HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, March 8, 2016, 3:00-5:00 pm, Goodwin Forum (NHE 102)

1. Announcement of Proxies

2. Approval of and Adoption of Agenda

3. Approval of Minutes from the Meeting of February 23, 2016

4. Reports, Announcements, and Communications of the Chair
   (Written Report)

5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
   (Written Reports)

6. Consent Calendar from the Integrated Curriculum Committee – no items at this time
   (ICC Instructions for Accessing Nolij)

7. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
   (Open Forum Procedures)

8. TIME CERTAIN: 3:30 PM – Serving Displaced and Food Insecure Students in the CSU; Mira Freedman, Jennifer Maguire
   CSU Report

9. TIME CERTAIN: 3:50 PM - Update on the Strategic Plan; Lisa Castellino

10. TIME CERTAIN: 4:15 PM - Resolution on Adoption of Campus Degree Planning Software (18-15/16-APC – March 8, 2016)
    First Reading
    Draft Policy on Use of Degree Planning Software
    Existing Milestones Policy

11. Resolution on Returning to an Elected Senate Seat After Interim Ex-officio Service (19-15/16-CBC – March 8, 2016)
    Second Reading

12. Resolution to Forward Senate Constitution Changes to Faculty to Align with Recent General Faculty Constitution Changes (20-15/16-CBC – March 8, 2016)
    Second Reading

13. Resolution to Amend the Bylaws of the University Senate of Humboldt State University to Define Temporary Vacancies on the University Senate (21-15/16-CBC – March 8, 2016)
    Second Reading

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, March 8, 2016

Most of my recent activity has been around prepping to roll out the Strategic Plan Blueprint. At various meetings (including this Senate meeting!) the Strategic Plan Coordinating Committee has been discussing, finalizing, and introducing the Blueprint structure to various groups and stakeholders across campus. Discussions around Strategic Plan implementation will culminate this year with a Town Hall meeting at the end of the semester.

I have also been working with Dean Oberlander on upcoming World Café events to discuss the establishment of a Faculty Development Center on campus. We are looking for broad input as we determine the design and functioning of this critically important new program.

At the system level, discussion by the various Senate chairs has focused on how different campus presidents have communicated to their campuses about the impending faculty strike, as well as conversations about how impaction is playing out across the various campuses.

HUMBOLDT STATE UNIVERSITY
University Senate Written Reports – March 8, 2016
Standing Committees, Statewide Senators and Ex-officio Members

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Appointments and Elections Committee:

The University Senate's Appointments and Elections Committee solicited nominations for unfilled appointed and elected committee positions. All nominations were due to the senate office by Friday March 4th. Elections will be held March 21-25. The list of vacancies currently include:

Elected Position Openings:

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee On Academic Master Planning (AMP)
Faculty Member (At-Large), 3 year term

Subcommittee On Course and Degree Changes (CDC)
Faculty Member (At-Large), 3 year term

PLANNING COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES (PCRSC)
Faculty Member from CNRS, 2 year term
Faculty Member from the LIBRARY, 2 year term

Duties: Review and select proposals submitted by faculty for Research, Scholarship, and Creative Activity grants which are awarded annually. Performs other duties when funds are not available, e.g., review of applications for McCrone awards and judging of posters for research symposium.

UNIVERSITY SENATE
Tenure-line Instructional CAHSS Faculty, appointment to begin immediately with a term ending Spring 2018

Appointed Position Openings:

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE
Faculty Member, 2 year term

Duties: The Committee is advisory to the President through the Vice President for Student Affairs for policy issues related to alcohol, marijuana, and other drug use within the University community.

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS
Faculty Member from CNRS, 3 year term

Duties: To provide a mechanism for approval of department/unit criteria and standards and to provide a mechanism for the revision of existing approved standards. To ensure department/unit criteria and standards are in alignment with university standards and criteria as specified in Appendix J and that criteria and standards are not overly complex or prone to misinterpretation.

CONSTITUTION AND BYLAWS COMMITTEE
Faculty Member, 2 year term

See Senate Bylaws, Section 11.6 for committee description.

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)
Faculty Member, 2 year term

Duties: Serve as a forum for the President and Athletic Director to seek advice and refine ideas and develop or revised policies of the Athletic Department on such subjects as equity compliance, annual budget and the direction and balance of sports that constitute the program.

STUDENT GRIEVANCE COMMITTEE
Faculty Member from CNRS, 3 year term

Duties: Deals with grievances regarding academic issues and other issues not related to discrimination or misconduct.

College Department Position Openings:

CAHSS PERSONNEL COMMITTEE (CPC)

- Tenured CAHSS Faculty in the rank of Associate Professor or Professor to serve a 2 year term on the CPC for Retention beginning in Spring 2016.

Duties: Reviews files of probationary faculty undergoing a performance review for retention. File reviews occur in late-September through mid-October.

- Tenured CAHSS Faculty in the rank of Professor to serve a 2 year term on the CPC for Promotion and Appendix K beginning in Spring 2016.

Duties: Reviews files of (1) probationary faculty undergoing a performance review for tenure and promotion; (2) tenured faculty undergoing a performance review for promotion; and (3) temporary faculty undergoing range elevation. File reviews occur in late-October through mid-March.

CPS PERSONNEL COMMITTEE (CPC)

- Tenured CPS Faculty to serve a 2 year term
- Tenured CPS Faculty to serve a 2 year term
- Tenured CPS Faculty to serve a 2 year term
- Tenured CPS Faculty to serve a 2 year term

Duties: Reviews files for Retention, Tenure and Promotion (RTP).

Constitution and Bylaws Committee:

I. Report from Fri Feb 26, 2016 – No meeting was called to order

II. Report from Fri Mar 04, 2016
   A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, Kyte and Shellhase.
   B. CBC considered an issue raised in Mar 1, 2016 SenEx meeting re: resolution to change Senate Constitution to define Interim Membership. The issue related to the lack of detail in Section 4.52 on how an Interim Elected member would be appointed. The committee had included the details on appointment in the revision to the Senate Bylaws. We unanimously agreed that the process for appointment would be better placed in the Constitution so that the electorates can decide if appointment is a suitable process for choosing an Interim Elected member. To that end, the detail on appointment was moved to Section 4.52 of the Senate Constitution revision. This will come forward as a second reading in today's meeting.
   C. Committee edited resolution to change Senate Bylaws to define Temporary Vacancies. This change is consistent with the issue mentioned above. A reference to Constitution Section 4.52 is now included in the Senate Bylaws revision. This will come forward as a second reading in today's meeting.
   D. Committee considered Senate discussion from Feb 23, 2016 meeting re: modifying agenda posting and materials posting deadlines. Sensible logistical arguments were offered for delaying the materials posting agenda item to

one day later – thus providing some breathing room for standing committees to deal with last minute items. Persuasive arguments were made for altering the agenda deadline to one day earlier – thus promoting communication with the community and increasing the time for Senators to reach out to their constituencies.

1. The CBC deliberated these options and agreed that the duty of the Senate to notify and communicate its agenda takes precedence over logistical hurdles that may be introduced by moving the agenda posting deadline. In the coming weeks the CBC will introduce a Senate Constitution revision that will move the agenda posting deadline to three business days before the meeting (i.e. Thursday at 3pm).
2. Clearly this will impact the way in which some committees will need to process their business. Committee work would be compressed into the five days immediately following a Senate meeting (i.e. Wed through Tues). All committees would need to meet at least once in this time frame, take into consideration any deliberations from the Senate meeting and get revised policy, resolutions etc. to SenEx by following Tuesday afternoon. With discretion of Senate Chair there would still be two more days to get an item and associated materials on the agenda. This does not seem overly burdensome for "normal" business items, which have likely received considerable attention from the committee well before they are to come forward as resolutions to the Senate.
3. For more urgent matters of business that come to the committee "in-between" Senate meetings, an earlier agenda posting will not substantially alter the process we are faces with now. The committee can still meet as normal and can still provide materials related to an agenda item even after the three-day deadline. However, the Senate can only act on those items with 2/3 approval as already dictated by Senate Bylaws Section 2.91.

E. CBC discussed quorum as it relates to standing committees and ad-hoc Senate committees. We'd like Senate input in the coming weeks on following issues. Ultimate intent would be to alter Senate Bylaws as necessary to clarify quorum for committees.

1. Quorum is currently defined in Senate Bylaws 10.74 as "a majority of members". Whether this majority refers to the members currently in office (ignoring vacancies) or all members including vacancies is unclear. CBC would likely interpret it to mean all members including vacancies. With the recent difficulty of appointing members to various committees, will it become difficult for committees to even meet if we stick to this interpretation? If we want more flexibility we should change bylaws.
2. Qualified quorums are sometimes used to call a meeting. In a qualified quorum a minimum number of members must be present but also a minimum number of constituencies must also be present. Our committee structures generally include faculty, staff, student and administrative constituencies. Do we also want to specify a minimum representation of constituencies in our quorums? (e.g. at least one member from each; or the faculty constituency must always be present plus some combination of the other three; etc.)
3. We currently have a general quorum requirement for committees but would it be in our best interest to specify different quorum requirements for different committees as necessary?
4. There is currently no clearly stated rule on proxies for committee meetings or on counting proxies toward quorum for committee meetings. Our parliamentary authority does not allow proxies to be counted toward quorum unless stated in by-laws. Should we alter bylaws to allow for committee members to act as proxies for other members and be counted toward quorum?

F. Meeting adjourned at 9:50.

III. Fri Mar 11, 2016 – Agenda Items
A. Consider feedback from standing committees on quorum requirements and start to develop revisions to Senate Bylaws if necessary.
B. Discuss whether we are mandated by our Parliamentary Authority to post vote tallies with election results.
C. Discuss the public posting of standing and ad-hoc committee agendas.
D. Provide revisions to Senate Standing Committee listings in Section 800 of the Faculty Handbook so that the listings are consistent with the bylaws.
E. Provide gender-specific edits for Sections 500 and 600 of the Faculty Handbook.

Faculty Affairs Committee:

Post-tenure review policy

FAC members agreed on a small amendment to the VPAA 04-02 that moves what is currently a footnote to section 15.32: "University policy requires that a minimum of two (2) classes of student evaluations per academic year be included as evaluation materials in the review process". Since this is already the policy, and this is an editorial change to prevent misunderstandings, we are pursuing making this change without a Senate resolution. If a Senate resolution is necessary one will be presented at an upcoming Senate meeting.

IP Policy

Thanks to AVP Mullery's efforts with the President's office, President's office staff have deleted of sections I.E.12 and section II.A.2.e of the current IP policy to be consistent 08/09 Senate resolution.

A resolution on IP policy language regarding extraordinary support, ownership of on-line classes and ownership of patents should be coming on March 29, 2016.

FAC recommends that the Senate reconstitute the Advisory Board for Research and Creative Projects, which is currently suspended. The current IP policy establishes a Board of 9 members, and several of the positions listed as members of the Board no longer exist. FAC Chair Burkhalter asked Provost Enyedi to consider which administrative positions he recommends as members of the Board. Once those positions are decided, FAC will consider the number of faculty and staff positions on the Board.

Student Course Evaluations

FAC Chair Burkhalter provided a report to the Senate Executive Committee regarding on-going issues with student course evaluations. The main issues discussed in the report are: efforts to centralize the course evaluation process in Institutional Research and Planning (the evaluations process is now housed in the Dean's office of each college), low course evaluation response rates and the challenges such low rates present for interpreting the data, the appropriate time period for the survey to be open to students (i.e., would opening it for three weeks instead of two increase response rates?) and efforts to communicate to students about the requirement that they use civil language in the written comments.

IRP Director Lisa Castellino appeared at the 3/1/16 Senate Executive Committee meeting to discuss these issues. FAC recommends that to increase response rates, faculty use class time to allow students to fill out course evaluations using their electronic devices. Director Castellino concurred that face-to-face evaluations are the most direct way of increasing response rates. FAC is working on a protocol for faculty to follow if they choose to administer evaluations in this way.

The "use civil language" text has been finalized and will be a part of the Spring 2016 evaluations. If the students do not check the "I agree" box or they check the "I do not acknowledge box", they will not be able to contribute written comments. Thanks to all who provided feedback. This is the finalized language:

> Your responses provide valuable information to the instructor about their course design and teaching methods and may be used as part of evaluation of teaching in the retention, tenure and promotion process. Civil language and constructive comments are expected. The Student Code of Conduct prohibits use of language in written comments that constitutes "disorderly, lewd, indecent, or obscene behavior" or "threatens or endangers the health or safety of any person within or related to the University community." [See
> http://www2.humboldt.edu/studentrights/home].

☐ I acknowledge these provisions of the Student Code of Conduct. ☐ I do not acknowledge these provisions of the Student Code of Conduct

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Integrated Curriculum Committee:

The ICC continues working on:

- Curriculum Proposals
- Revisions to the PREP process and WASC Core Competency Assessment.

Statewide Senate:

Plenary and committee meetings are March 2-4. At the plenary, we passed a resolution in support of a four year mathematics requirement for CSU admission and determined Legislative Bill positions of the Senate. A summary of the plenary will be distributed, since the plenary is underway at the time that this report is due.

University Resources and Planning Committee:

UPRC met Friday, Feb. 25. We received an updated budget outlook. Most of the meeting was spent working in small groups brainstorming possible new policies surrounding strategic budgeting. We then aggregated group lists in a master list. At our next meeting on Friday March 11 we will prioritize that list.

Facilities Working Group, a subcommittee of URPC, met on Friday March 11. The agenda included commenting on the proposed CNRS in interior mural. We also learned of the degradation of the track in the Redwood Bowl and how facilities has been limiting use to on and off campus users.

Serving Displaced and Food Insecure Students in the CSU

Executive Summary

In February 2015, California State University Chancellor Timothy White commissioned a study to shed light on how CSU campuses were meeting the needs of displaced and food insecure students and to offer recommendations to ensure success and graduation for these students.

Methods

A mixed methods approach was utilized, including open-ended interviews and focus groups with CSU staff, faculty, and administrators, and CSULB students, survey, and document analysis.

Key Findings

- Staff, faculty, and administrators estimated displaced students at 8.7% and food insecure students at 21%; however, preliminary student survey results from one school showed a higher population (12% and 24%)
- 11 campuses had programs for food insecure students ranging from small pantries to large food programs and services. One campus had a program directed at displacement.
- 5 campuses incorporate students' needs as a part of student success directives and the university mission; however, many campus personnel expressed aspirational thinking to support students restrained by actual or perceived institutional barriers.
- Students who experienced food and/or housing instability reported high levels of stress and the need for single points of contact.

Recommendations

CSU System Policy and Practice

- Ensure system wide policy, institutional leadership, and sustainable financial support for training and support services
- Further research on student experience and implementation of practice models
- Advocacy participation

Campus Policy and Practice

- Provide access to food and housing for students who are food insecure
- Develop single points of contact to provide services on campus and off campus
- Make financial aid administrators and housing staff and administrators critical partners in collaborative student affairs work
- Develop linkages with ASI and academic programs
- Peer support from students with similar experiences to provide resources and social solidarity

Next steps

CSU campuses are developing programs to support the needs of displaced and food insecure students; however, a greater understanding of this student population, their experiences with services, and their rates of retention is needed. Funding for further research and piloting of programs is necessary to extend work conducted in the current study with a mixed methods approach utilizing surveys, interviews, and focus groups with students across the CSU system to estimate the incidence of housing and food insecurity in an effort to develop, implement, and evaluate pilot programs on CSU campuses.

JANUARY 2016
Provided by Rashida Crutchfield, EdD, MSW, Principal Investigator
Research Team: Keesha Clark, Sara Gamez, Aaron Green,
Deidre Munson, and Hanna Stribling
California State University, Long Beach

Context

Students who experience food insecurity and housing displacement are invisible, and there is very little research on this student population. While 56,588 students nationally and about 10,000 students in California identified themselves as independent homeless youth[1] on their Free Application for Federal Student Aid in 2013-2014 (U.S. Department of Education unpublished data), this is undoubtedly a low count. Many students are unaware of the status designation, are unwilling to designate themselves as homeless, or become homeless after the FAFSA is completed. The number of students who experience food insecurity[2] is unknown. What little research is available on food security for students suggests that many college students are struggling with food insecurity, and they may not realize food assistance is available (Patton-López, López-Cevallos, Cancel-Tirado, & Vazquez, 2014; Privitera & Creary, 2013). The experience of student hunger has become normalized as the ordinary and expected *starving student*, thus minimizing the problem of students struggling to eat nutritious meals each day (Patton-Lopez et al., 2014) with approximately two million students residing in households eligible for food assistance from the Supplemental Nutrition Assistance Program (SNAP) (known in California as CalFresh) in the United States (Cady, 2014).

Methods

- Mixed methods utilizing open-ended interviews, survey, and document analysis
- Online survey of staff, faculty, and administrators (N=99)
- Qualitative interviews with staff, faculty, and administrators (N=92)
- Four on-campus focus groups with staff, faculty, and administrators (N= 23)
- Online survey of CSU Long Beach students (N =1,039)
- Focus groups and interviews with CSU Long Beach students (N=16)
- Analysis of campus websites and student support service documents of programs to address food security, housing stability, and emergency funds for students

Findings

Institutional and Student Perceptions of the Problem

Data from staff, faculty, and administrators showed strategies and philosophical approaches to support students experiencing displacement and food insecurity (Qualitative data supplemented in Appendix D).

Incorporation of student needs as a part of the student success directives and the university mission; actively seeking and developing strategies

Five campuses with expansive programs specifically designed to address support for students experiencing food insecurity and/or displacement described purposeful program development processes that were based on specific perception of their environment (Appendix A). These programs often began as a product of a clear perception of the need, institutional support at all levels, and an investment of time and financial support for services.

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[1]This report uses the education sub-title McKinney-Vento Act's definitions of homeless, which includes youth who lack a fixed, regular, and adequate nighttime residence; and unaccompanied, which includes youth not in the physical custody of a parent or guardian. It also uses at-risk of homelessness to refer to students whose housing may cease to be fixed, regular, and adequate (20 U.S.C. § 1001 et seq., 42 U.S.C. §11434a(2)(A); 42 U.S.C. §11434a(6).

[2]Food security is defined by indicators as directed by the USDA (2015)
http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx
High food security—Households had no problems, or anxiety about, consistently accessing adequate food.
Marginal food security—Households had problems at times, or anxiety about, accessing adequate food, but the quality, variety, and quantity of their food intake were not substantially reduced.
Low food security—Households reduced the quality, variety, and desirability of their diets, but the quantity of food intake and normal eating patterns were not substantially disrupted.
Very low food security—At times during the year, eating patterns of one or more household members were disrupted and food intake reduced because the household lacked money and other resources for food.

Strategies for serving displaced and food insecure students. CSUs that had the most expansive programs had key elements that ensured a significant, sustainable, and active program presence for students (Appendix A). There were staff on all campuses who served housing and food insecure students and attempted to highlight the needs to their campuses. For campuses that did not have systems in place, these duties of case management, referrals, and service linkage often came on top of the typical duties of the staff, faculty, or administrator. Personnel in financial aid, Disabled Student Services, counseling services, Education Opportunity Programs, and faculty were

What we can do is provide a level of support that lets [students] know that this university genuinely cares about their success, and is willing to do something...(A Dean of Students)

often gateways where students might disclose their barriers to food and housing and seek support.

Campuses that had extensive programs (Appendix A) also had multi-level administrative and staff support for programs (Presidential or VP level motivator and staff support) and had expanded infrastructure to link both short- and long-term solutions for students, often with a primary focus on food insecurity. This included ongoing funding and a philosophical approach that incorporated a model that viewed food and housing among many supports needed for student success and retention.

Systemic strategies found most common were food pantries, food vouchers, and participant referrals and linkages for students to community housing facilities or other social service resources. Campuses had a limited response to housing displacement. Appendix B provides a chart of current resources specifically identified for students experiencing housing and food insecurity on each campus. Appendix A provides specific information about extensive service programs for students at Chico, Fresno, Humboldt, Long Beach, and San Bernardino.

One long-term strategy to alleviate food insecurity was enrollment of students for CalFresh (public food

assistance). Recently, the Humboldt Housing and Dining Services College Creek Marketplace was approved to have Electronic Benefits Transfer (EBT) -- often known as food stamps -- in one of the campus markets, which will allow students to use CalFresh on campus, the first CSU implementation.

Another long-term strategy was to include designated staff, single points of contact (SPOC), specifically designated to provide services to students experiencing food and housing insecurity. Students who had SPOC reported feelings of support and connection to the campus community and greater success in staying in college. Further, staff designated to support students with these needs appeared to diminish stigma for students seeking help.

It makes a difference because it doesn't stigmatize you. It does not make you feel like you're walking along with a scarlet letter on your chest.—Annie

Students who had not made a linkage with a SPOC reported the feeling of solitude or feeling lost on campus.

Many campuses incorporated campus wide student input and often included Associated Students, Inc. as a driver of many campus models. Staff participants

...I need counseling, I need friends, I need someone to group me or I'm going to get lost and I'm not going to do good because I know I won't if there aren't things to help me.—Terrie

reported that students raised awareness of food and housing insecurity, conducted research to demonstrate the need for services, and volunteered or worked as a part of coursework in the implementation of services.

Expressed aspirational thinking to support students, restrained by actual or perceived institutional barriers
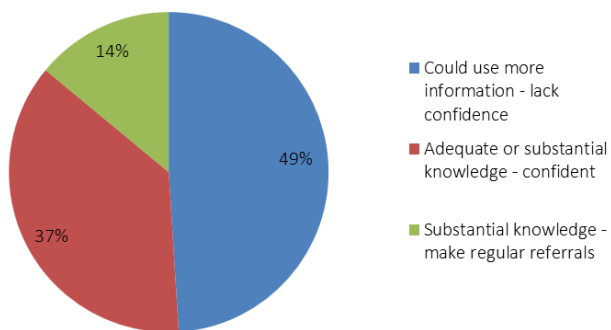
All but one campus had at least one person reported to be responding to the needs of students in food or housing crisis; but the most common response to students with food and housing insecurity was aspirational in thinking and limited in

practice. Many interviewees recounted instances where they responded to students on a case-by-case basis; however, no systemic or programmatic approach had been employed. Participants articulated a consistent fear that if programs and services were developed, there would not be enough resources to support their needs. They often recounted doing what they could and hoping for the best.

When asked of their knowledge of on-campus or off-campus resources available to students who experience housing instability or food insecurity (Figure 1), 51% of participants had substantial knowledge of support for students; however, 49% said they were in need of more information about how to appropriately support students facing these social issues.

Fig. 1 Describe your knowledge of on or off campus resources for students who experience housing instability or food insecurity

- Could use more information - lack confidence
- Adequate or substantial knowledge - confident
- Substantial knowledge - make regular referrals

Student participants articulated concerns that some campus personnel did not understand their level of need when displaced. Nikki spoke about discussing with a residential life staff that she had nowhere to go when the dorms closed. Because of a lack of understanding of her situation, Nikki was told that it

would not be "fair" to allow her to stay in the dorms.

When talking about being homeless during breaks - I've tried but it's like, "Well if we do that for you, then we have to do that for everybody." Not everyone is in the same situation and it's like, "Well, we try to treat everyone equally." As much as that sounds good, not everyone…is equal.—Nikki

Perceived barriers to addressing needs. Survey data also suggested that staff, faculty, and administrators perceived that there were barriers to students experiencing homelessness and food insecurity seeking to access services.

Student awareness of services. Participants noted a low student awareness of services, lack of methods to identify students needing services, and the lack of knowledge of the population by staff and faculty (Table 1).

Table 1. Staff, faculty, and administrators' perception of the greatest barriers to students experiencing housing instability or food insecurity access the on-campus services

Students do not know about available services	79%
Lack of identification method for this student population	71%
Staff and/or faculty lack of knowledge about this population	63%
There are not enough services available	54%
Eligibility for services is prohibitive	26%
Lack of transportation	26%

Potential stigmatization of students. University representatives recounted great concern for the stigmatization of students who utilize services. Negotiations of whether or not services should be labeled or visible on campus was a paramount issue for staff. They were concerned students would not participate if they worried about being seen as needy.

When students were asked how to deal with the issue of stigma, they suggested while there may be initial hesitation to utilize services, their need for assistance outweighed their fear of stigmatization. The vast majority of the participants said they would

use the pantry or other services if readily available. Further, students suggested that the barrier to services was not stigma, but that they did not know services were available.

I don't think [students] are afraid to ask, I think a lot of times they don't know what to ask, they don't know where to go, they don't know where to start. —Annie

Access to financial aid. Financial aid administrators (FAAs) and students expressed a clear understanding of the needs for financial aid. The Free Application for Federal Student Aid allows students to designate themselves as an "unaccompanied homeless youth" or "at risk of homelessness," which allows them to apply for financial aid without the use of parental tax documents. However, some FAAs appeared to be ambivalent about their role—gatekeeper for the taxpayers versus ensuring expedient financial support for students. On one hand, FAAs expressed a commitment to ensure appropriate financial support for students experiencing crises. However, the administrators were, at times, not confident that the students were homeless and, therefore, required documentation to prevent any fraud, though none reported any incidence of fraud. FAAs also feared that they themselves would be audited and needed to show proof of granting independent status for the student that is not required by law.

Availability of affordable housing. Most consistently, participants found the issue of housing too insurmountable to address and had thus far taken no action to do so. As an auxiliary funding source, on campus housing was not perceived as an avenue of support for displaced students. The local cost of living and limited dorm availability were often raised as barriers as well.

Lack of funding. Staff, faculty, and administrators articulated the need to restrain outreach and promotion of their programs for fear there were too many students in need of services and limited resources. Often, programs and services were the "best kept secret" of the campus because

participants saved resources for the students experiencing the most acute crisis.

Student perception of barriers. A barrier students cited was the complicated intermingling of social services (i.e. SSI or CalFresh) that have increased eligibility restrictions or that completely end when they enter college. They also spoke about how challenging it could be to utilize public benefits on campus. Six students discussed that they had current use of CalFresh, and several suggested that the ability to utilize Electronic Benefits Transfer (EBT) -- often known as food stamps -- on campus would lower barriers to easy access to food.

I want to know that I am not by myself.— Yvette

Student participants also suggested campuses build peer support and linkage among students experiencing food and housing insecurity. Seven students said they wanted to have social support from peers who shared their experiences. All students reported feeling "surprised" that there were students who had experiences similar to their own and suggested the need for linkages.

Perception that addressing the issues of food insecurity or displacement was insurmountable or questioning of the veracity or depth of the problem Participants had differing perceptions of the scope of the problem on their campuses. Administrators on three campuses reported no incidence or singular incidences of housing or food insecurity. On two of those campuses, contradictory reports of housing and food insecurity were given by staff who reported that they consistently provided case-by-case services to students. In some cases, there was a normalizing of the "starving student" as a part of the college vernacular. Some participants suggested, outside of rare circumstances, that students generally have the means to meet their needs, but squander their resources with youthful behavior. For some, there was a concern that the university not "become a social service agency" and that development of some services was outside of the university's purview.

Survey data showed that staff, faculty, and administrator participants estimated that the

student populations on their campuses experiencing homelessness and food insecurity to be 8.70% and 21% respectively (Table 2), though no campuses are regularly investigating the actual incidence. Seven campuses had conducted research to assess food insecurity and one, at the point of this study, reported investigation of the incidence of housing displacement. No research has been conducted on the retention rate of students experiencing these social problems (Table 3).

Table 2. Average of staff, faculty, administrator responses to "In your opinion, what percentage of students"

Are homeless and unaccompanied?	8.70%
Experience food insecurity?	21%

Table 3. Average of staff, faculty, administrator responses to "To your knowledge, does your campus track the retention and graduation rates of students who"

	No	I don't know
Experience food insecurity?	54%	42%
Experience housing insecurity?	51%	47%

However, preliminary survey results of students suggested the population might be larger. A survey was distributed to a random sample of students of 4,945 CSU Long Beach students. There were 1,039 respondents (21%) and 12% of respondents indicated housing instability and/or food insecurity (Figure 2 and Table 4). This preliminary research provided insight on the needs of students at a large

Fig. 2 Percentage of Students Indicating Food Insecurity

■ Worry: Enough Money for Food ■ Worry: Skipped a Meal ■ Unable to Eat Balanced Meal
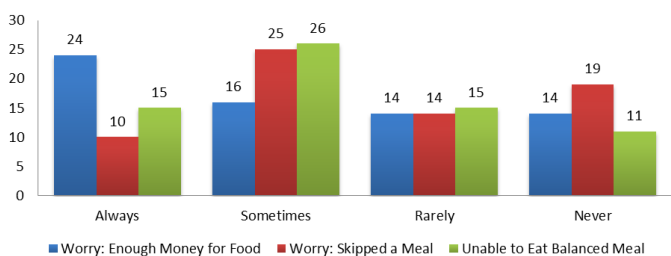
urban campus and begins foundational research on the needs of the student population.

Students who experienced food and/or housing instability reported managing incredible stress, and addressed the issue that stress could be extremely distracting in class while trying to manage the demands of college and personal life.

Table 4. Number of Student Responses to "Places you may have slept at night if you did not have a stable place to live in the past 12 months"

Temporarily with friends, relatives or other people ("couch surfing") WITHOUT parent	46
Temporarily with friends, relatives or other people ("couch surfing") WITH parent	22
In a car, tent, park, bus or train station, abandoned building, or other public space WITHOUT parent	11
At a motel, in a camper, or 5th wheel WITHOUT parent	8
At a shelter, WITHOUT parent	3
Transitional housing or an independent living program WITHOUT parent	2
Transitional housing or an independent living program WITH parent	2
At a shelter, WITH parent	2
In a car, tent, park, bus or train station, abandoned building, or other public space WITH parent	1
At a motel, in a camper, or 5th wheel WITH parent	1

Recommendations
CSU System Policy and Practice

Ensure system wide policy, institutional leadership, and sustainable financial support. Leadership and funding from the Chancellor's Office would facilitate a system-wide commitment. Universities with the largest, most comprehensive programs also had Presidents, Vice Presidents, and Deans of Students who articulated a commitment to students experiencing housing and food insecurity. Current funding appears to be drawn primarily from the President's Office, foundations, ASI funds, and other donations (i.e. unused meals from students). Consistent funding is required.

Further research on student experience and implementation of practice models. Campus research of this population has been generally

minimal and is currently limited to seven campuses. Further, research has largely focused solely on food insecurity; where that research was conducted on campuses, high rates of food insecurity did exist. While the data collection and research undergirds some of the programs, many of the programs have been developed and activated in the last two years. System wide research assessing students' experience will inform ongoing practice.

Participate in advocacy. Support is needed for the upcoming reauthorization of the Higher Education Act introduced by U.S. Senator Patty Murray (D-WA) to correct the policy shortcomings for students who experience housing displacement. Further, the CSU can support improvement of CalFresh enrollment policy for students, which can be prohibitive.

Campus Policy and Practice

Provide access to food and housing for students who are food insecure. Meal plans and food pantries can be a critical resource for students. Information on how to develop campus food pantries is available.[3] Long-term strategies to diminish displacement for food insecurity include expanded outreach and enrollment of students for CalFresh utilization of EBT on campus. Increased emergency housing options on and off campus housing (i.e. community agencies and Section 8 enrollment) will provide options for students who are displaced.

Develop single points of contact to facilitate connections to services on campus and off campus. A contact often could be someone in financial aid, EOP, counseling services, or a Dean of Students office who could act as a SPOC knowledgeable, willing, and able, within the context of their job duties, to make linkages to services on campus.[4] Several campuses incorporate services for students within other contexts (i.e. EOP or foster care programs), or market the services as accessible just like any other service, such as financial aid. This strategy appeared to make accessing programs normative, diminishing stigma.

Include financial aid administrators and housing staff and administrators as critical partners to student affairs collaborative work. While the financial applications/implications of campus housing as a separate auxiliary unit is clear, the application of services has to be interlinked with other student affairs. Training should include recent guidelines issued by the U.S. Department of Education to assist financial aid administrators in making determinations of eligibility; this guidance specifically instructs them on their obligation to make determinations, the types of documentation that may be considered, and how to proceed if a youth is unable to produce documentation (U.S. Department of Education, 2016-2015; U.S. Department of Education, 2015).

Linkages with ASI and academic programs. Campuses should include students in the development, implementation, and evaluation of programs. ASI provided leadership on many campuses. Further, universities can incorporate faculty and students in nutrition, social work, public policy, and hospitality management/culinary arts.

Social supports for students with similar experiences for shared resources and social solidarity. While no campuses included this strategy, students expressed a strong need for a shared space to connect, normalize, cope, and share resources.

Next Steps

Students who face displacement and food insecurity do experience very serious barriers; however, this is not an issue of vulnerability and protection, but one of providing for student well-being as part of a mission for student success. Given support, these students can achieve graduation. Empirically grounded strategies currently in place can be strengthened and new strategies can be developed to match the articulated needs of both the students and the university.

CSU campuses are developing programs to support the needs of displaced and food insecure students;

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[3]College and University Food Bank Alliance http://www.cufba.org
[4]For more information about how to designate a SPOC, see http://www.naehcy.org/sites/default/files/dl/spoc-tips.docx

however, a greater understanding of this student population, their experiences accessing and utilizing existing services, and their rates of retention is needed. Funding for further research and piloting of programs is needed. Faculty at CSU Long Beach and Humboldt are currently working collaboratively to develop and implement in-depth study of these issues at rural and urban campuses. In 2016 and 2017, faculty at CSU Long Beach and CSU Humboldt will be extending work currently conducted with a mixed methods approach utilizing surveys, interviews, and focus groups with students across the CSU system to estimate the incidence and understand of housing and food insecurity and develop, implement, and evaluate pilot programs on CSU campuses.

Appendices

A. Five Case Studies of CSU Programs for Displaced and Food Insecure Students
B. CSU Housing, Funding, and Food Options for Displaced and Food Insecure Students
C. Single Points of Contact for Programs for Displaced and Food Insecure Students
D. Qualitative Data Related to Findings and Recommendations

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Appendix A: Five Case Studies of CSU Programs for Displaced and Food Insecure Students

California State University, Chico

Chico State offers many services in order to meet the unique needs of their student experiencing instability. Some of these services include a *Hungry Wildcat Food Pantry*, *Veggie Bucks* to access fresh local produce, a CalFresh enrollment program to assist students in accessing nutritious meals on a consistent basis, as well as a campus support program, *PATH Scholars,* for current and former foster youth and homeless/unaccompanied youth, which provides additional resources, situational emergency loans, and campus housing during campus breaks.

> "I think what's unique is we have students at the center that are actually trying to help other students apply for CalFresh…"
>
> *~Chico Staff Member*

FOOD INSECURITY

Food Pantry: The Hungry Wildcat Food Pantry was started in 2013 after a professor called the student affairs office to inquire about resources for hungry students. The food pantry honors the honesty of students and does not request students verify their need for food; food is given to any Chico State student without any explanation required and students can utilize the pantry as frequently as needed. The pantry is solely funded through faculty and staff donations and volunteers. To date, the Hungry Wildcat Food Pantry has served over 100 students.

Veggie Buck Program: The Hungry Wildcat Food Pantry staff volunteers realized students would benefit from access to fresh, organic produce. Students who utilize the pantry are offered paper vouchers known as *Veggie Bucks* that can be redeemed for student-farmed organic fruits and vegetables at the University Farm's Organic Vegetable Project (OVP) weekly market table on campus. The Veggie Bucks are supported through donations to the Pantry and through a donation jar at the OVP market. To date, 390 Veggie Bucks have been distributed to students in need. It is estimated that more than 500 pounds of fresh produce have been distributed to more than 90 students during this period.

Moving forward the Hungry Wildcat Food Pantry is working cooperatively with the Center for Healthy Communities and the Organic Vegetable Project to establish a sustainable funding model and distribution systems to scale the program to meet the expanding needs of the students. This includes researching and implementing a system to accept Cal Fresh EBT payments at the OVP market and on campus.

CalFresh Enrollment: Through Chico State's Center for Healthy Communities, the campus offers CalFresh enrollment, verification, and recertification assistance services to eligible students in partnership with state and county social services departments. CalFresh can provide students with additional financial resources that support healthy eating and academic success.

The outreach program consisting of 10-15 interns each semester, partners with the College of Natural Sciences, the Financial Aid department, the EOP and REACH programs, Associated Students representatives, and many on and off campus student organizations. The interns provide CalFresh application assistance to students through a drop-in office, the Hungry Wildcat Food Pantry, class presentations, and campus events including "CalFresh Day," a partnership with the student Health Professionals Association. Through these efforts, over 600 students were prescreened and enrolled in the CalFresh program during the Fall 2015 semester.

In partnership with county offices in the CSU, Chico service area, the program also assists students through the verification process. Eligible students receive on average $150 a month. If half of the number of students assisted this fall is multiplied by the average $150 received, this equates to $45,000 of additional food money for students *monthly*. This additional financial assistance not only supports students' healthy eating and academic success, but also supports those businesses on and off campus that sell healthy food.

California State University, Fresno

The Fresno State Food Security Project is a five point initiative to alleviate food insecurity for students. This integrated approach includes collaborative work at all levels of leadership, the Fresno State Student Cupboard, educational resources, Resident Dining Hall meals, the Catered Cupboard, and assistance for housing and emergency financial assistance.

CAMPUS ADVISORY AND ASSESSMENT

Food Security Advisory Board: Composed several faculty, staff, administrators and students on campus who examine what the campus is doing to assist with food insecurity and what it could be doing more of.

Campus Faculty & Staff Collaborations: Collaborations are helping to lower stigma and grow awareness about food insecurity and the available campus services through classroom projects via marketing, management, sociology, public health, and agricultural course.

Campus Assessment of Need: Campus research and assessments were conducted on food insecurity and housing instability for students in 2012.

> "Food insecurity is a growing issue on college campuses. Fresno State is working hard to make sure that food insecurity isn't a problem on our campus. The *Food Security Project* has several initiatives to help meet the needs of students experiencing food insecurity."
>
> *-Fresno Staff Member*

FOOD INSECURITY

Food Security Project: The Food Security Project has five initiatives to meet the needs of students experiencing food insecurity.

- Fresno State Student Cupboard: The Student Cupboard provides free food and hygiene items for undergraduate and graduate students who are food insecure.
- Educational Resources: Workshops are provided on money management, budget friendly meals, and other ways to educate students in need. In addition, the program assists students who are food insecure with understanding the eligibility requirements and registration process for CalFresh, WIC, and other resources that are available to them.
- Resident Dining Hall (RDH) Complimentary Meals: RDH Complimentary Meals are gift certificates that can be given to undergraduate and graduate students who are food insecure and in immediate need. Students will receive a gift certificate for a breakfast, lunch or dinner at the RDH on campus.
  Catered Cupboard: The Fresno State Mobile app includes the Catered Cupboard. This is a convenient and immediate way to communicate to students, who are food insecure. Those students who use the app are alerted when food is available at the conclusion of campus catered events through a push notification on their phone.
- Good Samaritan Fund: The Good Samaritan Fund is available to assist students who experience a momentous occurrence ranging from extreme misfortune to a personal tragedy that negatively impacts their success as a student at Fresno State.

HOUSING INSTABILITY

Campus collaboration with University Housing: A "Safe Room" is a space available for temporary housing that supports 1-2 days of emergency housing needs for students.

FINANCIAL ASSISTANCE

Short –Term Loan Program: The Short-Term Loan Program is available to assist students with unanticipated Educational expenses. Students may request the amount necessary to meet their financial needs up to $600.

California State University, Humboldt

Humboldt State University (HSU) takes a holistic approach when working with students facing food insecurity. HSU Social Work students and faculty and Health Education staff have partnered with campus and community stakeholders to develop a program that puts a primary focus on students' overall wellbeing, which is why Humboldt offers a variety of services to their students including a food pantry, farm stand, CalFresh application assistance, cooking classes, student lounge, a food shuttle, stress management techniques, and more. The campus staff considers the individual student's needs and circumstances in order to assess how to best help them achieve success and health.

FOOD INSECURITY

Food Pantry: Humboldt State University's *Oh Snap! Food Pantry* began in October 2014. It is located in the recreation and wellness center where it is easily accessible by the student population. The staff at the food pantry realized that the students needed more than dried and canned goods to stay nourished, so they began working with a local farmer to provide fresh produce at the pantry. Since it opened, *the Oh Snap! Food Pantry* has had over 4,000 visits by students who are able to come once a week to access food.

Cooking Classes: In an effort to increase the health of the student's food choices, the university began holding cooking classes using small appliances typically found in a dorm room or apartment. These classes teach students how to create healthy low-cost meals from foods offered at the food pantry and farm stand and, at the end of the class, the students leave with recipes and ingredients to recreate the meals on their own. This was one way of educating students about nutrition as wells as showing them how to practically prepare new foods.

CalFresh Enrollment: Through the Humboldt County Department of Health and Human Services CalFresh Partnership Outreach with the Social Work Department, a peer outreach model for CalFresh application assistance is made possible. In the same building as the food pantry, students are also able to sign up to receive food benefits from CalFresh if they are eligible. The CalFresh Office on campus utilizes students to help register individuals for CalFresh benefits.

> "Last year I was introduced to Oh Snap as a student who was struggling with food insecurity and since then I am truly thankful for all that the program provides. The fact that that the pantry offers a good variety of healthy food choices has helped influence my urge to cook more at home. Now as a worker I see how helpful Oh Snap is to our student community here at HSU and we are looking forward to continuing to aid students in the fight against food insecurity. "
>
> *- Humboldt Social Work Student and Oh Snap! Student Assistant*

California State University, Long Beach

The CSULB Student Emergency Intervention Program is a comprehensive campus-wide initiative that identifies and immediately serves some of CSULB's most at-risk students, which include displaced students, food insecure students and students experiencing an emergencies or crisis. The program provides meals, short-term temporary housing and emergency funds for unexpected expenses that could delay a student's academic progress.

CAMPUS ADVISORY BOARD/COMMITTEE

The Committee is comprised of a dedicated group of staff, administrators, faculty and student leaders: Office of the Dean of Students, Counseling & Psychological Services, Disabled Student Services, School of Social Work, Office of Financial Aid, 49er Shops, Housing & Residential Life, Educational Opportunity Program, Student Financial Services, Interfaith Center, Associate Students Inc., Women &Gender Equity Office and Student Health Services.

> "…our structure is very seamless and it's very efficient… students so far are very grateful for the anonymity, the confidentiality from the meal cards, to the grants, all the way to the follow-through."
> *-Long Beach State Staff Member*

FOOD AND HOUSING SECURITY

The Meal Assistance Program – "Feed a Need": The program provides students that are food insecure and/or experiencing a student emergency healthy and well-balanced meals in one of the three University Dining Commons. To ensure confidentiality, the meals are placed on the students ID card. "Feed A Need" asks residential students to donate one meal. The 49er Shops has donated hundreds of meals as well.

Short Term Housing Assistance Program: The program provides displaced students with a room in one of the residential halls to ensure the student's safety and well-being until he/she can acquire permanent and secure housing.

FINANCIAL ASSISTANCE

Student Emergency Grant: The fund provides financial assistance to students who experience temporary emergency financial hardships and can receive up to $500.00 dollars. Student Financial Services also offer each student applicant individual financial counseling.

SUSTAINABILITY

Fundraising Campaign: In addition to the Office of the President and The Division of Students Affairs sponsorship, the two sources of fundraising campaigns include the University's *I Declare* campaign, *and The CSULB Beachfunder.*

PROGRAM EXPANSIONS FOR SPRING 2016

The following services will be initiated in Spring 2016:
- Mobile Food App: A cell phone application for students to be alerted when food is available at the conclusion of campus catered events.
- Hotel Vouchers: The hotel vouchers will provide local, off-campus, short-term emergency housing for displaced students with children.
- The Food Pantry: The Food pantry is being moved to larger space in order to expand the amount of food that can be provided to CSULB students.

California State University, San Bernardino

The faculty and staff at San Bernardino have taken an invested interest in the wellbeing of their students, and as a community they have responded to the needs of their students. They see hunger not only as an individual student issue, but also as a community wide issue. CSU San Bernardino offers their students many resources if they are experiencing food insecurity. One of these resources is a well-stocked food pantry called The Coyote DEN, which stands for Delivering Emergency Nourishment.

> "I didn't want to ask for help and now that I did I'm so happy I came."
> — *CSUSB Student*

CAMPUS ADVISORY BOARD/COMMITTEE

The University has an Advisory Board to address issues of campus food insecurity. This board consists of: faculty, student support specialists, such as advisors, EOP staff, and Health Center staff, student government, and off campus representatives from a local food pantry, Helping Hands.

FOOD INSECURITY

Food Pantry: The DEN opened in mid January 2015. It began in response to a need that was vocalized by faculty and staff who had reported personally supporting students through money and food. At the DEN, students can receive a bag of groceries. The campus recognized that some of their students live in their vehicles, so they include a map of where all campus microwaves are found and the hours of availability.

The university also offers *Hungry Student Kits*, which are bags of ready to eat and microwaveable food and snacks to support a hungry student with one meal. This strategy was developed to address the reality that sometimes students have different levels of need, and some students may just need something to get through the day. These bags are very accessible, as they are placed at various locations throughout campus, and they are available to students.

SUSTAINABILITY

The DEN is supported by a federal partnership with the USDA's Hispanic Serving Institutions National Program, student, faculty and staff conducted food drives and a generous community partnership with an organization called *Helping Hands Pantry*. According to staff in the Office of Community Engagement, the outpouring of generosity on campus from faculty, staff and students has been so incredible that they have only had to rely on their community partner for one initial delivery.

Appendix B: Housing, Funding, and Food Options for Displaced and Food Insecure Students

List of CSUs	FOOD OPTIONS		FUNDING OPTIONS		HOUSING OPTIONS	
	Food Pantry	Alternate Food Options	Emergency Funds/Grants	Short Term Loans	University Housing	Alternate Housing Options
Bakersfield	Food Pantry - Guardian Scholars/Housed in EOP Department			Up to $250 maximum – repayment within 45 days		
Channel Islands						Housing guidance / referrals for Foster Youth Students - PATH Scholars Program
Chico	Hungry Wildcat Food Pantry	CalFresh enrollment		Up to $500 maximum – repayment within 90 days	Housing support available to foster youth during holiday breaks - PATH Scholars Program	Referrals to local off-campus resources: 6th Street Center for Youth
		Veggie Bucks Program				
Dominguez Hills	CSUDH Food Bank - Office of Student Life	Hot Meal Program	Faculty & Staff Student Support Grant (Min $250 - $1,000)			Referrals to off campus housing
East Bay		Meal Cards for on campus Dinning Commons		Emergency Loan Program		
Fresno	Fresno State Student Cupboard	RDH Complimentary Meals	Good Samaritan Fund (up to $1,500)	$400 - $600 - repayment due date varies	"Safe Room" - Available for emergency (1-2day) housing needs	
		Catered Cupboard				
		CalFresh enrollment				
Fullerton				Up to $500 – repayment due within 45 days		
Humboldt	Oh Snap! Food Pantry	CalFresh enrollment		$50min-$500max - repayment due date varies		
Long Beach	University Interfaith Center: Free Meals/Food Pantry	The Meals Assistance Program (Feed A Need)	Student Emergency Grant (Up to $500)		Short-term Housing Assistance Program (up-to 18 days)	

List of CSUs	FOOD OPTIONS		FUNDING OPTIONS		HOUSING OPTIONS	
	Food Pantry	Alternate Food Options	Emergency Funds/Grants	Short Term Loans	University Housing	Alternate Housing Options
Los Angeles		Food Coupons provided for foster youth students through EOP		Up to $250 – Repayment within 30 days	Referrals to on and off campus resources	
					Summer housing funds for foster youth students	Referrals to off-campus housing resources for EOP/Foster youth students
Maritime					Mandatory residency requirement for enrolled undergrad students (exemption options available)	Connecting students to other students during summer months for/as potential roommates
Monterey Bay				Up to $400 – Charged against students' financial aid award		
Northridge	Matador Food Bank (Food and Household Items)	Housing Food Pantry - Available for Foster Youth & others housing students who need help	Emergency Funds – up to $1000. Larger amounts considered based on circumstances and the student's ability to pay back	Up to $300 - Bookstore Loan	Housing support available for foster youth through EOP Resilient Scholars program	
					If space is available - accommodates students with housing needs	Referrals to local off-campus housing resources
Pomona		Food Vouchers - redeemable at student cafeteria only (informal collaboration between UHS and on-campus dinning [Foundation])	For Renaissance Scholars students Only	Up to $250 – Repayment due date varies		HUD-VASH Vouchers - for Student Veterans / Referrals to off-campus VA housing resources
			Emergency Grants: Cal Poly Pomona Grant – max $540 ($180 each quarter)		Housing support for foster youth student through Renaissance Scholars	Referrals to local off-campus housing resources

					6 "Safe rooms" - Available for emergency housing needs	Referrals to local off-campus housing resources

List of CSUs	FOOD OPTIONS		FUNDING OPTIONS		HOUSING OPTIONS	
	Food Pantry	Alternate Food Options	Emergency Funds/Grants	Short Term Loans	University Housing	Alternate Housing Options
Sacramento	ASI Food Pantry		Hornet Proud Fund / Student Emergency Grant Funds (Up to $1,500)	Amount varies – Repayment within 60 days		
San Bernardino	The DEN - CSUSB Food Pantry	Food Cards - Available for Renaissance Scholars (foster youth) only	Financial support available through Renaissance Scholars for foster youth students for housing /food	Short Term Emergency Loans: $50-$600 / Major Emergency Loans: Up to 100% of tuition (applied to tuition ONLY)	15 beds available for Renaissance Scholars only - For summer / emergency housing	
San Diego		Economic Crisis Response Team (ECRT) - Referrals to local off-campus food resources		Up to $1,000 - repayment dates vary		Economic Crisis Response Team (ECRT) - Referrals to local off-campus housing resources
San Francisco				SF State - HOPE Fund Crisis Loan Up to $500 – repayment dates vary	Temporary housing in the dorms if space is available	
San Jose	SJSU Food Shelf	Referrals to on and off camps food resources via the Student Food Resource website Limited number of Emergency Meal Plans for EOP students Gold Cards for the on-campus dinning commons		Up to $500 – repayment within 60 days or by the last day of instruction		
San Luis Obispo	Cal Poly Food Pantry	Meal Vouchers	Cal Poly Cares program: emergency grants to students for: • Academic supplies • Housing • Medical care/supplies • Academic related fees (average amount is $1,700 per student).	$300 - $500 – repayment period may not exceed 90 days	Cal Poly Cares provides displaced students on-campus housing at no-charge	Cal Poly Cares provides displaced students off-campus housing at little or no-charge if they are unable to be accommodated in university housing.

			Professional Dress Clothing Closet for students who need professional dress for interviews or work.			
San Marcos		Reduce Student Hunger Food Distributions	Student Emergency Fund - ASI	Up to $1,000 – repayment due approximately weeks after the term has begun		
Sonoma				Up to $150 - ASI Short-Term 30 day loan		
Stanislaus			Financial support available through Promise Scholars for foster youth students for housing	Short Term Loans - repayment due within 30 days	Housing support for foster youth students through Promise Scholars	

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FOOD OPTIONS FOR FOOD INSECURE STUDENTS			
	Food Pantry	Point of Contact	Alternate Meal Options	Point of Contact
Bakersfield	Food Pantry - Guardian Scholars/Housed in EOP Department	Monica Diaz Guardian Scholars Coordinator Phone 661-654-3215 Fax 661-654-6971 E-mail mdiaz_padilla@csub.edu Website www.csub.edu/eop Office Administration East 100		
Chico	Hungry Wildcat Food Pantry	Office of the Vice President for Student Affairs, Kendall Hall, room 110 or call our office, 530-898-6131 for access to the pantry	CalFresh Enrollment Veggie Bucks Program	Office of the Vice President for Student Affairs, Kendall Hall, room 110 or call our office, 530-898-6131
Dominguez Hills	CSUDH Food Bank - Office of Student Life	Office of Student Life California State University, Dominguez Hills Loker Student Union, Suite 121 1000 East Victoria Street Carson, CA 90747 Telephone: (310) 243-2081 Fax: (310) 217-6926	Hot Meal Program	Office of Student Life California State University, Dominguez Hills Loker Student Union, Suite 121 1000 East Victoria Street Carson, CA 90747 Telephone: (310) 243-2081 Fax: (310) 217-6926
East Bay			Meal Cards for on campus Dinning Commons	Dean of Students (510) 885-4740 stan.hébert@csueastbay.edu
Fresno	Fresno State Student Cupboard	Food Security Project Jessica Medina, Coordinator jemedina@csufresno.edu 5150 N. Maple Ave., JA67 Fresno, CA 93740 P 559.278.0866	RDH Complimentary Meals Catered Cupboard CalFresh enrollment	Food Security Project Jessica Medina, Coordinator jemedina@csufresno.edu 5150 N. Maple Ave., JA67 Fresno, CA 93740 P 559.278.0866
Humboldt	Oh Snap! Food Pantry	http://hsuohsnap.org Recreation & Wellness Center, RM 122 Contact 707-826-4565	CalFresh enrollment	http://hsuohsnap.org Recreation & Wellness Center, RM 122 Contact 707-826-4565

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FOOD OPTIONS FOR FOOD INSECURE STUDENTS			
	Food Pantry	Point of Contact	Alternate Meal Options	Point of Contact
Long Beach	University Interfaith Center: Free Meals/Food Pantry	Brotman Hall, Room 178 Phone: (562) 985-7595 Contact: Pastor Adele Langworthy	The Meals Assistance Program (Feed A Need)	Office of the Dean of Students Carol Menard Fulthorp Email: Carol.Menard@csulb.edu
Los Angeles			Food Coupons provided for foster youth students through EOP	Educational Opportunity Program Phone: (323) 343-4367 Location: Student Affairs, SA-215
Northridge	Matador Food Bank (Food and Household Items)	http://www.csun.edu/mic/apps/clublisting/contactClub.php?clubId=10000012	Housing Food Pantry - Available for Foster Youth & others housing students who need help	EOP Resilient Scholars Program, Program coordinator, Jina Gonzalez Telephone: (818) 677-4151 ; Fax: (818) 677-4153 Office location: University Hall 205 18111 Nordhoff Street Northridge, CA 91330-8366
Pomona			Food Vouchers - redeemable at student cafeteria only (informal collaboration between UHS and on-campus dinning[Foundation])	University Housing Services Cal Poly Pomona 3801 West Temple Avenue Pomona, CA 91768 (909) 869-3307
Sacramento	ASI Food Pantry	ASI Student Engagement and Outreach- 1st floor of the University Union 916.278.4148 http://www.asi.csus.edu/programs/food-pantry/ debrown@csus.edu		

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FOOD OPTIONS FOR FOOD INSECURE STUDENTS			
	Food Pantry	Point of Contact	Alternate Meal Options	Point of Contact
San Bernardino	The DEN - CSUSB Food Pantry	The Den 5500 University Parkway San Bernardino, CA 92407 Faculty Office Building, Room 227 Email leaveyourpawprint@csusb.edu (909) 537-7387	Food Cards - Available for Renaissance Scholars (foster youth) only	EOP Renaissance Scholars Program California State University, San Bernardino 5500 University Parkway, UH-395 San Bernardino, CA 92407 (909) 537-5042
San Diego			Economic Crisis Response Team (ECRT) - Referrals to local off-campus food resources	ecrt@mail.sdsu.edu
San Jose	SJSU Food Shelf	Elizabeth Agramont-Justiniano, Food Shelf Program Assistant: elizabeth.agramont-justiniano@sjsu.edu or call 408-924-4125.	Referrals to on and off camps food resources via the Student Food Resource website Limited number of Emergency Meal Plans (For EOP) Gold Cards for the on-campus dinning commons	http://www.sjsu.edu/wellness/foodresources/
San Luis Obispo	Cal Poly Food Pantry	Campus Health & Wellbeing Building 27, Lower Level (PULSE office) Phone: 805-756-6181 Email Theresa Fagouri: tfagouri@calpoly.edu	Meal Vouchers	Joy Pedersen, Assistant Dean of Students Phone: 805-756-6749 Email: jmpeders@calpoly.edu
San Marcos			Reduce Student Hunger Food Distributions	Curtis Bovee Bovee004@cougars.csusm.edu

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FUNDING OPTIONS FOR FOOD AND HOUSING INSECURE STUDENTS			
	Emergency Funds / Grants	Point of Contact	Short Term Loan Type Programs	Point of Contact
Bakersfield			Up to $250maximum – repayment within 45 days	Office of Financial Aid and Scholarships 9001 Stockdale Highway Bakersfield, CA 93311-1022 Phone: (661) 654-3016 Fax: (661) 654-6800 Email: finaid@csub.ed
Chico			Up to $500maximum – repayment within 90 days	Financial Aid & Scholarship Office Student Services Center (SSC) 250 California State University, Chico Chico, CA 95929-0705 530-898-6451 finaid@csuchico.edu
Dominguez Hills	Faculty & Staff Student Support Grant (Min $250 - $1,000)	Financial Aid Office 1000 East Victoria Street Carson, CA 90747 Welch Hall B-25 finaid@csudh.edu Telephone: (310) 243-3691 or iheart@csudh.edu		
East Bay			Emergency Loan Program	Office of Financial Aid 25800 Carlos Bee Boulevard Hayward, CA 94542 (510) 885-2784 finaid@csueastbay.edu

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FUNDING OPTIONS FOR FOOD AND HOUSING INSECURE STUDENTS			
	Emergency Funds / Grants	Point of Contact	Short Term Loan Type Programs	Point of Contact
Fresno	Good Samaritan Fund (up to $1,500)	Jessica Medina Email: jemedina@csufresno.edu Phone: (559) 278-0866	$400 - $600 - repayment due date varies	Financial Aid 5150 North Maple Avenue M/S JA64 Fresno, CA 93740 P 559.278.2182
Fullerton			Up to $500 – repayment due within 45 days	Office of Financial Aid California State University, Fullerton P.O. Box 6804, UH 146 Fullerton, CA 92834-6804 General Information (657) 278-3125
Humboldt			$50min-$500max - repayment due date varies	Humboldt State University Student Financial Services #1 Harpst Street, Suite 285 Arcata, CA 95521-8299 Phone: (707) 826-4407
Long Beach	Student Emergency Grant (Up to $500)	Office of the Dean of Students Carol Menard Fulthorp Email: Carol.Menard@csulb.edu		
Los Angeles			Up to $250 – Repayment within 30 days	Student Financial Services Tina Mimiaga, Student Loan Services and Collections Supervisor Phone: (323) 343-3596 tmimiag@cslanet.calstatela.edu

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FUNDING OPTIONS FOR FOOD AND HOUSING INSECURE STUDENTS			
	Emergency Funds / Grants	Point of Contact	Short Term Loan Type Programs	Point of Contact
Monterey Bay			Up to $400 – Charged against students' financial aid award	FINANCIAL AID 5283 Sixth Avenue Seaside, CA 93955 (831) 582-5100 financial_aid@csumb.edu
Northridge	Emergency Funds – up to $1000. Larger amounts can be considered based on situation and ability for repayment	Financial Aid & Scholarship Department 18111 Nordhoff Street Northridge, CA 91330-8307 1-818-677-4085	Up to $300 - Bookstore Loan	Financial Aid & Scholarship Department 18111 Nordhoff Street Northridge, CA 91330-8307 1-818-677-4085
Pomona	For Renaissance Scholars students Only	Renaissance Scholars 3801 West Temple Avenue Pomona, California 91768 Makeda Bostic (909) 869-3169	Up to $250 – Repayment due date varies	California State Polytechnic University, Pomona Student Accounting & Cashiering Services 3801 West Temple Avenue Pomona, California 91768 (909) 869-2010 sacs@cpp.edu
	Emergency Grants: Cal Poly Pomona Grant – max $540 ($180 each quarter)	Cal Poly Pomona University Office of Financial Aid & Scholarships 3801 W. Temple Ave. Pomona, CA 91768 Main Office Number: (909) 869-3700 Fax Number (909) 869-4757		
Sacramento	Hornet Proud Fund/Student Emergency Grant Funds (Up to $1,500)	Office of Student Affairs (916) 278-6060	Amount varies – Repayment within 60 days	Financial Aid & Scholarships Lassen Hall Lobby 6000 J Street Sacramento, CA 95819-6044 Phone: (916) 278-6554

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List of CSUs	FUNDING OPTIONS FOR FOOD AND HOUSING INSECURE STUDENTS			
	Emergency Funds / Grants	Point of Contact	Short Term Loan Type Programs	Point of Contact
San Bernardino	Financial support available through Renaissance Scholars for foster youth students for housing/food	EOP Renaissance Scholars Program California State University, San Bernardino 5500 University Parkway, UH-395 San Bernardino, CA 92407 (909) 537-5042	Short Term Emergency Loans: $50-$600 / Major Emergency Loans: Up to 100% of tuition (applied to tuition ONLY)	Student Accounts Office California State University, San Bernardino 5500 University Parkway, San Bernardino CA 92407-2318 909-537-5162
San Diego			Up to $1,000 - repayment dates vary	Student Account Services San Diego State University 5500 Campanile Drive San Diego, CA 92182-7425 Telephone: 619-594-5253
San Francisco			SF State - HOPE Fund Crisis Loan	Kathleen Kelly Assistant to the Interim Associate Vice President & Dean of Students kakelly@sfsu.edu (415) 338-6773
			Up to $500 – repayment dates vary	Fiscal Services / Loans & Collections 1600 Holloway Avenue, ADM 358, San Francisco, CA 94132 (415) 338-1728 fcalsvcs@sfsu.edu
San Jose			Up to $500 – repayment within 60 days or by the last day of instruction	Bursar's Office One Washington Square San José, CA 95192-0138 Phone: 408-924-1601 Email: bursar@sjsu.edu

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	FUNDING OPTIONS FOR FOOD AND HOUSING INSECURE STUDENTS			
	Emergency Funds / Grants	Point of Contact	Short Term Loan Type Programs	Point of Contact
San Luis Obispo	Cal Poly Cares Emergency grants to students for: • Academic supplies • Housing • Medical care/supplies • Academic related fees (average amount is $1,700 per student) Professional Dress Clothing Closet for students who need professional dress for interviews or work.	Dean of Students Office Building 52- E11	$300 - $500 – repayment period may not exceed 90 days	Cal Poly Financial Aid Office California Polytechnic State University Administration Building, Room 212 San Luis Obispo, CA 93407-0201 805.756.7243
San Marcos	Student Emergency Fund - ASI	ASI - Student Emergency Fund Email: sef@csusm.edu Call: (760) 750-7627	Up to $1,000 – repayment due approximately weeks after the term has begun	Emergency Loan Contact: Marietta Kimball mkimball@csusm.edu (760) 750-4492
Sonoma			Up to $150 - ASI Short-Term 30 day loan	Associated Students at Sonoma State University 1801 East Cotati Ave - Student Center, 2nd Floor Rohnert Park, CA 94928 707.664.4323
Stanislaus	Financial support available through Promise Scholars for foster youth students for housing	Promise Scholars California State University Stanislaus One University Circle Turlock, California 95382 (209) 667-3957	Short Term Loans - repayment due within 30 days	Financial Aid & Scholarships Office California State University Stanislaus One University Circle Turlock, California 95382 (209) 667-3336

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	HOUSING OPTIONS FOR DISPLACED STUDENTS			
	University Housing	Single Point of Contact	Alternate Housing Options	Single Point of Contact
Channel Islands			Housing guidance / referrals for Foster Youth Students	Promoting Achievement Through Hope - PATH Program Leticia Cazares, Foster Youth Counselor leticia.cazares@csuci.edu Telephone: 805-437-3923 Email: path.center@csuci.edu
Chico	Housing support available to foster youth during holiday breaks - PATH Scholars Program	Marina Fox PATH Scholars Program Coordinator Student Services Center 310 California State University, Chico 400 West First Street Chico, CA 95929-0710 Office: 530-898-6831 Fax: 530-898-4567 msfox@csuchico.edu	Referrals to local off-campus resources: 6th Street Center for Youth	Jennifer Barzey, ASW Program Manager 130 W. 6th Street Chico, CA 95928 Phone: 530-894-8008
Dominguez Hills			Referrals to off-campus housing	Office of Student Life California State University, Dominguez Hills Loker Student Union, Suite 121 1000 East Victoria Street Carson, CA 90747 Telephone: (310) 243-2081 Fax: (310) 217-6926
Fresno	"Safe Room" - Available for emergency (1-2day) housing needs	University Courtyard 5152 N. Barton Ave. M/S RH82 Fresno, CA 93740-8013 (559) 278-2345		
Long Beach	Short-term Housing Assistance Program (up-to 18 days)	Office of the Dean of Students Carol Menard Fulthorp Email: Carol.Menard@csulb.edu		

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	HOUSING OPTIONS FOR DISPLACED STUDENTS			
	University Housing	Single Point of Contact	Alternate Housing Options	Single Point of Contact
Los Angeles	Referral to the University Housing Services for linkage to on and off campus resources	Housing Services 5300 Paseo Rancho Castilla, Los Angeles, CA 90032 Phone (323) 343-4800 Fax (323) 343-6465		
	Summer housing funds for foster youth students	Educational Opportunity Program Phone: (323) 343-4367 Location: Student Affairs, SA-215	Referrals are made to off-campus housing resources for EOP/Foster youth students	
Maritime	Mandatory residency requirement for enrolled undergrad students (exemption options available)	Housing and Residential Life 200 Maritime Academy Drive Vallejo, CA 94590 (707) 654 – 1400	Connecting students to other students during summer months for/as potential roommates	Housing and Residential Life 200 Maritime Academy Drive Vallejo, CA 94590 (707) 654 – 1400
Northridge	Housing support available for foster youth through EOP Resilient Scholars program	EOP Resilient Scholars University Hall 205 18111 Nordhoff Street Northridge, CA 91330-8366 Gina Gonzalez Telephone: (818) 677-4151		
	If space is available - accommodates students with housing needs	Student Housing and Conference Services Pacific Willow Hall, building 6 17950 Lassen St. Northridge, CA 91325 (818) 677-2160	Referrals to local off-campus housing resources	

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	HOUSING OPTIONS FOR DISPLACED STUDENTS			
	University Housing	Single Point of Contact	Alternate Housing Options	Single Point of Contact
Pomona			HUD-VASH Vouchers - for Student Veterans / Referrals to off-campus VA housing resources	Veterans Resource Center Elke Azpeitia Veterans Services Coordinator 909.869.2782 emazpeitia@cpp.edu
	Housing support for foster youth student through Renaissance Scholars	Renaissance Scholars 3801 West Temple Avenue Pomona, California 91768 Makeda Bostic (909) 869-3169	Referrals to local off-campus housing resources	
	6 "Safe rooms" - Available for emergency housing needs	University Housing Services (Building 59) 3801 West Temple Avenue Pomona, CA 91768 (909) 869-3307	Referrals to local off-campus housing resources	
San Bernardino	15 beds available for Renaissance Scholars only - For summer / emergency housing	Housing and Residential Life 6000 University Pkwy. San Bernardino, CA 92407 (909) 537-4155		
San Diego			Economic Crisis Response Team (CERT) - Referrals to local off-campus housing resources	ecrt@mail.sdsu.edu

Appendix C: Single Points of Contact for Programs for Displaced and Food Insecure Students

List of CSUs	HOUSING OPTIONS FOR DISPLACED STUDENTS			
	University Housing	Single Point of Contact	Alternate Housing Options	Single Point of Contact
San Francisco	Temporary housing in the dorms - If space is available	Dean of Students 1600 Holloway Avenue San Francisco, CA 94132, SSB, Suite 403 Phone: (415) 338-3888 E-mail: life@sfsu.edu		
San Louis Obispo	Cal Poly Cares provides displaced students on-campus housing at no-charge	Dean of Students Office Building 52- E11	Cal Poly Cares provides displaced students off-campus housing at little or no-charge if they are unable to be accommodated in university housing	Dean of Students Office Building 52- E11
Stanislaus	Housing support for foster youth students through Promise Scholars	Promise Scholars California State University Stanislaus One University Circle Turlock, California 95382 (209) 667-3957		

Appendix D: Qualitative Data Related to Findings and Recommendations

Incorporation of student needs as a part of the student success directives and the university mission; actively seeking and developing strategies

Five campuses with expansive programs specifically designed to address support for students experiencing food insecurity and/or displacement described purposeful program development processes based on a clear perception of the need, institutional support at all levels, and an investment of time and financial support for services.

Developing a program. *So we spent about a year trying to identify location, identify our allies, identify resources in order to really start to build up our practices and so that way when we were able to be close to launch we knew that…hopefully we knew that once we launched we would actually have a pretty solid response as far as students use, faculty support, staff support in which we've been blessed it the sense that everybody has really come and wrapped their arms around [the food pantry] and being able to support it.*

…originally when we did a lot of our start-up research we contacted one school and we asked the question of how do you reduce the stigma on your campus and they said, "what are you talking about? We don't know anything about that". Well, they had been doing this for 20 years, having a food pantry on campus. There is no stigma because it's just another resource students know about. We hope here at [our campus] that hopefully it won't take 20 years but hopefully within a few years we can say that there is no stigma here on our campus either because our students know this is a resource that is available to them to help them be successful just like any other.

Single Points of Contact. *I think the key thing that I need to be doing is being the kind of in between person between the front line people who are doing some tremendous work and being creative about how to serve the students, how to meet this need, I need to continue to be that person looking for ways that we get the organizational support that we need.*

Institutional Philosophy. *[Housing and food] fits into a larger umbrella of just what is wellness about and how much is wellness some of our responsibility and helping students to be successful. I think a comprehensive notion of wellness includes vocation, includes multicultural, includes emotional, and includes just physical. So in the larger umbrella, I think this is very much what the university ought to be about because I think we're wanting to promote a comprehensive or organic view of wellness.*

Expressed aspirational thinking to support students, restrained by actual or perceived institutional barriers

Many interviewees recounted instances where they responded to students on a case-by-case basis; however, no systemic or programmatic approach had been employed. Participants articulated a consistent fear that if programs and services were developed, there would not be enough resources to support their needs.

A lot of these conversations take place inside our office with the door shut...I've seen over and over and over again the staff members take their own personal money and many times hundreds of dollars, try to eliminate the food crisis or you know, whatever they can do. It's not really talked about.

And so I think front line people are doing, even what I would say heroic efforts, at reaching out, at making it a safe place for students to talk about food insecurity, and maybe even housing instability. So I think tremendous things are happening that really show the heart of [the campus]. I don't think that is well known...

I don't think we've adequately answered that here, but I think we have a lot of folks that are extending beyond their job descriptions in some ways to be able to try to help students both in the now and in the long term on these issues.

'The other thing is we don't have anything that we can necessarily do about it either. I mean apart from referring them to financial aid, what else can we do? I think ...I was referred to the police because the Dean of Students if a student were to be found on campus and if someone was living on campus and he said it has happened that there would be a homeless person living on campus, that would be referred to the police.

Perception that addressing the issues of food insecurity or displacement was insurmountable or questioning of the veracity or depth of the problem

Participants had differing perceptions of the scope of the problem on their campuses. In some cases, there was a normalizing of the "starving student" as a part of the college vernacular. Some participants suggested, outside of rare circumstances, that students generally have the means to meet their needs, but squander their resources with youthful behavior. For some, there was a concern that the university not "become a social service agency" and that development of some services was outside of the university's purview.

...the representative from [our campus] said that she talked to many people from all over the campus and found that they have never, they could maybe think of one person who has experience this issue and they really....right now, they don't have that and if they do have someone who is experiencing the issue, then they don't really have anything they could do about it, is what she said.

These students are often self identified or referred to services. To the best of my knowledge and experience at this campus, we don't have targeted services and don't track this population. There is no public information, and those who know a little will refer students to others who they think can help, this often leads the students to track a trail of various services in hopes of gaining support but there is limited follow-up, as there is no point person for this population. Not having standardization or procedures in place means each student in population has different supports and different experiences on/with campus.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Adoption of Campus Degree Planning Software

18-15/16-APC— March 8, 2016—First Reading

RESOLVED: That the Humboldt State University Senate recommends to the Provost that the Campus Degree Planning Software Policy and associated recommendations be accepted as submitted; and be it further

RESOLVED: That the Senate recommends to the Provost the creation of a new Degree Planning Oversight Group to replace the Degree Planning Software Working Group, and coordinate and oversee the development and implementation of the software; and be it further

RESOLVED: That the University Senate extend its gratitude and thanks to the Degree Planning Software Working Group for its work.

RATIONALE: The Degree Planning Software Working Group has completed its work and provided a series of policies and recommendations necessary to implement the use of degree planning software at HSU. Use of degree planning software in conjunction with major academic plans is a best practice for increasing student success. By providing students with a defined pathway to graduation, it reduces the time required for routine advising, allowing advisors to use their time effectively. In addition to helping students see their pathway to graduation, it will help administrative units identify and plan for course demand. Effective implementation of degree planning software will require coordinated effort on the part of many individuals and units. The implementation, policy and process document represents a practical and achievable blueprint for bringing degree planning software onto our campus to provide an effective planning tool for advisors and students in order to better ensure their success. The use of degree planning software will also allow for the implementation of prioritizing student registration appointment dates in accordance with their progress to degree, rather than by the current total number of units earned. It is the recommendation of the Working group that this be implemented as it will motivate and reward students who are pursuing the fastest path to graduation, thus helping to increase graduation rates and lower time to graduation. Furthermore, it is recommended that existing milestones (Golden 4 -GE Area A and Area B: Mathematical Concepts by 60 units) have consequences for non-compliance and that two new milestones be developed by each program, also with consequences for non-compliance. It was felt that consequences were necessary for the milestones to be meaningful in encouraging student behaviors (such as learning to write) that would increase their chances of success in the degree. Data indicate that the Golden 4 milestone has not been observed, with approximately 600 juniors and seniors, who matriculated as freshmen to HSU, missing at least one of the Golden 4 courses from their transcripts. The additional milestones could be specific courses, or

one of a list of courses, along with a specific grade and time to complete. The idea of a milestone is that we set standards for expected academic progress that students will encounter at an early point in their degree. The standards indicate where the students need to be in terms of academic performance to be successful in their major. If students are unable to meet these standards at that time, they will be required to work with an advisor to make a plan. This might mean developing better study habits, getting a tutor, spending more time on homework, or it might mean switching to another major. Coming to this challenge point early on will result in a greater chance of success, or at the very least, spare them from further years in a major that they do not have the momentum to complete.

University Policy on Use of Degree Planning Software

Degree planning software facilitates a timely path to graduation by providing roadmaps or Major Academic Plans (MAPs) for every program of study. These roadmaps link curricula, course offerings, program requirements, pre-requisites, and course sequencing into semester-by-semester plans. It also provides aggregate data to assist departments with appropriate course planning. The Degree Planning Software Working Group developed a series of policies and recommendations to effectively implement the degree planning software. The recommendations build on existing policies, structures, and expectations whenever possible to streamline practices and minimize the need to create more policies to implement the software (i.e. enforce current policies rather than create new ones).

In the following document, we list six policies and recommendations to guide their implementation.

Policy 1. Registration priority will be based upon % of degree requirements completed rather than number of units accrued.

Recommendations:

- This will include GEAR requirements. Units completed that do not go towards GEAR or major requirements, i.e. free electives will only be counted for registration priority if the major they have selected has free electives and they help the student reach 120 units.
- If a student switches to a major with fewer free electives, or none, these courses may no longer contribute towards completing a degree, thus this change of major may result in a reduced registration priority.
- Recommendations for specific cases:
    - Double Major
        - Calculate %'s of major that gives a student the highest priority
    - Undeclared Majors
        - Will calculate utilizing the "undeclared" major degree code in the u.achieve/DARS system
    - Units that count in multiple areas
        - Units that count in multiple categories (e.g. GE and Major) will be added to the calculation of % in each area.

Policy 2. Policy recommendation on Expected Academic progress:

 Each academic program will develop two milestones in addition to the current milestone of completing basic subjects by 60 units. The Degree Planning Oversight Group will establish and implement consequences for non-compliance with the milestones by the Spring 2018 registration period. The current policy: Academic Progress Milestones for Undergraduate Programs will be revised to reflect these changes.

Recommendations:

- It is recommended that departments consult with Institutional Research when picking milestone courses. Certain courses and course grades may have greater predictive value for future success in a given major and thus would make better milestone courses.
- The specific consequences for students not meeting the milestones will be developed by the Degree Planning Oversight Group with wide consultation.
- Consequences for non-compliance with milestones will be standard across the university, while the milestones themselves be designated by departments.
- Programs will provide support and a clear set of steps for students not meeting milestones.
- Milestone timelines will be set according to units attempted rather than semesters, so as to not disadvantage part-time students.

Policy 3. Use of degree planning software by students will be mandatory

Recommendations:

- A registration hold will be lifted when the plans are completed and reviewed by the appropriate advisor. This would be an appropriate time for advisors to discuss progress to degree and relevant milestones. The students will still have full freedom to register for the courses they desire to take, that fit in their schedule, or that still have spaces when their registration time comes up. The plan will need to be updated each semester to reflect adjustments. (Some provision/distinction will need to be made so that freshmen are using the system for their first year but probably not be required to fill out a four year plan until they meet with their advisor in either their first or second semester.)
- Mandatory use of degree planning software should begin in spring of 2018. This will allow departments the time to develop maps in spring and fall 2016 with a soft roll out of the product beginning in spring 2017 and to develop and provide degree planning software training to advisors and students. We envision this roll out to be an open invitation to all students to use the planning tools as maps are finalized with mandatory use of the system in spring 2018.
- Ensure that the structure of mandatory use and any consequences for lack of compliance be based upon student actions and not be a result of structural or policy oversights. The overarching philosophy of degree planning software should be that it is a planning and advising tool that helps our students achieve their goal of graduation in a short a time as is possible

Notes:

       As the maps and software implementation are being developed, the following policy/procedure issues will need to be addressed and finalized:

- o   Faculty/Student training for using the tool.
- o   Map update procedures and approvals.
- o   Map development deadlines and enforcement.
- o   Phase in for requiring four year map completion including undeclared majors and freshmen/transfers.
- o   Types and number of holds (Administrative/Advising, one set for semester and plan updates or separate holds?).
- o   Consider issues specific to impacted programs.

Policy 4. Graduation workflows and Major Academic Plans will be standardized in format across all programs

Recommendations:

- ● Major Academic Plans will be written by each program accounting for co- and pre-requisites, students taking two semesters of English Composition instead of one, and/or needing additional math courses to prepare for the GE math requirement, and students transferring to HSU.
- ● All departments will use a common template for presenting MAPs to students.
- ● The standard template would replace all existing versions of roadmaps and be made available in a centralized, easily accessible site.
- ● Undeclared MAPs will also be developed utilizing standard templates.
- ● Each program will develop both a visual flowchart MAP and a curriculum listing.
- ● MAPs should show accurate and realistic paths that include 5th year courses if necessary.
- ● Utilize Spring/Fall of 2016 to develop and finalize maps.
- ● Develop appropriate web sites and links to facilitate the distribution and access to Maps.
- ● Office of Academic Affairs will develop ongoing maintenance plan including roles and responsibilities for updates to flowcharts and Course lists.
- ● Associate Deans will work with departments to review and manage development of the templates.

Policy 5. Advisors, Department Chairs and the Registrar will use degree planning software to enter and approve course substitutions.

Recommendations:

- Degree planning software will show the substituted courses, and the names and dates of approved substitutions. The procedure will be an electronic version of our current process, facilitated by degree planning software.
- We recommend the following workflow for course substitutions using degree planning software:
    - **Advisor** enters substitution in degree planning software, routes to **Department Chair** who approves and routes to **Registrar** for official entry in DARS (u.achieve).

Note:

This is essentially the policy we have now but uses electronic means rather than paper for entry. It is in the best interest of students and advisors to have substitutions officially entered in DARS as soon as possible. An electronic process consisting of using degree planning software alone may not in and of itself be efficient enough to facilitate faster processing and so the substitution process must be reviewed in order to promote a faster turnaround in the Registrar's Office without unduly burdening Registrar personnel.

Policy 6. These recommendations, when implemented and taken as a whole, will replace the current major contract system.

Recommendations:

- The current Degree Planning Software Working group or a successor (possibly the newly reconstituted Enrollment Management Group) should be assigned the task of developing, vetting and implementing degree planning software and the required policy and process components as outlined in this document.
- The committee would report to the Provost, inform the Senate of progress and consult with the Academic Policies Committee regarding any changes to policy.

Humboldt State University

Academic Progress Milestones for Undergraduate Programs

The purpose of this policy is to allow departments to establish milestones for identifying at risk students who are not making sufficient progress in their undergraduate academic programs for the purposes of intervention. Students so identified will be required to meet with academic advisors to develop a plan that will lead to successful completion of the existing program. If it is determined that successful completion of the current academic program is not achievable, then the student will be dismissed from that program and guided to a more appropriate program.

I.   ESTABLISHING MILESTONES

Milestones must contain the following:

A. Clear indicators of whether a student is making academic progress. The milestones must be consistent with minimum graduation requirements and university policy. Academic progress milestones may include but are **not limited to** the following types of criteria:
 1. Passing grades in specified required courses;
 2. Semester GPAs above 2.0 (or higher for pre‑majors if the impacted major has a heightened GPA criteria);
 3. GPA in the major and upper division GPA in the major above 2.0;
 4. Numbers of repeats or withdrawals.
 5. Completion of specific courses.
 6. Timelines that identify how and by when the milestones must be met (end of one academic year, one calendar year, by 30 units, by 60 units, by 90 units, etc.). Such timelines will include adjustments as necessary for students requiring developmental work and transfer students.

B. A detailed description of the intervention that will follow a missed milestone. The intervention must include:
 1. Mandatory academic advising to provide the student with guidance to meet the missed milestone the following semester.
 2. Clearly articulated timelines for dismissal from the academic program (e.g., when students have missed a milestone for two successive semesters), and
     a. A description of the process by which students dismissed from the academic program will be notified, advised, and guided into new academic programs.
     b. The process by which resulting changes to student academic program objectives will be communicated to the Registrar's Office in a timely manner.

II.   APPROVAL PROCESS

Academic progress milestones that potentially dismiss students from the major must first be approved through the regular curricular approval process (Integrated Curriculum Committee), then be placed on the Senate's consent calendar, and then be submitted to the Provost's Office. All milestones must be approved by the Provost's Office

before they are implemented to assure that they adhere to university and state educational policies. Milestones must be published in the university catalog and included in all advising materials. Departments or colleges may revise milestones, subject to approval by the Provost's Office. The impact of a department's milestones will be reviewed as part of the Program Review, Evaluation and Planning (PREP) process.

III. APPEAL OF DISMISSAL FROM THE ACADEMIC PROGRAM

Students who are dismissed from an academic program have the right to appeal that dismissal to the office of the Dean of the College, and if not satisfied they may file an appeal with the Provost or designee.

IV. DECLARATION OF AN ACADEMIC PROGRAM

Continuing students may be denied a request to declare an academic program if the student's academic record already demonstrates a lack of success based on that program's approved milestones. These students should be referred to the Advising Center.

V. UNIVERSITY-WIDE ACADEMIC PROGRESS RULES

Students who have missed an academic progress milestone or who have GPAs below 2.5 may not add additional degree objectives, minors, or certificates unless approved by the advisor for their current primary academic program. Students who have missed a milestone or have GPAs below 2.5 may change primary academic programs to facilitate timely progress toward their degree.

Academic Policies Committee: April 2012
University Senate: Passed, 05/01./12 (Resolution #39-11/12-APC)
President Richmond: Approved 05/03/12

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the *Constitution of the University Senate of Humboldt State University* to Define Interim Membership on the University Senate

19-15/16-CBC – March 8, 2016 - Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends the attached amendments to the Senate *Constitution* be forwarded for ratification in Spring 2016 in accordance with Senate *Constitution* Section 9.0

RATIONALE: *These changes will define interim membership on the Senate and specify term limits for interim membership. These additions are necessary to allow for elected members of the Senate to temporarily fill vacancies in ex-officio membership positions. Elected members who temporarily fill these roles are benefitting the functioning of the Senate and should have the ability to return to their originally elected position within a certain time period. These changes also allow for an appointee to fill the temporary vacancy in the elected Senate seat during the period in which the elected Senator is serving in the ex-officio position. This allows for the electorate for that seat to maintain representation during the elected Senator's absence.*

Proposed Revisions with Track Changes

4.4   **Additional Members**: Additional members of the Senate include:

Two (2) student delegates from the Associated Students
One (1) Emeritus professor delegate from the HSU Emeritus and Retired Faculty Association.

4.5   **Interim Members:**

4.51   Elected members who temporarily vacate their elected Senate seat to serve in an ex-officio membership position shall be referred to as "Interim Ex-Officio" members. Interim Ex-Officio members may serve one semester or less and still retreat to their elected Senate seat without standing for re-election (as long as the term limit has not been reached by the end of the semester). Time served as an Interim Ex-Officio member will still be counted toward the term limits for the elected seat. If the Interim Ex-Officio member will serve longer than one semester, their elected seat will become vacant and will be filled by election in accordance with the Senate *Bylaws*.

4.52   Persons who have been appointed to fill a temporary vacancy in an elected Senate position shall be referred to as "Interim Elected" members. Interim Elected members shall be appointed through the Appointments and Election Committee. The Committee shall solicit nominations from the electorate for the Senate seat that is being temporarily vacated and forward its recommendation to the Senate for approval. Any person so appointed shall serve

as an Interim Elected member until such time as the originally elected member returns to their elected Senate seat or until the end of the semester, whichever comes first. Time served as an Interim Elected member shall be counted as a partial term of service in accordance with section 4.21.

4.54.6 **Voting and Procedural Rights**: All members of the Senate shall have full procedural rights. All members of the Senate, with the exception of the University President, the CFA President and the HSU Labor Council delegate, shall have full voting rights.

4.64.7 **Vacancies**: Vacancies in Senate membership shall be filled in a manner prescribed in the *Bylaws*.

4.74.8 **Recall of Senators**: Any elected member of the University Senate may be recalled by procedures established by the governing documents of the electorate or, if no procedures exist, by those specified in the Bylaws.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the *Constitution of the University Senate of Humboldt State University* to Reflect Amendments to the Voting Membership of the General Faculty

20-15/16-CBC – March 8, 2016 - Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends the attached amendments to the Senate *Constitution* be forwarded for ratification in Spring 2016 in accordance with Section 9.0 of the Senate *Constitution*.

RATIONALE: *These changes will align the Senate Constitution with the General Faculty Constitution revisions in Resolution 11-15/16-CBC which passed a vote of the general faculty in the February 2016 general faculty election. The deleted portions of Senate Constitution Section 5.1 below are not necessary since the election procedure, term of office, and qualifying criteria for President of the General Faculty are already stipulated in the General Faculty Constitution. The addition of the term "ex-officio" emphasizes the ex-officio nature of the Chair of the Senate.*

Proposed Revisions with Track Changes

5.1   The President of the General Faculty shall be <u>ex-officio</u> ~~the~~ Chair of the Senate. ~~and shall be elected to a two year term of office by the General Faculty in residence at the time of General Faculty elections. The Chair shall be a faculty member in residence who has completed three years of employment at the University prior to taking office.~~ The Chair shall preside at all meetings of the Senate and may call special meetings of the Senate.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the *Bylaws of the University Senate of Humboldt State University* to Define Temporary Vacancies on the University Senate

21-15/16-CBC – March 8, 2016 – Second Reading

RESOLVED: That the University Senate of Humboldt State University approves the attached amendments to the Senate *Bylaws*; and be it further

RESOLVED: That these changes will go into effect only if the revisions proposed in Resolution #19-15/16-CBC-03/08/16 - Resolution to Amend the Constitution of the University Senate of Humboldt State University to Define Interim Membership on the University Senate - are approved by the Senate electorates in accordance with section 9.0 of the Senate *Constitution*.

RATIONALE: *These changes define a temporary vacancy in a Senate seat and the procedure to fill the temporary vacancy. This addition is necessary to align the Senate Bylaws with amendments to the Constitution which allow for elected members to serve interim ex-officio roles.*

Proposed Revisions with Track Changes

12.4 **Vacancies**

    12.41 The Senate seat of an elected member shall become vacant when the member:

        a) resigns from the Senate
        b) becomes an ex officio member of the Senate
        c) fails to meet the eligibility requirements for membership in the Senate
        d) or falls under one of the following absence rules:
            i. is absent without a proxy for three consecutive regular meetings
            ii. is absent but represented by a proxy for five or more regular meetings a semester
            iii. is ~~absent (on leave)~~on leave of absence, regardless of reason, for more than one semester.

        ~~(The absence rules do not apply to leaves of one semester or less.)~~

    12.42 The Senate Office staff shall report leaves and extended absences of senators to the Appointments and Elections ~~Subcommittee~~Committee, which shall certify the existence of a vacancy and proceed to fill it as prescribed.

    12.43 Any vacancy which may occur between regular elections among elected senators to the University Senate shall be filled by a special election. Any person so elected shall

represent the appropriate academic unit and shall serve the remainder of the vacated term.

12.5   **Temporary Vacancies**

12.51   The Senate seat of an elected member shall become "temporarily vacant" when the member:

a)   takes a leave of absence for one semester or less
b)   serves as an Interim Ex-Officio member of the Senate for one semester or less

12.52   The Senate Office staff shall report temporary vacancies to the Appointments and Elections Committee, which shall certify the existence of a temporary vacancy.

12.53   Any temporary vacancy which may occur shall be filled by appointment in accordance with Senate *Constitution* Section 4.52.

12.512.6   **Elections within the Senate**

12.5112.61   The annual election of Senate officers... *(remaining text of this section not shown)*

12.5212.62   Removal from Elected Positions in the Senate... *(remaining text of this section not shown)*

12.612.7   **Censure of Senators...** *(remaining text of this section not shown)*