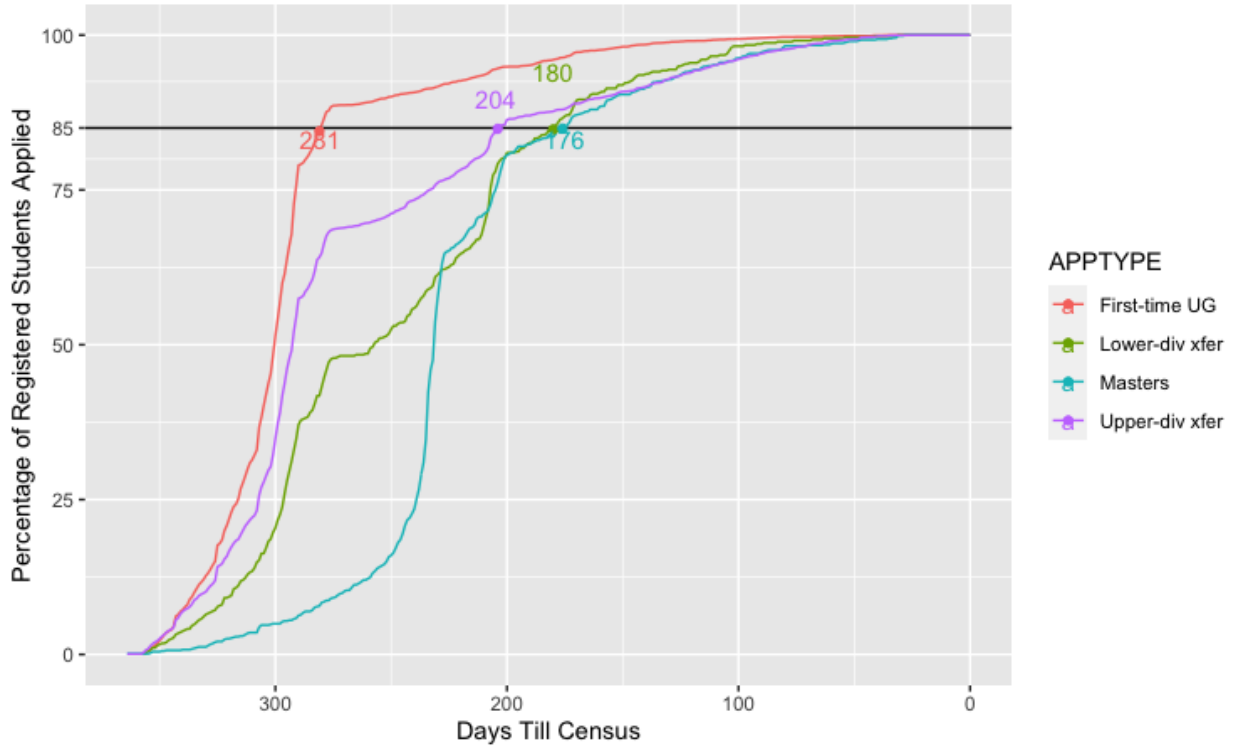
2022-2023 Calendar

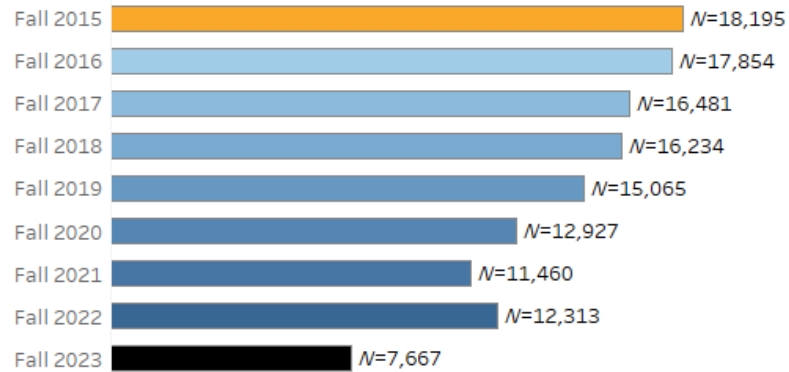| Meeting	Event	Date	Note
EPG		Wednesday, October 5 at 2pm	After fall census
EPG		Tuesday, December 6 at 11am	After priority application deadline
	85%	12/11/2022	85% of First-time Undergraduates have applied
		12/15/2022	Second Projection
EPG	Rpt.	Friday, January 27th at 10am	**Poly Update to the CO: Enrollment Projection Update** - Major program projection for new poly programs.
	85%	2/26/2023	85% of Upper Division Transfer have applied
EPG		Friday, March 3 at 10am	After Spring Census
	85%	3/22/2023	85% of Lower Division Transfer and Master's have applied
EPG		Wednesday, May 3 at 1pm	After National Intent to Enroll
EPG		Friday, June 23 at 11am	**Optional** - may not need if we were right
	Rpt.	Monday, July 31st	Poly Update to CO at the end of July

Application to Registration Monitoring

Application Flow

In most years, the CSU undergraduate application would open on October 1st with a priority deadline of November 30th.

The priority deadline was moved back two weeks to December 15th for fall 2019 and fall 2021. The fall 2022 priority deadline was posted as December 15th from the start.

Total Applications

Year	
Fall 2015	N=18,195
Fall 2016	N=17,854
Fall 2017	N=16,481
Fall 2018	N=16,234
Fall 2019	N=15,065
Fall 2020	N=12,927
Fall 2021	N=11,460
Fall 2022	N=12,313
Fall 2023	N=7,667

Running Total of Applications Received (All)
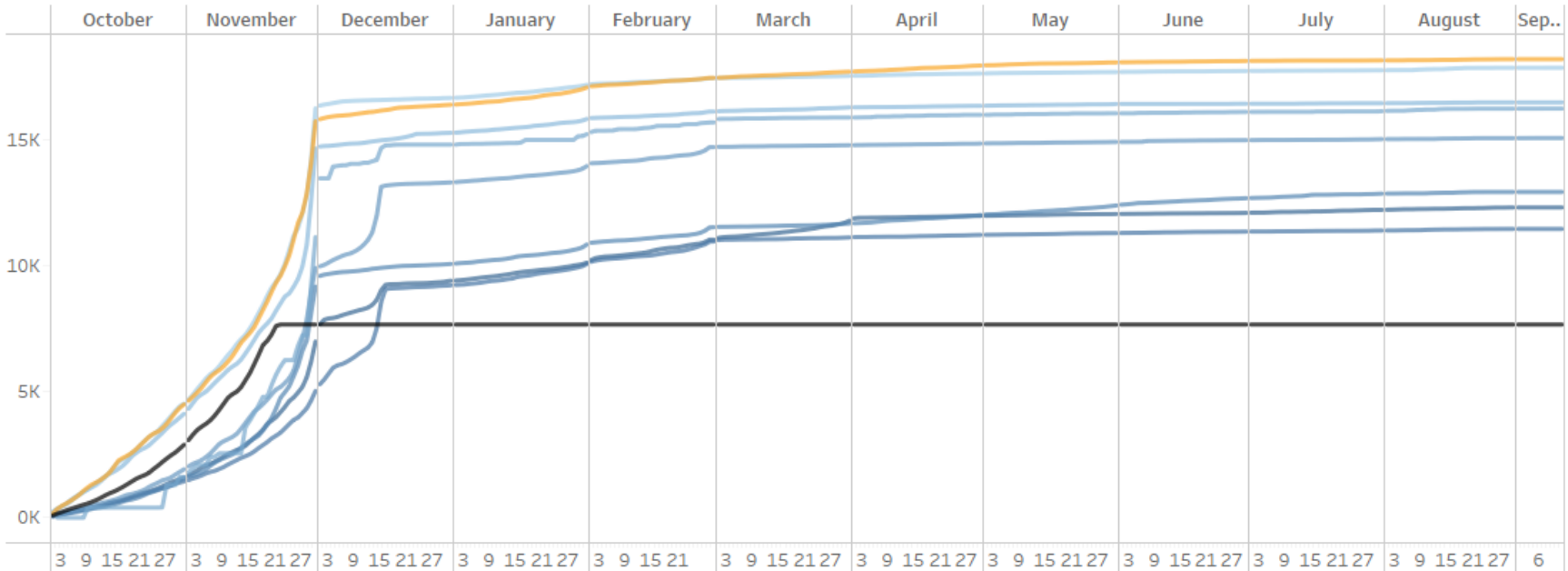
Note. The running total does not always match the to-date total; however, at the end of the application cycle the totals align.

Application to Registration Monitoring

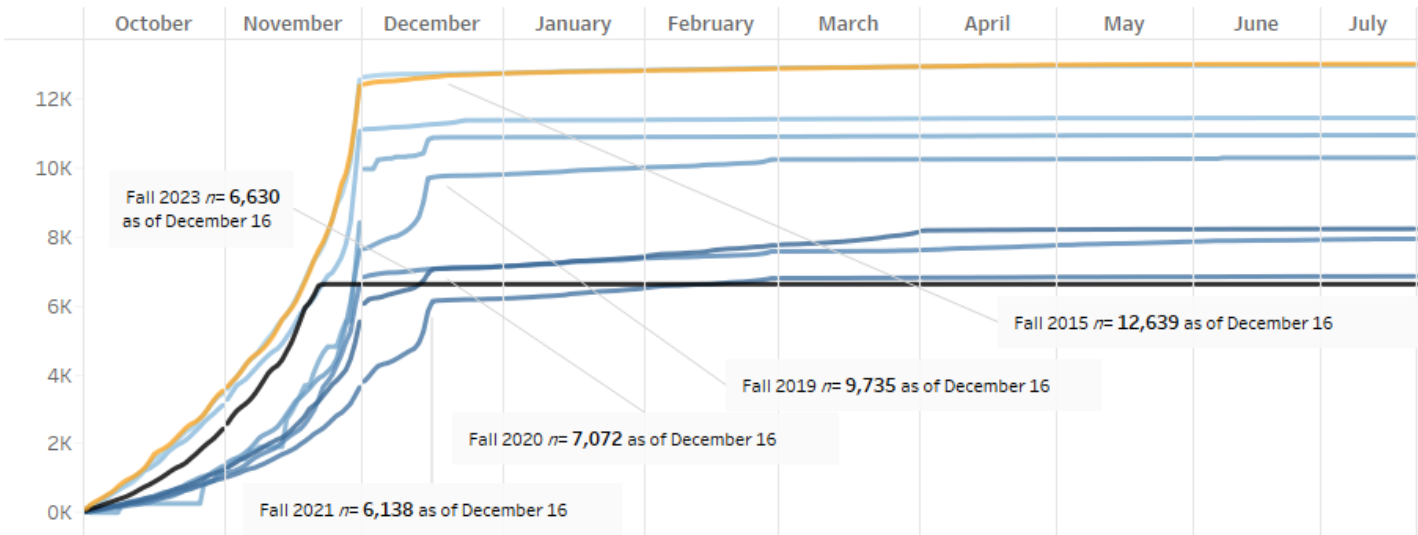Note. The running total does not always match the to-date total; however, at the end of the application cycle the totals align.

Redirected Applicati..
Original Application

First-time UG Applications

| October | November | December | January | February | March | April | May | June | July | . |

Fall 2023 *n*= **6,630** as of December 16

Fall 2015 *n*= **12,639** as of December 16

Fall 2019 *n*= **9,735** as of December 16

Fall 2020 *n*= **7,072** as of December 16

Fall 2021 *n*= **6,138** as of December 16

12K
10K
8K
6K
4K
2K
0K

Term Name
Fall 2015
Fall 2023
Fall 2022
Fall 2021
Fall 2020
Fall 2019
Fall 2018
Fall 2016
Fall 2017

Lower-div xfer & Upper-div xfer Applications

| October | November | December | January | February | March | April | May | June | July | August |

4K
3K
2K
1K

Fall 2021 *n*= **2,775** as of December 16

Fall 2022 *n*= **2,054** as of December 16

Fall 2023 *n*= **964** as of December 16