

University Senate

Meeting Minutes for Tuesday, May 13, 2025

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:01 pm. A quorum was present.

Members Present

Aghasaleh, Banks, Benavides-Garb, Burkhalter, Capps, Cappuccio, Cruz, Deshazier, Evans, Fisher, Geck, Harmon, Holliday, Jannetta, Lancaster, Lepphaille, McGuire, McKindley, Miller, Pachmayer, Ramsier, Silvaggio, Spagna, Stelter, Sterner, M. Thobaben, Virnoche, Woglom

Members Absent

Perris, Tello-Linares, A. Thobaben, Tillinghast

Guests

Cameron Allison Govier, Anthony Baker, Sandra Brekke, Carmen Bustos-Works, Michelle Caisse, Joice Chang, Grace Coleman, Jeff Crane, Thomas Elliott, Bethany Gilden, Jim Graham, Scott Harris, Sara Hart, Marcos Hernandez, Frank Herrera, Kendra Higgins, Kathy Hudson, Cris Koczera, Heather Madar, Josh Meisel, Peggy Metzger, Michelle Miyamoto, Jorge Monteiro, Cyril Oberlander, Raven Palomera, Brenda Perez, Garrett Purchio, Sasheen Raymond, Jenni Robinson Reisinger, Cassandra Tex, Jasmin Torres, Augie Valdez, Kimberly White, Mark Wicklund, Jeanne Wielgus

Announcement of Proxies

M. Thobaben for A. Thobaben

CFA Interruption Statement

Chair Woglom read the Interruption Statement from the California Faculty Association.

Approval and Adoption of Agenda

M/S (Harmon/Sterner) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from April 29, 2025

M/S (Ramsier/McGuire) to approve the minute from April 29, 2025.

Motion to approve the minutes passed without dissent.

Consent Calendar from the Integrated Curriculum Committee

The attached Consent Calendar from the ICC was approved by general consent.

General Consent Calendar

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

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

Written report attached

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

No report

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

Written report attached

University Resources and Planning Committee (URPC)

No report

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

Written report attached

California Faculty Association (CFA)

Elections results for 2025-2026 Chapter

Ryder Dschida, President

Loren Cannon, Vice-President

Roberto Monico, Council for Racial & Social Justice Rep

Dylan McClure, Lecturer Rep

A PERB charge is being filed against the CSU for refusing to bargain in good faith.

Office of Diversity, Equity, and Inclusion (ODEI)

Written report attached

Emeritus and Retired Faculty and Staff Association (ERFSA)

No report

Labor Council

No report

Staff Council

Written report attached

President's Administrative Team (PAT)

Written report attached

Carmen Bustos-Works thanked everyone for their feedback on the WASC report and stated that the comment period for it is now closed.

Kimberly White reported about an unexpected issue with our course survey system, Class Climate. Due to a licensing error on the vendor's end, the Class Climate platform became unavailable to students around 1:30 p.m. on Saturday, May 10, just as many were likely logging in to complete their surveys before the Sunday 11:59 p.m. deadline. The issue was resolved early in the morning on Monday, May 12. The decision was made to allow students to submit responses through 5:00 p.m. on Friday, May 16. Students will be notified that they have been re-opened and reminded before they close again.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Senator Ramsier made the attached comments.

Resolution on Management Position Program Hiring Policy (19-24/25-CBC – May 13, 2025 – Second Reading)

Senator Aghasaleh discussed the changes from the first reading, including feedback from an open forum and meetings with Human Resources. Senators Harmon, Sterner, and Lancaster spoke in favor of the resolution, saying it has been a transparent, collaborative, and open process.

Senate vote to approve the Resolution on Management Position Program Hiring Policy ***passed without dissent.***

Ayes: Aghasaleh, Banks, Benavides-Garb, Cappuccio, Cruz, Deshazier, Evans, Geck, Harmon, Jannetta, Lancaster, Lepphaille, McGuire, McKindley, Miller, Pachmayer, Ramsier, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Burkhalter, Capps, Fisher, Holliday, Perris, Silvaggio, Tello-Linares, Tillinghast

Resolution on Revising the Policy on Policies, Procedures, and Guidelines (25-24/25-UPC – May 13, 2025 – Second Reading)

Senator Harmon gave the attached presentation.

Senator Evans asked about the definition of “subject matter experts”. Senator Harmon said there’s no definition given in the policy, it would be up for discussion in the Senate Executive Committee. Senator Cruz asked how it’s determined who is impacted by a policy, and Senator Harmon said it would also be considered by the Senate Executive Committee

Senator McGuire spoke in favor of the resolution, saying it provides clear guidance. Senator Aghasaleh spoke in favor, saying it clears up a lot of pieces in the old policy.

Senate vote to approve the Resolution on Revising the Policy on Policies, Procedures, and Guidelines ***passed without dissent.***

Ayes: Aghasaleh, Banks, Benavides-Garb, Burkhalter, Cappuccio, Cruz, Deshazier, Fisher, Evans, Geck, Harmon, Holliday, Jannetta, Lancaster, Lepphaille, McGuire, McKindley, Miller, Pachmayer, Ramsier, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Capps, Perris, Silvaggio, Tello-Linares, Tillinghast

Sense of the Senate Resolution on Resources for Graduate Students (26-24/25-EX – May 13, 2025)

Senator Virnoche discussed the resolution and the State University Grant Program.

Senator Aghasaleh suggested a friendly amendment to add executive leadership to the distribution list. This was accepted by Senator Virnoche.

Senate vote to approve the Sense of the Senate Resolution on Resources for Graduate Students ***passed without dissent.***

Ayes: Aghasaleh, Banks, Benavides-Garb, Burkhalter, Cappuccio, Cruz, Deshazier, Fisher, Evans, Geck, Harmon, Holliday, Lepphaille, McGuire, McKindley, Miller, Pachmayer, Ramsier, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Capps, Jannetta, Lancaster, Perris, Silvaggio, Tello-Linares, Tillinghast

Sense of the Senate Resolution in Support of the Establishment of a CSU Systemwide Staff Council (27-24/25-EX – May 13, 2025)

Senator Banks and Kathy Hudson discussed the resolution.

Chair Woglom requested that the distributed copy of the resolution use the standard formatting.

M/S (Aghasaleh/Geck) to extend the meeting by 15 minutes.

Motion to extend the meeting passed without dissent.

Senate vote to approve the Sense of the Senate Resolution on Resources for Graduate Students ***passed without dissent.***

Ayes: Aghasaleh, Banks, Benavides-Garb, Burkhalter, Cappuccio, Cruz, Deshazier, Fisher, Evans, Geck, Harmon, Holliday, Jannetta, Lancaster, Lepphaille, McGuire, McKindley, Miller, Pachmayer, Ramsier, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Capps, Perris, Silvaggio, Tello-Linares, Tillinghast

Election of 2025-2026 Senate Officer: Chair of University Policies Committee

Chair Woglom solicited additional nominations for Chair of University Policies Committee. There were no additional nominations.

Senate vote to elect Senator Sulaina Banks as Chair of University Policies Committee for 2025-2026 ***passed.***

Information Item: Cultural Centers Support Planning

Vice President Holliday gave the attached presentation.

TIME CERTAIN: 4:00-4:20 PM – Committee on Accessibility and Accommodation Compliance Report

Professor Jim Graham gave the attached presentation.

TIME CERTAIN: 4:20-4:30 PM – University Faculty Personnel Committee Annual Report

Professors Hyun-Kyung You & Nikola Hobbel discussed the attached report.

TIME CERTAIN: 4:30-4:45 PM – Information Item: GEAR Review and Recommendations Sharing

Mark Wicklund and Sara Hart gave the attached presentation.

Information Item: German Studies Minor Discontinuation

Senator Sterner reported that the German Studies Minor has been voluntarily discontinued.

Information Item: Summer AMP Projections

Senator Sterner reported that five projections are being added to the Academic Master Plan: Masters of Forestry, MA in STEM Education, Critical Agriculture, Health & Medical Science, and Applied Humanities.

M/S (McGuire/Sterner) to adjourn.

Meeting adjourned at 5:10 PM

Hey Cal Poly Humboldt,

Ok, last one.

Thank you all for bearing with me over the last couple of years. The circumstances in our shared community have been complicated and often harmful, and I have been a desperately flawed facilitator in that context. I apologize for my shortcomings in this role, and I'm deeply grateful for the patience, grace, and support I have received in spite of them.

For my final one of these little diatribes, I'd like to expand on a conversation we had at a recent roundtable of former and future senate chairs during the Student Activism events a couple weeks ago. One of the questions we considered together was "what is shared governance and why does it matter"? There were a number of good ideas amongst the participants, while I sort of pedantically trailed off in recounting a chapter in Paolo Freire's "Pedagogy of the Oppressed" that I was reading with a couple Art Ed students that week. Rather than let that pedantry slip away into the ether, I'll try to reproduce some of it here:

Briefly, I would propose that the point of getting together to talk about our institution on a weekly basis is to humanize an oppressive model. Universities are, along with libraries and K-12 schools and the like, amongst the more important spaces for the education and growth of our community towards a more just and perfect whole. They are also massive structural mechanisms that can subsume and obfuscate the humanity of the people who work for them.

Freire suggests in the first chapter of his 1970 book that "both humanization and dehumanization are possibilities for a person as an uncompleted being conscious of their incompleteness," but that humanization is the people's vocation. He suggests that the great historical task of the oppressed is liberation, not only of ourselves, but of our oppressors, or those who are keeping the mechanism rolling without forefronting or perhaps even understanding how the gears are grinding us all down. He points to our duty to combat "prescription" of a repressive reality that comes from outside ourselves and dictates our ways of being with each other. He warns against artificial dualities through which, in supplanting those we deem to be oppressive, we subsequently become oppressors.

In terms of ways to move forward, he offers that "no reality transforms itself," and as such we must collectively foster a "praxis" of "critical intervention in reality" towards the changes we envision. This praxis is a continuous, critical engagement with our circumstances through which we imagine, debate, and enact how they might be otherwise.

Those of us who have been at a lot of senate meetings are likely prone to ask me at this point, "isn't this a sort of grandiose way to frame hours upon hours of policy discussions"? And, yeah, it probably is. We spend a lot of time diving into the minutiae of the boring, the mundane, the esoteric, and sometimes to little or no apparent aim or end. We sometimes get into mean-spirited arguments that aren't worth the ill-will they engender, and performative gestures that turn as many people away from our causes or ideas as they bring in. But, while we can

certainly improve in regards to those detractions and others, I might suggest that persistence in this “permanent relationship of dialogue with the oppressed” is impactful in and of itself.

Freire concludes his opening chapter with the following:

Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling...reality, and thereby coming to know it critically, but in the task of re-creating... knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators. In this way, the presence of the oppressed in the struggle for their liberation will be what it should be: not pseudo-participation, but committed involvement.

Maybe shared governance as praxis, then, has as much value in the act of engagement, of involvement, as in the result of engagement? Maybe being together and taking each other's stuff seriously is meaningful regardless of the results? I don't know, but I kinda hope so.

I guess in conclusion and farewell, I'd encourage us to engage with the Senate as a structure as much as we are able going forward. Please, if you can, take on new or continued roles, and encourage others to join, too. Talk about shared governance as a serious and meaningful venture, if only in hopes that it will be. Communicate our needs and concerns to the body directly, rather than through backchannels and rumor mills. Practice talking to each other, rather than about each other.

Recent data that has been shared with me shows that considerably less than half of the tenure track faculty (the most overtly incentivized demographic on campus) participate in University committees. I'm not looking to sass anyone with that report; there are many other valid forms of service, and not everyone digs committee meetings. It's just that democracy seems such a frail and multiply-assailed thing to me right now, and there is a lot to be addressed and shaped and reimagined for our community. Let's affirm each other's humanity and critically recreate our shared reality by being together and listening to each other and fixing what hurts.

Thanks team. Peace and love and all the good stuff.

jim

CAL POLY HUMBOLDT

University Senate Written Reports, May 13, 2025

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Alexis-Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Jacob Garcia (AS-External Affairs Rep.), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee). Vacant: One Faculty Rep; AS Student 2nd Rep

Meeting Date(s): 5/1/25

Meeting Details: The committee discussed marked up documents for guidelines on program suspension and elimination from APP. Revising these guidelines will be the first item of committee business in AY 2025-26.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: The committee concluded the final call for nominations for the Fall of 2025. With a few critical positions still unfilled, the committee would like to take the Summer break and examine the number of Faculty involved in University-wide service in each College. The committee also wants to add more information to each committee's website, similar to the ICC website.

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Meeting Details: no report

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Meeting Details: no report

Integrated Curriculum Committee

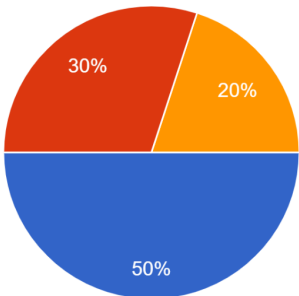
Submitted by Sara Sterner, ICC Chair

Members: Ramesh Adhikari, Paul Michael Atienza, Morgan Barker, Cindy Bumgarner, Carmen Bustos-Works*, Christine Cass, Eduardo Cruz, William Fisher, Chris Guillen, Sara Hart, Alison Hodges, Jose Marin Jarrin, Jamie Jenson, JuEun Lee, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Meenal Rana, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler, Melissa Tafoya, Lisa Tremain, Mark Wicklund | GEAR Chair: Sara Hart | CDC Chair: Lucy Kerhoulas | APC Chair: Tyler Evans | Student Representative: Tadd Sexton, AS Legislative Vice President | Curriculum and Catalog Specialist: Cameron Allison Govier | Curriculum and Assessment Analyst: Khristan Lamb

Meeting Date(s): May 6, 2025

Meeting Details:

Agenda Item	Items to Note
A. Approval of the minutes from the meeting of April 22, 2025	
B. Approval of Meeting Agenda for 05/06/25	
C. Information Item: a. Thank you! Enjoy our morning treats. i. Special recognition for the members of our team who are transitioning to other service opportunities next year. 1. Lucy Kerhoulas, Jose Marin Jarrin, Lisa Tremain b. Program Peer Review Updates - Mark c. 📌 Program-related proposals for 2026 as of April 22, 2025	

Agenda Item	Items to Note								
i. Currently 201 Proposals in our queue, likely 50+ in process									
D. Consent and Voting Action Calendar- Voting Items Discussion + Voting									
Consent Calendar: No Items									
Voting Action Calendar Direct Link - Discussion + Voting									
Sociology Updates (Lucy) • 23-2498 - Sociology, B.A. - Change Core Requirements. Description: Replace existing statistics options (STAT 108/108I/8) with new course: SOC 108 Statistics in the Social Sciences. For support purposes, a new SOC 8 course is being created to mirror STAT 8 (this course will be recommended for all students enrolled in SOC 108) and will have a one-way corequisite with SOC 108. Note: No changes to total unit requirements. ○ SOC - 108 - 23-2490 - New Course - Statistics for the Social Sciences. Description: In 2007, VP Jena Burgess pushed for a pilot program to centralize statistics instruction at Cal Poly Humboldt. Prior to 2007, there was a long history of the Department of Sociology offering SOC 282 Sociological Statistics. During this time, students frequently petitioned the math department to have the course satisfy student's lower division math GE requirement. Psychology students submitted similar requests. And this pilot has continued for 17 years despite repeated efforts over the years by Sociology to resume teaching the course. ○ SOC - 8 - 24-2798 - New Course - Support for Statistics for the Social Sciences. Description: This 1 unit course is being proposed to provide integrated support to all students enrolled in SOC 108 Statistics for the Social Sciences. Though EO1110 requires the provision of support in GE Subarea B4 courses for students specifically assessed as Category III or IV, we will recommend that all students (including those assessed at Category I or II) enroll in this 1 unit integrated support section. • Math Department Sharing (5-10 minutes, Tyler)									
Final Vote: 23-2498 - Sociology, B.A. - Change Core Requirements. Description: Replace existing statistics options (STAT 108/108I/8) with new course: SOC 108 ... - Support for Statistics for the Social Sciences. 20 responses  <table border="1"> <caption>Final Vote Results</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes (Blue)</td> <td>50%</td> </tr> <tr> <td>No (Red)</td> <td>30%</td> </tr> <tr> <td>Abstain (Orange)</td> <td>20%</td> </tr> </tbody> </table>	Response	Percentage	Yes (Blue)	50%	No (Red)	30%	Abstain (Orange)	20%	Proposal Package Moves forward to Senate Ready: 10 Not ready: 6 Abstain: 4
Response	Percentage								
Yes (Blue)	50%								
No (Red)	30%								
Abstain (Orange)	20%								
E. Curricular Information Items: Masters of Arts in Science, Technology, Engineering, and Mathematics Education - Master of Arts - Degree Projection - 24-2803 - Projection reviewed at APP on 4/29 - Will be added to the Summer AMP Forestry - Master of Forestry - 24-2652 - PROGRAM: Projected Degree Proposal Form (Chancellor's Office) - Projection reviewed at APP on 4/29									

Agenda Item	Items to Note
ii. Will be added to the Summer AMP c. German Studies Minor - 24-2990 - Discontinue Program (PROGRAM: 2026-27 Program Change Form) i. Advance to ICC as an informational item pursuant to the "Voluntary Discontinuance" section of the Program Discontinuation Guidelines (item 3c.)	
F. Reports & Updates - 5 Minutes Each: a. AP/Curriculum i. Summer Proposal Work: Critical Agriculture, BA; Health and Medical Sciences, BS: and STEM Education MA, ii. 2026: 6 new programs; 8 new certificates; 3 minors b. ICC Committee Updates i. 25-26 CDC: Will Fisher (Chair, 1 year for Jamie Jensen on Sabbatical), Cindy Moyer, Genevieve Marchand, _____ (CNRS Faculty) ii. 25-26 GEAR: Sara Hart (Chair), Paul Atienza, JuEun Lee, Meenal Rana, _____ (Faculty-at-large) iii. 25-26 APP: _____ CAHSS Department Chair Rep c. CDC (CDC Assignments 2024 2025) d. GEAR (GEAR Tracking 24-25 + GEAR Agenda & Minutes 24-25) i. GEAR Course Certification Form (Rev. 4-2025) e. APP (APP Assignments 2024 2025 + Notes Folder: AY 24/25) (Sara S.) f. APC - Reviewing Program Suspension and Elimination Guidelines	

University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members: Chris Harmon, Sulaina Banks, Stephanie McKindley, Heather Honig, William Cook, Kijung Ryu

Meeting Date(s): May 6th, 2025

Meeting Details:

UPC had its last meeting of the semester on May 6th, where we worked through the final recommendations on the Policy on Policies, Procedures, and Guidelines Draft. We are confident this is ready for a second reading and vote. The process in developing this policy revision has been transparent, and we have received a lot of feedback from the broader university community, in conjunction with what the new policy requires.

Michelle Williams, our long-standing support coordinator, has been tasked to work with Human Resources as the Compliance Coordinator. The UPC will miss you, Michelle!

Sulaina Banks will serve as staff senator for another two year term and has been nominated to chair the UPC for the 25/26 academic year. Thanks very much, Sulaina!

Finally, this is my last Senate report as UPC chair. I will be submitting a year-in-report to the Senate chair to summarize our work this year; however, I just wanted to say thanks to the Senate and broader University community for allowing me to do this job. I have learned a lot and, little did I know, would become a policy nerd. Yoroshiku Onegaishimasu.

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair
Meeting Details: No Report

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU standing committee meetings and plenary convened on May 7-9, 2025. Senator Burkhalter participated online and Senator Virnoche participated in person at the Chancellor's Office in Long Beach. *The next ASCSU plenary will take place September 3-5, 2025.*
The CSU Board of Trustees will meet May 19-21, 2025. You can view the agenda [here](#).

May 2025 Resolutions Passed

The permanent archive of all ASCSU resolutions, their status, and the Chancellor's Office responses can be found at this [link](#).

- [AS-3732-25/EX Media Policy of the Academic Senate of the California State University](#)
- [AS-3737-25/APEP: Recommendations Regarding Lower Division General Education](#)
- [AS-3738-25/APEP: Call for an Analysis of Teacher Retention in California PK-12 Public Schools](#)
- [AS-3739-25/APEP: Demonstration of Subject Matter Competency in Admissions to Teaching Credential Programs in the CSU](#)
- [AS-3734-25/AA: The Possible Use of AI in Instruction](#)

- AS-3742-25/APEP: AB 1705 and Community College STEM Student Choice in the Mathematics Entry Point
- AS-3743-25/APEP/FGA: Support for Continued Funding for Teacher Credential Students Affected by Federal Changes to DEI Priorities
- AS-3744-25/JEDI: Equity, Diversity, Justice, and Inclusion Strategic Action Plan of the ASCSU
- AS-3745-25/JEDI/FA: Maintaining Academic Programs that Center Marginalized Perspectives in the CSU Curriculum
- AS-3754-25/AA: Urging Caution in the Use of Generative Artificial Intelligence
- AS-3751-25/Exec: Endorsing the Association of American Colleges and Universities (AAC&U) “Call for Constructive Engagement” Statement (FIRST READ WAIVER)
- AS-3755-25/FGA/FA/JEDI: California Public Higher Education Defense Working Group and Compact (FIRST READ WAIVER)
- AS-3750-25/FA/FGA: Call for the Elimination of External Search Firms for CSU Management and Presidential Searches (FIRST READ WAIVER)
- AS-3753-25/JEDI: Support for Joining Higher Education Coalitions Against Undue Government Intrusion (FIRST READ WAIVER)

Notes on Guests who met with the ASCSU During the Plenary

Lauren Dibble, SOVA – CSU Strategic Plan— See “listening session” slides [here](#).

SOVA is supporting the CSU in developing a comprehensive system-wide strategic plan, with a goal of completion of the plan and full presentation at the September Board of Trustees meeting. The strategic plan aims to provide a three-year roadmap that creates a shared system-wide vision that will align with campus-level planning. SOVA reaffirmed that this is an iterative and inclusive process, with ongoing input from internal and external stakeholders and close collaboration with the Chancellor’s Office and the strategic planning steering committee (ASCSU Chair Boyd is a member). The feedback gathered from ASCSU and other stakeholders (e.g. alumni) continues to directly inform the plan’s development. Currently, the plan centers on strengthening CSU’s identity, reputation, and value, with four strategic pillars: student success policies and practices, adaptive teaching and learning, operational excellence, and affordability and financial viability. Seven guiding themes have emerged for the roadmap for an inspired vision of the system’s future:

- The national leader in proving the value of education
- An engine for the future of work in the knowledge economy
- A creator of career and social economic mobility
- A supplier of talent to the state for workforce needs and community vitality

- A sought-after provider of agile learning opportunities that span across students' lifetimes
- Outcomes driven and data informed
- A mission driven employer

Dilcie Perez, Deputy Vice Chancellor of Academic and Student Affairs & Chief Student Affairs Officer

- Release of strategic plan and related year of engagement plan projected release at September 2025 Board of Trustees meeting
- \$8 million state money for ADPIC (Asian Desi Pacific Islander initiative) with-central office at Sac State. RFP for permanent funding is out.
- Black Student Success initiatives – moving forward
- EVC Andy Jones and DVC Perez leading CO response to ongoing federal actions. General Counsel have been critical in supporting CO in navigating multiple challenges.
 - AmeriCorps – 29 of 33 programs eliminated in CSU (College Corps).
 - The Systemwide Office of Research received “Notice of Civil Rights” April 3, 2025, requiring PIs to sign that they will not be involved in “any” DEI or other discriminatory practices.
 - CSU International Student Visas - 70 student visas were revoked with 69 of those reinstated. Impact on all international students and concern for what the future will look like as feds regroup and likely come at it again.

Nathan Evans, Deputy Vice Chancellor of Academic and Student Affairs & Chief Academic Officer

- **Federal Actions** - The proposed federal budget–aka “Skinny” budget–would have a significant impact for CSU.
 - Decimates NSF and NIH Basic Research
 - Revises Pell grant so that only students taking 15 units each term are eligible. About 200,000 students in CSU receive Pell. Will also make loans harder to get.
 - Removes support for such programs as TRIO, Upward Bound, McNair Scholars,
 - CSU involved in coalition building with universities and legislators for advocacy for programs critical to our students
 - Information about CSU related Federal Actions can be found [here](#).
- **State Level Budget** - May Revise
 - CSU Talking points elevated with over 60 legislators signing on to support CSU– success in CSU Lobby Days collaboration with ASCSU & CFA. BUT - state is in a budget challenge with lower revenue projections.

- **State Strategic Enrollment & Financial Aid**
 - Strategic Financial Aid Workgroup developing sustainable plan for CSU
 - BOT approved principles in January 2024
 - 78% of CSU students do not pay tuition - how do we communicate CSU opportunities for “free college”?
 - Up to \$125,000 household income could be eligible for state grant
 - Expanding SUG to include MORE of cost of attendance
 - Maximizing Cal Grant
 - post bacc SUG proportion aligned according to percentage of grad students. Direct Response to Senator Virnoche Concern around changes in financial aid and SUG for graduate education: DVC Evans did a shout out to Humboldt Executive leadership on collaboration on financial aid and SUG changes. He indicated intent for continued conversation around nuances of needs for particular campuses. DVC Perez affirmed Cal Poly Humboldt message around the CSU missing strategic focus on graduate education (9% of CSU enrollment), sharing that the year of engagement initiative just held a fruitful focus group around graduate education and the campus/system needs and opportunities in that area.
 - The Strategic Enrollment Plan is shifting to expand access beyond traditional pipelines, aligning academic offerings with workforce needs, and supporting learning across the lifespan to promote enduring life-long connections to the CSU.
- Appreciate ASCSU committees work on resolution earlier this academic year supporting first year seminars. ASCSU asked to be thought partners for focus systemwide.
- Strong interest in participation in the Generative AI initiative, with over 400 submissions for innovation funding totaling \$17 million coming from all CSU campuses—though only a portion can be supported at this time.

Update on Year of Engagement and Faculty Survey by Norbert Schürer, Chair of ASCSU Academic Affairs Committee, Dilcie Perez, Deputy Vice Chancellor of Academic and Student Affairs & Chief Student Affairs Officer, and members of Deloitte Consulting group

- The Goal of joint survey and analysis was to inform the new student success initiative (replacing GI 2025) and articulating the role of faculty in defining and supporting success.
- The survey was distributed to almost 30,000 faculty across all CSU campuses, receiving nearly 1,900 responses. Initial analysis shows a strong and representative sample across ranks, campuses, and teaching modalities. Both raw data and summary findings are being analyzed independently by Deloitte, the Chancellor’s Office, and the Academic

Affairs Committee, with plans for calibration meetings to compare findings, align interpretations, and develop shared conclusions.

- The next steps will involve translating those conclusions into strategic recommendations to support student success, which may inform both the systemwide strategic plan and future graduation initiative efforts. A follow-up report will be presented at a future ASCSU plenary and shared with the Board of Trustees.

Mildred Garcia, Chancellor of the CSU (she was with us for about 30 minutes due to a scheduling conflict)

- May revise budget will likely not be much better than what was originally proposed so prepare for what is coming.
- CO is committed to take as much or more of a cut as the campuses: 8% right now.
- CO continues to seek efficiencies across campus operations (such as the new agreement between SF State, Sonoma State and CSU East Bay to combine some operations)
- 2025 class: 130,000 graduates of the most diverse graduating class in the United States
- 15 campuses were identified as [opportunity universities](#) in new classification by Carnegie Foundation and ACE; CSU is at the forefront of social mobility.
- $\frac{2}{3}$ of CSU alumni leave with no debt; average debt for CSU students who carry debt is \$16,000
- Intensified Sacramento and D.C. advocacy; appreciates the ACSCU's participation in lobby days
- AI - Currently in 18-month \$17 million trial; CO is using it for business operation efficiency
- Presidential Searches - After President Parham recently announced he was stepping down at the end of December, CSU Dominguez Hills requests to test using local search and not use consulting firms, which typically charge minimum of \$100,000 - Chancellor will bring the proposal to the BOT since they are the hiring authority
- CSU Maritime/ Cal Poly SLO Merger - question on actual savings & release of figures; agreed to go back to the BOT

Charles Toombs, President, and Margarita Berta-Ávila, Vice President and President Elect CFA

President Toombs has been president for the past 6 years and will soon end his term. He emphasized the urgent need for continued budget advocacy and also advocacy for key legislative priorities, such as a bill to add a second faculty trustee to the CSU Board. Ongoing contract negotiations with CO have stalled, with CFA pushing for open bargaining, a new academic freedom article, and stronger non-discrimination language in response to national challenges to anti-racism and social justice work. The CFA assembly passed a resolution for a

vote of no confidence in Chancellor Garcia and plans to initiate a union-wide vote, citing CFA's concerns over manufactured austerity, lack of consultation on major issues like the AI initiative , and the administration's resistance to open bargaining. President-Elect Berta-Ávila cited numerous PERB charges filed by CFA against the CSU, including those related to bargaining practices, unilateral decisions, such as the closure of Cal Poly Humboldt in response to student protests in April 2024, Cal-GETC applied to all students, Time, Place, and Manner policy, AI, and Other Conduct of Concern policies.

Tara Al-Rehani, CSSA Vice President of Systemwide Affairs, (President-Elect 2025-26)

- CSSA joined the United States Student Association (USSA). CSSA reps went to the USSA legislative conference in D.C. with 36 schools participating. Resolution in Support of Trans Students - passed in May plenary
- She summarized findings from the CSSA Solidarity and Equal Partnerships Task Force, which examined student-administration dynamics. Challenges identified included burnout, limited administrative responsiveness, and tension between activism and collaboration. Recommendations included implementing shared governance MOUs, creating campus-level participation portals, and establishing a permanent student governance task force.
- Looking ahead, CSSA's top priorities include budget advocacy, monitoring Time, Place, and Manner, Basic Needs, Title IX, and continued student input in OER and general education reform. CSSA also plans to develop leadership toolkits and resources to support student advocacy.

Associated Students

Submitted by Eduardo Cruz, AS President

Associated Students has officially transitioned from the 2024–2025 Board of Directors to the 2025–2026 Board of Directors. Our new members: Nate Heron, Vice President of Administration and Finance; Roselyn Montanez, Officer of Environmental Sustainability; Steph McKindley, who will be continuing her service as our Officer of Academic Affairs; and Ayan Cabot, whom I have appointed as our new Executive Vice President. I am excited to see what this new board will accomplish in the year ahead.

Recently, we attended our final California State Student Association (CSSA) plenary meeting. Two major takeaways from this gathering were the establishment of the **Solidarity and Equal**

Partnership (SEP) Task Force and the passage of a resolution affirming support for **trans students' rights**.

A strong theme on our campus is shared governance however there is the need to define and strengthen **shared governance** yet no unified definition or commitment has been established.

This is where the SEP Task Force may come into play. To provide some background: the SEP Task Force was created by the CSSA President in response to long-standing, systemic concerns raised by students across the CSU. Its goal is to define and operationalize the principles of solidarity and equal partnership. The task force has recommended the following actions:

- Implement and monitor a Shared Governance Memorandum of Understanding (MOU) at all 23 CSU campuses.
- Pursue formal policy amendments and build compliance reporting structures for student participation.
- Institutionalize leadership development through stipends, academic credit, and mentorship.
- Develop centralized, accessible campus portals for shared governance opportunities and decisions.
- Explore the formation of a permanent student governance task force to support long-term reform.

To that end, and in alignment with the recommendations of the SEP Task Force, I propose that the 2025–2026 Associated Students Board of Directors prioritize the development of a Shared Governance Action Plan. This initiative would provide a foundation for future dialogue and institutional change at Cal Poly Humboldt. The action plan may include:

1. **A Formal Policy Resolution**

Outlining the principles of shared governance at Cal Poly Humboldt, including early and genuine consultation, transparent communication, co-decision making, mutual accountability, and respect between all partners.

2. **A Memorandum of Understanding (MOU)**

Defining the commitments between Associated Students and the university administration to promote accountability and collaboration.

3. **A Best-Practices Framework**

A living document to guide future student leaders in shared governance practices, including advocacy, representation, and communication standards.

Let me be clear: these proposals are not mandates, but rather invitations, invitations for deeper engagement, clearer structure, and a renewed commitment to shared governance. As we move through this period of transition, it will be up to the incoming Board of Directors and Senate leadership to determine how to carry this vision forward. However I have faith that we can reshape what true shared governance at Cal Poly Humboldt can look like.

Additionally, associated students were also part of B&D survey presentation that involves the Cal Poly Humboldt Student experience, Programming, Services, and Fees. The presentation focused on aligning student life facilities and support services with institutional purpose and student expectations. Key questions addressed included the effectiveness of current programming, optimization of service delivery, and strategic use of fees to enhance the student experience. Comparative CSU fee data shows Humboldt ranks 7th in total fees and 1st in IRA fees. The project will continue with student focus groups, campus-wide surveys, and key partnership interviews to shape long-term recommendations. AS will remain actively involved in shaping priorities and advocating for student-centered investments.

California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President
Meeting Details: no report

Office of Equity, Diversity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Initiatives

- **Campus Climate Survey:** ODEI has begun building capacity to learn about different Campus Climate Survey models before engaging with our future Humboldt Campus Climate Survey process. ODEI, IRAR, and Academic Programs will have a working session with CSU Channel Islands on June 4 to learn about their innovative Campus Climate Survey approach.
- **Campus Progress Report Task Force:** On Thursday, May 9, ODEI convened the first meeting of the inaugural task force who is charged with developing the annual report.

- Between 2009 and 2015, Cal Poly Humboldt published an annual diversity report titled *Dissecting Diversity*. These reports played a critical role in fostering campus-wide understanding and dialogue. Reviving this practice, ODEI has convened a Campus Progress Report Task Force, co-led by Michele Miyamoto (Associate Director, ODEI) and Pearl Podgorniak (Strategic Initiatives Coordinator). The task force will guide the development of a new Annual Campus Progress Report, set to be published in Fall 2025. The report will focus on AY 2024/25 as the benchmark year. The report will include an assessment of institutional progress, challenges, and forward-looking recommendations informed by the expertise of task force members.
- The task force members were selected for their expertise from across the university. Members include: Michele Miyamoto (Co-chair), Pearl Podgorniak (Co-chair), Bethany Gilden, Cassandra Tex, Elias Pence, Heather Madar, Jianmin Zhong, Justus Ortega, Kim Vincent Layton, Kim White, Matthew Taxman, Michelle Caisse, Mitch Mitchell, Nick Pettit, Peggy Metzger, Rama Rawal, and Stephanie Souter
- **DEI Workshops:** ODEI offered its first general Addressing Implicit Bias workshop to the campus community on May 1. This workshop deals with foundational concepts of implicit bias and how this impacts our institution as well as an introduction to the concept of micro-affirmations. The workshop was presented by Dr. Roberto Mónico from CRGS.
- **Diversity, Equity, Inclusion, and Accessibility (DEIA) Grant Program:** The DEIA Grant Program received 18 proposals from students, faculty, and staff for the 2025/26 cycle. Awards will be announced in mid-May. The program encourages Cal Poly Humboldt students, student organizations, staff, and faculty to submit proposals for initiatives that cultivate awareness and inclusivity. The program's total annual budget is approximately \$35,000, with individual awards typically up to \$5,000.
- **Institutional Anti-Racism Call to Action:** A *Sense of the Senate* resolution supporting the Institutional Anti-Racism Call to Action was approved on April 1. ODEI is developing a communications strategy to introduce the finalized document to the campus community.
- **Seal of Excelencia:** Cal Poly Humboldt is finalizing its 2025 institutional application for the Seal of Excelencia, a national certification recognizing institutions that intentionally serve Latinx students, while serving all students. The submission deadline is June 3. The process affirms our commitment to aligning data, practice, and leadership in service to equitable student success.
 - Members of the application committee are: Carmen Bustos-Works (Co-chair), Rosamel Benavides-Garb (Co-chair), Aolany Griggs, Bethany Gilden, Chelsea

Mooney, Fernando Paz, Mitch Mitchell, Mark Wicklund, Jenn Capps, Stephanie Souter

- **ODEI Faculty and Staff Equity Fellows:** ODEI's Faculty and Staff Equity Fellows have completed another year of special projects in collaboration with ODEI.
 - Student Success: Equity Fellow, Jianmin Zhong, has been integrated into the Campus Progress Report Task Force. Additionally, Dr. Zhong will lead the annual Pre-Healthcare Summer Internship Program, a cohort of 11 students. The 10-week paid internship program includes clinical shadowing, professional development workshops, and course credit.
 - Black Student Success: Equity Fellow, Kirby Moss, has focused on ongoing mentoring and programming that supports Black student, faculty, and staff wellbeing and academic advancement. In addition, Dr. Moss has facilitated the organization of the Black Faculty and Staff Association (BFSA), members of which will work together to build community and increase engagement and visibility.
 - Associated with the Equity Fellowship, Dr. Moss has also led this year's Cal Poly Humboldt Middle Leadership Academy (MLA) team in their project, *Helping High-Achieving Black Students Thrive in Higher Education*.
 - Campus Pride Index: Equity Fellow, Elias Pence, has completed the Campus Pride Index report, and will continue his work to begin publishing a newsletter to enhance campus-wide awareness of LGBTQ+ inclusion and resources. Mr. Pence will also participate on the Campus Progress Report Task Force.
 - Equity Arcata: Interim Equity Fellow, Fernando Paz, has acted as the interim Equity Arcata Equity Fellow through the AY 2024/25. Summer events to be held by Equity Arcata to serve campus and community members include:
 - Sanctuary Day, scheduled for August 23, 2025
 - Equity Day at the Crabs Baseball game
 - Minor Theater Community Movie Night
 - Oyster Fest, including student vouchers and a community outreach booth
 - City of Arcata Collaborations: Participation in the CARES working group; upcoming "Walk and Talk" DEI workshop; early discussions on a municipal anti-racism action plan.
- **ODEI Walk and Talk Initiative:** Michele Miyamoto and Fernando Paz have led conversations with campus organizations through the Walk and Talk Project to facilitate understanding about how they engage with diversity, equity, and inclusion in their operations. This project will continue through the summer and next AY 2025/26. This initiative supports Humboldt's WASC accreditation process. Conversations have been shared with the following organizations:

- Place-Based Learning Communities (PBLCs), Financial Aid Office, the Office of Admissions, the Advising Center, Career Development Center, RAMP, Center for Community-Based Learning, Advancement and Alumni Relations.

Collaborations

- **Commencement:** The 2025 commencement ceremony is on May 17. ODEI is coordinating performances at several campus locations to enhance the cultural sense of belonging at graduation. Sponsored by the Provost, ODEI, the Dance Program, and Equity Arcata, participating groups include two community mariachi groups, Mariachi Herencia, and Mariachi Real, and two student clubs led by three Humboldt dance instructors, Ballet Folklórico de Humboldt, and Yolteotl Danza Azteca. The participating dance instructors are Elizabeth Rivera, Jaqueline Silva, and Jeff O’Conner.
- **Disability and Accessibility Exchange Group:** The Disability and Accessibility Exchange Group has completed its third year of monthly conversations. Due to the significant momentum gained through official processes around matters of disability and accessibility on campus, the exchange group has agreed to disband at this time, and will reconvene as needed. ODEI sends its gratitude to the following members:
 - ITS Accessibility Fellows: Jeanne Wiegus, Roxann Schroder, Mari Sanchez, Suzanne Pasztor
 - Faculty Representative: Jim Graham
 - Campus Disability Resource Center: Cassandra Tex
 - Student Representative: Matias Solorzano
 - ODEI Representatives: Rosamel Benavides-Garb, Michele Miyamoto, and Pearl Podgorniak
- **Eureka City School District:** ODEI continues collaborating with the ECSD in direct partnership with Gary Storts, Superintendent. Discussions have developed around diversity, equity, and inclusion support for the school system and faculty, staff, and administration professional development in Mexico.
- **University of Guanajuato (UG):** Cal Poly Humboldt received an invitation to the UG annual International Forum and Expo, held May 21-23. This year’s theme is dedicated to sustainability matters in Higher Education, including social sustainability such as diversity, equity, and inclusion. Cal Poly Humboldt’s sustainability champions Katie Koscielak and Morgan King will present Humboldt’s unique sustainability programming. This invitation and visit is part of an ongoing Humboldt and UG collaboration.

Events

- **Asian Pacific Americans in Higher Education (APAHE) annual conference:** Humboldt's ADPI-MENA student staff presented at the annual APAHE conference, held April 9-11 in Oakland, CA, on lessons learned from advocating for a cultural center on campus. ODEI's Michele Miyamoto attended the conference and provided the presenting students with support and mentorship.
- **BIPOC Affinity Kickback, End of Year Event:** ODEI, in partnership with the Dean of Students, hosted an end-of-semester BIPOC Kickback event on Monday, May 12. All faculty and staff were invited. Centered around cultural food, music, and a welcoming atmosphere, the event brought together colleagues to celebrate the end of another academic year. This is the second Kickback hosted during the academic year. The collaboration not only expands the event's reach but also strengthens cross-campus efforts to support and uplift BIPOC communities within the university.
- **CSU Senior Diversity Officers:** Rosamel Benavides-Garb, AVP of DEI, participates in weekly meetings with CSU Senior Diversity Officer groups.
- ***Dia del Estudiante*:** Rosamel Benavides-Garb gave the Keynote speech for the all-Spanish outreach and recruitment event for regional Latinx high schoolers (from Crescent City to Fort Bragg). The event was organized by TRIO Educational Talent Search, in partnership with College of the Redwoods. The event was held on March 27.
- **Faculty and Staff Tea & Talk:** In commemoration of the campus protests in April 2024, Faculty and staff gathered in the Green and Gold room for lunch and conversation on April 30.
- **Mexican Consul Visit:** The Mexican Consul from San Francisco will pay a visit to the North Coast on May 17. Latinos Unidos, Centro del Pueblo, and Equity Arcata are planning to receive them with the Dreamer Center and Scholars Without Borders to facilitate conversation with the community.
- **Othering and Belonging Institute:** ODEI staff are participating in a 6-month UC Berkeley Othering and Belonging Institute.
- **Seal of Excelencia:** ODEI staff and members of the Seal of Excelencia Application Committee will attend the Alignment Institute follow-up session on May 15. A Data Institute team has recently completed their year-long commitment.
- **Summer Retreats:** ODEI will host the following summer retreats with campus and community partners:
 - HR/ APS/ ODEI/ Fin Aid/ Career Center/ Equity Arcata to discuss caring support for student employees.
 - Campus and Community Safety Partnership with Equity Arcata, University Police Department, and Arcata Police Department to discuss matters related to community safety.

Campus Support: In addition to the 2024/25 AY DEIA Grant Program awards, ODEI has financially sponsored the following campus and community initiatives:

- Black Athletes Club: to support the attendance of students to an annual conference.
 - California Indian Big Time & Social Gathering
 - Campus and Community Dialogue on Race
 - Danza Azteca trip to Tacuba, México: for students to participate in a traditional ceremony.
 - Disability Awareness Day
 - Equity Arcata, including the Mexican Consul visit
 - Oh Snap!: to support the purchase of critical program usage software.
 - Pre-Healthcare Summer Internship Program: to support students who receive the Live Scan as a requirement of clinical placement.
 - Pre-Law Program: to support outreach to prospective pre-law students.
 - Social Justice Summit
-

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Meeting Details: No report

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Meeting Details: no report

Staff Council

Submitted by Senator Sulaina Banks

Report Details:

Upcoming Staff Appreciation Week activities:

- Week Plant Exchange - Tuesday, June 3rd from 12 to 2 p.m.

- Games in the Redwood Bowl - Wednesday, June 4th
- EOY Staff Appreciation Event - Thursday, June 5th from 4 to 7 p.m.

New Staff Senators:

- Sulaina Banks (Incumbent – Second term)
- Cameron Allison Govier

Executive Cabinet Report to University Senate

Michael Spagna, President

Bethany Gilden, Chief of Staff

Jenn Capps, Provost and VP for Academic Affairs

Michael Fisher, VP for Administration & Finance and CFO

Chrissy Holliday, VP for Enrollment Management & Student Success

Mark Johnson, VP for University Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement

Connie Stewart - Executive Director of Initiatives

MOMENTS OF PRIDE

Well Done: ideaFest!

A delayed congratulations to everyone who made ideaFest yet another sweeping success this past Friday. The exhibits of scholarship, student engagement, and coming together around diverse and engaging projects was wonderful. A special thanks to **Cyril Oberlander**, Dean of the Library and all of the library faculty and staff; **Kacie Flynn**, Associate Vice President of Research and all of the Sponsored program staff; and last but not least, all of the faculty and students engaged in making ideaFest a vibrant intellectual event.

Enrollment Update

May 1 is a big day on college campuses, the national decision day that gives us a snapshot in time of the likely success of our fall enrollment efforts. Our Enrollment Target Progress team released the [May 5 Enrollment to Target Update](#) last week, and it is a definite cause for celebration! We surpassed the application and admit targets for our First Time Undergraduate (FTUG) student type, the largest group in our enrollment funnel, and deposits are up from that group more than 14.7% over last year at the same time, with the deposit target within reach. **Total deposits are 19% higher than this time last year, and we are seeing growth among FTUG, Upper-division transfer, and Graduate populations.** While we anticipate some leveling of numbers over the summer, and we always “melt” some students who deposit and enroll without showing up on campus in August, the numbers are an exciting indicator. We are well on

our way to meeting our fall target of 6,347, provided that we continue driving late deposits, new student enrollments, and re-enrollment of our continuing students. Thanks to everyone who has partnered with EMSS on enrollment and yield efforts to date. All indicators are strong that we will have growth we can brag about this fall, but please, continue to look for every opportunity you can to positively impact the enrollment decisions of new and continuing students you encounter.

ACADEMICS

Graduate Student Fee Waivers

The recent conversations about the challenges with SUG have offered a different opportunity to increase support for a subset of graduate students in the area of fee waivers. Up until this year, Cal Poly Humboldt had had 15 approved fee waivers for graduate students. It has been several years since we have adjusted this number, and with the rise in our graduate student numbers and decline in resources like SUG to support them, it's an ideal time to increase the number of fee waivers we offer. I am pleased to announce that we have increased the number of Fee Waiver slots to 27 for AY 25-26, which matches the total number of eligible applicants.

INCLUSIVE EXPERIENCE Students

State University Grant (SUG) Updates

A change in policy from the Chancellor's Office related to State University Grant (SUG) has caused recent concern related to affordability for our students in Fall 2025.

Based on the new guidance, Cal Poly Humboldt had to plan for a reduced amount of SUG funding for Humboldt students in the coming year - 85% of our current year allocation. In addition, the need threshold changed significantly for both graduate and undergraduate students. Some students (graduate and undergraduate, continuing and new) now no longer qualify for SUG. For continuing students, this includes many who previously received SUG as part of their financial aid packages.

Because of the Green & Gold Guarantee that Humboldt rolled out in January, **there is no immediate impact to the majority of new undergraduate students, including transfers.** Our campus will be absorbing the unexpected shift in funding for those new students for the 25-26 academic year.

Cal Poly Humboldt leadership advocated successfully for increased flexibility in awarding for our campus, in order to protect our new enrollment and retention efforts. While the recently-released draft policy offered us flexibility in packaging aid for continuing students, it did not increase the amount of funding available to us. The anticipated allocation would not allow us to meet all continuing student needs at their previously-awarded levels, which is estimated at well over \$1.2 million.

The impact to continuing graduate students has been mitigated by a re-awarding process, leveraging the new flexibility that allowed us to match the awards previously given to them. New graduate students

must meet the updated policy requirements, but campus leadership also approved additional graduate fee waivers as a supportive measure.

Recognizing the importance of this aid to our continuing undergraduates' ability to achieve their enrollment goals, **our University leadership authorized Financial Aid to immediately repackage aid for the 190 continuing students who intended to return but saw SUG stripped from their packages in their first awarding. That re-packaging has begun, and those students will now have a clearer path to their education.** Our leadership continues to advocate for an increase in SUG funding to our campus to offset the cost of this support. If that is not received, we will leverage one-time campus funds to meet this important financial need, which has direct student impact as well as a significant relationship to the ability to attain our fall enrollment goals.

Campus

Native Forward Scholars selected Cal Poly Humboldt for the 2025 California Area Tribal & Institutional Partner Convening. This gathering was designed for professionals and community members who support Native students in higher education. Participants came together to raise awareness about student resources, share best practices, network & collaborate, and identify challenges and develop solutions.

Campus Space Reservation and Event Planning

Cal Poly Humboldt is committed to continuous improvement, including our internal guidelines and processes for campus space reservation and event planning. The divisions of Enrollment Management & Student Success and Administrative Affairs are collaborating to lead a refinement effort that kicks off this week by soliciting your feedback. The campus community is invited to share their experiences with campus space reservation and event planning via [this feedback form](#), which will be available until May 21. That will be combined with ideas and concerns that have been shared throughout the academic year, and will guide the work of a task force and its consultancy group, as they develop recommended changes for the guidelines and processes. These recommendations will be vetted with campus stakeholders throughout the process and will also culminate in presentation to the campus community in the fall, for further feedback and refinement. The task force and consultancy group will include stakeholders from across campus, including faculty, staff, students, and administrators.

INFRASTRUCTURE

Leadership Announcements:

Sherie Gordon, Vice President for Administration & Finance, has announced her departure from the university. A formal announcement will be forthcoming.

As the campus community returns from the summer break, we anticipate initiating searches for two key Vice Presidential roles: Vice President for Administration & Finance and Vice President for Advancement. These searches will pilot the draft MPP Hiring policy, and we will be seeking representation from faculty, staff, and students on the search committees during the first weeks of the fall semester. During the summer, we will be conducting comprehensive needs assessments to ensure alignment with budget, university priorities, and strategic goals.

Cal Poly Transformation - Signage and Wayfinding Project: As part of our ongoing efforts to usher in a new era in Cal Poly's history, we are excited to announce a preliminary draft of updated campus signage. This initiative includes the redesign and/or introduction of new entry gates, kiosks, building markers, and wayfinding signage. The new signage will feature a distinctly modern look and feel, enhancing both accessibility and navigation throughout campus. **In the coming days, you will receive a survey featuring draft imagery.** We encourage you to share your feedback to help shape this important aspect of our evolving campus environment.

Jenkins Hall Completion - Ceramics and Sculpture Program Move: Set for Completion this summer, The renovation of Jenkins Hall will support the relocation of the Ceramics and Sculpture programs, transforming the building into a purpose-built, hands-on learning environment for the arts.

The upgraded facility will include a wide range of specialized spaces: a multi-stall all-gender restroom, a lactation room, a new elevator, sculpture clean classroom, sculpture metal shop, shell working and wax working areas, wood shop, plaster/molding room, tech and faculty offices, faculty studios, two ceramics classrooms, a BFA studio, glazing prep room, clay mixing space, kiln room, a flexible critique room, and outdoor patios dedicated to both ceramics and sculpture work.

In addition to the program-specific enhancements, the renovation will feature significant structural upgrades, a new roof, updated building paint, improved lighting and control systems, new HVAC, and modernized data and telecommunications infrastructure. The surrounding site will also be modified to meet accessibility needs, including the addition of a shuttle drop-off point on the southeast side of the building.

Demolition of Campus Apartments, Ceramics, Sculpture, Warren House and Building 20: This summer, the campus will undergo several changes involving the removal of outdated facilities. The entire campus apartment building located south of the Library will be demolished and removed. In addition, the laundry support building in Building 20—just north of the campus apartments—will also be taken down.

Warren House, located just east of Building 20 on Laurel Drive and formerly home to various Associated Students programs (now housed in Nelson Hall West), is also scheduled for demolition. These cleared areas will be restored to natural landscape, creating open space with improved views of Humboldt Bay.

Later in the summer, following the permanent relocation of the Ceramics and Sculpture programs to Jenkins Hall, the existing Ceramics and Sculpture buildings will be demolished. The cleared area will be temporarily used for contractor parking and laydown space, helping to free up parking in the main campus lots.

The newly cleared area will serve as the footprint for the Housing, Dining, Health Project which is set to begin construction in 2027.

Grand Opening! Hinarr Hu Malik, New Student Housing: Located just a half mile north of campus, the student-centered complex will house up to 964 students across two multi-story apartment-style buildings, meeting the growing demand for housing. With its state-of-the-art amenities, environmentally conscious design, and community-focused spaces, Hinarr Hu Moulik epitomizes Humboldt's transformation into California's third polytechnic university.

Funded from the state's historic \$458 million investment in the University's polytechnic transformation, this housing complex is the first major facility built as part of that effort. It's also the first student housing development since the College Creek Apartments in 2010, increasing the University-owned housing capacity by nearly 50%.

The Hinarr Hu Moulik Housing Complex will also include access to the Annie and Mary Trail system, which connects to Arcata Marsh and the Humboldt Bay trail. The [Annie Mary trail](#) will also serve as the primary pedestrian route to the main campus via Sunset Avenue. Additionally, Cal Poly Humboldt has been working with the City of Arcata and Caltrans District 1 on plans and funding to improve pedestrian safety across [the Sunset overpass](#), with plans for construction to begin as early as 2026, making it easier for students to commute to and from campus.

The Hinarr Hu Moulik East building will open to students in August, just in time to welcome transfer and returning undergrad and graduate students before the Fall semester begins. The Hinarr Hu Moulik West building will follow shortly after, ensuring continued housing availability for transfer and returning students and making room in other on-campus housing for incoming first-year students eager to live in the heart of a vibrant, supportive community.

For more details, go to the [Student Housing Project website](#).

University Senate
Integrated Curriculum Committee approved 05/06/2025
Consent Calendar

May 13, 2025

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Consent Calendar

Sociology BA Program Package

[23-2498 - Sociology, B.A. - Change Core Requirements](#). Replace existing statistics options (STAT 108/108I/8) with new course: SOC 108 Statistics in the Social Sciences. For support purposes, a new SOC 8 course is being created to mirror STAT 8 (this course will be recommended for all students enrolled in SOC 108) and will have a one-way corequisite with SOC 108.
Note: No changes to total unit requirements.

[SOC - 108 - 23-2490 - New Course - Statistics for the Social Sciences](#).

In 2007, VP Jena Burgess pushed for a pilot program to centralize statistics instruction at Cal Poly Humboldt. Prior to 2007, there was a long history of the Department of Sociology offering SOC 282 Sociological Statistics. During this time, students frequently petitioned the math department to have the course satisfy the student's lower division math GE requirement. Psychology students submitted similar requests. And this pilot has continued for 17 years despite repeated efforts over the years by Sociology to resume teaching the course.

Best practices in quantitative reasoning education call for meaningful context and applied opportunities for learning. These practices are particularly significant for the success of first generation students. In 2009 and 2011 a Sociology faculty member (Martinek) taught sections of STAT 108 with high (90% +) success rates (n=147) and no URG gaps. Analysis of IRAR data (see "Stat 108 and Psych 109 success data") shows an overall success rate of 68% for Criminology and Justice Studies students as well as Sociology students in Stat 108/108I. We have been proposing to return to teaching our own stats class for at least six years. In 2018 we were asked to wait until 2019 given anticipated changes in EO 1110 changes.

EO 1110 provides Departments with flexibility in planning for students in their majors to meet Lower Division Area B Quantitative Reasoning SLOs: "... students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics courses ... may include computer science, personal finance, statistics or discipline-based mathematics "

The proposed course will include supplemental instruction in the form of SOC 8 Support for SOC 108. This 1 unit supplemental instruction will be required of Category 4 students yet all SOC 108 students will be invited to enroll in the course.

Quantitative Reasoning: Humboldt graduates will be able to apply math concepts and skills to the interpretation and analysis of quantitative information in context.

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[SOC - 8 - 24-2798 - New Course - Support for Statistics for the Social Sciences](#). This 1 unit course is being proposed to provide integrated support to all students enrolled in SOC 108 Statistics for the Social Sciences. Though EO1110 requires the provision of support in GE Subarea B4 courses for students specifically assessed as Category III or IV, we will recommend that all students (including those assessed at Category I or II) enroll in this 1 unit integrated support section

ICC Reporting Item for Senate

During the ICC meeting on 4/8/25, the Psychology Department presented on the student success outcomes of the PSYC 109 course, per the request of the Senate in Spring of 2022. The following details from the meeting will serve as a record of the due diligence of both the Psychology Department and the ICC to follow through on this Senate request.

From the ICC Agenda for 4/8/25:

Topic Focus: Quantitative Reasoning: Disciplinary Statistics + [EO 1110 Discussion](#)

- Framing this information Sharing (Sara Sterner)
 - Focus: Model for Student Support
 - Campus is currently in compliance with [EO1110](#)
 - Stakeholder meeting held on 4/2/25 between Maria Iturbide, Chair of Psychology, Stephanie Souter, instructor of PSYC 109; Josh Meisel, Chair of Sociology; and Sara Sterner, Chair of ICC.
 - Focus: Supportive Pathways, How EO1110 is being supported in Quantitative Reasoning classes outside of the math department, supplemental instruction, developing academic skills
- PSYC 109 Presentation by Dr. Maria Iturbide (10:00 Time Certain)
 - The presentation shared the details and requirements of PSYC 109, the supplemental instruction model (PSYC 198 which is block scheduled through the PBLC model), and summary data of student success.
 - This follows the request from Senate and ICC notes listed below
 - Present for the 4/8/25 ICC conversation: Stephanie Souter, instructor of PSYC 109; Kat Goldenberg, PBLC Director; Arianna Thobaben, Supplemental Instruction Coordinator; Josh Meisel, Chair of Sociology
- Plan for Supplemental Instruction/Developing Academic skills in Mathematics support
 - Sociology has been present for these conversations in order to consider how best to comply with EO 1110 in disciplinary statistics course (SOC 108)
- Senate Asked the following: One notable change that has been exhaustively discussed at ICC is the proposal to make PSYC 109 (Introduction to Psychological Statistics, 4 units) count as LD GE B4 Math. We feel that by requiring PSYC 198 (Supplemental Instruction, 1 unit) to be taken concurrently with PSYC 109 for Category III/IV students, the [EO 1110 requirements](#) are met such that PSYC 109 can serve as a B4 course.

University Senate
Integrated Curriculum Committee approved 05/06/2025
Consent Calendar

May 13, 2025

Page 3 of 3

In Fall 2024, the Psychology Department will present to ICC summary data on Category III/IV student success in PSYC109; if success is a problem, CDC recommends that PSYC 198 co-requisite be replaced with a new faculty-taught course PSYC 9 (1 unit, 2 hours per week)

- Note: The ICC was not able to schedule this presentation until Spring 2025 and the Psychology Department was a collaborative and thoughtful partner in this scheduling and presentation process.

- From ICC:

Integrated Curriculum Committee Consent Calendar
February 8, 2022

[PSYC - 241 - 18-228](#). Change course number of PSYC 241 "Introduction to Psychological Statistics" (4) to PSYC 109. This 100-level course will fulfill GE B4 requirements for Psychology majors. To meet EO 1110, Category I and II students will be able to take this course in their second semester. Category III/IV students will take PSYC 109 with a co-requisite PSYC 198. This will be tried for two years and then success assessed. The department is also creating a new Supplemental Instruction class (PSYC 198, 1 unit) that will be taught via students at the Learning Center, and will encourage students to take this course concurrently.

First - thank you to the taskforce that has worked to increase access to all-gender restrooms. We still need more all-gender restrooms on campus – all people can use all-gender restrooms. The current situation does not make an equitable experience for all people. Some people can go to all buildings/floors and be confident that they can go to a restroom of their choice. Some people have to decide to (a) search out an all-gender restroom, or (b) use one they are potentially not comfortable in, or (c) not use the restroom.

It is great that in CA people are technically allowed to use the restroom that matches their gender identity. However, that does not make it acceptable to have all or mostly M/F restrooms, because:

1. People may not actually be sure that they can use any restroom because the signs do not say so.
2. Other people in the restrooms might not be aware that it is OK, because the signs do not say so.
3. Some people that are transgender or gender nonconforming have faced challenges/harassment no matter which M/F binary choice they make, for example because it might not (a) match their current appearance, or (b) match their gender assigned at birth, or (c) match the gender assumed by others.
4. M and F do not cover everyone's identity – this is not equitable for nonbinary people.
5. It may be inconvenient or stressful (and take time!) to have to stop to think about restroom choices.
6. It is not obvious where the all-gender restrooms are located unless you research it ahead of time, which is not something that people should have to do.
7. All gender restrooms can help destigmatize gender.
8. All-gender restrooms support people who need assistance and whose support person is different gender.

A reason often given for not supporting all-gender restrooms is that it could create more opportunities for people to “peep” on individuals of various genders. However:

1. “Peeping” and other inappropriate behavior can happen in any restroom by any gender towards any gender (it is a restroom problem, not an all-gender bathroom problem).
2. One would hope that most people do not go into restrooms with this intention – people who do so should be dealt with as individuals.
3. People who wish to engage in inappropriate restroom behavior are likely not going to let the sign on the door stop them from making that choice.
4. If we are worried about safety, we should want to have more all-gender choices, which is the most safe/comfortable choice for some people.

In locations (all locations, not just all buildings) where there are only binary (M/F) choices, ideally there should also be an all-gender choice. Given that adding extra restrooms can take time, there are other things that can happen promptly in the interim. The situation at BSS is one example of how it would be very simple to address this issue more-or-less immediately. BSS has five floors, with a pair of restrooms near the center of each floor. There are two more restrooms in the adjacent building connected by a breezeway. Historically there were only M/F choices, but recently one of the first floor restrooms was changed to all-gender. The issue of needing more all-gender restrooms has been called out previously.

Proposal for BSS (diagram on next page): On each floor, make one of each pair an all-gender restroom, with the other one alternating between M & F (possibly incorporate the pair across the breezeway). Then, everyone will have a restroom on each floor that they are confidently able to use without having to make a binary decision or worry about repercussions. Anyone that prefers a gender-specific restroom would have to go a maximum of one floor – and you can see the bathrooms between 2-3 and 4-5 via the open central area between those floors. If folks think it is not acceptable to have to go one floor for a specific choice, then it certainly is not acceptable to have to go from 5th to 1st or outside to an adjacent building to use the one all-gender restroom. This change could be enacted literally immediately with temporary signage while formal signs are made. I also propose that a small bathroom map be placed on each floor between the restrooms, so that everyone knows where to find choices.

CURRENT BSS RESTROOM CONFIGURATION

STAIRS		ELEVATORS		F	STAIRS	M	5th Floor	STAIRS	
				F		M	4th Floor		
				F	STAIRS	M	3rd Floor		
				F		M	2nd Floor		
				F		A	1st Floor		

PROPOSED BSS RESTROOM CONFIGURATION

STAIRS		ELEVATORS		F	STAIRS	A	5th Floor	STAIRS	
				A		M	4th Floor		
				F	STAIRS	A	3rd Floor		
				A		M	2nd Floor		
				F		A	1st Floor		

CAL POLY HUMBOLDT
University Senate

Resolution on Management Position Program Hiring Policy

19-20/21-Constitution and Bylaws Committee — May 13, 2025 — Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President to adopt this Management Position Program Hiring Policy; and be it further;

RESOLVED: That the Faculty Handbook Section 700 (Article 701 and 708) be amended to reflect this policy

Current Language:

701. CONSULTATION RELATED TO APPOINTMENT OF ADMINISTRATIVE POSITIONS

The University observes a policy of collegiality that includes the participation of faculty, staff, and students (where appropriate) on search committees that review the applications of persons applying for administrative positions in the University. These committees will have access to documents relating to the candidates, will participate in the interview process, and make their recommendations known to the President or other administrator, who is responsible for making the appointment. Unless specified otherwise below, all search committees for administrative positions not under the Division of Academic Affairs, at the level of Associate Vice President or higher, will have a minimum of two General Faculty members, appointed by the President in consultation with the Senate Executive Committee (Academic Senate Resolution #19-05/06-EX, March 7, 2006)

708. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The search committee for the Provost and Vice President for Academic Affairs position shall consist of:

- Faculty members, one from each college and one from the University Library, elected by the faculty of the Colleges and the University Library.
- One or two non-academic staff members **selected by the President or designee.**
- One or two deans appointed by the President or designee.
- One vice president appointed by the President.

- Two students, one undergraduate and one graduate, selected by the Associated Students.
- The President or designee may select one or more members in consultation with the Executive Committee of the Senate. These members will serve to represent areas or issues not represented by the above.
- The President or designee will appoint the chair of the search committee.

708.1. VICE PROVOST FOR ACADEMIC PROGRAMS AND DEAN OF UNDERGRADUATE AND GRADUATE STUDIES

The search committee for Staff Deans (Dean for Research, Graduate Studies and International Programs and Vice Provost for Academic Programs and Undergraduate Studies) shall consist of:

- Faculty members, one from each college and the University Library, elected by the faculty of the colleges and the University Library.
- One non-academic staff member selected by the President or their designee.
- One or two deans appointed by the President or their designee.
- One student member selected by the Associated Students.
- The President or their designee may select one or more members in consultation with the Executive committee of the Senate who will serve to represent areas or issues not represented by the above.
- The President or designee will select the chair of the search committee from among the faculty elected to serve on the committee.

708.2. DEANS OF COLLEGES

The search committee for the dean of a college shall consist of:

- Six faculty members to be elected from the college.
- One non-academic staff member selected by the President or their designee.
- One or two deans appointed by the President or their designee.
- One student member selected by the Associated Students.
- The President or their designee may select one or more members in consultation with the Executive committee of the Senate who will serve to represent areas or issues not represented by the above.
- The President or their designee will select the chair of the search committee from among the faculty elected to serve on the committee.

Amended Language:

701. CONSULTATION RELATED TO APPOINTMENT OF ADMINISTRATIVE POSITIONS

The University follows the *Management Position Program Hiring Policy* as the guiding framework for hiring administrative positions. In alignment with the University's commitment to collegiality, faculty, staff, and, where appropriate, students participate in search committees that review applications for administrative roles. These committees will have access to relevant candidate documents, engage in the interview process, and provide recommendations to the President or the appropriate administrator responsible for making the appointment.

708. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The search committee for the Provost and Vice President for Academic Affairs position shall consist of:

- Faculty members, one from each college and one from the University Library, elected by the faculty of the Colleges and the University Library.
- One or two non-academic staff members **selected by the Staff Council**.
- One or two deans appointed by the President or designee.
- One vice president appointed by the President.
- Two students, one undergraduate and one graduate, appointed by the Associated Students.
- The President or designee may select one or more members in consultation with the Executive Committee of the Senate. These members will serve to represent areas or issues not represented by the above.
- The President or designee will appoint the co-chairs of the search committee.

708.1. VICE PROVOST FOR ACADEMIC PROGRAMS AND DEAN OF UNDERGRADUATE AND GRADUATE STUDIES

The search committee for Staff Deans (Dean for Research, Graduate Studies and International Programs and Vice Provost for Academic Programs and Undergraduate Studies) shall consist of:

- Faculty members, one from each college and the University Library, elected by the faculty of the colleges and the University Library.
- One non-academic staff member **selected by the Staff Council**.
- One or two deans appointed by the President or their designee.
- One student member appointed by the Associated Students.

- The President or their designee may select one or more members in consultation with the Executive committee of the Senate who will serve to represent areas or issues not represented by the above.
- The President or designee will select the chair of the search committee from among the faculty elected to serve on the committee.

708.2. DEANS OF COLLEGES

The search committee for the dean of a college shall consist of:

- Six faculty members to be elected from the college.
- One non-academic staff member **selected by the Staff Council**.
- One or two deans appointed by the President or their designee.
- One student member appointed by the Associated Students.
- The President or their designee may select one or more members in consultation with the Executive committee of the Senate who will serve to represent areas or issues not represented by the above.
- The President or their designee will select the chair of the search committee from among the faculty elected to serve on the committee.

RATIONALE: To establish a structured, transparent, and equitable process for recruiting, selecting, and onboarding management personnel. This policy ensures compliance with legal and institutional regulations, promotes diversity and inclusion, and upholds shared governance by involving faculty, staff, and students in hiring decisions. It strengthens leadership accountability and aligns hiring practices with the university's mission and strategic objectives.

Management Position Program Hiring Policy [Policy Number] Constitution and Bylaws Committee

Applies to: Faculty, staff, students, and administrators.

This policy establishes a transparent hiring process for management positions, ensuring compliance with regulations, equity principles, and strategic goals. It outlines structured recruitment, selection, and onboarding procedures while emphasizing diversity, fairness, and accountability. Regular reviews maintain alignment with best practices and institutional priorities.

Supersedes: #19-05/06-EX

Purpose of the Policy

The purpose of this policy is to ensure a transparent, equitable, and structured hiring process for management positions that align with the university's mission, strategic goals, and commitment to diversity and inclusion. By establishing clear guidelines for recruitment, selection, and onboarding, the policy upholds best practices, regulatory compliance, and shared governance principles while fostering effective leadership and institutional accountability.

Definitions

Search Committee: A group of representatives tasked with overseeing candidate evaluation and selection.

Equity Advocate: A committee member responsible for promoting fairness and impartiality in the hiring process.

Onboarding: The process of integrating a new hire into the university, including orientation, training, and ongoing support.

Policy Details

1. Introduction and Scope

1.1 The purpose of this policy is to establish a structured and transparent framework for hiring qualified management personnel who will uphold and advance the university's mission and strategic objectives. Recognizing the critical role that effective leadership

plays in fostering academic and organizational success, this policy is designed to ensure that hiring processes align with best practices, university policies, and equity principles.

1.2 Management Personnel Program (MPP) refers to a classification of employees who serve in management, supervisory, and leadership roles. MPP employees are exempt from collective bargaining and have responsibilities that include policy development, program administration, budget oversight, and personnel management.

MPP positions are categorized into four levels:

MPP Level 1 – First-line supervisors and entry-level managers.

MPP Level 2 – Mid-level managers with broader oversight.

MPP Level 3 – Senior managers, including associate/assistant vice presidents.

MPP Level 4 – Executive leadership, such as some deans, and vice presidents.

MPP employees are subject to CSU policies rather than union agreements, and their employment is at-will, meaning they serve at the discretion of the CSU administration.

1.3 The policy covers all stages of the hiring process for management positions, from position identification to onboarding, to support a robust, consistent, and fair approach to recruitment and selection.

2. Authority and Compliance

2.1 The Human Resources department and designated hiring committees oversee the hiring process and maintain transparency and adherence to regulatory and policy standards.

2.2 All hiring practices must comply with relevant federal and state regulations, including but not limited to:

- Equal Employment Opportunity laws, such as the Civil Rights Act.
- The Americans with Disabilities Act (ADA).
- The Fair Labor Standards Act (FLSA).
- Any applicable state labor laws.

2.3 University policies regarding hiring, anti-discrimination, and conflict of interest must be strictly followed, ensuring an impartial process that aligns with institutional values.

2.4 Shared governance policies, resolutions, guidelines, and procedures must be upheld by involving diverse university community members, including faculty, staff, and students, in hiring decisions to maintain accountability and trust.

3. Position Identification and Justification

3.1 The hiring authority shall conduct a comprehensive needs assessment to identify gaps in management and justify the need for a new or vacant position. This assessment should clearly outline:

- Specific departmental and institutional needs that the position will fulfill.
- Alignment with strategic goals, including examples of anticipated impacts.
- Cost-benefit analysis of creating/filling the position versus other solutions (including the cost of the search itself, See Section 4.4).

3.2 The hiring authority shall submit a detailed justification for the hiring to the Senate Executive Committee that includes:

- An explicit description of the job's responsibilities.
- Expected outcomes and measurable objectives.
- An explanation of how the role supports the university's strategic priorities.

The Senate Executive Committee shall review and provide feedback on level 3 and 4 MPP position justifications. Level 1 and 2 MPP position justifications should be information items for the Senate Executive Committee.

3.3 The hiring authority shall obtain approval from relevant oversight bodies, such as the Board of Trustees or senior administration, to ensure consistency with the university's mission and resource allocation priorities.

3.4 The hiring authority shall follow Human Resources procedures and paperwork regarding an MPP Position Description.

4. Search Committee

4.1 The hiring authority shall form a search committee with diverse representation, including:

4.1.1 Chair:

- A tenured faculty or an administrator at the same rank or higher than the vacant position.
- For MPP III and IV hirings a faculty member and an administrator shall co-chair the search committee.

4.1.2 Membership:

- Members appointed by the Senate Appointment and Election Committee (including elected members), Staff Council, Associated Students, and the administration.
- Subject-matter experts appointed by the hiring authority.
- A trained Equity Advocate (non-voting).
- The composition of the search committee should ensure that administration-appointed and ex-officio members together do not constitute a majority.
- If the Senate Appointment and Election Committee, Staff Council, or Associated Students are unable to make appointments to the committee, they shall inform the hiring authority in writing so that the hiring committee can consider executive appointments.
- The Senate Appointment and Election Committee shall conduct a General or College Faculty election for MPP III and IV hiring in the Academic Affairs Division.

4.2 The university Human Resources shall provide mechanisms (e.g., via the Office of Diversity, Equity, and Inclusion) for training all search committee members, covering:

- Methods to mitigate unconscious bias.
- Objective evaluation techniques.
- The role of an equity advocate is to ensure the fair treatment of all candidates.

4.3 The search committee shall specify standardized procedures for screening applications:

- Use a scoring rubric to evaluate candidates against the required qualifications.
- Apply the same criteria consistently to each application, maintaining confidentiality and impartiality throughout.

4.4 The search committee may consider the option to engage a recruitment firm when the position requires specialized expertise or for roles with limited candidate pools.

5. Recruitment and Selection Criteria

5.1 The search committee shall develop a recruitment plan outlining specific internal and external channels for reaching qualified candidates, including:

- University and CSU job portals and internal postings.
- Professional networks, associations, and higher education recruitment platforms.
- Targeted industry publications and diversity-focused job boards.
- Campus-wide communications to encourage internal applicants.

5.2 To promote diversity, equity, and inclusion in recruitment, the hiring process shall:

- Advertise in media and associations that serve underrepresented groups.
- Set targets for outreach to increase diversity in candidate pools.
- Measure recruitment effectiveness through detailed reporting on candidate demographics, applicant response rates, and documented success in attracting and including underrepresented populations. Periodic reviews shall assess compliance and outcomes.

5.3 To ensure transparency in the hiring budget, the hiring authority shall report to the Senate Executive Committee (SenEx) for level 3 and 4 MPP positions with a detailed breakdown of allocated funds for contractors and recruitment activities, including advertising, outreach initiatives, timeline, travel, receptions, and equity-focused strategies. Periodic audits shall be conducted to monitor adherence to budgetary guidelines and institutional priorities.

5.4 The position vacancy announcement shall include a job description and clear, role-specific qualifications based on required skills, competencies, and experience, including:

- Description of major responsibilities and specific duties.
- Minimum educational requirements (e.g., master's degree in a relevant field).
- Relevant professional certifications (e.g., Project Management Professional, Certified Public Accountant).
- Required years of experience in a similar role, specifying any management or leadership experience needed.

5.5 Selection criteria shall align with essential competencies and skills, such as:

- Technical expertise in financial management, project management, or team leadership.
- Leadership attributes, including effective communication, team building, and strategic planning skills.
- Commitment to diversity and inclusion, with demonstrable experience in fostering inclusive environments.

5.6 All qualifications and criteria shall be documented in the job description and screening materials to maintain consistency in evaluation.

6. Interview and Assessment

6.1 The search committee shall develop an interview procedure to ensure a fair and thorough evaluation as equated to the job description:

- Use a structured interview format with a pre-set list of questions to assess essential competencies and skills.
- A comprehensive list of interview questions and task-oriented prompts shall be submitted to Human Resources for approval.
- Interviewers should include all members of the search committee.

6.2 The search committee shall provide specific guidelines for candidate assessments, such as:

- A scoring rubric for assessment aligned with the job description qualifications and responsibilities.

7. Reference and Background Checks

7.1 The search committee shall conduct reference checks for each final candidate, according to the Human Resources procedures and guidelines, to verify:

- Previous employment, including dates, role responsibilities, and overall performance.
- Professional competencies and ethical standards relevant to the position.
- Alignment with the university's values and standards for conduct.

7.2 Human Resources shall perform background checks including:

- Criminal record checks as legally permissible.
- Verification of educational credentials and employment history.
- Financial or credit checks relevant to the responsibilities of the role.
- Review of the candidate's background related to discrimination, including any involvement in Title IX cases, both as a respondent and in their handling of such cases under their leadership.

8. Offer and Negotiation

8.1 Hiring authority shall provide candidates with a detailed employment offer, including:

- Base salary in line with internal pay structures and comparable external positions.
- Clear description of benefits, such as health insurance, retirement plans, and leave policies.
- Outline of role expectations, reporting structure, and initial objectives.

8.2 Hiring authority shall ensure transparency in salary negotiations, following the university's compensation guidelines and allowing for equity adjustments where applicable.

8.3 The hiring authority shall provide a defined timeline for offer acceptance and a clear process for negotiating terms within established university parameters.

9. Onboarding and Orientation

9.1 Hiring authority shall facilitate a comprehensive onboarding program, which should include:

- An orientation to university policies, values, and culture.
- Department-specific training on key job responsibilities and expectations.
- Introduction to role-specific systems and tools required for job performance.

9.2 Hiring authority shall designate department contacts responsible for the new hire's orientation, providing support and mentorship during their transition.

9.3 The hiring authority shall outline an integration plan, with milestones for performance reviews, feedback sessions, and role-specific training.

10. Policy Review and Amendments

10.1 The Senate Executive Committee should schedule a review of this policy every five years to ensure that it remains aligned with best practices, legal requirements, and the university's evolving needs.

10.2 The Constitution and Bylaws Committee should solicit feedback from search committee members, Human Resources staff, new hires, and other interested parties to identify improvement areas and integrate suggestions.

10.3 All amendments shall undergo formal approval by the University Senate, and the President before implementation.

Related Policies:

Technical Letter HR/Appointments 2013-03: Recruitment and Hiring Guidelines for MPP and Staff (Non-represented and Represented) Positions

<https://www.calstate.edu/hradm/pdf2013/TL-APPT2013-03.pdf>

History

Constitution and Bylaws:	04/08/2025
Reviewed by University Senate:	05/13/2025
Approved by Provost/President:	MM/DD/YYYY

Revising the Policy on Policies, Procedures, and Guidelines

A sufficiently necessary but not necessarily sufficient review of changes relative to the first reading



› Definitions

Policy: Policies are principles established to govern a body's actions, activities, and functions, which are approved through a formal process. They provide guidance/direction on what is done and under whose authority.

California State University (CSU) Policy: CSU policies establish oversight, governance, guidelines, and procedures for the CSU system.

Cal Poly Humboldt Policy: A Cal Poly Humboldt Policy, or University Policy, provides specific principles for University operations, administration, or programs.

Procedures: Procedures specify operational and management mechanisms, tasks, or steps required to implement a policy.

Guidelines: Guidelines offer recommendations and best practices for executing policies and procedures.

Responsible Office: A Cal Poly Humboldt office that is responsible for maintaining a University Policy.

➤ 1. Guiding Principles

1.c. The Senate shall consider new policy proposals concerning the general welfare of the University. It shall also review established policies, and study matters of concern to the University community (Appendix F, Part 1, 2.1) when any one of the following conditions is met:

- i. Policies that affect the core academic mission, such as **but not limited to** curriculum, academic standards, or faculty governance.
- ii. Changes with broad institutional implications, such as **but not limited to** admissions criteria, grading policies, or misconduct.
- iii. Matters that directly affect **the collective relationships of** students, staff, or faculty **with the University**.
- iv. Structural changes to departments, programs, or degrees.
- v. Situations where existing governance procedures explicitly require Senate approval.

1.d. The Senate does not need to consider **the following**:

- i. **Procedures and Guidelines that support the implementation of a University Policy.**
- ii. **College and department-level policies, as well as policies that only apply to an acute subset of the University.**
- iii. **University policy revisions to conform to the requirements of CSU policy, CSU executive orders/memoranda, and Collective Bargaining Agreements.**

1.g. **The input and feedback of subject matter experts, those affected by a new policy, and those with a professional interest shall be sought and considered when drafting a new policy.**

➤ 2. Proposing a New University Policy

- a. Any University student, faculty, or staff member may propose a new policy to the University Senate, which shall consider it following the body's constitution and bylaws.
- b. The process for adopting new policy shall be read to apply to all policy changes, including revisions to, or decommissioning of, existing policies.
- c. A new policy proposal shall follow the [linked template](#) when drafting a new policy.
- d. A new policy proposal should identify a Responsible Office. If a Responsible Office is not identified, SenEx shall assign one upon consultation with the relevant interested **and/or affected** parties.
- e. New policy proposals shall be referred to a University committee by the Senate Executive Committee (SenEx) for review, recommendation, and drafting.
- f. Subject matter experts and groups directly affected by the new policy proposal shall be involved in the drafting process. The University Committee shall also solicit feedback and expertise from other relevant parties as appropriate to the subject matter of the new policy proposal.
- g. The University Senate makes policy recommendations to the President, who has the sole authority to approve **or delegate approval of** all new policies and refer them to the Responsible Office for implementation. The President's response to policy recommendations shall be forwarded to the Chair of the Senate within four business weeks of the President's receipt of the policy recommendations. If the President does not approve a Senate-recommended policy or approves it in a modified form, the reason shall be communicated to the Senate.

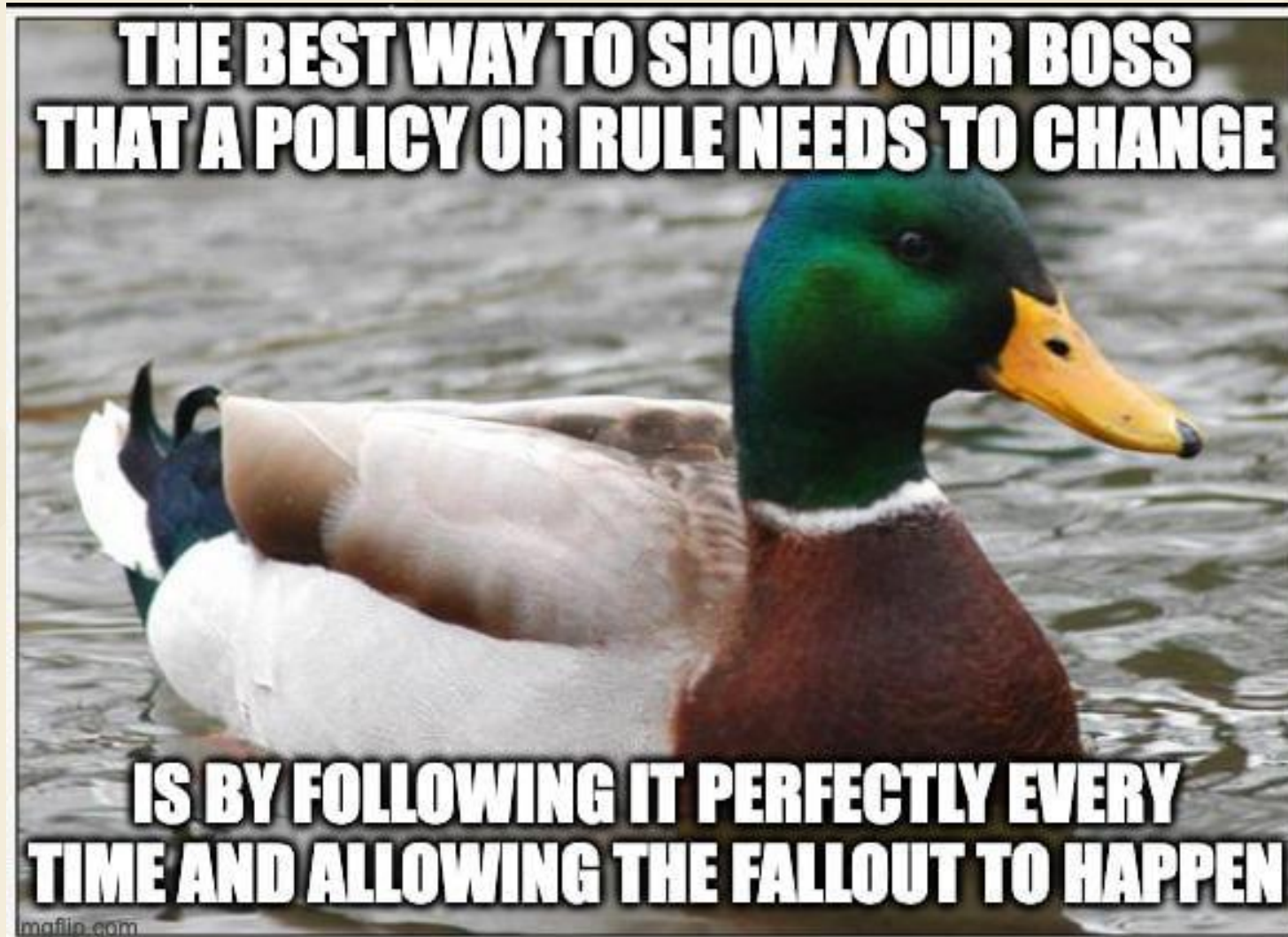
➤ 7. Procedures and Guidelines

- a. Procedures support the operational implementation of policies; however, not all policies contain procedures. Procedures are generally developed and approved by the Responsible Office of a given policy.
- b. Guidelines advise how a policy shall be implemented; however, not all policies contain guidelines. Guidelines are generally developed and approved by the Responsible Office of a given policy.
- c. Procedures and Guidelines must remain consistent with University Policies, Federal and State laws, rules, and regulations, and California State University policies, executive orders, and memoranda. Procedures and Guidelines must be specific to the University policy they interpret and be cross-indexed with the relevant policy(s).
- d. Procedures and Guidelines do not need to be published on the University Policy website; however, they will be made available upon request, where appropriate, to ensure transparency in policy implementation.

➤ 8. Cal Poly Auxiliary Humboldt Organization Policies, Procedures, and Guidelines

- a. Each Cal Poly Humboldt Auxiliary Organization may create its own policies, procedures, and guidelines. Auxiliary Organization policies, procedures, and guidelines must not conflict with University Policies, Federal and State laws, rules, and regulations, and CSU Policies, executive orders, and memoranda.
- i. A Cal Poly Humboldt Auxiliary Organization agrees to maintain and operate its organization in accordance with all applicable laws, regulations, and CSU & Campus rules, regulations, and policies (CSU Operating Agreement).
- b. **New Auxiliary Organization policy proposals** must be considered by the Senate according to the body's constitution and bylaws if any one condition outlined in Section 1.b **of this document** is met.
- c. **New Auxiliary Organization procedures and guidelines do not need to be considered by the Senate; however, they must follow the articles outlined in section 7 of this document.**

➤ Points of Inquiry?



CAL POLY HUMBOLDT
University Senate

Resolution on Revising the Policy on Policies, Procedures, and Guidelines

25-24/25-University Policies Committee — May 13, 2025 — Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the Policy on Policies, Procedures, and Guidelines be approved; and be it further,

RESOLVED: That the broader University Community, in collaboration with the University Policies Committee (UPC) and Senate Executive Committee (SenEx), adheres to the protocols established by the revised policy in policy review, development, drafting, and implementation; and be it further,

RESOLVED: That the policy be broadly disseminated to the University Community to enhance transparency in policy review, development, drafting, and implementation.

RATIONALE: During AY 2016/2017, the newly formed UPC and University Senate (formerly Academic Senate) developed the original Policy on Policies, Procedures, and Guidelines to create a clear and consistent process for reviewing, developing, drafting, and implementing University policies. The original charge required that the UPC review the efficacy of the policy at least once a semester for the first three semesters of its implementation, as well as a mandatory review of the policy by the University Senate in Spring 2018. Further, the original policy tasked responsible offices to review their policies and their implementation as needed, but at least every five years. Ostensibly and without fault, prior responsible offices and committees have not consistently carried out such reviews. This proposed policy revision and resolution aims to align the policy with past practices while simultaneously creating transparency in the policy review, development, drafting, and implementation process for the broader university community.

Policy on Policies, Procedures, and Guidelines

[Policy Number]

University Policies Committee

Applies to: Administrators, Faculty, Staff, and Students

Supersedes: #17-01

Purpose of the Policy

This policy is intended to ensure that Cal Poly Humboldt shall issue and maintain University policies, procedures, and guidelines using a consistent process and format rooted in transparency and shared governance. It provides continuity and guidance to the University community regarding the process of making and communicating University Policies, Procedures, and Guidelines.

Definitions

Policy: Policies are principles established to govern a body's actions, activities, and functions, which are approved through a formal process. They provide guidance/direction on what is done and under whose authority.

California State University (CSU) Policy: CSU policies establish oversight, governance, guidelines, and procedures for the CSU system.

Cal Poly Humboldt Policy: A Cal Poly Humboldt Policy, or University Policy, provides specific principles for University operations, administration, or programs.

Procedures: Procedures specify operational and management mechanisms, tasks, or steps required to implement a policy.

Guidelines: Guidelines offer recommendations and best practices for executing policies and procedures.

Responsible Office: A Cal Poly Humboldt office that is responsible for maintaining a University Policy.

Policy Details

1. Guiding Principles

- a.** The Trustees of the California State University are the ultimate policy-making body of the University. University policy is subordinate to California State University policies, executive orders, and memoranda.
- b.** University policies must not conflict with Federal and State laws, rules and regulations, CSU policies, Collective Bargaining Agreements, executive orders, and memoranda.
- c.** The Senate shall consider new policy proposals concerning the general welfare of the University. It shall also review established policies, and study matters of concern to the University community (Appendix F, Part 1, 2.1) when any one of the following conditions is met:
 - i.** Policies that affect the core academic mission, such as but not limited to curriculum, academic standards, or faculty governance.
 - ii.** Changes with broad institutional implications, such as but not limited to admissions criteria, grading policies, or misconduct.
 - iii.** Matters that directly affect the collective relationships of students, staff, or faculty with the University.
 - iv.** Structural changes to departments, programs, or degrees.
 - v.** Situations where existing governance procedures explicitly require Senate approval.
- d.** The Senate does not need to consider the following:
 - i.** Procedures and Guidelines that support the implementation of a University Policy.
 - ii.** College and department-level policies, as well as policies that only apply to an acute subset of the University.
 - iii.** University policy revisions to conform to the requirements of CSU policy, CSU executive orders/memoranda, and Collective Bargaining Agreements.
- e.** The President has final authority, which may be delegated, to review and approve policies recommended by the University Senate.
- f.** The process for formulating and adopting new policy shall be clearly defined, understandable, transparent, and easy to navigate.
- g.** The input and feedback of subject matter experts, those affected by a new policy, and those with a professional interest shall be sought and considered when drafting a new policy.

2. Proposing a New University Policy

- a. Any University student, faculty, or staff member may propose a new policy to the University Senate, which shall consider it following the body's constitution and bylaws.
- b. The process for adopting new policy shall be read to apply to all policy changes, including revisions to, or decommissioning of, existing policies.
- c. A new policy proposal shall follow the linked template when drafting a new policy.
- d. A new policy proposal should identify a Responsible Office. If a Responsible Office is not identified, SenEx shall assign one upon consultation with the relevant interested and/or affected parties.
- e. New policy proposals shall be referred to a University committee by the Senate Executive Committee (SenEx) for review, recommendation, and drafting.
- f. Subject matter experts and groups directly affected by the new policy proposal shall be involved in the drafting process. The University Committee shall also solicit feedback and expertise from other relevant parties as appropriate to the subject matter of the new policy proposal.
- g. The University Senate makes policy recommendations to the President, who has the sole authority to approve or delegate approval of all new policies and refer them to the Responsible Office for implementation. The President's response to policy recommendations shall be forwarded to the Chair of the Senate within four business weeks of the President's receipt of the policy recommendations. If the President does not approve a Senate-recommended policy or approves it in a modified form, the reason shall be communicated to the Senate.

3. Implementing a New University Policy

- a. Upon policy approval by the Office of the President, the Responsible Office shall be notified promptly. The Responsible Office shall develop an implementation and communication plan for the policy.
- b. The Office of the President shall index the new policy and publish it on the University Policy website. The Office of the President shall maintain this policy website as well as an archive of obsolete or superseded policies from the website.
- c. In coordination with the Office of the President, the Responsible Office communicates the policy to the University community and provides training and information about requirements as necessary. The Responsible Office shall also consult with Academic Personnel Services/Human Resources to determine if the new policy affects the wages, hours, and conditions of employment of any represented employees to ensure proper notice to the appropriate Union.

Responsible Offices receive feedback on policies and their implementation and ensure that policies are reviewed as needed, but at least every five years.

4. Revising or Decommissioning a University Policy

- a. Responsible Offices are charged with periodically ensuring that policies for which they are responsible are reviewed. They may propose to their Vice President or the President that a policy be revised or decommissioned when it is no longer needed or is more effectively combined with or replaced by another policy. Other University students, faculty, or staff may also propose revising or decommissioning a policy. In all cases, these proposals shall be considered by the Senate and the President in the same manner as a new policy proposal.
- b. The Office of the President is responsible for moving a decommissioned policy from the current policies section of the University Policy website to the archive section. The Office of the President, in coordination with the Responsible Office, shall communicate the change in status to the University community within four business weeks.

5. Establishing a University Policy on an Interim Basis

- a. Rare circumstances may arise that require the urgent adoption of a policy, such as one mandated by an audit or external agency requirement. In such cases, the timeframe may not allow for a complete Senate review. In this circumstance, the President, in consultation with SenEx and University subject matter experts, may approve a University Policy on an interim basis. The President or the Senate Chair shall inform the University Senate as soon as feasible, within four business weeks, when such a policy is adopted.
- b. Interim policies shall be enacted for six months and may be renewed for an additional six months if the Senate is unable to complete its review of the policy in this timeframe.
- c. A University policy may not be maintained on an interim basis for longer than 12 months.
- d. The process for converting an interim policy to a more permanent policy shall follow the methods described in Section 2.

6. Establishing a University Policy on an Emergency Basis

- a. In rare circumstances, the President may approve a policy on an emergency basis. The policy will not be designated as interim, and it will be effective immediately.
- b. The President will communicate this approval and its rationale to SenEx through the Senate Chair, and the Senate may decide subsequently to review and recommend changes in the approved policy.

7. Procedures and Guidelines

- a. Procedures support the operational implementation of policies; however, not all policies contain procedures. Procedures are generally developed and approved by the Responsible Office of a given policy.
- b. Guidelines advise how a policy shall be implemented; however, not all policies contain guidelines. Guidelines are generally developed and approved by the Responsible Office of a given policy.
- c. Procedures and Guidelines must remain consistent with University Policies, Federal and State laws, rules, and regulations, and California State University policies, executive orders, and memoranda. Procedures and Guidelines must be specific to the University policy they interpret and be cross-indexed with the relevant policy(s).
- d. Procedures and Guidelines do not need to be published on the University Policy website; however, they will be made available upon request, where appropriate, to ensure transparency in policy implementation.

8. Cal Poly Humboldt Auxiliary Organization Policies, Procedures, and Guidelines

- a. Each Cal Poly Humboldt Auxiliary Organization may create its own policies, procedures, and guidelines. Auxiliary Organization policies, procedures, and guidelines must not conflict with University Policies, Federal and State laws, rules, and regulations, and CSU Policies, executive orders, and memoranda.
 - i. A Cal Poly Humboldt Auxiliary Organization agrees to maintain and operate its organization in accordance with all applicable laws, regulations, and CSU & Campus rules, regulations, and policies (CSU Operating Agreement).
- b. New Auxiliary Organization policy proposals must be considered by the Senate according to the body's constitution and bylaws if any one condition outlined in Section 1.b of this document is met.
- c. New Auxiliary Organization procedures and guidelines do not need to be considered by the Senate; however, they must follow the articles outlined in section 7 of this document.

Expiration Date: No expiration date. To be reviewed on or by May 2030.

History

UPC Introduced to the University Senate: 04/29/2025
Reviewed by University Senate: MM/DD/YYYY
Approved by Provost/President: MM/DD/YYYY

Black text is the original text presented to the Senate as a first reading on April 29, 2025. Red text is new relative to the first reading.

Policy on Policies, Procedures, and Guidelines

[Policy Number]

University Policies Committee

Applies to: Administrators, Faculty, Staff, and Students

Supersedes: #17-01

Purpose of the Policy

This policy is intended to ensure that Cal Poly Humboldt shall issue and maintain University policies, procedures, and guidelines using a consistent process and format rooted in transparency and shared governance. It provides continuity and guidance to the University community regarding the process of making and communicating University Policies, Procedures, and Guidelines.

Definitions

Policy: Policies are principles established to govern a body's actions, activities, and functions, which are approved through a formal process. They provide guidance/direction on what is done and under whose authority.

California State University (CSU) Policy: CSU policies establish oversight, governance, guidelines, and procedures for the CSU system.

Cal Poly Humboldt Policy: A Cal Poly Humboldt Policy, or University Policy, provides specific principles for University operations, administration, or programs.

Procedures: Procedures specify operational and management mechanisms, tasks, or steps required to implement a policy.

Guidelines: Guidelines offer recommendations and best practices for executing policies and procedures.

Responsible Office: A Cal Poly Humboldt office that is responsible for maintaining a University Policy.

Policy Details

1. Guiding Principles

- a. The Trustees of the California State University are the ultimate policy-making body of the University. University policy is subordinate to California State University policies, executive orders, and memoranda.
- b. University policies must not conflict with Federal and State laws, rules and regulations, CSU policies, Collective Bargaining Agreements, executive orders, and memoranda.
- c. The Senate shall consider new policy proposals concerning the general welfare of the University. It shall also review established policies, and study matters of concern to the University community (Appendix F, Part 1, 2.1) when any one of the following conditions is met:
 - i. Policies that affect the core academic mission, such as but not limited to curriculum, academic standards, or faculty governance.
 - ii. Changes with broad institutional implications, such as but not limited to admissions criteria, grading policies, or misconduct.
 - iii. Matters that directly affect the collective relationships of students, staff, or faculty with the University.
 - iv. Structural changes to departments, programs, or degrees.
 - v. Situations where existing governance procedures explicitly require Senate approval.
- d. The Senate does not need to consider the following:
 - i. Procedures and Guidelines that support the implementation of a University Policy.
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 - iii. University policy revisions to conform to the requirements of CSU policy, CSU executive orders/memoranda, and Collective Bargaining Agreements.
- e. The President has final authority, which may be delegated, to review and approve policies recommended by the University Senate.
- f. The process for formulating and adopting new policy shall be clearly defined, understandable, transparent, and easy to navigate.
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- b. The process for adopting new policy shall be read to apply to all policy changes, including revisions to, or decommissioning of, existing policies.
- c. A new policy proposal shall follow the [linked template](#) when drafting a new policy.
- d. A new policy proposal should identify a Responsible Office. If a Responsible Office is not identified, SenEx shall assign one upon consultation with the relevant interested **and/or affected** parties.
- e. New policy proposals shall be referred to a University committee by the Senate Executive Committee (SenEx) for review, recommendation, and drafting.
- f. **Subject matter experts and groups directly affected by the new policy proposal shall be involved in the drafting process. The University Committee shall also solicit feedback and expertise from other relevant parties as appropriate to the subject matter of the new policy proposal.**
- g. The University Senate makes policy recommendations to the President, who has the sole authority to approve **or delegate approval of** all new policies and refer them to the Responsible Office for implementation. The President's response to policy recommendations shall be forwarded to the Chair of the Senate within four business weeks of the President's receipt of the policy recommendations. If the President does not approve a Senate-recommended policy or approves it in a modified form, the reason shall be communicated to the Senate.

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- b. **New Auxiliary Organization policy proposals** must be considered by the Senate according to the body's constitution and bylaws if any one condition outlined in Section 1.b **of this document** is met.
- c. **New Auxiliary Organization procedures and guidelines do not need to be considered by the Senate; however, they must follow the articles outlined in section 7 of this document.**

Expiration Date: No expiration date. To be reviewed on or by May 2030.

History

UPC Introduced to the University Senate: 04/29/2025

Reviewed by University Senate: MM/DD/YYYY

Approved by Provost/President: MM/DD/YYYY

[Policy Name]
[Policy Number]
[Responsible Office Name]

Applies to: [Faculty, staff, student employees, students, vendors, visitors, and volunteers, etc.]
[Short general descriptive paragraph]

Supersedes: (former policy number or numbers)

Purpose of the Policy (required; include regulatory or legislative authorization and references)
[Short general descriptive paragraph]

Table of Contents (optional; suggested for longer documents)

Definitions (optional; suggested for terms that have specialized meaning in the policy; terms should be formatted in bold the first time they appear in the document)

Policy Details (optional)

Example level one

1. Example level two

1. Example level three

Related Policies: (if any; optional)

Expiration Date: (if any; optional)

History (required)

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

[Committee Name]: MM/DD/YYYY

Reviewed by University Senate: MM/DD/YYYY

Approved by Provost/President: MM/DD/YYYY

Template Updated: February 28, 2024

CAL POLY HUMBOLDT
University Senate

Sense of the Senate Resolution on
Resources for Graduate Students

26-24/25-University Senate Executive Committee — May 13, 2025

WHEREAS: Cal Poly Humboldt Graduate Programs are a source of pride and an economic and human resource incubator for the campus and Northern California communities;

WHEREAS: Graduate faculty and students have deep histories of serving and collaborating with communities including 11 federally recognized tribes whose ancestral homelands stretch across Humboldt County;

WHEREAS: Graduate education alternatives at this level are at least 200 miles from Arcata or accessible only through online modalities;

WHEREAS: In Fall 2024 Cal Poly Humboldt enrolled more than 400 master's students representing 7% of the campus total enrollment;

WHEREAS: Graduate Programs in the College of Arts, Humanities, and Social Sciences (CAHSS), the College of Natural Resources and Sciences (CNRS), and the College of Professional Studies (CPS) provide much needed advanced research and applied training;

WHEREAS: Graduate Programs in CAHSS, CNRS and CPS are a campus hallmark of rich hands-on polytechnic training that attracts outstanding professionals to relocate to Humboldt to advance their careers as they learn and collaborate with Humboldt faculty;

WHEREAS: Graduate Programs in CAHSS, CNRS and CPS are a magnet for attracting and retaining faculty who are leading scholars in their fields and drive forward through their work the university vision and purpose to improve the global human condition and our relationship with the environment and who are committed to a just and sustainable world;

WHEREAS: Graduate Programs in CAHSS, CNRS and CPS train professionals who stay in this geographically remote area and infuse the campus and local communities with a steady resource of highly trained professionals committed to the values outlined in the Cal Poly Humboldt vision;

WHEREAS: Graduate Students in CAHSS, CNRS and CPS provide annually thousands of hours in professional labor that supports undergraduate students, university research and operations, local, county, and state agencies, as well as non-profit and other organizations;

WHEREAS: Graduate Students provide across campus skilled teaching, research, and students services labor at substantially lower costs than hiring full-time professionals;

WHEREAS: In AY 24-25, in Biology alone, 51 labs were taught by graduate students and in Fall 2025 more than 30 lab sections across Departments are slated to be taught by graduate students;

WHEREAS: In 2025 Federal Executive Orders and State Budget cuts have negatively impacted available resources for the California State University;

WHEREAS: Historically, the CSU Office of the Chancellor entrusted campuses with local decision making in setting eligibility criteria that best supported their specific student populations and related distribution of State University Grants (SUGS) grants that equalled cost of tuition;

WHEREAS: In April 2025 the CSU Office of the Chancellor directed campuses to make significant changes to standardize across all campuses the AY 25-26 financial aid formulas for awarding State University Grants (SUGS) to graduate and undergraduate students;

WHEREAS: All CSU Graduate students through FAFSA or CADAA filing must now evidence a Student Aid Index (SAI) score less than or equal to -1,500 to qualify for an AY 25-26 SUG, as compared to the AY 24-25 Cal Poly Humboldt established SAI eligibility score threshold of less than or equal to 9,000;

WHEREAS: As of April 2025 graduate coordinators across programs are reporting early volatility in newly admitted graduate students due to an absence of SUGS that would have covered the cost of tuition and no other available funding;

WHEREAS: The Office of Financial Aid estimated that 45 graduate students who in AY 24-25 qualified for a SUG did not qualify for the AY 25-26 grant and estimates are not available on the number of newly admitted students who would have qualified for a SUG in prior years;

WHEREAS: The President approved all requested waivers for AY 25-26 increasing the number of tuition waivers from 15 to 27 and supporting 25 Graduate Teaching Associates (TA) in CNRS, and two (2) in CAHSS;

WHEREAS: The increase in tuition waivers linked to TAs is significant for graduate student recruitment and retention in CNRS, but programs in CAHSS and CPS remain challenged for compensating for the loss of the SUG;

WHEREAS: The Office of Financial Aid doubled to \$100,000 the AY 25-26 graduate federal work study (GFWS) fund available to FAFSA eligible students;

WHEREAS: The additional Graduate Federal Work Study funds are critical, but are not comparable to the significant affordability impact of the state “grant” that was also available to undocumented students eligible through the CADDAs;

WHEREAS: These changes in aid seriously jeopardize our institutional commitment to upward mobility and equity to the extent that the changes will disproportionately impact first-generation and low-income graduate students who are also more likely to identify as BIPOC;

WHEREAS: The Senate is grateful for the rapid action of the President, Provost, Vice President of Enrollment Management, and Director of Financial Aid, and their staff in efforts to mitigate system decisions noted above; now, therefore, be it

RESOLVED, That the Senate urges Executive Leadership and Deans to identify staffing opportunities across campus to be mitigated through the employment of Graduate Assistants (GAs) from programs in CAHSS and CPS doing hands-on applied scholarship that aligns with programmatic needs and who, if employed at least 15 hours/week, would be eligible for tuition waivers should more be made available;

RESOLVED, That the Senate encourages allocation of additional tuition waivers to support CAHSS and CPS graduate students in the above positions to support their recruitment and retention; and be it further

RESOLVED, That the Senate requests a rapid deployment of these measures such that they may immediately impact admitted graduate student yield, as well as campus-wide staffing opportunities; and be it further

RESOLVED, That the Senate requests that the President and Provost continue to advocate for greater flexibility and some levels of local control in awarding state university grants, as well as greater system-wide attention to graduate education; and be it further

RESOLVED, That this resolution be distributed to:

Associated Students
Labor Union Representatives for Graduate TAs and GAs
Staff Council
Cal Poly Humboldt Council of Chairs and Program Leaders
Academic Senate of the CSU,
Chancellor Mildred Garcia
CSU Board of Trustees

Resolution in Support of the Establishment of a CSU Systemwide Staff Council

Resolution Number: _____

Drafted By: Cal Poly Humboldt Staff Council

Approval Date: _____

WHEREAS: The Office of the Chancellor of the California State University (CSU) system has affirmed a commitment to shared governance at the system level; and

WHEREAS: The goal of shared governance in the CSU is to provide opportunities for staff, faculty, students, and administrators to contribute their diverse perspectives and expertise to inform inclusive and sustainable decision-making and share responsibility for effective system operations in a fair and open manner; and

WHEREAS: Faculty and students across the 23 campuses of the CSU system have representation and established shared governance structures, separate from collective bargaining, at both the individual campus level and the CSU system level in the form of the Academic Senate of the California State University (ASCSU) and the California State Student Association (CSSA); and

WHEREAS: Staff comprise approximately a third of all employees in the CSU, however lack representation in shared governance structures, separate from collective bargaining, such as an established Staff Council at seven CSU campuses and collectively at the CSU system level; and

WHEREAS: Collective bargaining and consultation with staff unions consider only a portion of the topics and decisions that are important to staff, leaving a significant gap wherein the valuable participation of CSU staff is generally lacking from system level decision-making; and

WHEREAS: CSU staff play a vital role in creating the transformational experience of a CSU education and possess important expertise unique to their roles such that current shared governance structures would benefit from the informed contributions of staff; and

Resolution in Support of the Establishment of a CSU Systemwide Staff Council

WHEREAS: The CSU student experience would be enhanced by the information and perspective gained by the inclusion of CSU staff voices in system-level decision-making conversations; and

WHEREAS: California State Polytechnic University, Humboldt (Cal Poly Humboldt) recognizes the important contributions of the Cal Poly Humboldt Staff Council to support engagement, dialogue, and vibrancy across campus by providing a communication feedback loop between Cal Poly Humboldt staff, the President, and administration, and through initiatives such as staff appreciation celebrations, campus connect events, staff placement on committees across campus, staff years of service recognitions, and staff recognition awards; and

WHEREAS: An equitable model of leadership, decision-making, and shared responsibility in the CSU should include staff representation; and

WHEREAS: The Cal Poly Humboldt University Senate recognizes shared governance as inclusive of staff and their perspectives, institutional knowledge, and skills, and acknowledges staff's invaluable contributions to each campus and the CSU community; now, therefore, be it

RESOLVED, that the Cal Poly Humboldt University Senate calls on the Office of the Chancellor to establish a CSU Staff Council for the purpose of including staff voices in CSU shared governance conversations and systemwide decision-making; and be it further

RESOLVED, that the Cal Poly Humboldt University Senate requests its representatives in the ASCSU to support future resolutions calling for the creation of a systemwide CSU Staff Council; and be it further

RESOLVED, that this resolution be distributed to the following governing bodies:

California State Governor,
California State Legislature,
California State Senate,
Education Committee Chair, Connie Leyva,
California State University Board of Trustees,
California State University Acting Chancellor,
Academic Senate of the California State University (ASCSU),
California Student Senate Association (CSSA),
CSU Campus Senate Chairs,
CFA President and CSUEU Chapter Presidents,
California State Polytechnic University, Humboldt Faculty and Staff,
California State Polytechnic University, Humboldt Associated Students,
California State Polytechnic University, Humboldt Student Academic Senate,
CSUEU, Labor Unions

Cultural Centers for Academic Excellence (CCAEE): Recommendation s



➤ Process

- Initial meeting with CCAE Coordinators and prior supervisors
- Development of Core Functions document to show in which ways each Center is similar or different from each other
- Small-group or one-on-one meetings to collect feedback, concerns, and suggestions
- Compilation of existing literature and websites, by Center
- Analysis of position descriptions, along with a position inventory
- Historical analysis of budgets
- Consultation with Human Resources and Academic Affairs
- Review of website for the Chancellor's Office and other CSUs for directives and/or alternative structures for cultural centers
- Recommended podcasts, publications and videos were listened to, read and watched

› Sentiment on Campus

- Not enough pro staff/advisors to support CCAE students
- Spaces are not well-defined or known
- Need leadership
- Need administrative support
- Supposedly a priority but keeps getting budget cuts
- Cultural tax on underrepresented staff and faculty
- More important now than ever given current climate

... also identified pockets of excellence and successful impact

➤ Context

Budget reductions For the last several years the CCAE have experienced high staff turnover and budget reductions, resulting in the loss of a director position, an administrative support coordinator position and operating expense budget per department.

National climate Recent shifts in the national landscape, and concerns around equity and success efforts are all making students and campus colleagues more fearful.

Growing diversity Cal Poly Humboldt is in a period of growth as it transitions to a polytechnic, and one of the areas of growth is in a diverse student population. **More than half of students claim an identity that corresponds to the CCAE** (IRAR, 2024).

➤ Problem Statement

The Cultural Centers for Academic Excellence lack the necessary funding, leadership, administrative and advising support for:

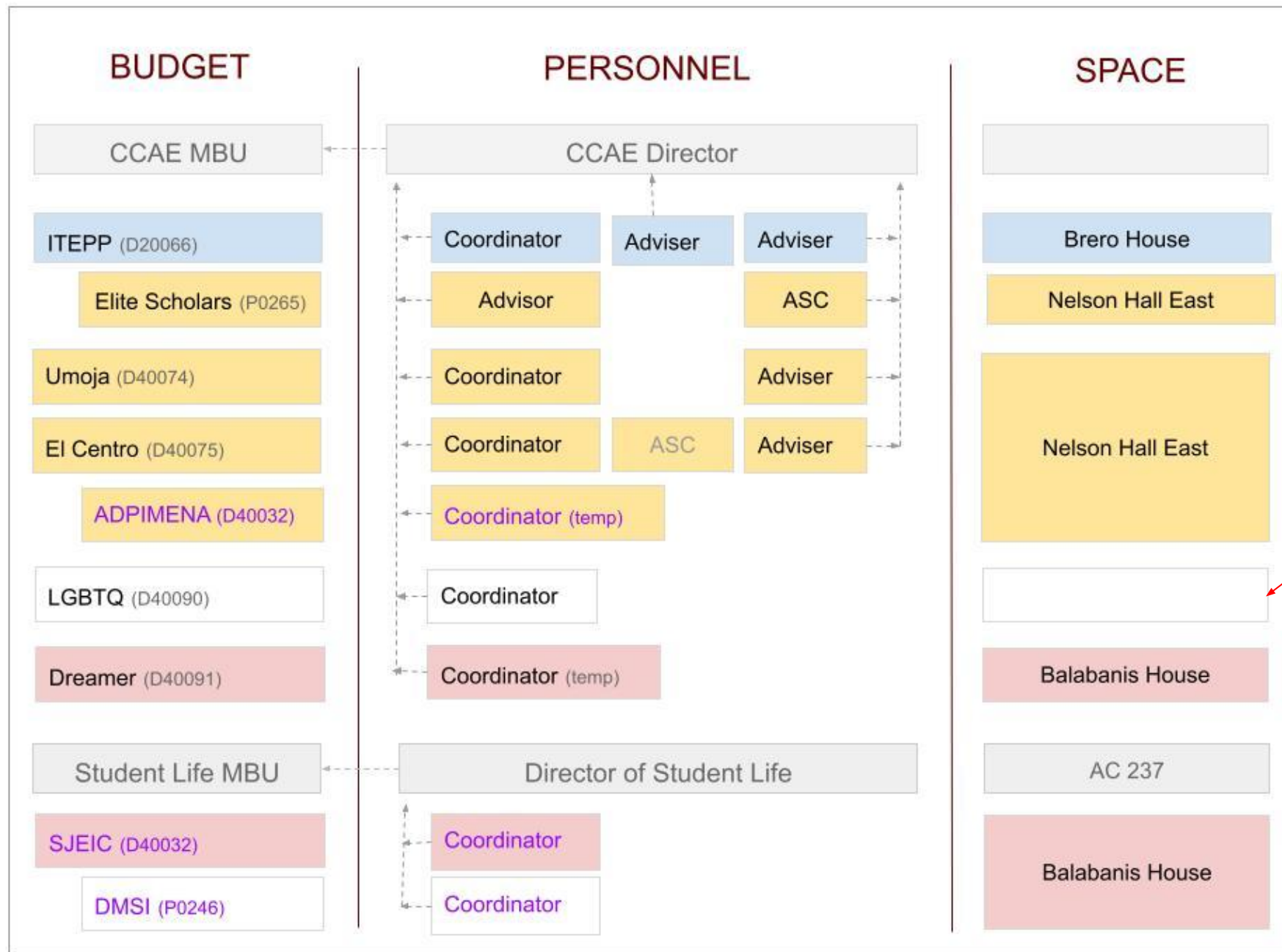
Existing Centers

- El Centro
- ITEPP
- Umoja

New Centers

- ADPIMENA
- Dreamer
- LGBTQ

... resulting in identified structural challenges in the current model



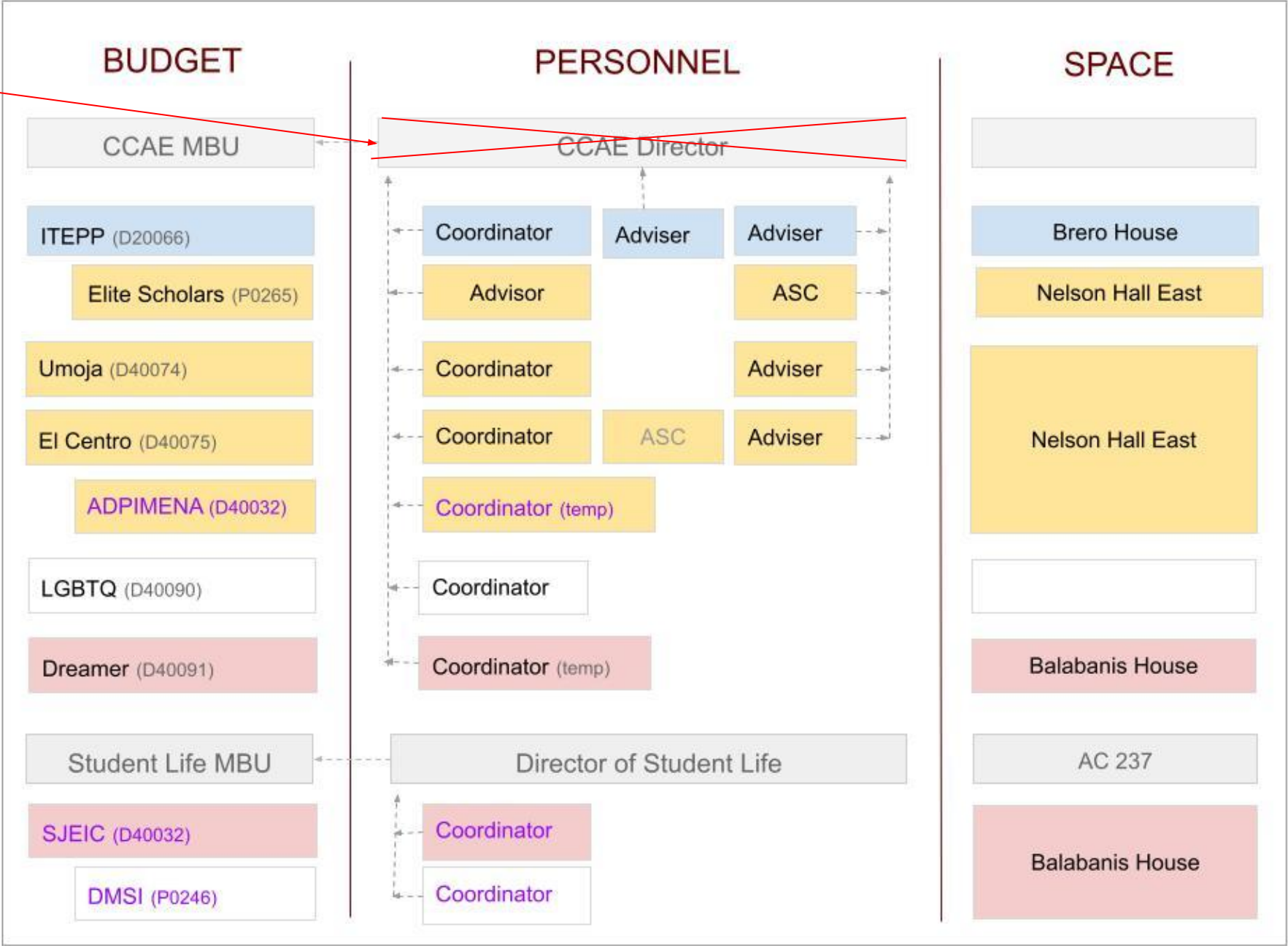
Six centers are located in three, possibly four, different buildings.

No permanent space located

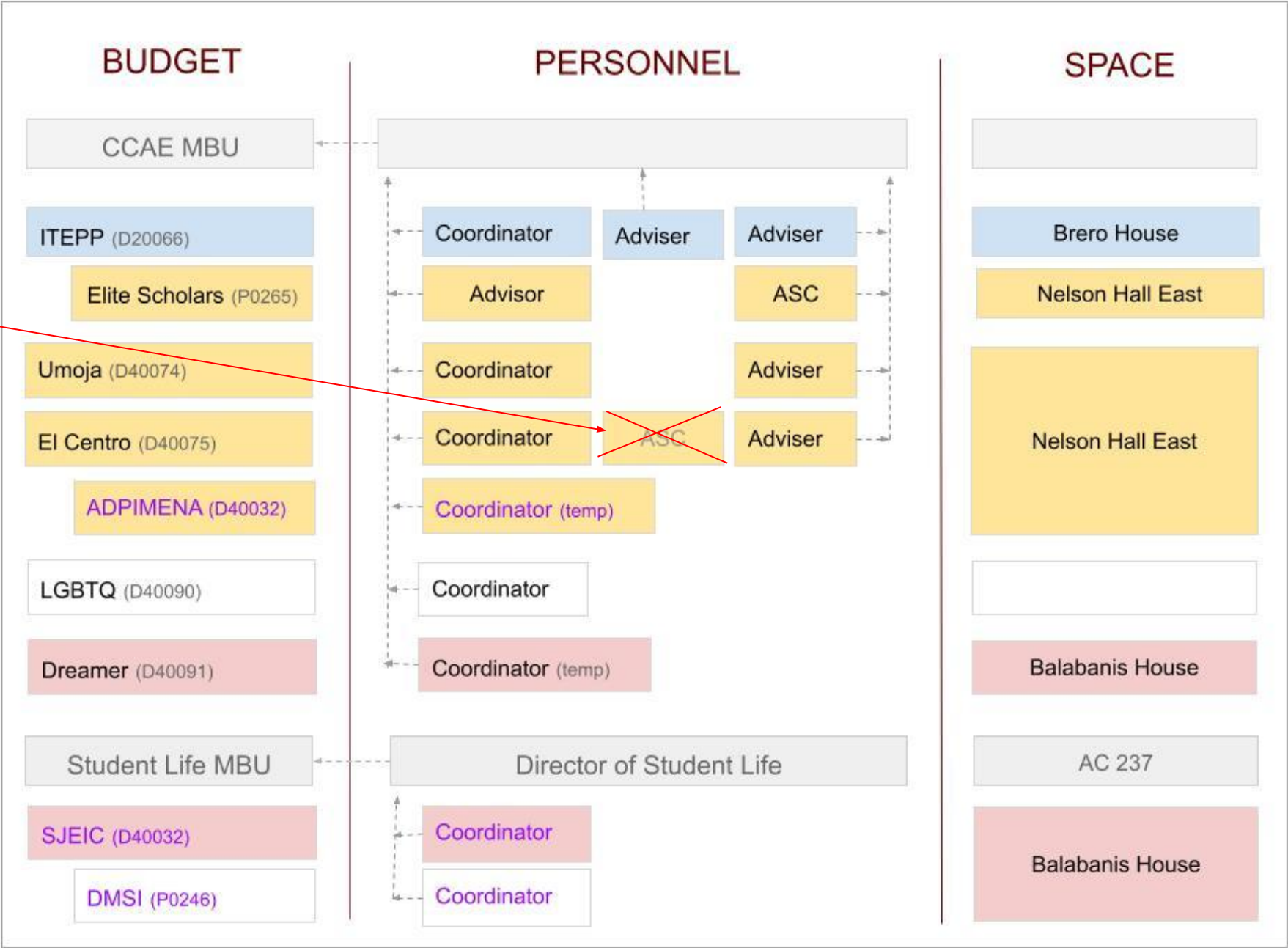
Appropriate Administrators are in yet two other buildings.

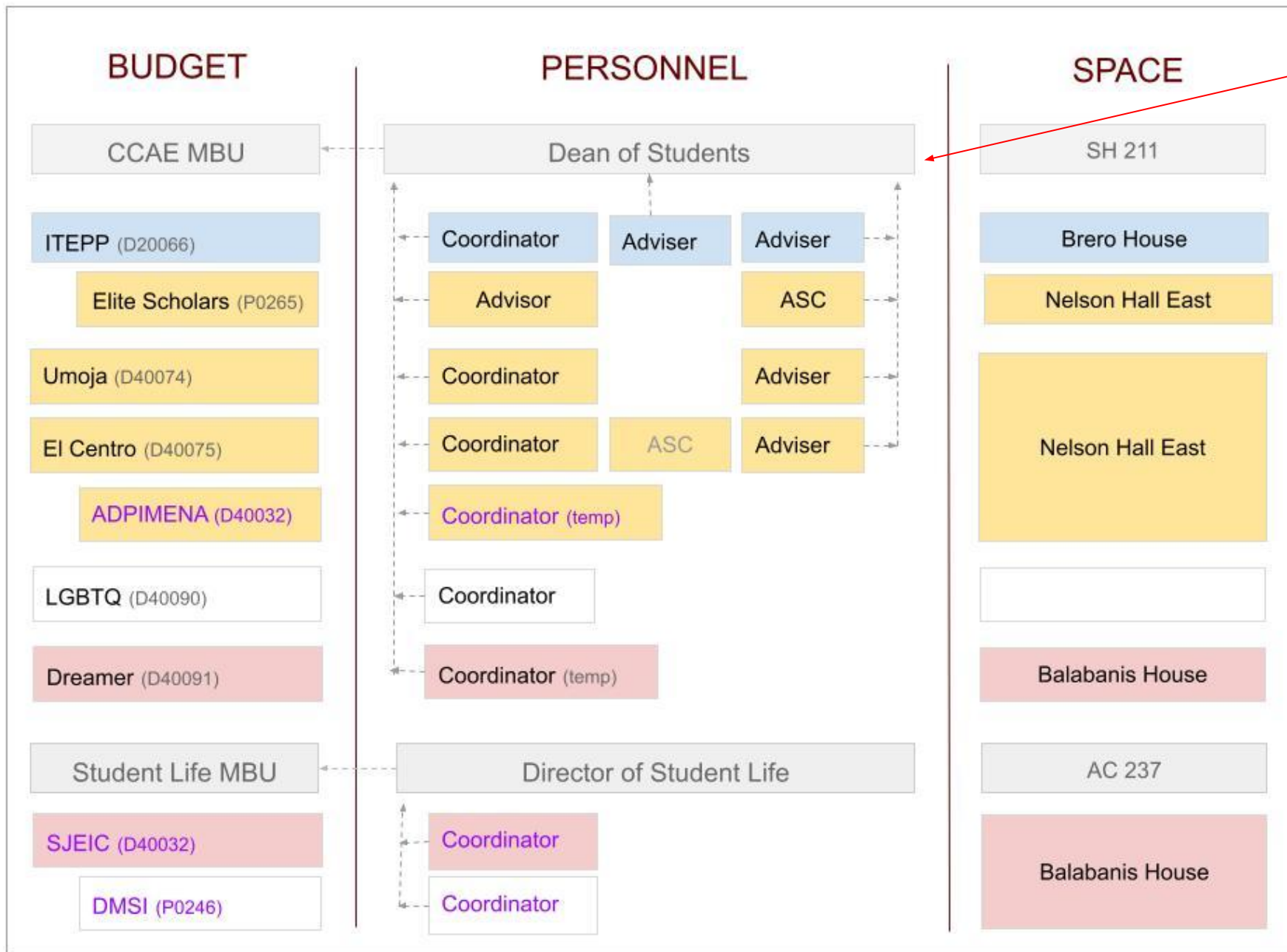


CCAIE budget reduced by \$140k in FY 20-21, cutting the director position



FY 24-25 budget reductions resulted in loss of CCAE ASC



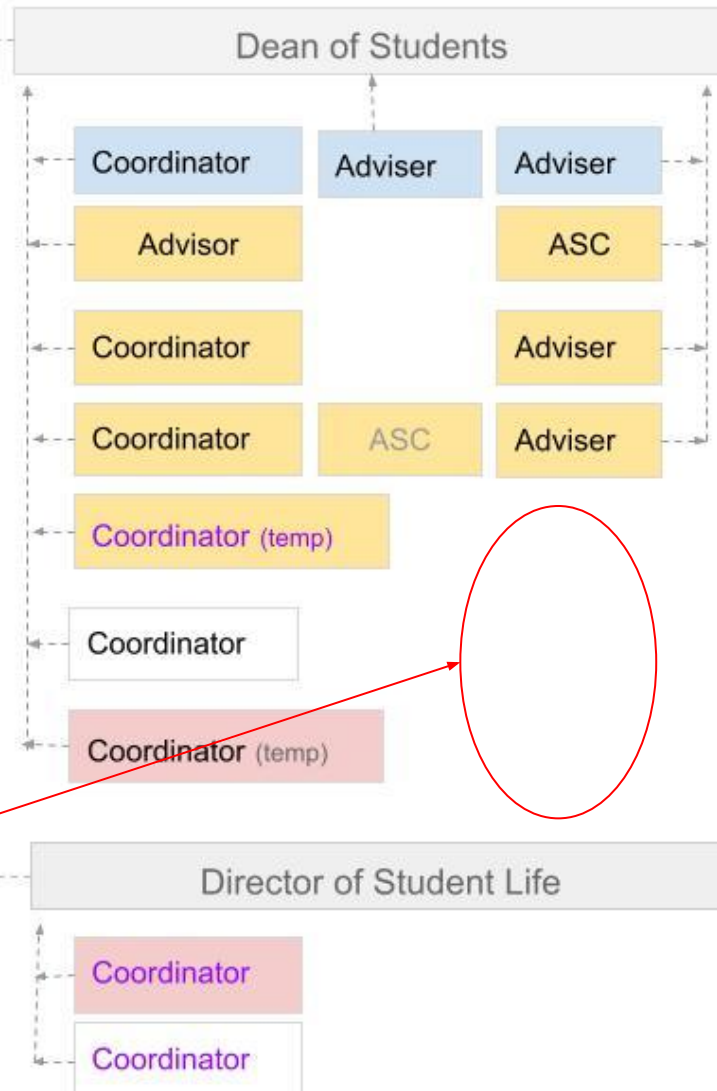


No director for CCAE leaves 9 pro staff reporting directly to the Dean of Students, soon to be 12 (not including faculty advisors).

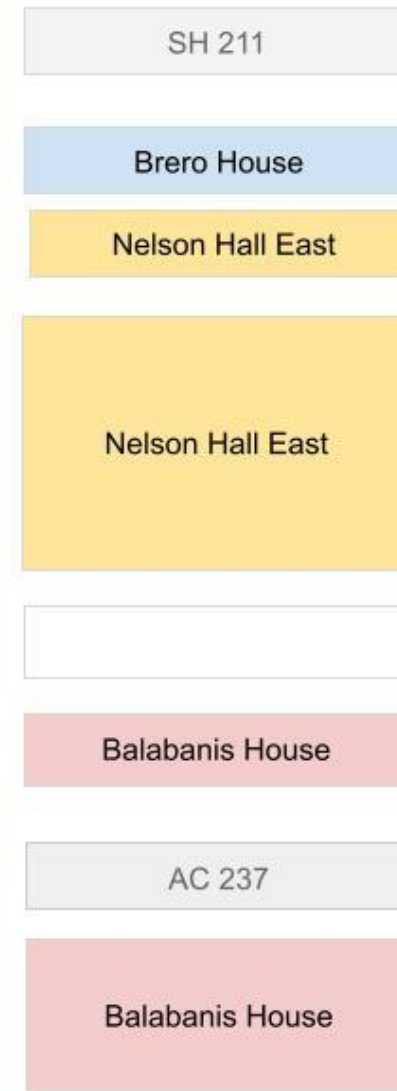
BUDGET



PERSONNEL

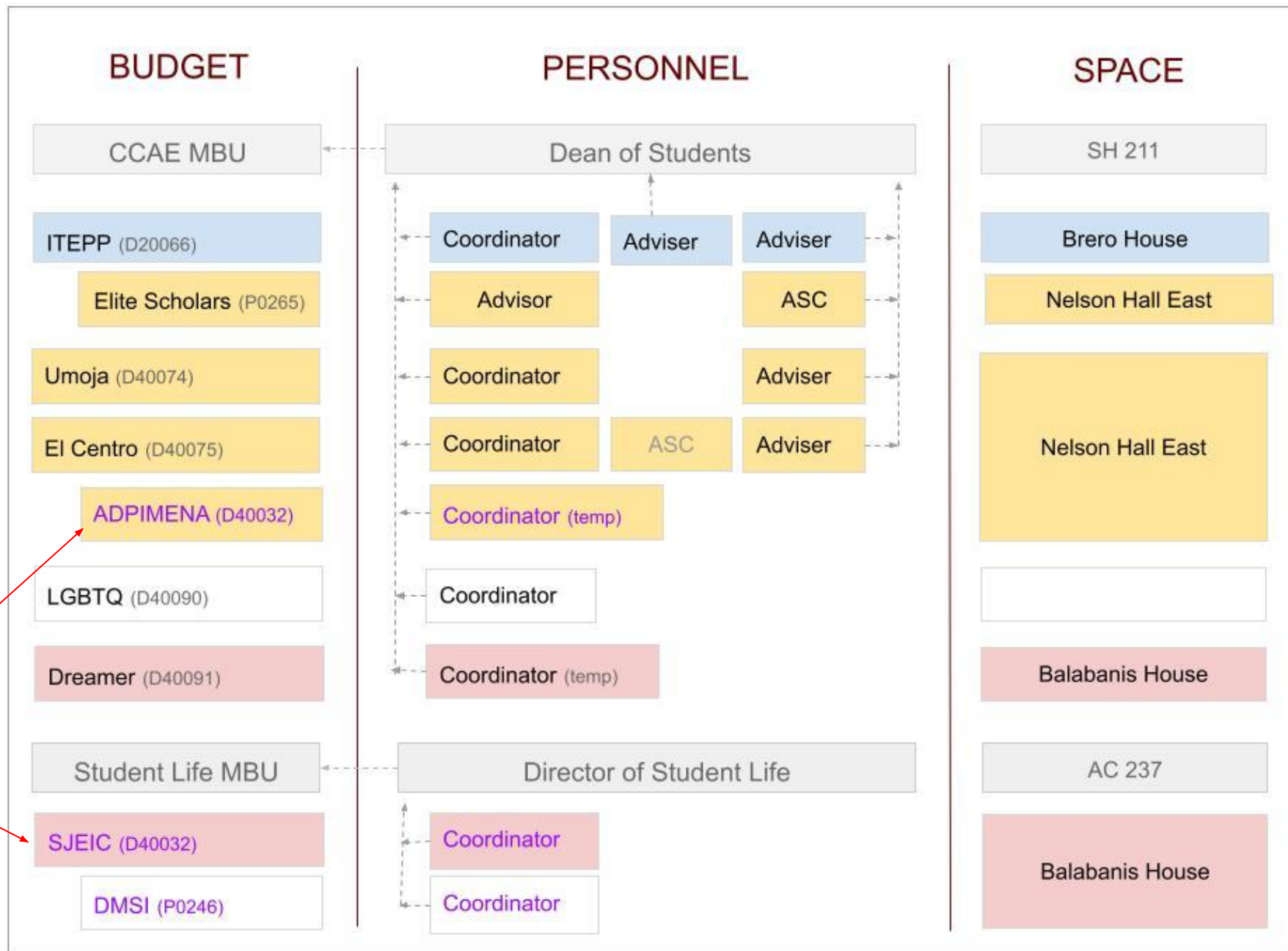


SPACE



No advisors for new centers.





Not yet its own department; still a program under SJEIC because funding is temporary/grant



➤ **Four Phase Plan**

1. Immediately assign a temporary interim director and administrative support person from within current staff to help stabilize current centers and implement new centers this year (24-25).
2. Commit \$150k in one-time funding for next year (25-26) to continue with temp director and admin support, develop position descriptions and pathway for faculty advisors model.
3. Identify \$450k to hire a permanent director, administrative support and advisors in FY 26-27, and engage in a campus-wide strategic planning effort.
4. Implement the strategic plan in FY 27-28 and plan for new space and logistics for a move in fall 2028.

CULTURAL CENTERS FOR ACADEMIC EXCELLENCE - FOUR PHASE PLAN

PHASE 1

Critical Need:

- Director level support
- Administrative support
- Full staffing

Reason:

- Personnel, hiring, delegation of authority, guidance for current centers and staff
- Navigating basics such as student payroll, office needs, event support, etc.
- Right-size advising caseload to pro staff, administrative support

Solution:

- Internal temp director
- Internal temp administrative support position
- Fill existing vacant positions

PHASE 2

Critical Need:

- Permanent director position
- Additional advisor positions (including faculty)
- Funding

Reason:

- Structure development/ implementation, data collection, strategic planning prep
- Not enough advisors for the new centers
- Base for director and additional advisors

Solution:

- Create director position
- Create advisor positions
- Seek funding

PHASE 3

Critical Need:

- Strategic planning

Reason:

- Long-term goals, partnership with CR, space, prep for growth

Solution:

- Engage in campus-wide strategic planning process
- Space request in former Student Health & Wellness Center (assumes it moves to new building in G11 lot)

PHASE 4

Critical Need:

- Strategic Plan implementation
- Space

Reason:

- Realize goals
- Welcoming space where resources can be shared and multiple identity needs can be met

Solution:

- Implementation of Strategic Plan
- Planning for new space

FY 24-25

FY 25-26

FY 26-27

FY 27-28

H.

➤ Current & Next Steps

- April presentation to Executive Cabinet – asked to commit \$150k in one-time strategic initiative funding for FY 25-26
 - **Leadership support for the Four Phase Plan** , but will go through official one-time budget request process
- Updating small groups and EMSS leads in April/May
- Updating AS & Senate in May
- Budget decision made regarding one-time funding for next year, stabilization ongoing

➤ **Current & Next Steps**

- Reassign Ravin Craig as Interim Director of CCAE while maintaining Director of Student Life role, at least thru June 30
- Melanie Bettenhausen already assigned as temp administrative support via “special project work” through June 30
- Ravin and Melanie will begin work on the detailed Four Phase Plan to help structurally stabilize the current centers and implement the new centers

➤ Conclusion

Recognition – Executive leadership acknowledges the challenges and appreciates the work of those operating the Centers

Support - Executive leadership supports the Four Phase Plan, meaning the long-term success of CCAE; CSU supports cultural centers, underserved and underrepresented students

Budget - While limited reductions will be made next year (24-25), one-time funding has been requested for Phase 1 and the need is known for Phases 2-4

Space - CCAE needs are already known for future planning as campus space shifts occur around construction

➤ Questions and Feedback



Committee for Accessibility and Accommodation Compliance (CAAC) Report for 2024/2025

Presented by
Jim Graham
Cris Koczera

May, 2025



Definitions/Background

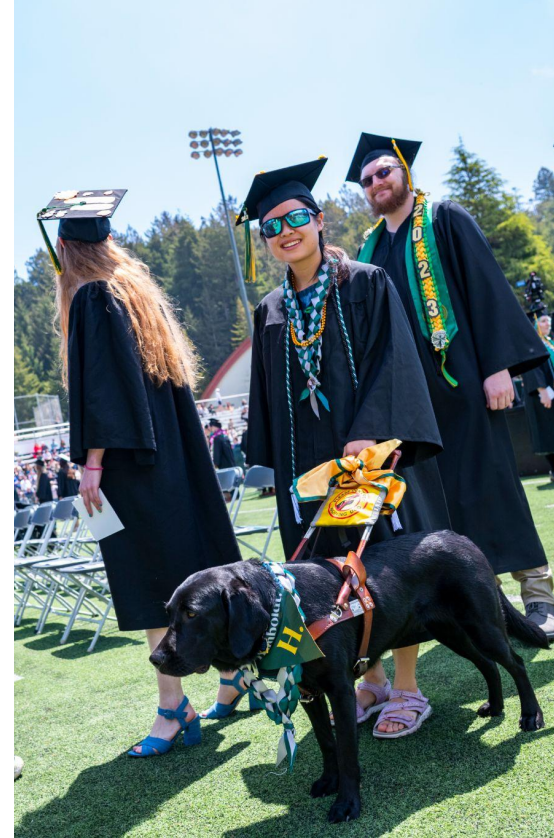
- **Accessibility:**
 - People with disabilities have equal access to the same programs, services, activities, and areas.
- **Accommodation:**
 - Adapting to allow individuals with disabilities to participate in programs, services, and activities.
- **Compliance:**
 - Being within criteria set by regulations / laws.
- **Barrier:**
 - Something that keeps people from accessing programs, services, activities, and areas.
- **California Building Code (CBC) 11B**
 - Regulations for **new buildings and major alterations** pertaining to accessibility.
- **Americans with Disabilities Act (ADA)**
 - Federal law that **prohibits discrimination** against people with disabilities in everyday activities.
- **ADA Title II**
 - Requires public institutions to provide access to **programs, services, and activities** to individuals with disabilities.
- **ADA 2010 Standards for Accessible Design (ADASAD)**
 - Sets minimum for new construction and alterations.
 - Reference point for making programs physically accessible and not a measure of compliance.

Accessibility At Cal Poly Humboldt

- **Goal:** Our work is to make our campus accessible for everyone.
- **Challenges:** Pathways and buildings are inaccessible for many.
 - Some disabilities are not apparent.
 - [Statements](#) collected from individuals with disabilities.
- **Aim:** Share information, set priorities and increase resources for addressing access barriers

This presentation summarizes the report

- Report is in the works!

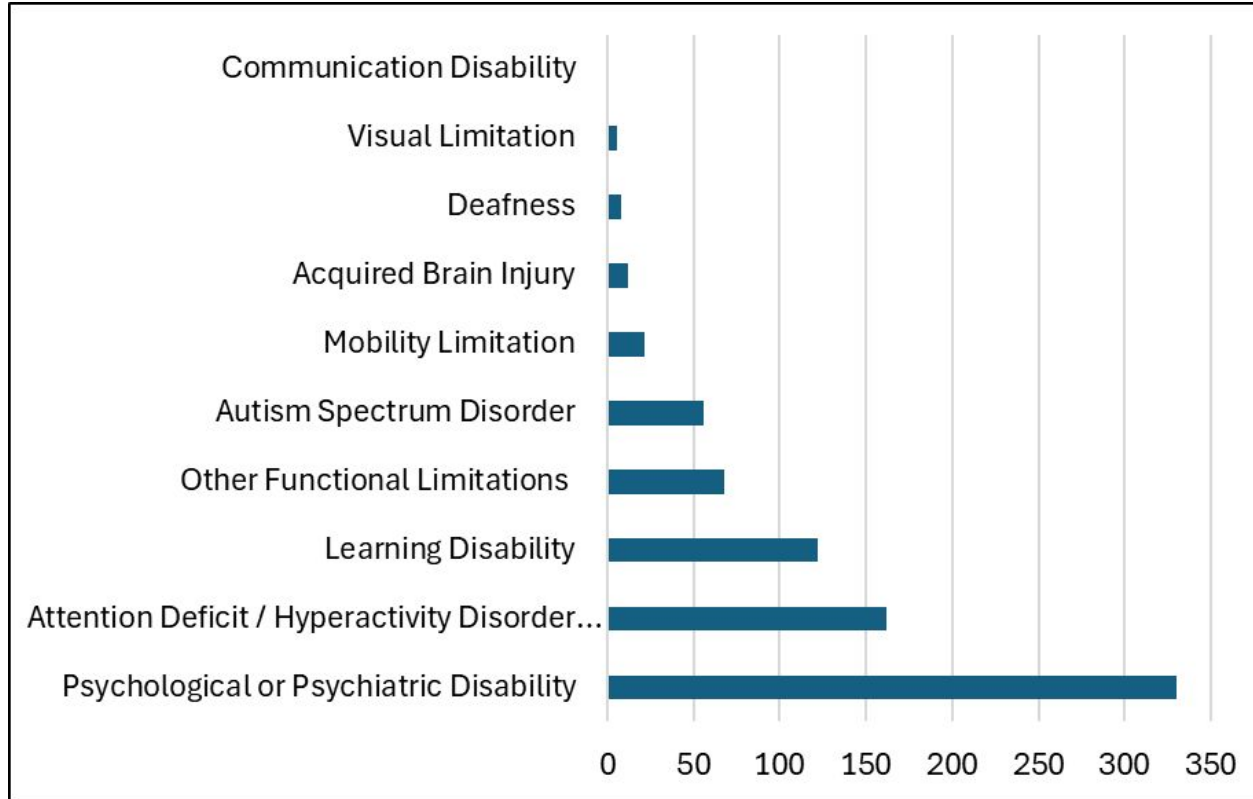


Students with Disabilities (2023)

- National Rates:
 - 21% of undergraduates
 - 11% of graduate
 - National Center for Education Statistics
- Head Count of Services to Students with Disabilities:
 - **Humboldt: 787 (13%)**
 - CSU: 21,719 (5.5%)
 - CSU Students with Disabilities Profile and Statistics 2023



Cal Poly Humboldt Students Registered with CDRC in 2023



Members

- Chairs: Jim Graham, Cris Koczera
- CDRC: Cassandra Tex
- Faculty fellows: Roxann Schroeder, Mari Sanchez, Suzanne Pasztor
- ARC/ATI: Jeanne Wielgus
- Student: Ernesto Cappuccio
- ODEI: Rosamel.Benavides-Garb
- Staff: Ann Johnson-Cruz
- Facilities: Travis Fleming
- Student Services: Mitch Mitchell

Ex-Officios

- VPs: Jenn Capps, Chrissy Holiday
- CIO/ATI: Bethany Gilden
- Budget/Finance: Sarah Long
- Human Resources: Michelle Caisse
- Parking/Transportation: Krista Paddock
- Procurement: Bethany (Bee) Rapp
- CTL: Enoch Hale

CAAC Structure

Responsible Organizations

- CDRC
- Facilities Management
- ITS/ATI

Working Groups

- Funding
- Education and Culture
- Communication
- Physical Access
- Field Trips (not yet formed)

Other key individuals

- Testing center: Amie Rodriguez
- A number of students with disabilities

CAAC Progress in 2024-2025

- CAAC reestablished
 - All member positions filled
 - Monthly Meetings
 - Established Working groups
 - Meeting regularly
- Created CAAC website
- Data collected and evaluated
- Created list of accessibility barriers
- Progress on process documentation
- 2 Proposals received and 1 approved
- Almost completed an annual report!
- Plan for AY 25/26



Strengths from Surveys

- **From student feedback**
 - Syllabi mention accommodations.
 - CDRC is welcoming, respectful, and responsive.
- **Negative press and senate public comments have decreased**
 - Maybe because CAAC provides a home for these issues?



Challenges from Surveys

- **Many physical accessibility and transportation (shuttles & parking) barriers**
 - From 2008 AMP survey: ~335 outside buildings remain today
 - 117 classified as “necessary”
 - Facility Condition Audits
 - 311 barriers within buildings
 - ~50% in buildings with programs, activities, and services.
 - Student surveys highlight physical barriers
 - Stairs, elevators, pathways, shuttles
- **Surveys also show meal options are limited**

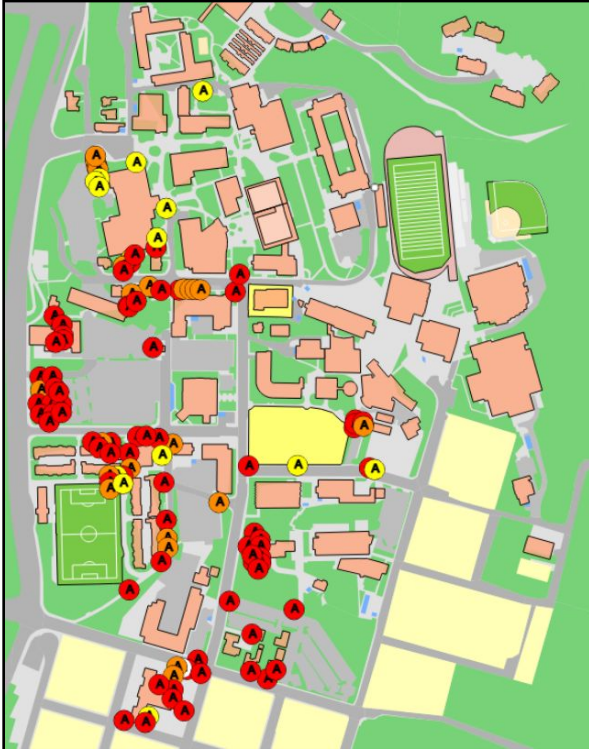
Some Initial Building Access Results

- Surveys based on Online Map Surveys (ADASAD) and the AMP
- Campus has about 120 buildings
 - Including College Creek, which has accessible dorm rooms, and other buildings with services, programs, and activities gives 50 buildings
- Scoring these from 0 to 3 based on accessible to a sidewalk, paths to parking, and at least one shuttle stop (not a measure of compliance):

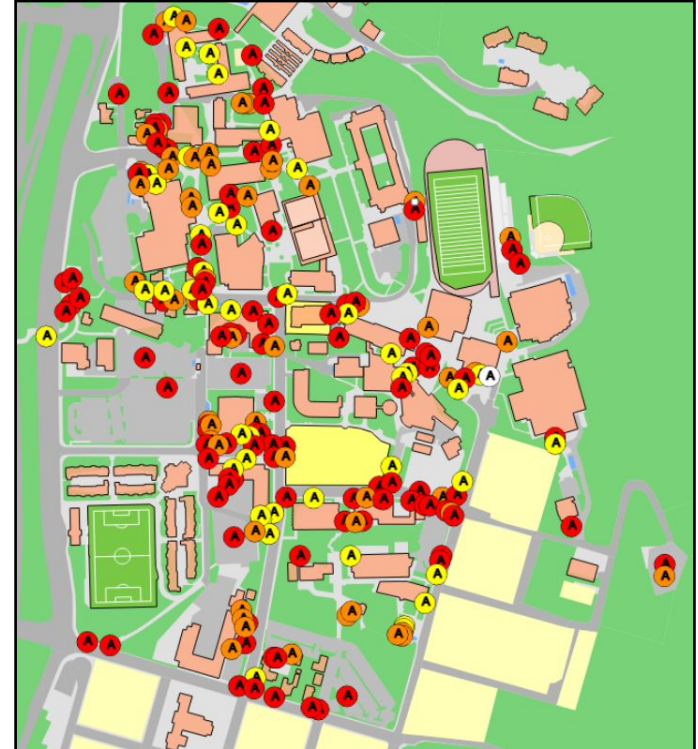
Category	Number of Buildings
3. Three means of access within ADASAD	8 (16%)
2. Two means of access within ADASAD	7 (15%)
1. One means of access within ADASAD	18 (36%)
0. No means of access within ADASAD	17 (34%)
Total	50

Islands of accessibility (based on 2008 AMP)

Barriers Removed Or In Process of Being Removed



Remaining Physical Barriers



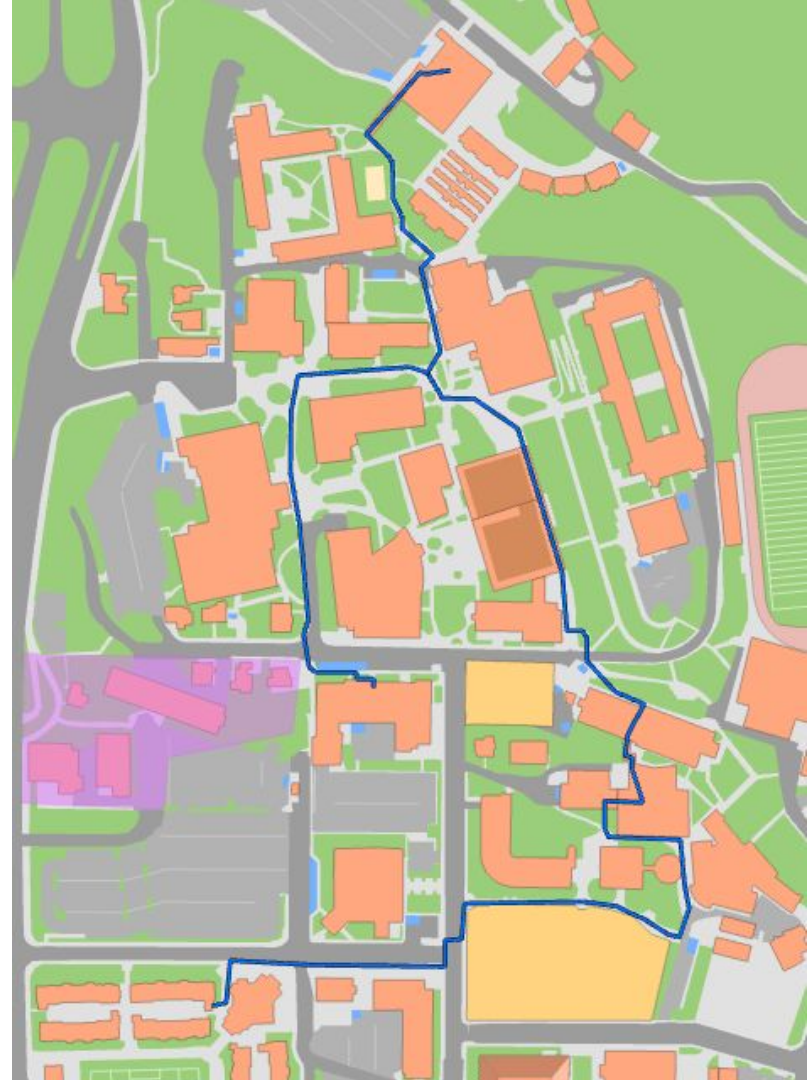
Physical barriers, shuttles and communication

- **Accessibility Issues**

- **Navigating campus**
 - Accessible Pathway Map: College Creek Dorms to Jolly Giant Commons (J meal plan), including Gist Hall.
 - *Makes using shuttles a requirement.*
- **Building Issues**
 - Students report elevator failures are common

- **Communication Issue**

- Students not aware of food plan that includes College Creek



CAAC Accessibility Barrier List

- 30 Total active barriers
 - 19+ Open accessibility barriers
 - 10 on physical access, 3 signage, 2 on navigation, 2 transportation, 2 process/communication, 2 accommodation, 2 process/communication, 1 resources/funding, 1 culture
 - 9 barriers with proposals
 - 2 Resolved barriers
- Key outstanding barriers not mentioned elsewhere in this presentation:
 - 6. Accommodations for events
 - 30. Culture of isolation and discrimination
 - 38. Accessible field trips
 - 51. Faculty not receiving accommodation letters
 - 64. Jenkins is not planned to be on an accessible path (accommodated with shuttle stop)
 - 65. Faculty not accommodating students after they have been approved

ATI/ARC

- Progress 2024-2025

- Met with each College Council of Chairs - planning for Title II update deadline
- Drop in days at library and weekly open zoom office hours
- 15 direct requests for assistance due to barriers with instructional materials
- **Remediation work:**
 - 2,825 documents (47,534 pages) - primarily PDFs plus also Word and Powerpoint
 - 98 Canvas courses; 14 other projects
 - Captioning videos, podcast transcripts
 - 135 videos; 46 podcasts/audio (87.5 hrs)

- Plans for 2025-2026

- Seeking funding for assisted listening systems
- Rollout new accessibility checker in Canvas (Summer 2025)
- Increase instructional material remediation with additional funding from Chancellor's Office
- Add audio descriptions to highly played videos in Panopto Media Library
- Improve Campus websites and social media accessibility
- See the [ATI Plan](#) for more details

Facilities Management Jan 1, 2023 - Apr 24, 2025

- Work Orders Related to Accessibility

- 134 work orders relate to accessibility
- 131 addressed; 3 that require significant investment:
 - Telonicher house, Art A south entrance, sidewalk north side of NHE
- FM prioritizing work orders that resolve an accessibility issue

- Barrier Removal

- Trip Hazards: Repaired/mitigated over 300 trip hazards along B st and 17 st
- Drinking Fountains: Installed 26 accessible drinking fountains with bottle fillers across campus
- Bushes are being cut back from railings
- Sign posted on access to Telonicher building
- Parking space by Art A moved to accessible entrance

Planned Barrier Removal Projects

- Additional accessible drinking fountains with bottle fillers to be installed
- Complete project plans to request funding for accessibility improvements for Siemens Hall restrooms
- Complete project plans to request funding for barrier removal at intersection of Harpst and Rossow streets
- Replacement of (25) tub/shower to shower units only in Creekview residence hall
- Installation of door operator at north entrance to Forestry
- Repair sidewalk between Alistair McCrone Hall and Sci E Greenhouse
- Upgrade Music B door operator with a more reliable unit
- Replace concrete entry at north entrance of Siemens Hall to create a compliant entry
- Installation of door operator at SH 1st floor north entrance
- Evaluate the potential installation of door operator at NR 1st floor south entrance

CDRC

- **Progress 2024-2025**
 - **Reduced wait time to see an Accessibility Advisor from 4-6 weeks to 1-2 weeks**
 - Can be same day if needed
 - Successfully transitioned employee accommodations from Human Resources to the CDRC
 - Received extensive training and professional development from experts in the field
 - Website redesigned and updated
 - Implemented new leadership structure within the department
 - Maxient selected as the department's information system
- **Plans for 2025-2026**
 - Restructuring CDRC team - positions as well as responsibilities
 - Continue streamlining processes for requesting accommodations and accessibility concerns
 - Implement Maxient with a phased-in approach: accessibility concerns, employees, students

Communication Working Group

- Completed in 2024-2025
 - Reviewed accessibility websites
 - Worked on online maps, improved symbology
 - High level accessibility web page and flyer being created
 - www.humboldt.edu/accessibility (launching 5/20)
 - [Accessible Humboldt Flyer](#)
 - MarComm has new Social Media guidelines
- Next steps
 - Communicate accessibility responsibility to faculty through professional development, chairs, etc.
 - Workshops for faculty, other employees, students (clubs)
 - Creating web page and flyers with key information on accessibility and links to resources
- Plan for 2025-2026
 - More work on focused and effective communications

Culture & Education Working Group

- **Committee Charge:**
 - To cultivate a culture of accessibility through the strategic development and communication of resources designed to educate and serve university employees and students.
- **Progress this year:**
 - WebAIM course hosted by ATI office and currently available
- **Plans for next year:**
 - Accessibility at spring professional development
 - Potentially developing a Disability Cultural Center
 - Evaluating Spring 2026 Accessibility course in CSU Learn

Funding Working Group

- Projects seeking funding
 - Prioritized project: Seeking \$70,000 for assistive listening systems.
 - Proposed projects: \$6,000 for student surveys of campus.
- One time campus funding of \$400k allocated for accessibility
 - Funding is being combined with other project funding to install ADA stalls in G11 parking lot with a total costs of \$650k.
- Annual campus funding for barrier removal
 - \$50,000 ongoing from campus strategic initiatives.
- Ongoing requests in Humboldt's CSU Multi Year Capital Plan
- Advancement feels donors will be interested
 - Donor interested in funding students surveying campus for accessibility.
- ODEI grant proposal for \$5000 for students to survey campus

CAAC Plan for AY 25/26

- An ad hoc group created, led by Chief of Staff Bethany Gilden
 - Created a plan for AY 25/26
- Key committed projects:
 - Shuttles: Create more effective communication
 - Parking: PD&C will scope all parking spaces and make a plan to add/remove/update spaces
 - Housing:
 - FM to check accessible spaces for compliance
 - Housing to update business process, handbooks, and training material
 - Bathrooms: Evaluate accessibility & update signage
 - Navigation/Wayfinding:
 - Update existing PDF maps to remove incorrect accessible paths
 - Dataset to define accessible paths: to be incorporated into maps & signage
 - Physical Barrier Removal: 10 projects (see slide 16)
 - Create ADA Transition Plan
 - Training: Professional development for faculty

Progress on the Sense of the Senate (page 59)

Scope	Progress
Comm. Dept. Accessible	Potential move in summer of 2026
Update PDF Maps	Moved path off stairs, other issues remain
Evacuation Procedures	Promised for fall 2023, not yet posted
Shuttle	Transportation has only denied one requested ride, students keep saying there are access barriers
Barrier Lists	CAAC Barrier List created, other lists identified
Facility Condition Audit (FCA)	Project List is derived from the FCA
CDRC adequately staffed	Continues to be a challenge
ADA Transition Plan	Have some components, need to finish

Next Steps for CAAC

- Continued process improvement
- Finish ADA Transition Plan with Project List for Barrier Removal
- Monitor progress on committed plans
- Accept additional proposals and seek funding
- Disability Awareness Day 2025
- Survey campus community on accessibility & accommodation issues
- Have at least one open forum each year
- Update disability/accessibility policies
- Formalize regular physical surveys of campus

Request for Support

- Support administrators meeting regularly on solving access and compliance issues.
- Raise priority of accessibility at least to the level of other activities that are not mandated by federal regulations and/or causing students to be injured.
- At least maintain positions that are key for accessibility is critical to us providing continued service, unequivocally.
- Funding for accessibility projects.
- Support efforts to evaluate issues, create plans, obtain funding, and monitor results.
 - Including involving administrators, faculty, staff, students, volunteers, donors

Pocket Slides

Cal Poly Humboldt 2023 Students Registered with CDRC

Category	Number	Category	Number
Visual Limitation	6	Attention Deficit / Hyperactivity Disorder (AD/HD)	162
Communication Disability	1	Acquired Brain Injury	12
Mobility Limitation	22	Psychological or Psychiatric Disability	330
Learning Disability	122	Autism Spectrum Disorder	56
Deafness	8	Temporary Disabilities	0
		Other Functional Limitations	68

AHEAD Survey for CPH, 2023

0 - Strongly Disagree, 1 - Disagree, 2 - Agree, 3 - Strongly Agree

Question	Count	Score
My instructors include a statement about accommodations on the course syllabus.	63	2.5
I feel welcome, respected, and understood in the Student Disability Resource Center.	78	2.4
Student Disability Resource Center staff members respond to my email questions and/or phone calls within a day or two.	74	2.4
The rooms where I take exams with accommodations are comfortable and non-distracting.	35	2.4

Please see the full list and a summary of open-ended answers in [the report](#).

AHEAD Survey 2023

0 - Strongly Disagree, 1 - Disagree, 2 - Agree, 3 - Strongly Agree

Question	Count	Score
The campus is physically accessible to me, including features such as curb cuts, ramps, automatic door openers, good lighting, wayfinding information, accessible websites, public videos with captioning, etc.	66	1.3
Campus transportation is accessible to me, including appropriately placed, accessible parking options, lift-equipped vehicles, etc.	65	1
My meal plan gives me appropriate choices and nutrition.	65	1
My on-campus housing (dorm room) includes the accessibility features I need.	65	0.8

Please see the full list and a summary of open-ended answers in [the report](#).

Students for Democratic Society Survey, 2024/2025

Number of respondents that experienced or observed an issue:

- 18 (45%)
 - Too many stairs
- 12 (30%)
 - Lack of accessible pathways
- 10 (25%)
 - Too many stairs , Not enough Elevators
- 9 (22%)
 - Elevator Issues, Slipping Hazards
- 6 (15%)
 - Not enough ramps
- 5 (5%)
 - Poor shuttle services, Lack of Parking
- 4 (10%)
 - Inaccessible Dorms
- 3 (7%)
 - Limited routes
- 2 (5%)
 - Poor Road Quality

Does not include items that were mentioned once. See the report for the full list.

Students for Democratic Society Survey (continued)

How respondents prioritized solutions:

- 11 (27%)
 - More shuttles
 - Build more ramps
 - More accessible pathways
- 9 (22%)
 - Add elevators
- 4 (10%)
 - Easier to obtain accommodations
 - Easier access to ada/shuttle/parking info
 - Repairs
- 2 (5%)
 - More disabled parking
 - No late penalties for disabilities
 - More overall parking

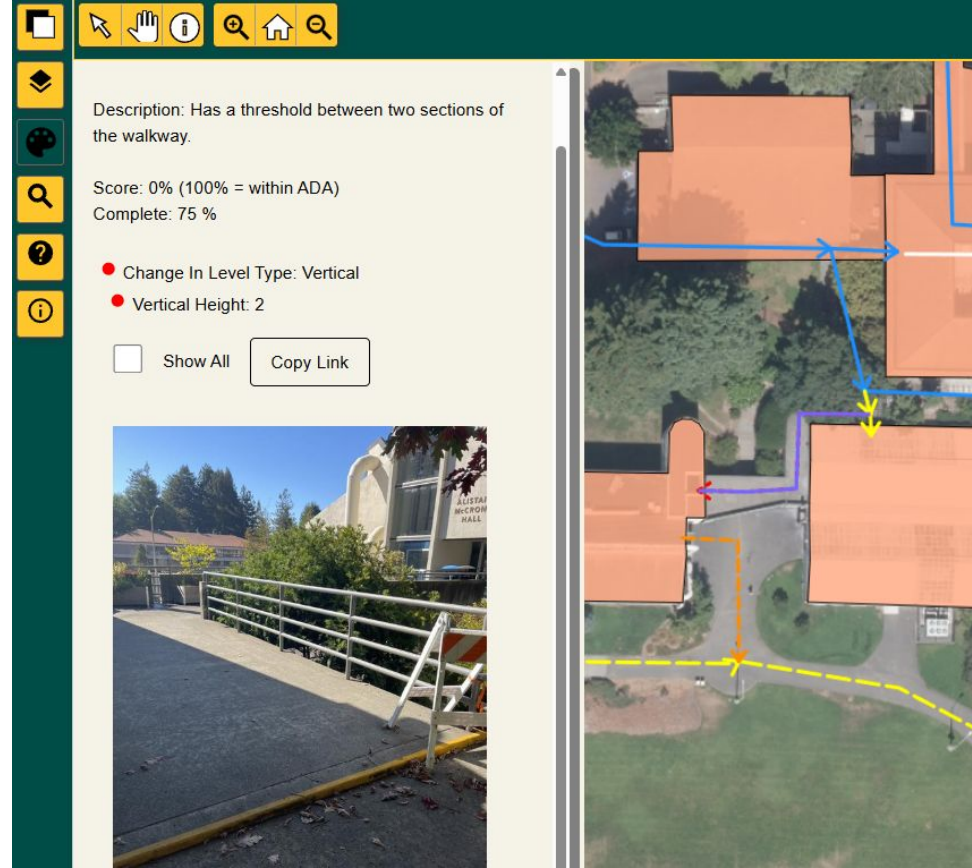
Accessibility Master Plan (AMP) from 2008

- 852 Total barriers identified outside of buildings
- 655 Could be identified on maps provided in the report
- 213 Resolved primarily by new construction and major alterations
- 32 Will be resolved by current or planned construction
- Leaves 335 outstanding barriers from 2008:
 - 117: Necessary
 - 91: Recommended
 - 122: Low severity
 - 5: Technically infeasible
- Visible at
 - gsp.humboldt.edu/Websites/CPHMap
 - under the “Facilities” tab



Jim and his students surveying (gsp.humboldt.edu/map)

- Originally developed in collaboration with MarComm and based on FM data
- Added features to do field surveys based on ADA 2010 Design Standards
- Jim Graham and students have been surveying campus
 - Pathways, loading zones complete
 - Elevators, bathrooms, doors are being surveyed
 - Curb ramps by fall 2025
 - Adding details, photos, hints
 - Future work:
 - Finish best path search
 - Provide Spanish version
 - Add navigation for folks with visual impairments

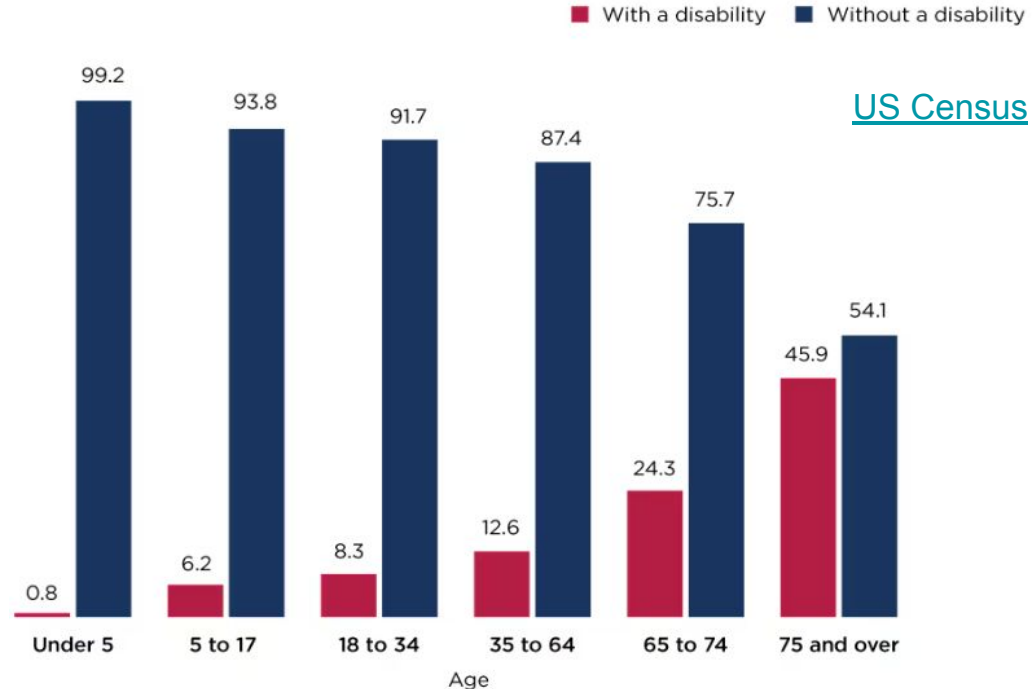


Disability

- A physical or mental impairment that substantially limits one or more major life activity (ADA)

- Includes:

- Cancer, Diabetes, HIV
- Post-traumatic stress disorder
- Autism
- Cerebral palsy
- Deafness or hearing loss
- Blindness or low vision
- Epilepsy
- Mobility disabilities
- Intellectual disabilities
- Major depressive disorder
- Traumatic brain injury



CAL POLY HUMBOLDT

University Faculty Personnel Committee

April 18, 2025

TO: The General Faculty, Cal Poly Humboldt
FROM: The University Faculty Personnel Committee (UFPC)
SUBJECT: 2024-2025 Annual Report

The UFPC provides the last faculty-level review of candidates seeking reappointment, tenure, and/or promotion. Additionally, the UFPC is the only faculty committee that has the perspective of seeing *all* files in the RTP process. Therefore, the UFPC helps ensure consistent implementation of RTP standards and helps to identify areas for improving the RTP process for candidates and review committees alike. Importantly, the UFPC is thereby able to both advocate for faculty candidates and improve the integrity of the RTP process.

Cal Poly Humboldt's outstanding faculty continue to impress and even humble with their exceptional quality of teaching/librarianship, scholarship/creative activities, and service. Recognizing the faculty-focused process for Retention, Tenure, and Promotion (RTP) at Humboldt, the UFPC appreciates the effort made by all levels in preparing and reviewing candidates' WPAFs.

In this report, the UFPC provides a summary and overview of recommendations emerging from the committee's work during AY 2024-2025.

In striving to maintain a transparent and supportive RTP process, this report focuses on the following four areas. Each area includes specific action items for different university programs and committees.

- [Departmental RTP Standards and Criteria and Appendix J of the Faculty Handbook](#)
- [Evaluation of Teaching/Librarianship, Scholarship/Creative Activities, and Service](#)
- [File Preparation and Support](#)
- [Supporting and Valuing International Faculty](#)

UFPC Open Forum

The annual end-of-the-year open information meeting with the UFPC is scheduled for Monday, April 28, at 9 am in Goodwin Forum with remote access provided via Zoom:

<https://humboldtstate.zoom.us/j/86538472922?pwd=6kCJAq5U2a5c1JQVa5FEMtlehC9CXT.1>

UFPC Membership and Files Reviewed

The UFPC, consisting of five members from across the university, reviewed 40 files in AY 2024-2025 (See [Appendix A: UFPC Membership](#), [Appendix B: Files Reviewed](#)).

Departmental RTP Standards and Criteria and Appendix J of the Faculty Handbook

Early Tenure Trend and Policy

In AY 2024-2025, six out of 13 candidates (Group V) sought early tenure and promotion. The UFPC recognizes that the proportion of probationary faculty submitting their WPAF for early review has varied considerably over the past seven years. In any given year, including the present one, an average of slightly under half (45%) of candidates seek early tenure and promotion (See [Appendix C: Group V Early Tenure & Promotion 2018-2025](#)).

In Spring 2025, the Senate approved an early tenure policy change for Appendix J. The UFPC commends the Faculty Affairs Committee's (FAC's) work in this regard. This early tenure policy will be applied to newly appointed faculty in AY 2025-2026. However, for faculty appointed before AY 2025-2026 who use the earlier version of Appendix J, early tenure and promotion cases remain challenging for several reasons.

As the earlier version of Appendix J does not provide clear guidance on early tenure and promotion, and few departmental standards offer explicit criteria, the UFPC is concerned that the absence of clear criteria for awarding early tenure and promotion results in arbitrary decision-making. For example, in the previous version of Appendix J, there were neither clear standards regarding what constitutes sufficient "length and breadth" of teaching experience for excellence during the probationary period nor specific definitions of the levels of achievement necessary for early tenure beyond stating that candidates must "meet the standards and level of performance for tenure...." This issue is compounded, as noted below, when we consider faculty hired with considerable amounts of assigned time or service credit.

Outdated Departmental RTP Standards and Criteria

The UFPC continues to identify departmental standards being utilized in RTP decisions that were last approved more than five years ago (See [Appendix D: Outdated Departmental Standards](#)).

Though Appendix J does not clarify whether standards older than five years can be used as part of the RTP process, the UFPC again urges departments to work with the RTP Criteria and Standards Committee to update standards older than five years. The UFPC further urges the deans and the provost to support the RTP Criteria and Standards Committee in ensuring that departments adhere to timely reviews of their standards.

Key Issues Noted in Departmental RTP Standards and Criteria

Some standards were unclear in specifying peer-reviewed dissemination as an integral part of scholarship. Whereas conference presentations and publications are often peer-reviewed and

disseminated (through presentation), the UFPC questions whether this is the intended application of the standard and urges departments to revisit these expectations, especially in the context of the polytechnic transformation.

Several standards were also unclear in their use of scholarship presentation styles. For example, several standards distinguish between two types of conference presentations. Category I contributions require presentations where “Peer review and dissemination are an integral part of the process (for example, when papers are circulated in advance).” Category II contributions are “Participating in academic conferences or forums by presenting original work, workshops, or acting as a discussant on a panel or roundtable.” This distinction is confusing; one solution could be for candidates to include the conference submission process in Section 9 to provide evidence of peer-review for presentations.

Counting hours for Service can be messy and vague for both candidates and reviewers. For example, recording minutes spent when enacting Service commitments by email is onerous and inefficient. Instead, the UFPC recommends that Service standards reflect general breadth, depth, and/or leadership activities.

Application of Departmental RTP Standards and Criteria

In its work during AY 2024-25, the UFPC noticed several instances in which the department, candidate, chair, and other levels of review did not apply the same set of RTP standards consistently. When the department or program RTP Standards are newly approved, the candidate can choose which standards to apply. In any case, the IUPC, candidate, and department chair should all apply the same standards to the file.

Action Items Related to Departmental Standards and Criteria

The UFPC recommends:

- Departments and the RTP Criteria and Standards Committee work together to update standards older than five years.
- The deans and the provost support the RTP Criteria and Standards committee in ensuring that departments adhere to timely reviews of their standards.
- When revising RTP standards, departments specify their expectations regarding peer-review and quality of scholarship.
- When revising RTP standards, departments eliminate the counting of hours for Service and points for Scholarship and Service. Counting hours can be messy and vague for candidates.

Evaluation of Teaching/Librarianship, Scholarship/Creative Activities, and Service

Teaching/Librarianship: Student Class Climate Survey

Teaching and librarianship are evaluated, in part, based on a review of student evaluations. The UFPC recognizes several challenges in using the current student climate survey to assess teaching. First, the subject position and identity of the candidate affect how students perceive the instructor's approach, knowledge, and pedagogical skills. Research clearly shows that women and People of Color (particularly in STEM fields) consistently face resistance, hostility, and diminishment of their expertise from both colleagues and students.¹ The UFPC notes that while the University Senate passed a resolution in AY 2022-2023 to address bias in student evaluations of teaching,² issues remain with using student evaluation data.

Several evaluation items warrant revision. For example, what does the following item measure? "I felt encouraged to explore materials outside of class to improve on what I was learning." In contrast, other CSU campuses merely offer one or two Likert-scale questions about the student's overall experience.

In addition to problematic evaluation items, the shift from in-class paper evaluations to online evaluations completed outside of class has had a negative impact on response rates as well as the tone of student comments regarding individual faculty. Response rates on student evaluations vary considerably from class to class and candidate to candidate. Low response rates, defined here as below 50 percent, likely advantage faculty who benefit from receiving evaluations from students who already view them and their teaching more favorably. Conversely, faculty who are already disadvantaged by student evaluations imbued with gender and racial biases see negative numeric scores driving down mean item scores. Departments should monitor student course evaluation response rates, follow best practices (<https://cebs.humboldt.edu/instructors>), and work with candidates to address low response rates. This is particularly an issue for evaluation for promotion to the rank of professor, as there is no intermediate (i.e., retention) review following promotion to the rank of associate professor.

The UFPC also notes inconsistent practices regarding the evaluation of lab sections. Although a distinct lab evaluation survey is available, it is not consistently administered. The UFPC encourages the FAC as well as relevant academic programs in CNRS and CPS, to ensure consistent practice, if not a specific policy, regarding student evaluations of lab sections.

¹ A. Bavishi, J. M. Madera, & M. R. Hebl, (2010) "The Effect of Professor Ethnicity and Gender on Student Evaluations: Judged Before Met," *Journal of Diversity in Higher Education* 3 (4), 245–256, <https://doi.org/10.1037/a0020763>;
B. Smith & B. Hawkins, (2011) "Examining Student Evaluations of Black College Faculty: Does Race Matter?" *The Journal of Negro Education* 80 (2): 149-162. Retrieved February 19, 2021, from <http://www.jstor.org/stable/41341117>;
D. Williams, (2007) "Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review." *Profession*, 168-173. Retrieved February 19, 2021, from <http://www.jstor.org/stable/25595863>.

² Faculty Affairs Committee, (2022) "Resolution to Address Bias in the Evaluation of Teaching Effectiveness Process," Cal Poly Humboldt. December 13, https://senate.humboldt.edu/sites/default/files/12-22.23-sets_second_reading.pdf.

Teaching/Librarianship: Direct Classroom Observation

Teaching/librarianship effectiveness is primarily evaluated through direct observation by faculty colleagues. The UFPC reminds faculty that Appendix J [Section IX.B.1.a.4] states:

Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

In regard to evaluations of librarianship, Appendix J [Section IX.B.1.b.3] states:

Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.

Having numerous colleagues observe the same class session is less effective than having multiple class sessions observed by different faculty members over time. Collegial evaluations of teaching/librarian performance should include a review of syllabi, materials, Canvas pages, etc.

The UFPC directs evaluators to the APS website, which offers teaching observation guides for evaluating synchronous and asynchronous online courses. These guides were developed by the Diversity, Equity, and Inclusion Council's Subcommittee on Inclusive Teaching and reflect the 2019 Appendix J update regarding the nature and quality of inclusive instruction. They can be found at:

<https://hraps.humboldt.edu/faculty-evaluations>

The UFPC reminds IUPCs of their responsibility to secure collegial observations of teaching (Appendix J, Section IX.B.1.a.5) and “ensure that there is adequate substantive peer evaluation of candidates” (Appendix J, Section VII. A.1.a). The UFPC continues to find an insufficient number of collegial observation letters in some departments given the number of faculty at the rank of professor. Given that such observations are the primary source of evidence for evaluating teaching effectiveness, it is imperative that all departmental colleagues be invited to provide teaching observations, though only faculty at the rank of professor are required to do so. Appendix J (Section VIII.B.3.a) states:

The IUPC shall invite written statements from all available members of the unit at the rank of professor to ensure that there is adequate substantive collegial evaluation of candidates. Other faculty members of the unit will be notified of the deadline for receipt of these written statements, but are not required to provide such a statement.

Teaching/Librarianship: Asynchronous Class Observations

Since the COVID-19 pandemic, many courses have been offered in an online asynchronous format. The UFPC notes that some programs only offer online classes, and some faculty only teach online classes. However, no specific online, asynchronous course evaluation standards have been established in departmental RTP Standards and Criteria; it is therefore challenging to assess asynchronous teaching effectiveness. Considering the current circumstance, collegial evaluations of Canvas courses can follow this [APS guideline](#).

Scholarship/Creative Activities and Service: Self-Assessment

Candidates are strongly encouraged to summarize their Scholarly/Creative Activities and Service contributions in the PDS. They should explicitly self-assess contributions based on departmental standards, highlighting how they meet standards for Minimum Essential, Good, or Excellent across Scholarship/Creative Activities and Service.

A summary table that lists achievements in the contribution areas of Scholarship/Creative Activities and Service aligned with departmental standards is an effective way to illustrate how a candidate meets RTP criteria. In the area of Service, if departmental standards require listing hours completed, candidates are encouraged to consistently report hours (by week or month, or semester, but consistently), so review committees can identify whether candidates meet annual Service expectations. The UFPC asks IUPCs to encourage and help candidates to include such tables in the WPAF.

Appendix J [IX.B.2] notes,

Faculty are expected to engage in an ongoing program of scholarly/creative activities and be guided by their department/unit criteria and standards. Scholarly/creative activities may be defined using the five interrelated dimensions of scholarship proposed by Ernest Boyer in *Scholarship Reconsidered*: Discovery, Integration, Application, Teaching, and Engagement. Scholarly/creative activity shall be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. *Collegial/peer review appropriate to the discipline is required and shall be defined in the department/unit RTP criteria and standards* [emphasis added].

Scholarship/Creative Activities: Collegial Evaluations

Peer review must be conducted by colleagues in the same specialty area as candidates and “where appropriate, from peers outside the university” (VII.A.1.b). External reviews of Scholarship/Creative Activities are beneficial for tenure and promotion evaluations and represent standard practice in higher education. IUPCs, in consultation with candidates, should work to secure such letters well in advance of the file's due date.

For collaborative work, the candidate's role and responsibilities should be clearly described (and ideally, corroborated via collegial letters from collaborators). Similarly, the UFPC urges candidates to clearly describe activities and responsibilities in Service roles.

Service Activities: Self-Assessment and Collegial Evaluation

The UFPC encourages faculty to report all Service activities. The UFPC observes wide variation in faculty reporting practices concerning community service activities. Of particular note are volunteer activities with local schools, preschools, and other youth groups. Regardless of the reason for the community service (e.g., volunteering at one's own child's school), these activities do constitute important community service. Appendix J (IX. B. 3.g) states, "Community service contributions which relate directly to one's discipline or position will be given greater weight." Documenting how community service contributions relate to the candidate's discipline lends additional significance to the activity, however, Service not directly related to the discipline is also valued.

Colleagues should also address and evaluate candidates' Service. Departmental colleagues are well-positioned to address Service as most serve on departmental committees together. In some cases, review committees discounted Service activities that received assigned time. The UFPC finds that such Service should count toward departmental RTP standards, particularly because the time invested in such activities generally exceeds assigned time. In making the case for including such Service, candidates should clearly detail all activities and discuss time commitments for such activities in relation to assigned time. For tasks leveraging assigned time, candidates should detail contributions over and above the assigned time compensation.

Provision of Evidence

The UFPC notes that including non-evaluative evidence in candidates' WAPF is important. For example, if a work is to be considered a forthcoming publication, candidates should include correspondence from editors, publishers, jurors, etc., that confirms explicitly the acceptance of the candidate's work and provides a targeted publication/exhibition/performance date.

Though numerous departmental RTP standards expressly acknowledge forthcoming publications/exhibits/performances as carrying the same weight as published/completed works, forthcoming *works should not be* confused with works in progress. Works in progress, while important elements of a candidate's Scholarly/Creative Activity, do not carry the same weight as completed activities. Similarly, candidates are encouraged to provide non-evaluative evidence (such as simple acknowledgments of service) of their Service activities.

Independent Reviews

The UFPC reminds all levels of review that parallel concurrent reviews must be independent. *There should be no consultation between department chairs and IUPCs nor between deans and college*

personnel committees. Not only is this independence essential for the integrity of the RTP review process, but it also affords each level of review the capacity to provide its own unique recommendation independent of other recommendations.

Action Items Related to Evaluation of Teaching/Librarianship, Scholarship/Creative Activities, and Service

The UPFC recommends:

- Candidates should respond to and reflect upon student course evaluations of their teaching/librarian performances in their teaching philosophy and/or course description in the Personnel Data Sheet (PDS). In particular, candidates should comment upon or explain low or otherwise unusual student evaluations or patterns in evaluations.
- Candidates should summarize their Scholarship/Creative Activities and Service, along with self-assessment.
- Faculty letter writers should evaluate the *quality and significance* of candidates' contributions when writing about Scholarship/Creative Activities and Service.
- Faculty conducting peer observations for RTP purposes are strongly encouraged to use the teaching observation guides available at the APS website to help them write evaluative letters for their colleagues: <https://hraps.humboldt.edu/faculty-evaluations>.
- The University Senate and Faculty Affairs Committee identify more valid and reliable instruments and questions for students' evaluations of teaching effectiveness. Existing research on the validity and reliability of SETs (Student Evaluations of Teaching) can guide both process and content.
- The University Senate and Faculty Affairs Committee develop a process to increase response rates on student evaluations for all faculty.
- The Academic Personnel Services publish aggregate data for the past ten years (to protect confidentiality in personnel matters) that reports the total number of faculty awarded early tenure and promotion by college, gender, and ethnicity.
- The Academic Personnel Services publish aggregate statistics summarizing student response rates on Class Climate Surveys.

File Preparation and Support

The UFPC urges Group III candidates and all prior levels of review to address the detailed "Notes on File" preparation included in their evaluation letters. College Personnel Committees (CPC) also provide valuable notes on file preparation to candidates, and in such instances, the UFPC concurs with such recommendations. Whether such advice comes from the UFPC or CPC, candidates and IUPCs should carefully address these comments when preparing the WPAF for subsequent review cycles.

The UFPC refers candidates to the "Guidelines for Preparation of the Personnel Data Sheet," available

from the APS website. These guidelines are separate from the directions embedded in the blank PDS form and are particularly useful for faculty undergoing their first review.

The UFPC urges both candidates and IUPCs to carefully review the WPAF before file submission to ensure all required documentation and relevant activities are included and placed in the correct sections. As noted above, numerous files failed to include complete documentation of previous reviews. Others did not include all candidate activities for the review period. Further, all previous review letters from every review cycle need to be in the WPAF. Probationary faculty files should consist of all materials from all prior review cycles until tenure and promotion are awarded.

Supporting and Valuing International Faculty

The UFPC has reviewed files submitted by international faculty who have encountered onerous immigration visa challenges that, at worst, lead to the loss of outstanding faculty members. These challenges also include:

- Prolonging the tenure clock when international faculty must be rehired after a delay in extending their immigration visa;
- Reducing the Scholarly/Creative Activities of international faculty who may face limited funding and professional travel opportunities on account of their immigration status; and
- Isolation from the general faculty or lack of support during the review process.

Regardless of the source of these challenges, the impact on international faculty must be acknowledged, and the UFPC implores the FAC to work with Academic Personnel Services and Human Resources to identify resources and practices such that Cal Poly Humboldt becomes known as a place where international faculty are welcome and able to thrive.

Appendix A: UFPC Membership 2024-2025

Hyun-Kyung You (Child Development) - Chair
Vincent Biondo (History)
Robert Cliver (History)
Walden Freedman (Mathematics)
Nikola Hobbel (English)

Appendix B: Files Reviewed

During the 2024-2025 academic year, there were four fewer files reviewed by the UFPC compared to 2023-2024:

Group	Type of Review	AY 2024-2025	AY 2023-2024
III	Retention (Reappointment) for Probationary Faculty	16	22
V	Retention with Tenure/Promotion	13 (6 early)	16
VI	Promotion of Tenured Faculty	11 (3 early)	6
	Total	40	44

Although the campus community has returned to face-to-face instruction, meetings, and other professional obligations, the legacy of the global COVID-19 pandemic has left an indelible mark on our personal and professional lives. For the UFPC, all meetings continued to occur fully online during AY 2024-25, and there continued to be discussions of how to account for the myriad impacts associated with the COVID-19 pandemic in reviewing RTP files. In response, the committee composed and continued to add the following statement at the beginning of each of the recommendation letters for faculty whose review period overlapped with the global COVID-19 pandemic starting in early 2020:

The UFPC recognizes that AYs 2019-20 and 2020-21 generated unprecedented challenges for the entire campus community. In Fall 2019, campus closures stemming from Public Safety Power Shutoff events disrupted course schedules, research and creative activities, and engagement in Service. In Spring 2020, the public health response to COVID-19 required all face-to-face instruction to move online following Spring Break and the cancellation of all non-essential university travel. The UFPC appreciates how these events had a cascading effect on the capacity of Cal Poly Humboldt faculty to achieve teaching/librarianship excellence from Spring 2020 through AY 2021-2022. Moreover, shelter-in-place orders led to the cancellation or postponement of research and creative activities as well as Service opportunities through AY 2021-22. Therefore, the UFPC recognizes activities such as presentations canceled due to the COVID-19 pandemic as carrying the same weight as completed presentations. It is with these ongoing circumstances in mind that the UFPC reviewed candidate files in AY 2024-2025.

Appendix C: Group V Early Tenure & Promotion 2018-2025

Academic Year	Early Tenure and Promotion	Total Group V Candidates	Percentage of Group V Candidates Seeking Early Tenure/Promotion
2024-25	6	13	45%
2023-24	7	16	44%
2022-23	6	12	50%
2021-22	5	16	31%
2020-21	9	19	47%
2019-20	8	12	67%
2018-19	5	15	33%

Appendix D: Outdated Departmental Standards

- Anthropology (last approved June 2019)
- Child Development (last approved May 2019)
- Communication (last approved May 2016)
- Computer Science (last approved April 2018)
- Critical Race, Gender, and Sexuality Studies (last approved May 2016)
- Economics (last approved March 2017)
- English (last approved February 2016)
- Environmental Science & Management (last approved May 2019)
- Mathematics (last approved May 2019)
- Native American Studies (last approved April 2017)
- Philosophy (last approved May 2016)
- Religious Studies (last approved August 2019)
- School of Applied Health [formerly Kinesiology & Recreation Administration] (last approved October 2018)
- School of Education (last approved November 2019)
- School of Engineering [formerly Environmental Resource Engineering] (last approved February 2018)
- University Library (last approved February 2019)
- Wildlife Management (last approved February 2017)
- World Languages & Culture (last approved October 2018)

GEAR Program Review

Recap, Recommendations, and Timeline

...

Our Review Process

- AAC&U Institute on General Education, summer 2023
- IR data request, fall 2023
- Campus surveys, fall 2023
- Data analysis, spring 2024
- Self-study draft, summer 2024
- Campus feedback on draft, fall 2024
- External review, spring 2025
- Status report to ICC & Senate, spring 2025
- Final self-study with committee recommendations and implementation timeline, fall 2025

IR Course Delivery Data

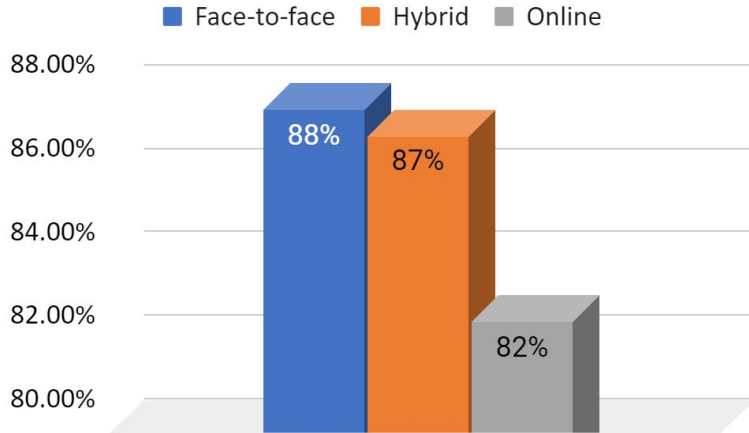
We took an inventory of:

- Schedule of GEAR Offerings by Area
- GEAR Class Pass Rate by Modality
- GEAR Offerings by Academic College and Department
- GEAR Program Faculty

IR Course Delivery Data

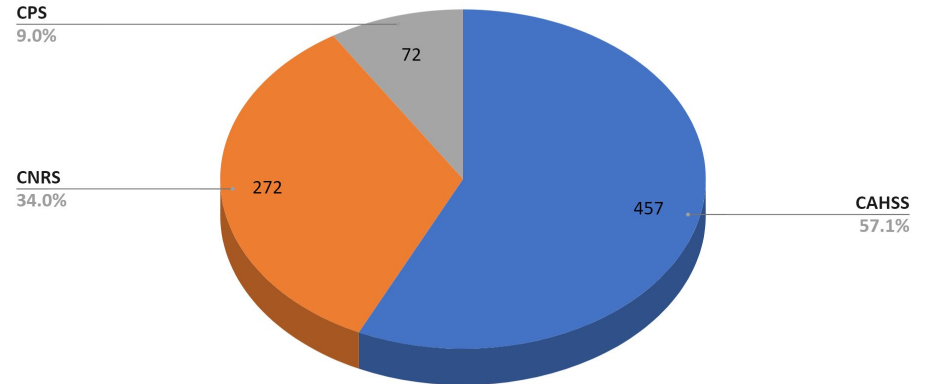
GEAR Class Pass Rate by Modality

F2016-SP2023 Average GEAR Pass Rates for all Sections by Modality



GEAR Offerings by Academic College

2022/2023 Classes by College



IR Course Delivery Data

GEAR Program Faculty

All College Class Count TT and Lect



All College FTES TT and Lect



Campus Surveys: Students

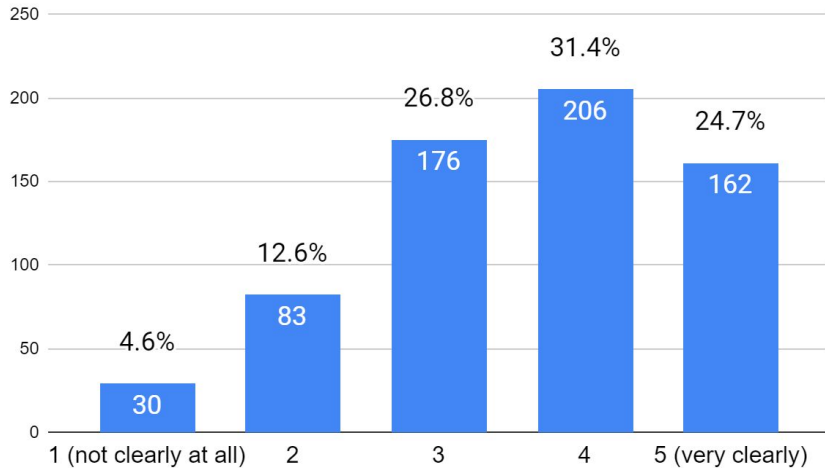
Noteworthy findings from students:

- 30% reported a GEAR course affecting their choice of major
- On a scale of 1-5 (5 beng “very clearly”), over 50% reported understanding GEAR requirements at a level of 4 or 5
- DARS and major advisors are reported to be the most helpful resources for understanding GEAR requirements
- 67% rate in-person as the most preferred modality for GEAR courses

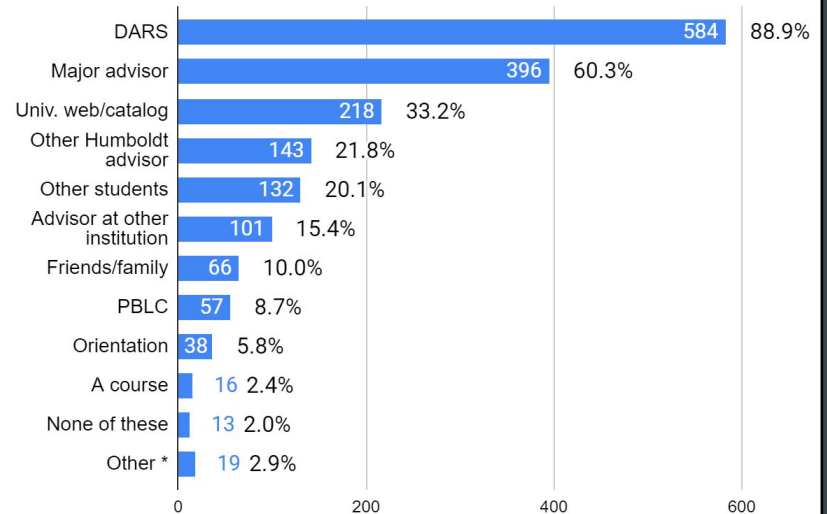
Campus Surveys: Students

Noteworthy findings from students:

Q8, Students: How clearly do you understand what the GEAR requirements are?



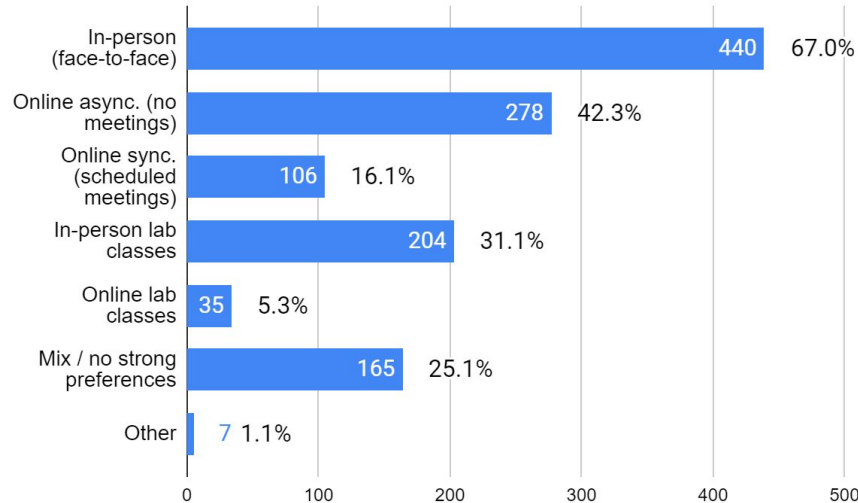
Q7, Students: What has helped you understand what GEAR requirements you need? Select all that apply



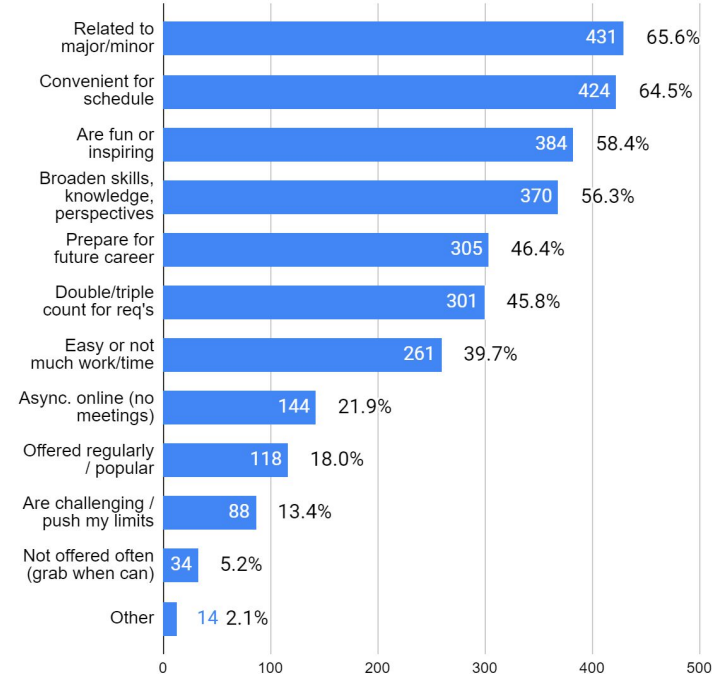
Campus Surveys: Students

Noteworthy findings from students:

Q11, Students: What type of instruction/classes do you prefer for GEAR courses? Select all you prefer:n selecting GEAR courses? Select key factor(s)



Q10, Students: What factors are MOST important to you when selecting GEAR courses? Select key factor(s)



Student Open-Ended Comments (n=138)

Many students expressed frustration with GEAR courses, often describing them as low quality, time-consuming, and irrelevant to their majors. They feel these requirements create unnecessary obstacles, delaying graduation and adding financial burdens.

STEM majors and transfer students, in particular, report struggles balancing GEAR courses alongside their core studies, especially when they have already completed similar coursework elsewhere.

Student Open-Ended Comments (n=138)

Common criticisms include a lack of flexibility, outdated course structures, and disengaged professors. While some students recognize the benefits of a well-rounded education—such as gaining broader perspectives and exposure to different subjects—**most agree that the program needs significant reform.**

Suggested improvements include integrating GEAR courses more directly with majors, offering more online and asynchronous options, and **reducing the overall requirements** to better align with students' academic and professional goals.

Campus Surveys: Staff and Faculty

We asked about the level of expertise required to teach any given GEAR area. Responses loosely grouped into three opinions:

1. Subject matter expertise is essential
(n=43)
2. Subject matter expertise is important, but so are teaching skills
(n=26)
3. Expand who can offer GEAR courses and prioritize breadth over depth
(n=18)

Staff and Faculty Open-Ended Comments (n=66)

Key Concerns:

- Bureaucracy and Approval Processes
 - Faculty find the Curriculog system, the opaque proposal process, and ICC's decision-making process discouraging, making it **difficult to propose or revise courses**.
- Course Structure and Flexibility
 - Many believe that the **number of required GEAR units is too high**, limiting students' ability to explore elective courses. There is a call for more flexibility, including allowing double-counting of courses, offering major-specific GE options, and incorporating **interdisciplinary, problem-based learning**.
- Equity and Fairness
 - Concerns about accommodations for high-unit majors and dominant roll of part-time faculty, raising fairness issues.

Staff and Faculty Open-Ended Comments (n=66)

Key Concerns:

- Student Perceptions and Engagement
 - Need for better communication of the value of GEAR courses in developing essential skills.
- Course Content and Quality
 - Faculty suggest emphasizing writing, communication, critical thinking, and quantitative skills while ensuring that courses provide new learning rather than repeating high school material.
- Faculty Support and Oversight
 - Desire for improved faculty training, support, and compensation for those teaching GEAR courses.
 - Concerns about an overabundance of courses in some departments and that enrollment numbers, rather than educational value, drive course offerings.

External Reviewer's Recommendations

- Create a GEAR director position
- Overhaul assessment structure; shrink number of PLOs
- Develop guiding principles, strategies, and training for integrating AI while maintaining core humanistic values of GE

Committee's Selected Recommendations

Primary Topics:

- Revise program learning outcomes and assessment protocols
- Communicate importance of general education to students
- Amend Senate approval process for curricular proposals
- Restructure GEAR committee membership expectations
- ...artificial intelligence...

Questions?

Email Mark.Wicklund@humboldt.edu and Sara.Hart@humboldt.edu.

Interested in joining GEAR?

Email Sara.Hart@humboldt.edu or Lorge.Monteiro@humboldt.edu.