

University Senate

Meeting Minutes for Tuesday, May 12, 2026

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

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

Members Present

Banks, Benavides-Garb, Burkhalter, Cabot, Cappuccio, Carvajal, Choi, Cruz, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Young

Members Absent

Aghasaleh, Allison Govier, Dschida, Frye

Guests

Sage Alexander, Vincent Biondo, Phil Bradley, Allison Bronson, Jenny Cappuccio, Joice Chang, Adrienne Colegrove-Raymond, Jeffrey Crane, Walden Freedman, Bethany Gilden, Jim Graham, Per Gunst, Kendra Higgins, Nikola Hobbel, C.D. Hoyle, Regina Jorgenson, Steve Karp, Cris Koczera, Heather Madar, Peggy Metzger, Grace Milburn, Cyril Oberlander, Patrick Orona, Taro Oshiro, Raven Palomera, Sasheen Shailee Raymond, Anne Taylor, Cassandra Tex, Cristina Tusei, Brigid Wall, Kim White, Jeanne Wielgus, Travis Williams, Hyun-Kyung You, 8 others

Announcement of Proxies

Banks for Allison Govier

CFA Interruption Statement

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

Approval and Adoption of Agenda

M/S (Pachmayer/McGuire) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from April 28, 2026

M/S (Mola/A. Thobaben) to approve the minute from April 28, 2026

Motion to approve the minutes passed without dissent.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

No report

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

Written report attached

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)

No report

Office of Diversity, Equity, and Inclusion (ODEI)

No report

Emeritus and Retired Faculty and Staff Association (ERFSA)

No report

Labor Council

Written report attached

Staff Council

Staff Council is taking nominations for new staff councilors.

Executive Cabinet

Written report attached

General Consent Calendar

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

Consent Calendar from the Integrated Curriculum Committee

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

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

Professor Jim Graham made the attached comments.

Chair Harmon read the attached letter.

Professor Jenny Cappuccio made the attached comments.

Brandon Wilcox made the following comments:

I was a student before I transitioned to becoming an employee here. This place is home, so it's really wonderful that you express a desire to stay here. But we're facing some issues. Science A is falling apart. Can you imagine coming in to your workspace and having asbestos ceiling tiles fall on them? Can you imagine your workbench releasing toxic chemicals that you could potentially ingest? The asbestos bench tops are so friable that when students are working, when anyone is working, we're releasing that asbestos into the air. There are some serious health and safety issues that need to be addressed, and the only way that can be dealt with is by a full remodel of that building.

Our faculty and staff have been crying out for this for decades and they have not been addressed. You're my fifth president. This is the most interaction I've had with the president in my time here. I interact with students, I interact with staff, and I interact with faculty. They've all been expressing these concerns for a long time. To have this remodel, this remediation ignored and just stopped makes us feel like we are not cared about, like our needs aren't being met and they don't matter. Like we don't matter. That's not a message I want to send to our students, and I don't think that's a message you want to send to us. We need you to go to the CSU and fight for us. We need you to get the funding to remediate these health and safety issues. So that everyone who is using this building can have a safe workplace. Thank you.

TIME CERTAIN: 3:30-3:50 PM – Information Item:

University Faculty Personnel Committee Year-End Report

Professor Hyun-Kyung You gave the attached presentation.

TIME CERTAIN: 4:00-4:20 PM – Information Item:

Committee on Accessibility & Accommodation Compliance Year-End Report

Professor Jim Graham and Cris Koczera gave the attached presentation.

Resolution on Found, Unclaimed, or Abandoned Property Policy
(21-25/26-UPC – May 12, 2026 – Second Reading)

Senator Banks discussed the changes from the first reading, based mostly off the CSU policy. Chair Harmon made a friendly amendment to correct the numbering.

Senate vote to approve the Resolution on Found, Unclaimed, or Abandoned Property Policy ***passed without dissent.***

Ayes (26): Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Tremain, Young

Nays (0): none

Abstentions (5): Aghasaleh, Allison Govier, Cappuccio, Dschida, Frye

Resolution on Administrative-Academic Notice, Disqualification, and Reinstatement
(28-25/26-Ex – May 12, 2026 – Second Reading)

Senator Virnoche discussed the resolution. It is unchanged from the first reading.

Senate vote to approve the Resolution on Administrative-Academic Notice, Disqualification, and Reinstatement ***passed without dissent.***

Ayes (26): Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Tremain, Young

Nays (0): none

Abstentions (5): Aghasaleh, Allison Govier, Cappuccio, Dschida, Frye

Resolution on Revision to the Syllabus Policy (29-25/26-APC – May 12, 2026 – Second Reading)

Senator Evans discussed the resolution. It is unchanged from the first reading.

Senate vote to approve the Resolution on Revision to the Syllabus Policy ***passed without dissent.***

Ayes (26): Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Tremain, Young

Nays (0): none

Abstentions (5): Aghasaleh, Allison Govier, Cappuccio, Dschida, Frye

Resolution on Fundraising Policy (30-25/26-UPC – May 12, 2026 – Second Reading)

Senator Banks and Travis Williams discussed the resolution. It is unchanged from the first reading.

Senate vote to approve the Resolution on Fundraising Policy ***passed without dissent.***

Ayes (25): Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Tremain

Nays (0): none

Abstentions (6): Aghasaleh, Allison Govier, Cappuccio, Dschida, Frye, Young

M/S (Tremain/Fisher) to adjourn.

Meeting adjourned at 4:52 PM

Submitted by Patrick Malloy

University Senate Chair Report

May 12, 2026

Hi Folks,

Well, we made it to the last Senate meeting of the year! Congratulations! I want to acknowledge our outgoing Senators and Committee Chairs and welcome our new Senator. We will do this later today at the Senate reception; however, I wanted to make sure these acknowledgements are captured for the archives.

To our outgoing Senators: Jayne McGuire, Rouhollah Aghasaleh, Eduardo Cruz, and Stephanie McKindley, thanks so much for your service. Your contributions to the University Senate have been valuable, and I really appreciate all the times you dared to dissent. It takes courage to stand up for what is right, even if it is unpopular to do so. Keep fighting the good fight!

To our outgoing Committee Chairs: Tyler Evans, Jayne McGuire, Rouhollah Aghasaleh, and Sulaina Banks, thanks so much for your leadership. Leading is not easy, and sometimes it feels like trying to nail Jell-O to the wall. I really appreciate you all stepping up and hope to work with you again in the future.

To our incoming Senator: Humnath Punta, welcome! I hope this journey is exciting, educational, and that you can find your way through this crazy path we call shared governance.

And to all of you who are continuing along next year, I say thanks! We are all of us busy in our mission to educate the next generation, regardless of the division, department, or college you find yourself working in. Taking the time to participate in this University Senate and making this place we call home better through shared governance is a noble cause, and I applaud all of you for taking the time to do so.

Wrapping up the end of the year here, we do have some important business to take care of today with four resolutions to consider and some important end-of-the-year reports; however, I hope all of you can attend the Senate Reception tonight in the Kate Buchanan Room from 5:00–8:00 PM to celebrate the folks I mentioned above, as well as our distinguished faculty award winners and ERFSA grant winners.

No new updates on PolicyStat, other than that, I will be working with the team over the summer to make sure the integration of our current policies goes smoothly and that we are ready for a training session during the first week back, before classes start. Speaking of that week, I'd like to hold an informal training session/crash course on "How to do Senate," and I would be delighted to see as many participants there as possible, even you veterans out there are welcome to attend to provide insights for our new Senators, or even for our continuing Senators that may need a refresher. I will be sending out a poll very soon for scheduling; I know there is a lot going on that week before classes, so I want to make sure we schedule this to maximize attendance.

Last, and certainly not least, I'm very excited for our Graduation Ceremonies. It's one of my favorite times of the year, and with the way we are ramping up the celebration with performances around the campus, as was done in the past few ceremonies, please enjoy the day, celebrate our students and their accomplishments. Celebrate each other and our own accomplishments!

It has been an honor serving as your Senate Chair this year, and I look forward to another one next academic year. I hope you all have a lovely summer break, get all the rest you need, and are ready to come back fully charged and inspired to lead another group of students across the victory line!

Best

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University Senate Written Reports, May 12, 2026

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), Tyler Evans (APC Chair), Frank Fogarty (Faculty-Wildlife), Jacob Garcia (AS Students), Stephanie McKindley (AS Students), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee).

Meeting Date(s): 4/27/26

Meeting Details: This is the final report of the Academic Policies Committee for AY 2025–26.

This year, APC successfully advanced three policy items through the Senate:

- Assessment and Program Review Policy – revised to align with updated GEAR assessment processes; approved by the Senate and the Provost in April.
- Academic Internship and Service Learning Policy – updated to align with CSU Executive Order 1064 and to clarify coordination with the Center for Community-Based Learning; approved by the Senate in April and the Provost in May.
- Syllabus Policy revision – clarifies expectations around syllabus availability and removes outdated provisions; currently before the Senate for final consideration.

APC also played a role in advancing revisions to the Policy and Procedures for Responding to Allegations of Research Misconduct, which received a first reading in the Senate on April 14.

In addition to these completed items, the committee devoted substantial time to two more policy areas:

- ABC/NC grade mode – APC continued development of a proposal to introduce this grading option. The committee worked through a number of implementation questions (including advising, financial aid implications, and limits on use), and additional work is still needed before the policy is ready for Senate consideration.
- The Academic Program Discontinuance Policy was developed through extensive consultation with the campus community, including two listening sessions. Feedback from these engagements has been incorporated into a revised draft. While the policy is

ready for a first reading, the committee has chosen not to introduce it this spring, recognizing that it requires careful consideration and full Senate review rather than being rushed at the end of the academic year.

Thank you to committee members and campus partners for their thoughtful work this year.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members:

Meeting Date(s):

Meeting Details: no report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Members: Claire Till, Melanie Michalak, Lisa Tremain, Ara Pachmayer, Ryder Dschida, Kim White

Meeting Date(s): April 29 and May 6

Meeting Details: The committee met to finalize the synthesis of responses from the Faculty-Generated Policy Ideas survey distributed at the start of the semester. A total of 38 respondents shared thoughtful questions and concerns related to faculty policies. The committee carefully reviewed each submission and developed responses, which are presented in the following table. This information has been shared with the respondents, the SenEx Committee, the Provost, CTL, ITS, and now the Senate. The FAC will use this feedback to help guide its work in the coming year.

[Synthesis of Responses to Survey](#)

As the outgoing chair, I would like to extend my sincere thanks to the committee members for a productive and genuinely enjoyable year. This group truly embodies the spirit of shared governance and collegiality, and I am grateful for the care, insight, and collaboration each member brought to our work. It has been an honor to serve the university as FAC chair.

Looking ahead, I am pleased to share that Lisa Tremain will assume the role of FAC chair. Her deep understanding of the committee, along with her thoughtful, grounded leadership style, will serve the committee and the university community very well in the year ahead.

Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair

Members: Paul Michael Atienza, Morgan Barker, Christine Cass, Joice Chang, Tom Cook, William Fisher, Paul Geck, Chris Guillen, Sara Hart, Alison Hodges, Sei Hee Hwang, JuEun Lee, Heather Madar*, Bori Mazzag, John Meyer, Libbi Miller, Cindy Moyer, Justus Ortega, Meenal Rana, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler, Melissa Tafoya, Mark Wicklund; Student Representative: Ayan Cabot, AS Executive Vice President; Curriculum and Catalog Specialist: Cameron Allison Govier; Curriculum and Assessment Analyst: Khristan Lamb; ASC, Office of Academic Programs: Geneva Samuelson

Meeting Details: Our last meeting was April 21, 2026

Highlights of Note: The syllabus [policy resolution](#) comes before the Senate today following a review requested by ICC and conducted in consultation with the committee, in collaboration with APC. The ICC, as a body, supports the policy as currently written, and it has been carefully vetted through committee processes.

- The revised language regarding public availability reflects a deliberate response to concerns raised in ICC discussions and by faculty across campus, including BIPOC faculty. This revision does not limit access to syllabi; rather, it clarifies that syllabi will not be posted in a fully open, public-facing repository. Syllabi remain available upon request, and individuals with Humboldt credentials will continue to have access.
- ICC views this as a measured adjustment that balances transparency with legitimate safety and context considerations and supports moving the resolution forward as written.

A note of gratitude: For this final report, I will take a moment to recognize and thank the members of the Integrated Curriculum Committee for their work and commitment.

I am incredibly proud of what ICC has accomplished this year. Together, we reviewed, provided feedback on, and supported nearly 400 proposals through the curriculum process. This is work that requires careful attention, thoughtful dialogue, and a strong commitment to our students, instructional teams, and programs.

The members of this committee have demonstrated a deep commitment to this work, showing up consistently and engaging thoughtfully throughout the year. Their service is remarkable, and it has made a meaningful difference in supporting the quality and integrity of our curriculum.

I would like to extend particular appreciation to those members whose terms are concluding or who will be stepping away:

- Dr. Josh Smith, for his instrumental contributions to both APP and ICC over the past three years
- Dr. Libbi Miller, for her impactful service this past semester
- Dr. Cindy Moyer, as she prepares for a well-earned sabbatical
- Dr. Sara Hart, for her outstanding leadership and contributions to ICC
- Dr. Tyler Evans, for his strong leadership in APC and collaboration with ICC

I also want to express my sincere gratitude to all ICC members for their time, expertise, and care in supporting high-quality curriculum.

Finally, I would like to recognize the exceptional work of our colleagues in Academic Programs and the Curriculum Office:

- Cameron Allison Govier, Catalog Specialist
- Khristan Lamb, Curriculum and Assessment Analyst
- Geneva Samuelson, ASC, Office of Academic Programs

I also want to extend my appreciation to Heather Madar, the Interim Associate Vice President of Academic Programs. Her thoughtful leadership, service on ICC, and clear commitment to curriculum development have been deeply valued.

Their knowledge, guidance, and consistent support are essential to everything we do. The success of ICC's work is deeply tied to their professionalism, insight, and dedication.

Thank you all for your contributions to this important work.

University Policies Committee

Submitted by Sulaina Banks, UPC Chair

Members: Sulaina Banks, Kimberly White (APS), William Cook, Kijung Ryu, Heather Honig

Meeting Date(s): Tuesday, May 5, 2026

Meeting Details:

- Bringing forward the Found, Unclaimed, or Abandoned Property Policy and Fundraising Policy for 2nd Reading.
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University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair

No report.

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU met for its last committee meetings and plenary for the academic year, April 30-May 2. The first plenary for AY 26-27 will take place September 2-4, 2026

At the May 4-6 Board of Trustees meeting, the Board approved the proposed Title V changes to allow lower-unit Bachelor's degrees (Bachelor of Ed, Bachelor of Applied Studies and Bachelor of Professional Studies) and amendments to the campus-based residency requirements.

In addition on May 6, a CPH promotional video was shown, which you can view [here](#).

The following resolutions were passed at ASCSU plenary. You can access the content of all resolutions on [this page](#) (remember to sort by date).

AS-3767-25/AA/APEP CSU-CSU Articulation of Major Courses Requests that the California State University Office of the Chancellor, in cooperation with the ASCSU, encourage articulation officers, advisors, and faculty at CSU campuses to prioritize developing CSU-CSU articulation.

AS-3781-25/APEP Approval Process for Transfer Model Curricula Intersegmental curriculum committee actions on approvals should be deliberate, endorsed by membership of the CCC and CSU faculty, and provide sufficient time and resources for deliberation. The ASCSU requests

that an out-of-cycle review of programs approved by an email vote in June 2025 (African American Studies, American Indian Studies, and Asian American Studies) take place starting in Fall 2026.

AS-3782-25/AA Update to Academic Senate of the California State University Bylaws: Responsibilities of the Academic Affairs Committee Updates ASCSU Bylaws on the responsibilities of the Academic Affairs committee in response to recent changes in general education and the ability of different segments in California higher education to confer various degrees.

AS-3783-25/APEP Opposition to AB-2236 (Berman) Postsecondary Education: Articulation Agreements Expresses ASCSU's opposition to AB-2236 (Berman) Postsecondary Education: Articulation Agreements based on resources, curricular concerns, loss of intersegmentally developed curriculum, conflicts with existing law, and inappropriate constraints of requiring rigid systemwide curricular implementation.

AS-3784-25/FA/AA Support for California State University's International Programs by Funding Faculty Positions Affirms that faculty are essential to CSU's international education programs and calls for renewed investment in faculty roles within CSU International Programs. Urges the Chancellor's Office to collaborate with faculty bodies, expand and institutionalize faculty participation, and provide stable funding for these efforts. Responds to the elimination of faculty-led Resident Director positions, arguing that increased faculty involvement strengthens student support and academic quality abroad, and emphasizes that restoring and expanding faculty engagement would improve student outcomes, program quality, and equity.

AS-3785-25/APEP A Request that the California State University Board of Trustees "Return to Committee" the Action on the Bachelor of Education Degree (Ed. Policy item 2, May 2026) 3 Supports innovative degree pathways but urges the CSU Board of Trustees to defer action on the proposed Bachelor of Education (B.Ed.) until a comprehensive systemwide plan is developed. This plan should address financial aid implications, degree applicability to post-baccalaureate programs, coordination across campuses, and unit requirements. Also calls for leveraging existing Liberal Studies programs, ensuring faculty and stakeholder involvement, and providing institutional support to guide the development and implementation of B.Ed. programs.

AS-3786-25/FA Support for Math Council's Resolution on the Use of MathJobs.org in the Hiring of Academic Faculty in the Areas of Mathematics and Statistics The ASCSU affirms the importance of broad and accessible academic job advertising and recognizes MathJobs.org as the primary platform for advertising doctoral-level positions in mathematics and statistics. The resolution urges the CSU Chancellor's Office to coordinate with the American Mathematical Society to allow departments to use MathJobs.org integrated within the CSU's Common Human Resources System.

AS-3787-25/AA Discussion Paper – CSU 2040: Frameworks for the Future of the California State University Endorses a discussion paper to complement CSU Forward, the Student Success Framework and the Strategic Enrollment Management Framework which explores opportunities and possibilities for the future of the CSU. After providing an overview of the purpose and value of the university, assessing the main drivers of changes to higher education, and reflecting on meanings of student success, the paper encourages a focus on active learning to ensure student success across the CSU. The ASCSU is confident and optimistic that this vision and version of the CSU will help our students and therefore the state of California succeed.

AS-3789-25/JEDI Support for Replacing Academic-Related “Probation” Language with “Notice” Systemwide Recommends that the CSU adopt systemwide terminology replacing academic-related “probation” language in policy and websites with “notice” or similar asset-based language, affirms that such a change does not alter academic standards, and encourages systemwide action that supports this student-centered approach consistent with the CSU Student Success Framework.

AS-3790-25/FGA/Exec/JEDI Holding an Academic Senate of the California State University Plenary in Sacramento to Support Systemwide Legislative Advocacy Requests that the Executive Committee of the Academic Senate work with the ASCSU Legislative Specialists and the leadership of the Fiscal and Governmental Affairs Committee to devise a plan for a Sacramento Plenary that would allow ASCSU Senators to engage in targeted and generalized advocacy efforts and relationship building with members of the Legislature, their staff, and legislative committee staff members.

AS-3791-25/FA Support for California State University Bakersfield Faculty and Call to Halt Proposed Cuts Expresses strong support for faculty at CSU Bakersfield facing potential layoffs and calls on CSU leadership to halt or rescind these actions. Argues that layoffs are unjustified given increased state 4 funding and warns they would harm instruction, student access, and academic programs. Urges transparent, long-term budget planning with faculty involvement, systemwide coordination of resources, and the development of alternatives to layoffs that protect the university's educational mission.

AS-3794-25/JEDI California State University Office of the Chancellor Commendation and Recommendation for Equity Review of Naming Revocation Commends the CSU Office of the Chancellor for its recent action removing the name of an honoree whose conduct was inconsistent with the CSU naming policy and recommends the establishment of a regular, transparent, and equity-centered process to ensure similar current and historic cases are addressed consistently and without delay across the CSU system.

AS-3795-25/AA Regarding CSU Board of Trustees Ed. Policy Item 2 (May 2026) The ASCSU supports the creation of degrees focusing on education, professional studies, and applied studies, but requests that only degrees requiring 120 units be called bachelor's degrees. Any

degree in these areas requiring fewer than 120 units should be given a different designation at the discretion of the CSU campus and the CSU Board of Trustees.

AS-3797-25/AA Call for Greater Faculty Involvement in the Generative AI Subcommittee on Teaching, Learning, and Research and in the Selection of Systemwide GenAI Tools and Platforms The ASCSU requests that the membership of the GenAI Subcommittee on Teaching, Learning, and Research be expanded to include roughly equal numbers of faculty (who should be drawn from a variety of disciplines), students, and administrators. The ASCSU should also be kept informed of discussions with potential vendors of GenAI platforms as they relate to teaching, learning, and research, and be able to provide feedback to proposed vendor solutions.

AS-3800-25/APEP Using Intersegmentally-Approved C-ID Descriptors for Associate Degrees for Transfer C-ID descriptors are the only intersegmentally approved descriptors that may be used in Associate Degrees for Transfer (ADT). Common Course Numbering templates meet this requirement only if they include 100% of the intersegmentally-approved C-ID descriptor content as the majority of the course.

Notes on guests

Katie Karroum, CSSA Vice President of Systemwide Affairs, CSSA Liaison Report

Karroum is at the end of her term, she is graduating this semester, and will work in Sacramento politics next year. She provided on recent CSSA activities, including the election of next year's executive officers and updates from the March and April plenaries. CSSA approved several legislative positions, which are posted on their Website, including support for bills related to Cal Grants, articulation agreements, artificial intelligence training, delayed financial aid awards, student housing, and Asian American, Native Hawaiian, and Pacific Islander Serving Institutions. CSSA leaders also participated in state and federal advocacy, including CHESS, legislative visits in Sacramento, and meetings in Washington, D.C. focused on Pell, MSI funding, and other student priorities.

Margarita Berta-Ávila, CFA President, Liaison Report

President Berta-Ávila reported that CFA is actively engaged in statewide bargaining, with the full contract open and key priorities including salary, workload, appointments, AI, and academic freedom. The CFA's current campaign centers on "Fund the Classroom, not the Boardroom," emphasizing that the union is seeking contract gains without take-backs, and noted that bargaining sessions will continue through May and likely into the summer. She highlighted legislative advocacy, including support for CSU backfill funding and measures related to faculty and student rights. In addition, she reviewed recent CFA Assembly resolutions and campus-level victories, including reclassifications of lecturers to tenure-track at Long Beach, program and library advocacy at multiple campuses, and coalition work responding to alleged anti-Black targeting and discriminatory policing at Northridge.

Junius Gonzales, Vice Chancellor of Academic Affairs;

Nathan Evans, Associate Vice Chancellor of Academic Affairs and Chief of Staff

Vice Chancellor Gonzales reported on ongoing proposals by legislators to expand community college baccalaureate degrees, noting that several bills remain active and that CSU continues to oppose those that would broaden community college degree authority without sufficient attention to system design, accountability for outcomes, and funding. He emphasized the importance of clearer statewide planning for higher education (including the slow death of the Master Plan for Education), raised concerns about community college completion metrics and the use of Proposition 98 funds, and related nursing-expansion legislation while noting that they will increase advocacy to highlight CSU's capacity to expand ADN-to-BSN pathways. The proposed Title V redacted bachelor degree options are intended to expand access for adult and returning learners while preserving the 120-unit BA and BS as the primary degree models for traditional students. No campus would be required to adopt reduced-unit degrees and campuses and faculty would continue to shape proposals through normal curriculum processes. He encouraged faculty engagement with student success work, and announced that a faculty conference now planned for early spring 2027 is being developed, with faculty advising of students identified as one possible area of focus.

Dilcie Perez, Deputy Vice Chancellor for Strategic Enrollment Management and Student Success and Chief Student Affairs Officer

Vice Chancellor Perez introduced the new Division of Strategic Enrollment Management and Student Success and emphasized that enrollment management and student success must be addressed together. She reported that the system's first strategic enrollment management (SEM) framework is being finalized, with a stronger emphasis on regional coordination, shared responsibility in the system (i.e., "systemness"), and maintaining support for lower-enrolled campuses (i.e., campuses like CPH that currently do not meet their state-mandated enrollment targets). She highlighted recent work to redesign the Cal State Apply process, noting that current admissions practices are overly complex and inconsistent, and described a goal of creating a far simpler and more student-friendly application. She also discussed concerns about a sharp decline in international student applications, efforts to expand partnerships and faculty engagement in Mexico, and ongoing work to preserve CalFresh outreach and improve student access to food resources across the system.

Jack B. Clark, Chair (Outgoing), CSU Board of Trustees

Chair Clark emphasized that shared governance depends on mutual respect, trust, communication, and sustained participation even amid disagreement, and said the ASCSU has played an important role in recent CSU work, including CSU Forward, the student success framework, enrollment and affordability discussions, and leadership transitions across the system. He stressed that the CSU faces significant external pressures, including changing expectations in higher education and challenges from other educational segments, and argued that the system will need strong internal alignment among the Board, Chancellor's Office, campuses, and faculty in order to respond effectively. He encouraged the Senate to continue grounding its advocacy to the Board in clear rationale, measurable outcomes, and timely

communication. He acknowledged concerns about faculty representation, shared governance, faculty morale, and the future of the institution, affirming the Board's commitment to collaboration and to improving trustee understanding of shared governance. Clark spoke about threats facing higher education nationally, the need for principled but strategic resistance, and the importance of staying true to the CSU mission while expanding and better communicating the value of its work. He concluded by recognizing concerns about faculty compensation and morale and stressing the need for stronger state support so CSU can remain an employer of choice, which is a key component of the CSU Forward plan.

**Jodi Braverman, Executive Director, CSU Alumni Council,
Lori Brockett, Associate Vice President for Alumni Engagement and University Events
(CSUSM), CSU Alumni Council Liaison Report**

The report discussed CSU Forward performance objective 4.3, which calls for engaging more than 100,000 alumni in supporting current students and recent graduates through career-connected relationships that improve employment opportunities and outcomes. Campus Alumni offices are being asked to focus more intentionally on career-related and measurable forms of engagement, including career exploration, professional development, networking, experiential learning, employment access, and support for graduate education. It was noted that campuses will need to build partnerships across alumni offices, faculty, career services, academic affairs, student affairs, and institutional research to meet this goal, and input was requested on how alumni offices and faculty could better collaborate to bring alumni into classrooms and courses. Suggestions from senators included developing more systemwide tools to support alumni-student connections, creating Canvas modules that faculty could import into courses, and contacting faculty at the start of the semester when syllabi and class activities are being finalized.

Based on these conversations, it would be great if the CPH Alumni office could reach out to faculty about creating pathways to expand opportunities for alumni connections and presentations in courses, including providing contact information for alumni if departments do not have a central database and providing reimbursement for parking fees when alumni come to campus to formally connect with students.

Associated Students

Submitted by Eduardo Cruz, AS President

Hey everyone, it's me again! This is my last and final report!

I wanted to provide a few updates from the California State Student Association (CSSA) May 2026 Plenary held at California State University San Marcos, where student leaders from across all 23 CSU campuses came together to discuss statewide advocacy, legislation, and CSU systemwide issues.

During the Legislative Affairs Committee, we discussed several bills impacting CSU students and higher education across California. One of the major conversations centered around ACTION ITEM: AB 1732 (Alvarez) regarding the California Environmental Quality Act (CEQA) exemption for affordable housing projects connected to public universities and colleges.

Throughout discussion, concerns were raised surrounding Indigenous sovereignty, tribal consultation, and the impacts this legislation could have on Native communities and Tribal Nations. A major concern discussed was that consultation language within the bill allows tribes to be notified and consulted, but does not require projects to come to agreement or obtain meaningful consent before moving forward. Members discussed how decisions impacting Indigenous communities should not move forward without stronger accountability, understanding, and direct tribal partnership.

The committee initially moved toward an opposition position because of these concerns. The item was later reopened for additional discussion where members continued conversations regarding consultation practices, environmental protections, tribal sovereignty, and housing development impacts throughout the CSU system. Following further deliberation, the Legislative Affairs Committee ultimately voted to recommend a support position to the CSSA Board of Directors while still recognizing and acknowledging the concerns raised during discussion.

Additionally, during the CSSA Board of Directors meeting, all consent agenda items passed; however, I pulled ACTION ITEM G: AB 1732 (Alvarez) from the consent agenda due to the concerns raised during the Legislative Affairs Committee discussion surrounding Indigenous sovereignty, tribal consultation, and the broader implications of CEQA exemptions for university housing projects.

I expressed that while I fully recognize and support the urgent need for affordable student housing throughout the CSU system, I did not believe that simply because an exemption already

exists means we should automatically continue expanding support for the item without addressing the concerns brought forward. I emphasized that these conversations are important and that the absence of formal opposition does not mean concerns were not present or that impacted communities feel adequately protected or represented within the legislation.

Additional concerns raised included the vague wording surrounding tribal consultation procedures, the authority given to “lead agencies” to determine whether consultation concerns have been sufficiently addressed, and the lack of requirements for meaningful agreement or consent with Tribal Nations before projects move forward. Concerns were also discussed regarding the exemption of certain housing actions from CEQA review and the potential impacts this could have on ancestral tribal lands and cultural resources.

As I pulled this item from the consent agenda it failed to pass and no support decision was taken onto the bill. As well both resolutions from the systemwide committee passed unanimously.

The Legislative Affairs Committee also discussed additional statewide legislation including:

- AB 1669 regarding student mental health medical leaves of absence
- AB 1831 regarding CSU employee and contractor compensation restrictions
- AB 2374 and SB 1255 regarding the designation of California Asian American- and Native Hawaiian Pacific Islander-Serving Institutions.

In the Systemwide Affairs Committee, conversations focused on a resolution opposing recent increases in CSU presidential compensation as well as a resolution discussing reforms to the CSU alternative consultation process. We also received consultation regarding the finalized Strategic Enrollment Management Framework from the Chancellor’s Office, discussing enrollment trends, student success, and long-term CSU planning.

I believe it is important that student leaders continue to critically examine legislation, especially when it impacts Indigenous communities, sovereignty, environmental protections, and historically marginalized populations, while still working toward solutions for the student housing crisis.

I have been grateful for the opportunity to represent Cal Poly Humboldt students at the statewide level and ensure rural campus perspectives, accessibility concerns, and student voices continue to be part of larger CSU conversations and advocacy efforts.

Also, at the California Student Association with our partners Chico we won third place in College Involvement and Values Impacting Communities (CIVIC) which shows how actively engaged we have been in tackling state and federal issues. I am so proud of this achievement. Especially when you take into consideration our isolation and campus population. Not to mention Cal

Poly's dominated CIVIC, as we all placed in the top 3.

On the board of trustee meetings in May I gave public comment in regards to telehealth and the importance of it to rural campuses. Here is my full comment,

"Good afternoon Chair, Trustees, and Chancellor. My name is Eduardo Cruz, President of Associated Students at Cal Poly Humboldt. I want to speak to the importance of timely care as an essential service needed across the California State University, especially for students at rural campuses like ours. We know students value this. In a 2022 survey, 91% of students said they wanted telehealth to remain an option, and over 82% rated their experiences as good to excellent. More than 82% said they would recommend these services to other students. But beyond the numbers, this is personal. I was born and raised here in Humboldt County, and I've seen firsthand that access to healthcare is extremely limited. You are either unable to get care, or you are placed on waitlists that can take months or even years. That reality doesn't change just because someone becomes a college student. Telehealth helps bridge that gap. Students have shared that telehealth allowed them to speak with someone immediately during a panic attack—something that would not have been possible otherwise. Others described feeling calmer, supported, and able to continue their day after just one session. Some have said it helped reduce and even prevent symptoms of crisis. That kind of access matters. Timely care is not just about convenience. It is about making sure students can actually receive care when they need it, regardless of where they are and not simply during a 9 to 5. Humboldt is a county of 132,000 people and simply put does not have the bandwidth to support our communities nor our campus. For rural campuses like Cal Poly Humboldt, telehealth is not optional. It is essential. If we are serious about equity and student success across the CSU, then timely care must be treated as a sustained, systemwide investment. Thank you."

Additionally, the resolution I authored :  Accessibility Resolution Shareable was passed at our last Board of Directors meeting. I hope we continue this advocacy effort when it comes to accessibility and making our campus more inclusive in its practices. Let's keep this momentum going. We may be a small campus but we are powerful and mighty in the north coast.

I am proud and honored to have served as President and CEO of Associated Students and the title may be ending but the work has not ended and I am so excited to see the great work the new board will do! Also, we are still recruiting for committees and the officer of external affairs. Also please send all new inquiries or questions or initiatives to our new A.S. President, Ayan Cabot.

It has been an honor and privilege. Thank you all for your collaboration and continued support of shared governance. You all played an important role in the student leader who I became and the future leader I am.

California Faculty Association

Submitted by Ryder Dschida, CFA Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

Office of Diversity, Equity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: "No report"

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: No report

Labor Council

Submitted by Bella Gray, Labor Council Delegate

Members:

- APC (Unit 4): Tania Marin-Zeldin, Marissa Holguin, Ann Johnson-Cruz,
- CFA (Unit 3): Ryder Dschida, Loren Cannon, Mario Fernandez,
- CSUEU (Units 2,5, 7, and 9): Edwin Espinoza, Bella Gray, Steve Tillinghast,
- Teamsters (Unit 6): Phil Bradley, Ryan Moore, Jason Wiegandt.

Meeting Date: Tue, May 12, 2026

Meeting Details:

- This report was submitted too early for an update from the latest meeting.
 - Follow-up on the CSUEU has new contract bargaining dates set as follows:
 - Unit 15 Student Assistants: Wed, Apr 29, 2026: no agreement has been reached. Summary of issues and positions can be found [here](#).
 - Units 2, 5, 7, and 9 Staff: Thr, May 7, 2026: no update available at the time of this report.
-

Staff Council

Submitted by Senator Sulaina Banks

Members:

Meeting Date(s):

Meeting Details: no report

President and President's Executive Cabinet Report to University Senate

Richard Carvajal, President

Bethany Gilden, Acting Chief of Staff

Shawna Young, Interim Provost and VP for Academic Affairs

Michael Fisher, Interim VP for Administration & Finance and CFO

Chrissy Holliday, VP for Enrollment Management & Student Success

Steve Karp, Interim VP for University Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics & Recreational Sports

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

Connie Stewart, Executive Director of Initiatives

INFRASTRUCTURE

Science A Project Update:

The Science A Renovation is focused on modernizing the building's core infrastructure to better support current and future needs. This includes major upgrades such as demolition and abatement work, fully renovated restrooms, new ceilings, energy-efficient lighting, and a replacement of the HVAC system to improve both indoor air quality and overall energy efficiency.

The project will also make important accessibility improvements, including exterior site upgrades to meet ADA standards and the installation of a new elevator. These changes will enhance access and strengthen the connection between the science complex and the rest of campus.

While the renovation prioritizes infrastructure and accessibility, there will be targeted lab improvements, most notably the addition of a new Stem Cell and Regenerative Medicine (CIRM) research suite. This specialized space will provide advanced equipment and facilities to support cutting-edge biomedical research.

Compared to earlier plans, the scope of the project has been refined. Initial concepts included a larger number of teaching lab upgrades, but rising costs and funding limitations required a more focused approach. By completing essential infrastructure improvements now, the project lays the groundwork for future lab renovations at a more manageable cost.

Looking ahead, Facilities Management, Academic Affairs, and University Advancement are actively exploring additional funding opportunities to support expanded lab improvements in future phases.

Science A work to be completed this summer and future phasing: Due to the dynamic and heavily occupied nature of this facility, construction has been organized into multiple phases to minimize disruption to instruction, research, and campus life. Isolated construction is currently

scheduled to begin Summer 2026 (Phase 1). This summer will encompass targeted demolition associated with both the new elevator and CIRM suite, as well as completing exterior Improvements, Phase 1 ends with the start of Fall 2026 academic semester. The full building will be used for traditional academic instruction during Fall 2026.

The remaining renovation will be divided between the west and east wing. Phase 2, starting December 2026, marks the beginning of the west wing renovation with a completion date of August 2027. Phase 3, starting May 2027, will cover the east wing renovation, ending December 2027. Relocations of classes, research and offices during these periods are the focus of our planning now.

ENROLLMENT MANAGEMENT & STUDENT SUCCESS

Search Update - AVP of Student Success/Dean of Students: This search has been proceeding well and attracting a strong candidate pool. Candidate visits and open forums are being planned for the week of May 18, with details to be sent in the coming week as agendas are finalized. Extensive outreach is planned to ensure student and faculty attendance at the open forums.

Enrollment Update: The new Enrollment Target Progress Report was released Monday, May 11. The report shows that while the numbers are not currently tracking as high as we had hoped post-May 1, there are "green shoots," including indicators of likely strong new transfer enrollment once again, even higher than the past two years of growth. Because FTUG registration does not begin for more than another month, we won't know for some time how well that conversion point is performing. Overall enrollment is up slightly compared to last year (just under 1%), while continuing student enrollment is up about 2%. Other highlights include significant improvements in the admit to deposit yield rate in the current year, as well as increases in the total number of transfer admits completing the registration tutorial in preparation for registration. The report includes significant additional detail.

FAC 25-26 End of Year Report

May 2026

Submitted by FAC Chair, Jayne McGuire

Membership: Ryder Dschida, Melanie Michalak, Ara Pachmayer, Claire Till, Lisa Tremain, Kim White

Thank you to everyone on the committee for the care, thoughtfulness, and collaborative spirit you brought to this work throughout the year. This group approached complex and often nuanced topics with a shared commitment to clarity, fairness, and supporting faculty across campus. The committee worked in a way that was both highly productive and genuinely collegial, co-crafting policies, surveys, communications, and presentations with intention, care, and a spirit of fun.

Thank you as well to the many faculty, staff, and campus partners who engaged with us this year, offering feedback, raising questions, and helping to shape our work. That input was essential in guiding our priorities and ensuring our efforts remained responsive to the needs of the campus community.

Completed Business

Ethical Principles of AI Framework in Higher Education

The committee began the year by reviewing the Ethical Principles of AI Framework in Higher Education. After thoughtful discussion, FAC determined that developing a formal policy at this time was not necessary. Instead, the committee supported sharing this framework as a resource and encouraged faculty to engage with materials provided through the Center for Teaching and Learning.

Policy on Policies: 5-Year Review

In accordance with the Policy on Policies, FAC reviewed policies that had reached the five-year mark, including Excess Enrollment and Academic Freedom. This review process emphasized both clarity and relevance, ensuring that existing policies continue to reflect current practice and faculty needs. The only recommended changes to these policies related to updating the name of the university. These recommended changes were held back at the Senate Executive Committee as a policy management software program was being selected.

Excess Enrollment Resolution and Communication

As part of the policy review process, the committee revisited the Resolution of Excess Enrollment. FAC determined that increased awareness of this policy was needed and developed a communication to remind faculty of its existence and clarify how it functions in practice.

PASS Program Canvas Access Review

FAC reviewed the Proactive Advising for Student Success (PASS) program's access to Canvas

courses. After discussion, the committee determined that a faculty policy limiting access and use was not needed at this time and that existing practices were appropriate.

Council of Chairs Engagement and Policy Survey Launch

FAC co-crafted and delivered a presentation to the Council of Chairs to share the committee's focus and vision and to introduce a Faculty Generated Policy Ideas survey. The Chair visited each Council of Chairs meeting to present and gather input, helping to build awareness and engagement across campus.

Chair Appointment and Compensation Policy (Revisited)

The committee revisited the Chair Appointment and Compensation policy that had been introduced in previous years but not formally adopted. FAC noted that while Humboldt's model has been implemented in practice, it has not been codified as policy due to CSU-wide considerations.

Faculty-Generated Policy Ideas Survey

FAC developed and distributed a Faculty-Generated Policy Ideas survey, which was completed by 38 faculty members. Responses were carefully reviewed and synthesized into a summary document that was shared with respondents, the Senate, ITS, and the Center for Teaching and Learning. These results will serve as an important guide for FAC's future work.

Appendix J Revision: Summer Term Student Feedback Surveys in RTP

The committee revised language in Appendix J related to the use of Summer Term Student Feedback Surveys in the RTP process. This work involved careful review, multiple readings at the Senate, and collaborative revision. Following a near-unanimous Senate vote, the revision has been sent to faculty for a campus-wide vote. If approved by faculty vote, the language will be added to the Faculty Handbook for Fall 2026.

Finals Schedule Discussion

FAC discussed its potential role in proposed changes to the finals schedule and determined that this issue did not fall within the committee's scope.

FAC Leadership Transition

The committee nominated Lisa Tremain as the next FAC Chair. This nomination was confirmed through a Senate vote. The committee looks forward to continued strong and thoughtful leadership in the coming year.

Priorities for 2026-27

FAC's work this year, particularly the Faculty Generated Policy Ideas survey and campus engagement efforts, has helped identify several areas for future focus. The following priorities are informed by faculty input and ongoing committee discussions:

- Continued review and refinement of faculty policies to ensure clarity, accessibility, and alignment with current practice
- Exploration of faculty-identified policy needs gathered through the survey
- Ongoing collaboration with campus partners, including ITS and CTL, on emerging topics such as technology and teaching practices
- Monitoring the implementation and impact of recent policy updates, including Appendix J revisions

This list is not exhaustive but reflects key areas of interest and opportunity for the upcoming year.

If you have any questions, suggestions, or feedback, please contact Jayne McGuire, jayne.mcguire@humboldt.edu



Patrick Malloy <pmm19@humboldt.edu>

Statement at Open Forum

James J Graham <James.Graham@humboldt.edu>
To: Patrick Malloy <patrick@humboldt.edu>

Tue, May 12, 2026 at 6:41 PM

Sure, it is below.

Thank you for allowing me to speak today.

In a bit you'll hear me present with Cris Koczera, my fellow chair of the Committee on Accessibility and Accommodation Compliance or (CAAC) but for right now, I am speaking as a member of the campus community. You'll hear about the work that has gone on to make our campus more accessible over the last year. There has been a lot of progress in almost all areas.

I am concerned that we are struggling to make progress on physical barrier removal. We have a relatively large number of barriers for individuals with physical disabilities but also for anyone who is trying to move a cart or a baby carriage or just having a hard day.

Over the last three years I have spoken to many individuals with physical disabilities about how hard it is for them to access our services, programs, or activities including 5 students that use wheelchairs. One of these students was "catapulted" from their wheelchair and was hospitalized and still suffers from the accident. Two have sued the university. All but one have had to change their degrees because of access or leave the university without graduating. I am very concerned that our current situation will continue to prevent our students from getting to their classes, cause injuries, and cause additional lawsuits.

Most of these barriers were identified back in our 1993 ADA Transition Plan which indicated we would remove them by 1995. From my perspective, at least ½ of them are still here. The main issue appears to be getting the required funding which was at \$11 million in 1993 and it has now risen to almost \$180 million. I have heard that the university requested around eight million last year from the chancellor's office for barrier removal and that this request was denied.

The governor's office and the assembly are also involved in allocating funds to the CSU. We are planning to try and meet with political leaders and have a series of news articles to support requests from the university.

Another approach, which was recently suggested by one of our administrators, is to bring in the Department of Justice or DOJ. I am currently in training to get my ADA Coordinator Certificate and one of the trainers mentioned that once the DOJ settles with an organization, there is some federal funding that can be applied for. While this sounds good, the DOJ typically provides an organization with a list of barriers that need to be removed and a timeframe for removal. If we do not follow their settlement, they can stop our federal funding.

I believe it would strengthen our requests for funding if we let the political leaders know that we have barriers on campus that are out of compliance with the ADA. However, the CAAC has struggled to discuss issues of compliance. Some of these issues are complicated because of the complexities of the

ADA but others appear quite clear to myself and other folks that do compliance work. Feel free to contact me if you would like to learn about these barriers or take a walk to visit them.

It is my hope that next year we can establish a process to document compliance with the ADA and present it here at the Senate. I know from experience that if we document the barriers we are facing and work together to remove them, we can achieve all of our goals.

Thank you again

Jim Graham, PhD (he/him/they/them)
Environmental Science & Management
Cal Poly Humboldt
Arcata, CA 95521
707-826-3823

May the wind be at your back.

[Quoted text hidden]

DATE: May 12, 2026

TO: Michael Fisher, Interim Vice President, Administrative Affairs

FROM: Concerned Faculty and Staff of Science A at Cal Poly Humboldt

SUBJECT: Renovation of Science A

CC: President Richard Carvajal
Interim Provost Shawna Young
Dean Eric Riggs

We write on behalf of the faculty and staff who work in Science A to express serious concern about the ongoing reduction in the scope of its long-promised renovation. Science A is the [fourth most-used building on campus](#) by student class hours, and over 20% of Cal Poly Humboldt students pass through it each week. For over twenty years, successive administrations have promised either a new building or meaningful renovation. Those promises have not been kept. Instead, we are facing a tremendous disruption over the next two years as successive wings of the building must evacuate to temporary spaces across campus, all without any visible upgrade to our classroom and lab spaces.

When Cal Poly Humboldt was awarded \$433 million in state polytechnic transition funding, it represented the first genuine opportunity to address Science A's roughly \$35M of deferred maintenance. Early plans allocated \$36.3 million to the project. Faculty and staff engaged enthusiastically: we attended nearly weekly planning sessions during Fall 2025, reviewed 3-D mock-ups, walked the building with developers, and provided detailed input on laboratory layouts, fume hood configurations, and accessibility requirements. These plans included a significant increase in our teaching capacity due to upgraded teaching spaces, which would at long last be ADA-compliant and meet the current safety standards for Anatomy, Biology, Chemistry, Physics, and Zoology labs.

That momentum has stalled. Despite an increase in funding, the current renovation scope has been reduced to mechanical, electrical, and plumbing upgrades (MEP), a new elevator, some asbestos abatement, and a sprinkler system. No classroom or laboratory renovations are included. Future lab improvements are now contingent on the university generating annual budget surpluses sufficient to renovate one room at a time, which is a scenario with no timeline and no guarantee, given current enrollment trends and the state of California's budget. We appreciate the MEP upgrades as they are necessary. However, proceeding without the laboratory work leaves the building's fundamental deficiencies unaddressed.

Originally built in stages in the 1950s and 1960s, most of the lab spaces still contain the original lab benches and casework. As such, students (and parents) routinely comment that their high school and community college labs were more modern. This is the environment in which we are launching two new polytechnic programs, Biochemistry and Health & Medical Sciences, both of which depend on Science A for core instruction. That should be a source of institutional embarrassment. The condition of Science A is not merely shameful, but more importantly, it is a safety and compliance problem. Chemistry labs do not have the necessary number of fume hoods to meet modern safety standards, and, critically, none of the teaching spaces (originally

included in the scope of this project) will meet ADA accessibility requirements even after the renovation is complete.

The university has demonstrated that it can find funds when a project is prioritized. When the new Engineering and Technology building faced a \$1.2 million shortfall for Category II equipment, those funds were identified and committed. We do not object to supporting Engineering; rather, we ask that Science A receive the same institutional commitment. The Chancellor's Office has already allocated funding for this renovation. The question is whether the university will use it as intended or continue to defer the laboratory work that represents the core purpose of this building. With our enrollment once again trending in the wrong direction, other CSU campuses overenrolled, and [one in five Science buildings within the CSU over 60 years old](#), how likely is it that we will see funding for a new science building or even a significant upgrade to Science A in the next decade?

We understand that costs have risen and that difficult trade-offs are unavoidable. What we cannot accept is the absence of a plan. We are asking for three things: a clear commitment to include laboratory and classroom upgrades in the current renovation scope, a written plan with milestones for completing the work that cannot be included now, and meaningful, ongoing engagement with the faculty and staff who have direct knowledge of this building's needs. Despite Science A being one of the most heavily used buildings on our campus and housing departments with the highest density of hazardous materials, it has been continually passed over for replacement or renovation for decades. As a Cal Poly, this can no longer be the case. Science A must become the university's top renovation priority. Let's rally behind Science A!

Respectfully,

Chris W. Harmon, Department of Chemistry & Biochemistry
Allison Bronson, Department of Biological Sciences
Claire P. Till, Department of Chemistry & Biochemistry
Jenny A. Cappuccio, Department of Chemistry & Biochemistry
Jorge Monteiro, Department of Chemistry & Biochemistry
Joshua Smith, Department of Chemistry & Biochemistry
Mihai Tomescu, Department of Biological Sciences
Charles D. Hoyle, Department of Physics and Astronomy
Sharyn Marks, Department of Biological Sciences
Kjirsten Wayman, Department of Chemistry & Biochemistry
Matthew Hurst, Department of Chemistry & Biochemistry
Brandon Wilcox, Department of Chemistry & Biochemistry
Amy Sprowles, Department of Biological Sciences
Regina A. Jorgenson, Department of Physics & Astronomy
Monty Mola, Department of Physics & Astronomy
Erik Jules, Department of Biological Sciences
Monica Sheffer, Department of Biological Sciences
Jeffrey White, Department of Biological Sciences
Roxann Schroeder, Departments of Biological Sciences and ESM, Accessibility Faculty Fellow
Oscar Vargas, Department of Biological Sciences
Andrew Goldman, Department of Biological Sciences
Joseph M. Szewczak, Department of Biological Sciences\

Tyler Mitchell, Department of Physics and Astronomy
Sean Craig, Department of Biological Sciences
Samar El-Abdallah, Department of Biological Sciences
Grace Milburn, Department of Biological Sciences

DATE: May 12, 2026

TO: Michael Fisher, Interim Vice President, Administrative Affairs

FROM: Jenny A. Cappuccio Science A at Cal Poly Humboldt

SUBJECT: Renovation of Science A

CC: President Richard Carvajal
Interim Provost Shawna Young
Dean Eric Riggs

The Department of Chemistry & Biochemistry is unable to grow due to our facilities. We need more space and importantly properly renovated space that is compliant with safety and ADA standards as you heard in detail from my colleagues. I would like chemical safety hoods with flow detectors and alarms rather than a piece of 1980s cassette tape indicating that hazardous fumes are being pulled away from myself and my students; and gas lines that do not have to be strung from waist height to the bench top for a sterile field.

Do you like having a doctor in our area? Physics, Biology, Zoology and Chemistry & Biochemistry train these students to go into medical careers. Currently, I have 4 former biochemistry students in medical school, and several getting ready to apply.

To be successful they need medical shadowing, where Dr Zhong's grant funding summer shadowing and BIOL 482 course are being utilized **to the max**, they need research experience with a faculty mentor, an understanding of medically underserved areas such as ours, and of course excellence in academics. Let's strengthen the expertise and infrastructure supporting this pipeline.

Dr. Sprowles brought in \$4.3 M dollars for a regenerative medicine shared resource lab with \$1.75 M allocated to lab renovations this summer and an additional \$1 M for state of the art equipment designed to train Cal Poly Humboldt students to enter careers in biomedical science and regenerative medicine. This lab will be located under an organic chemistry lab that was scheduled for remodel which is now on hold, **and** has failing, leaking outdated steam distillation lines right above this new lab and equipment.

Two new degree paths that were part of the Cal Poly Humboldt roll out were put forward when building renovations were planned. The Biochemistry BS, and the Health and Medical sciences degree are slated to use our outdated and insufficient facilities, to prepare students for careers in research and medical fields.

1st the Biochemistry BS was initiated as a "Cal Poly" Humboldt degree when we had **3 full-time TT faculty members; we now have 1.4**. With one full-time faculty member (myself) and another FERPing faculty member. Due to demand this coming semester we had to add on another section of the biochemistry laboratory stretching the facilities in our outdated biochemistry room, which is used for both teaching and research. We need updated labs, and another biochemistry faculty member. Several new courses proposed in this degree can not be taught due to lack of faculty, including forensic chemistry and a biomaterials course.

2nd the Health and Medical Science degree was written to include a biochemist to support the program's success. The MCAT, the test for entry into medical school, is heavily weighted in organic chemistry and biochemistry. As are degree pathways in pre-pharmacy and pre-clinical laboratory sciences.

Another biochemist is necessary to provide teaching expertise, research opportunities and the pathway support that students need to become medical professionals.

Our facilities are only getting a white wash, new pipes (definitely needed) and an ADA elevator. Not the lab renovation, emergency power and modernization that we need as a California State **Polytechnic** University. We are training the next generation of Biomedical and Biotechnology professionals that design and administer the medications you take **or the new cancer therapies you may need**, understanding both safety and efficacy. Let's provide them with the facilities and opportunities for **Polytechnic** level safe laboratories and research.

Jenny Cappuccio

CAL POLY HUMBOLDT

University Faculty Personnel Committee

April 15, 2026

TO: The General Faculty, Cal Poly Humboldt

FROM: The University Faculty Personnel Committee (UFPC)
Hyun-Kyung You, Chair/CPS Representative
Vince Biondo, Member-at-Large
Robert Cliver, Member-at-Large
Walden Freedman, CNRS Representative
Nikola Hobbel, CAHSS Representative

SUBJECT: 2025-2026 Annual Report & Open Forum

The UFPC provides the last level of faculty review of candidates seeking reappointment, tenure, and/or promotion (RTP). Additionally, the UFPC is the only faculty committee that has the perspective of seeing **all** files in the RTP process. Consequently, the UFPC helps ensure consistent implementation of RTP standards and identifies areas to improve the RTP process for candidates and review committees alike. The UFPC's work is integral to maintaining and improving 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 RTP at Humboldt, the UFPC appreciates the effort of all levels in preparing and reviewing candidates' WPAFs.

UFPC Open Forum

The annual end-of-the-year open information meeting with the UFPC is scheduled for Wednesday, April 22, at 9 am in Goodwin Forum, with [remote access provided via Zoom](#).

Following an executive summary of this report, the UFPC provides a summary and overview of recommendations and concerns emerging from the committee's work during AY 2025-2026. In striving to maintain a transparent and supportive RTP process, this report focuses on the following five areas with specific action items.

- [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 Tenured Faculty for Continued Excellence](#)
- [Supporting and Valuing International Faculty](#)

Executive Summary

Report Overview

- **Committee Membership:** The UFPC consists of five members from across the university, including Child Development, History, Mathematics, and English.
- **Files Evaluated:** A total of 35 candidates were reviewed during the academic year.
- **Early Tenure Trends:** Notably, 86% of Group V candidates sought early tenure and promotion this year, a significant increase compared to previous years.

Key Findings & Recommendations

1. RTP Standards and Criteria

- **Outdated Standards:** Several departments are utilizing RTP standards that have not been updated in over five years. The UFPC urges programs and departments to collaborate with the RTP Criteria and Standards Committee to review their standards.
- **Early Tenure Policy:** While a new policy was approved by the University Senate in Spring 2025, departments are encouraged to explicitly define what "early tenure" means and to include this definition in their RTP criteria and standards.
- **Scholarly/Creative Activities and Service Metrics:** The UFPC continues to recommend that departments clarify definitions for peer-review (Scholarly/Creative Activities) and to include fulsome descriptions of breadth, depth, and leadership (Service).

2. Evaluation of Teaching, Scholarly/Creative Activities, and Service

- **Student Evaluations:** The committee identified significant limitations in current class climate surveys, including unconscious bias against women and faculty of color, survey fatigue, and low response rates (often below 50%).
- **Observation Methods:** The UFPC asks collegial letter writers to make multiple direct classroom observations. Additionally, observations should address specific guidelines for asynchronous online courses and the evaluation of Canvas courses.
- **Self-Assessment:** Candidates are encouraged to use a summary table in their Personnel Data Sheet (PDS) to explicitly align their achievements with departmental standards.

3. Supporting Faculty

- **Tenured Faculty:** The report emphasizes that teaching excellence must remain the priority for tenured faculty seeking promotion to Professor, even as they take on more leadership roles.
- **International Faculty:** The UFPC highlights the "onerous immigration visa challenges" that can disrupt the tenure clock and isolate international faculty and implores the university to identify better resources and support systems for these members.

4. Critical Action Items

- **Departments:** Update standards older than five years and clarify expectations for peer-reviewed scholarship.
- **University Senate:** Develop more valid and reliable instruments for student evaluations and strategies to increase response rates.
- **Candidates:** Follow the Academic Personnel Services (APS) templates strictly and reflect deeply on student evaluation patterns rather than just raw scores.
- **APS:**
 - Update the WPAF guidelines with clearer instructions.
 - Support new faculty to connect with mentors (within and outside the department).
 - Maintain, update, and publish membership lists of the personnel committees across units and levels (i.e., IUPC, CPC, LFPC).

Annual Report 2025/2026

UFPC Membership and Files Reviewed

The UFPC, consisting of the five members from across the university listed below, reviewed 35 candidates in AY 2025-2026 (See [Appendix A: Files Reviewed](#)):

Hyun-Kyung You (Child Development) - Chair

Vincent Biondo (History)

Robert Cliver (History)

Walden Freedman (Mathematics)

Nikola Hobbel (English)

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

Early Tenure Trend and Policy

In AY 2025-2026, six out of seven candidates (Group V) sought early tenure and promotion. The UFPC recognizes that the proportion of probationary faculty submitting their WPAF for early tenure and promotion has varied considerably over the past eight years. In any given year, an average of half (50.3%) of candidates seek early tenure and promotion (See [Appendix B: Group V Early Tenure & Promotion 2018-2026](#)).

In Spring 2025, the Senate approved an early tenure policy change for Appendix J. The UFPC commends the Faculty Affairs Committee for accomplishing this change. The early tenure policy will be applied to newly appointed faculty in AY 2025-2026. However, for faculty appointed before AY 2025-2026 who use earlier versions of RTP standards, early tenure and promotion cases can remain challenging due to the lack of clarity in the previous version of Appendix J. The UFPC encourages initiating units (schools, departments, and programs) to discuss what early tenure means and looks like for them, and to then describe these details in their RTP standards. This work can provide equity for candidates across the university.

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 C: Outdated Departmental Standards](#)).

Currently, Appendix J does not clarify whether standards older than five years can be used in the RTP process. In addition, Appendix J states that units can waive updating their standards if they do not feel review is necessary; nonetheless, the UFPC urges departments to work with the RTP Criteria and

Standards Committee to update standards older than five years. In particular, attention can be paid to the following in revising standards:

- What does excellence in teaching look like in your department or unit?
- What is meant by peer review in your discipline(s)?
- What criteria should be used to evaluate service?

Application of Departmental RTP Standards and Criteria

During AY 2025-26, the UFPC observed several instances in which the candidate or review bodies did not consistently apply the same set of RTP standards. When the department or program RTP standards are newly approved, the candidate can choose which standards to apply within the following two years. In any case, the IUPC, candidate, and department chair should all apply the same standards to the file. All levels of review, including both faculty committees and administrators, should specify the standards being applied and should compare the data in the candidate's PDS with those standards explicitly in their letters.

Some standards were unclear in specifying peer-reviewed dissemination as an integral part of scholarship. Initiating units, in composing their RTP Standards and Criteria, should provide specific descriptions of what constitutes peer review in their discipline(s). This description should be written in a manner that makes it straightforward for subsequent levels of review to apply.

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. The UFPC recommends that Service standards require descriptions of breadth, depth, and/or leadership activities rather than merely counting hours. However, departments that prefer to use an accounting of service hours can continue to do so.

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 or modify the counting of hours for Service. If used, hour counts should be accompanied by a description of breadth, depth, and leadership actions taken.

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

Teaching: Student Class Climate Survey

Evaluation of teaching effectiveness includes, in part, a review of anonymous student course evaluations. The UFPC recognizes significant limitations of the current class climate survey and strongly recommends its revision.

The current survey consists of ten Likert-scale questions along with opportunities for written feedback. Administered at the end of the term, students are typically asked to complete multiple surveys during a period when they are already managing final projects and preparing for final exams. This raises concerns about survey fatigue, which may affect both response rates and response quality (Adams & Umbach, 2012).

Several survey items also lack clarity or alignment with instructional practice. For example, the item “I felt encouraged to explore materials outside of class to improve on what I was learning” measures student perception rather than instructor actions. Moreover, in some pedagogical approaches—such as inquiry-based learning (e.g., the Moore Method in mathematics)—independent exploration of outside materials may be discouraged, rendering such items inappropriate.

Some CSU campuses use a smaller number of items focused on overall student experience. Research on student evaluations clearly shows that student bias, both unconscious and conscious, directed at instructor identity and disciplines (e.g., lower-division GE courses tend to receive lower scores than upper-division major electives) renders conclusions regarding instructor effectiveness based on anonymous student evaluations difficult and even compromised. Climate surveys may measure students' feelings rather than student learning (Stark & Freishtat, 2014).

In addition to concerns about individual items, the UFPC cautions against inappropriate aggregation of student evaluation data. Candidates should not average mean scores across courses, as such averages obscure variability and may misrepresent teaching effectiveness. Similarly, it is not appropriate for IUPCs, CPCs, or Deans to report “means of means.” Instead, review committees are encouraged to consider the range and distribution of item scores, along with qualitative comments, in order to form a more accurate assessment.

The shift from in-class paper evaluations to online evaluations has introduced additional issues, including lower response rates and changes in the tone of student comments (Adams & Umbach, 2012). Response rates vary widely across courses and instructors; rates below 50 percent raise concerns about representativeness and may skew results toward more favorable respondents.

Departments should monitor response rates, [follow best practices](#), and work with candidates to address low participation. This concern is particularly salient in evaluation of candidates for promotion

to the rank of Professor, where no intermediate (i.e., retention) review occurs after promotion to the rank of Associate Professor.

A substantial body of research demonstrates that student evaluations are influenced by instructor identity. Women and faculty of color, especially in STEM fields, are more likely to experience bias affecting perceptions of their knowledge, authority, and pedagogy. Although the University Senate passed a resolution in AY 2022–2023 acknowledging these concerns, student evaluation data continue to reflect such biases. As a result, numerical scores may systematically disadvantage certain faculty.

Teaching/Librarianship: Direct Classroom Observation

Teaching/librarianship effectiveness is primarily evaluated through direct observation by faculty colleagues, as stated in Appendix J [Section IX.B.1.a.4] and [Section IX.B.1.b.3].

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 can be made more valuable by routinely including a review of syllabi, course 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 2021 Appendix J update regarding the nature and quality of inclusive instruction. They can be found at: [Evaluations | Cal Poly Humboldt](#)

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].

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 offer only online classes, and some faculty teach only online classes. However, no specific online, asynchronous course evaluation standards have been established in the departmental RTP Standards and Criteria, making it challenging to assess asynchronous teaching effectiveness. In the absence of such standards, collegial evaluations of Canvas courses can follow this [APS Instructional Observation Guide](#).

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 report hours in a cohesive table, 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.

Scholarship/Creative Activities: Collegial Evaluations

As noted in Appendix J Section IX.B.2,

Faculty are expected to engage in an ongoing program of scholarly/creative activities and be guided by their department/unit criteria and standards... *Collegial/peer review appropriate to the discipline is required and shall be defined in the department/unit RTP criteria and standards* [emphasis added].

Peer review must be conducted by colleagues in the same specialty area as candidates and “where appropriate, from peers outside the university” (Appendix J. 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 in the PDS (and ideally, corroborated via collegial letters from collaborators).

Service: 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 circumstances of the community service performed (e.g., volunteering at one's own child's school), these activities should be reported in the PDS. However, 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 often well-positioned to address Service as many 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.

Scholarship/Creative Activities and Service: 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 explicitly confirms 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 Activities, do not carry the same weight as completed activities such as forthcoming works. 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 UFPC recommends the following to candidates:

- Candidates should use the Personnel Data Sheet (PDS) template provided by Academic Personnel Services (APS) and address *all sections* of the PDS.
- Candidates should respond to and reflect on student course evaluations of their teaching/librarian performance in their teaching philosophy and/or course descriptions in the PDS. In particular, candidates should comment on or contextualize low mean item scores, or patterns of negative student comments.
- Candidates should analyze the individual mean item scores from student evaluations, rather than the "instructor rating," for insight into specific areas for reflection and growth.
- Candidates should summarize their Scholarship/Creative Activities and Service, along with self-assessment.

The UPFC recommends the following to collegial letter writers:

- Faculty letter writers should explicitly 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: [Evaluations | Cal Poly Humboldt](#). Such usage can help make collegial letters objective and consistent.
- Faculty conducting peer observations for RTP purposes are strongly encouraged to do multiple observations, when feasible, to provide evidence of a sustained pattern of teaching excellence or areas for improvement.

The UPFC recommends the following to other university committees:

- The University Senate and Faculty Affairs Committee are encouraged to identify and develop more valid and reliable instruments and questions for student 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 are encouraged to develop a process to increase response rates on student evaluations for all faculty.
- APS is encouraged to publish aggregate data for the past 10 years (to protect confidentiality in personnel matters) that reports the total number of faculty awarded early tenure and promotion by college, gender, and ethnicity.
- APS is encouraged to 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 general, 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 urges candidates to accurately and clearly present the list of collegial letters, organized by the three subareas of Teaching, Scholarly/Creative Activities, and Service, in the letter registry spreadsheet in Section 6. This is a new feature, and IUPCs need to provide support to candidates in creating the registry spreadsheet. Naming conventions still apply and should be followed according to guidelines from APS.

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.

Supporting Tenured Faculty for Continued Excellence

The UFPC has recognized that a sustained pattern of teaching excellence, significance, and quality of Scholarly/Creative Activities and Service should continue for tenured faculty seeking promotion to the rank of Professor at Humboldt. Diverse patterns exist in how tenured faculty concerted their contributions across teaching, scholarship, and service. Some placed greater emphasis on leadership roles in their department, college, university, or profession, teaching fewer courses, while others expanded their teaching repertoire, trying new strategies.

While the UFPC values the range of expertise and contributions that tenured faculty bring to the campus, teaching excellence should be the most important area which all faculty at Humboldt, regardless of tenure status, must continue to demonstrate through continuous refinement and reflection.

Many programs and departmental units offer collegial support and opportunities for tenured faculty seeking promotion, but the UFPC finds inconsistent practices across units for tenured faculty. For example, teaching observations were primarily conducted just prior to the review cycle rather than across multiple time points. Additionally, candidates should address and reflect on negative patterns identified in student evaluations and develop strategies to improve their teaching effectiveness. Participation in and reflection on professional development activities are encouraged.

Supporting and Valuing International Faculty

The UFPC recognizes that international faculty have encountered onerous immigration visa challenges despite the recent effort to support international faculty with visa applications in [Administrative Memorandum VPAA 25-04](#). These challenges may also include:

- Prolonging the tenure clock when international faculty must be rehired after a delay in extending their immigration visa,
- Facing limited funding and professional travel opportunities for Scholarly/Creative Activities due to their immigration status, and
- Experiencing 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 promote resources and practices to make Cal Poly Humboldt known as a place where international faculty are welcome and able to thrive.

Appendix A: Files Reviewed

During the 2025-2026 academic year, 37 files were scheduled for review, but two were not submitted to the UFPC.

Group	Type of Review	AY 2025-2026	AY 2024-2025
III	Retention (Reappointment) for Probationary Faculty	14	16
IV	Spring Schedule Retention (Reappointment) for Probationary Faculty*	2	0
V	Retention with Tenure/Promotion	7 (6 early)	13 (6 early)
VI	Promotion of Tenured Faculty	14	11 (3 early)
	Total	37	40

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. In response, the committee included a statement regarding the impact of the pandemic on the RTP process at the beginning of each of the recommendation letters for faculty whose review period overlapped with it.

Appendix B: Group V Early Tenure & Promotion 2018-2026

Academic Year	Early Tenure and Promotion	Total Group V Candidates	Percentage of Group V Candidates Seeking Early Tenure/Promotion
2025-26	6	7	86%
2024-25	6	13	45%
2023-24	7	16	44%
2022-23	6	12	50%
2021-22	5	16	31%

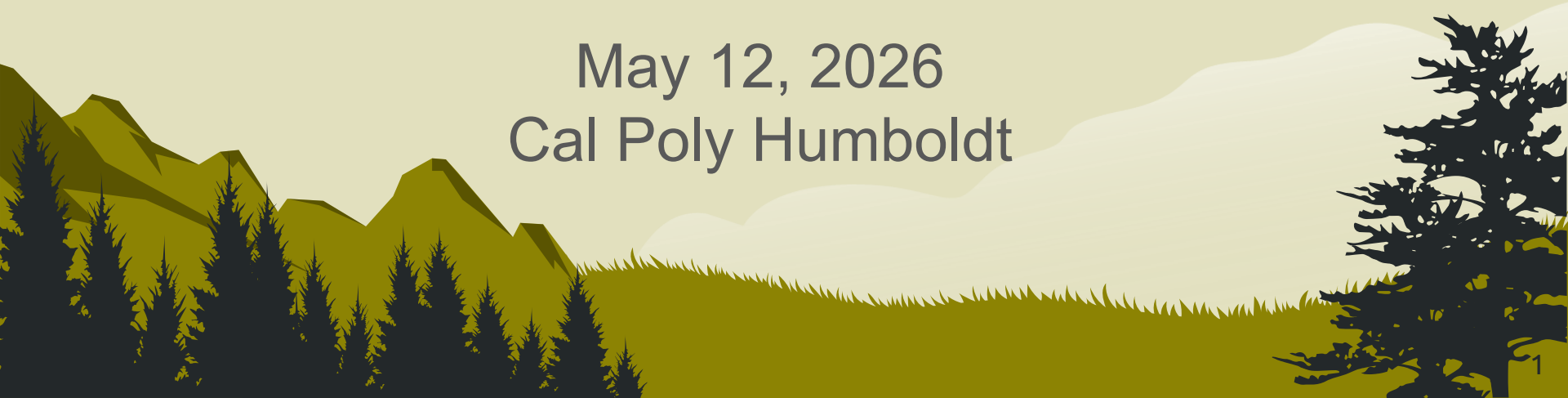
Academic Year	Early Tenure and Promotion	Total Group V Candidates	Percentage of Group V Candidates Seeking Early Tenure/Promotion
2020-21	9	19	47%
2019-20	8	12	67%
2018-19	5	15	33%

Appendix C: Outdated Departmental Standards

- Communication (last approved May 2016)
- Computer Science (last approved April 2018)
- Economics (last approved March 2017)
- Environmental Science & Management (last approved May 2019)
- History (last approved May 2020)
- International Studies (last approved May 2020)
- Native American Studies (last approved April 2017)
- Philosophy (last approved May 2016)
- Physics & Astronomy (last approved December 2020)
- School of Applied Health [formerly Kinesiology & Recreation Administration] (last approved October 2018)
- School of Education (last approved November 2019)
- University Library (last approved February 2019)
- World Languages & Culture (last approved October 2018)

UFPC Annual Report

May 12, 2026
Cal Poly Humboldt



UFPC Membership 2025–2026

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

Files Reviewed 2025-2026

A total of 37 files were scheduled for review, but two were not submitted.

Group	Type of Review	AY 2024-2025	AY 2025-2026
III	Retention (Reappointment) for Probationary Faculty	16	14
IV	Spring Retention for Probationary Faculty	0	2
V	Retention with Tenure/Promotion	13 (6 early)	7 (6 early)
VI	Promotion of Tenured Faculty	11	14
	Total	40	37

Departmental RTP Standards & Criteria and Appendix J

- **Early Tenure Trend and Policy**
- **Outdated Departmental RTP Standards and Criteria**
- **Application of Departmental RTP Standards and Criteria**
- **Action Items**



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

- **Teaching: Student Class Climate Survey, Direct Classroom Observation**
- **Scholarship/Creative Activities & Service: Summarize and Self-Assess**



Action Items for Other University Committees

The University Senate and Faculty Affairs Committee

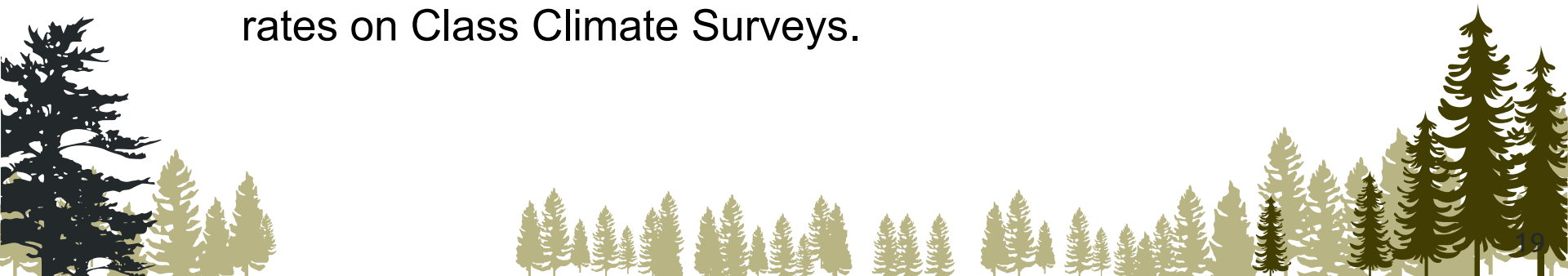
- Identify and develop valid and reliable instruments and questions for student evaluations of teaching effectiveness.
- Develop a process to increase response rates on student evaluations for all faculty.



Action Items for Other University Committees

Academic Personnel Services

- Publish aggregate data for the past 10 years (to protect confidentiality) that reports the total number of faculty awarded early tenure and promotion by college, gender, and ethnicity.
- Publish aggregate statistics summarizing student response rates on Class Climate Surveys.



Supporting Tenured Faculty for Continued Excellence

- A sustained pattern of teaching excellence, significance, and quality of Scholarly/Creative Activities and Service should continue for tenured faculty seeking promotion to the rank of Professor at Humboldt
- Teaching excellence should be the most important area which all faculty at Humboldt, regardless of tenure status, continue to demonstrate through refinement and reflection.
- Inconsistent practices across units in offering collegial support and opportunities for tenured faculty seeking promotion.
- Continuous participation in and reflection on professional development.



Supporting and Valuing International Faculty

International faculty have encountered onerous immigration visa challenges despite the recent effort to support international faculty with visa applications in [Administrative Memorandum VPAA 25-04](#). 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 promote resources and practices to make Cal Poly Humboldt known as a place where international faculty are welcome and are able to thrive.

Challenges international faculty face include:

- Prolonging of the tenure clock when international faculty must be rehired after a delay in extending their immigration visa,
- Limited funding and professional travel opportunities for Scholarly/Creative Activities due to immigration status, and
- Experiencing isolation from the general faculty or lack of support during the review process.



Questions from our Esteemed Audience?



Thank You!

If you have any questions, please feel free to contact:

Hyun-Kyung You, UFPC Chair - hy243@humboldt.edu



Committee for Accessibility and Accommodation Compliance (CAAC) Report for 2025/2026

Presented by
Jim Graham
Cris Koczera

May 12th, 2026



Definitions/Background

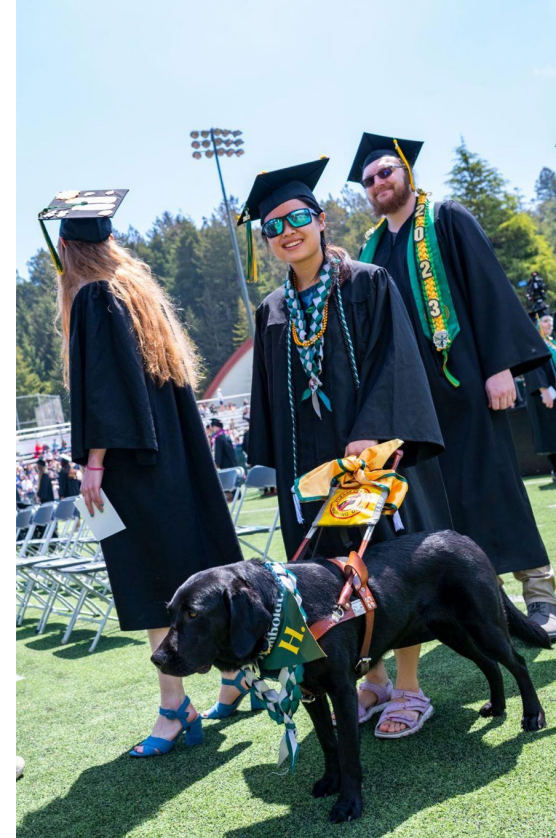
- **Accessibility:**
 - People with disabilities have equal access to the same programs, services, activities, and areas.
- **Accommodation:**
 - Adapting to allow individuals with disabilities to participate in programs, services, and activities.
- **Compliance:**
 - Being within criteria set by regulations / 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 (ADAS)**
 - Sets criteria 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.
- **Aim:** Share information, set priorities and increase resources for addressing access barriers

This presentation summarizes the report

- Report is in the works!



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: Ravin Craig

Ex-Officios

- VPs: Shawna Young, Chrissy Holiday
- CIO/ATI: Bethany Gilden
- Budget/Finance: Sarah Long
- Human Resources: Michelle Caisse
- Parking/Transportation: Krista Paddock
- Procurement: Tawny Fleming
- CTL: Enoch Hale

CAAC Structure

Responsible Organizations

- CDRC
- Facilities Management
- ITS/ATI

Working Groups

- Education and Culture
- Communication
- Physical Access
- Field Trips (not yet formed)
- Project Prioritization
- Navigation and Wayfinding

Other key individuals

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

CAAC Progress in 2025-2026

- Continued data collection
 - Employee and Student Surveys
 - Public forums
- ADA Transition Plan approved
- Accessibility Awareness Summit
- Project Prioritization Process
- Tracking accessibility projects



Disability Type Student and Employees	Count
Psychological/Psychiatric Disability	361
Attention Deficit/Hyperactivity (ADHD)	260
Learning Disability	118
Other Functional Limitation	110
Autism Spectrum Disorder	72
Mobility Limitation	53
Acquired Brain Impairment	15
Deaf/Hard of Hearing	11
Visual Limitation/Blind	3
Communication Disability	1

Cal Poly Humboldt Students Registered with CDRC: **Spring 2026**

- **Humboldt: 1004 (17.3%)**
- CSU: 21,719 (5.5%)
 - CSU Students with Disabilities Profile and Statistics 2023

2026 CAAC Survey for Students

Early Results:

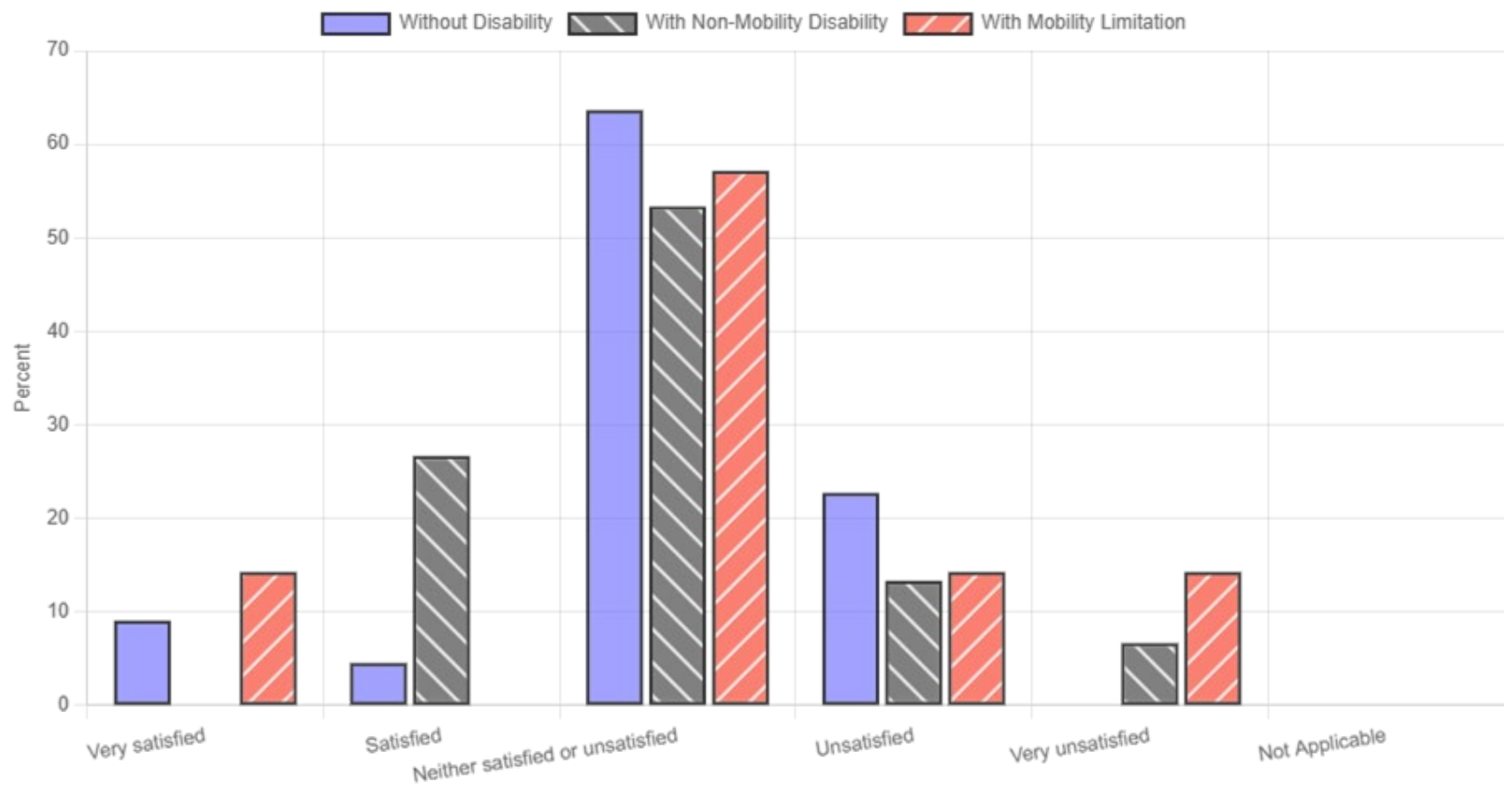
- Number of Responses: 110
 - 68% Were not aware of the CDRC Concern form (108)
 - 2 satisfied, 2 unsatisfied & never heard back
- Reported having a disability: 64
 - 24% Were unaware of the ADA Transportation (63)
- Reported not having a disability: 44

Disability Type	Count
Psychological/Psychiatric Disability	30
Attention Deficit/Hyperactivity (ADHD)	29
Learning Disability	21
Other Functional Limitation	19
Autism Spectrum Disorder	17
Mobility Limitation	29
Acquired Brain Impairment	4
Visual Limitation/Blind	1
Communication Disability	5

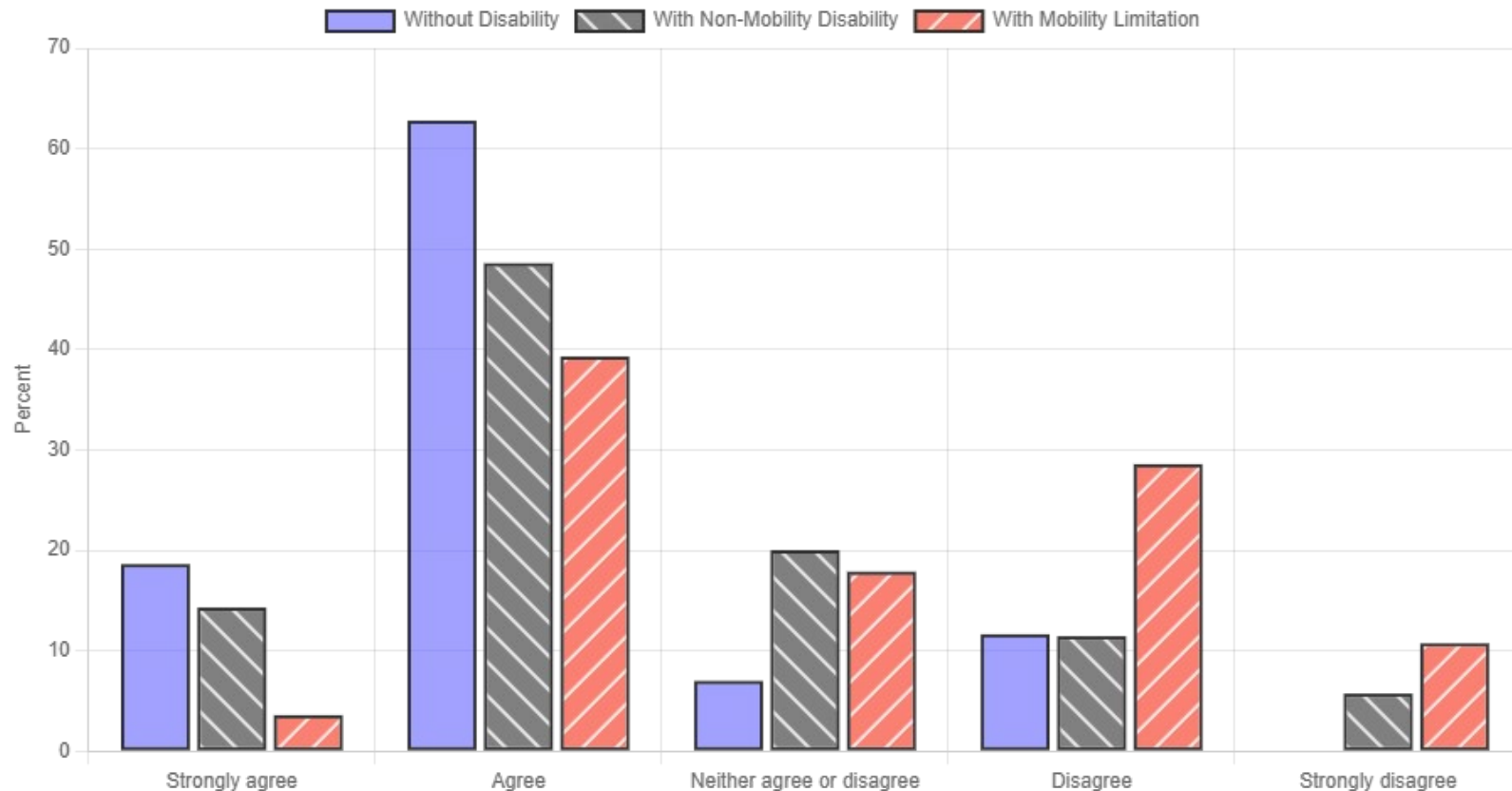
Student Accessibility Survey (5=Very Satisfied, 1=Very Unsatisfied)

Area of Accessibility	Satisfaction	Without Disability	With Disability	Mobility Disability
Services	3.3 (106)	3.4 (43)	3.2 (63)	3.3 (29)
CPH Website	3.3 (108)	3.4 (44)	3.2 (64)	3.2 (29)
Program	3.3 (106)	3.5 (43)	3.3 (63)	3.4 (28)
Physical Course	3.5 (106)	3.9 (43)	3.3 (63)	3.0 (28)
Class Materials	3.9 (105)	4.0 (43)	3.8 (62)	4.0 (27)
CDRC Concern Form	3.4 (5)	3.5 (2)	3.3 (3)	4.0 (2)
ADA Transportation	3.4 (13)		3.4 (13)	3.5 (11)
Graduation	2.9 (47)	3.1 (22)	2.7 (25)	2.6 (8)
Athletic Events	3.0 (44)	3.0 (22)	3.0 (22)	2.9 (7)
Other Events	3.0 (67)	3.0 (26)	3.0 (41)	3.1 (15)
Average	3.3	3.4	3.2	3.3

How satisfied are you with the accessibility and accommodations provided for graduation on campus?



The physical components in my courses have been accessible to me (doors, chairs, desks, etc.)

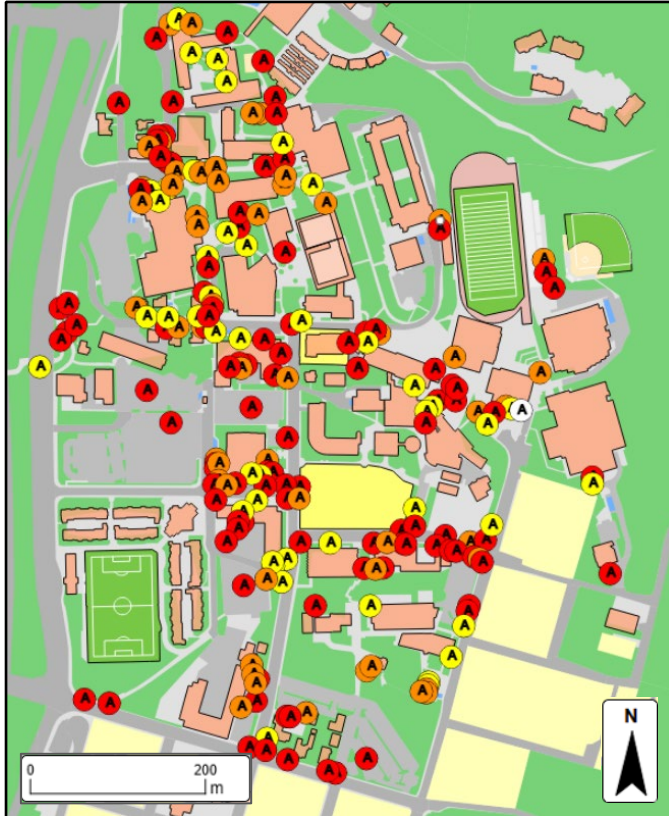


Challenges from Surveys

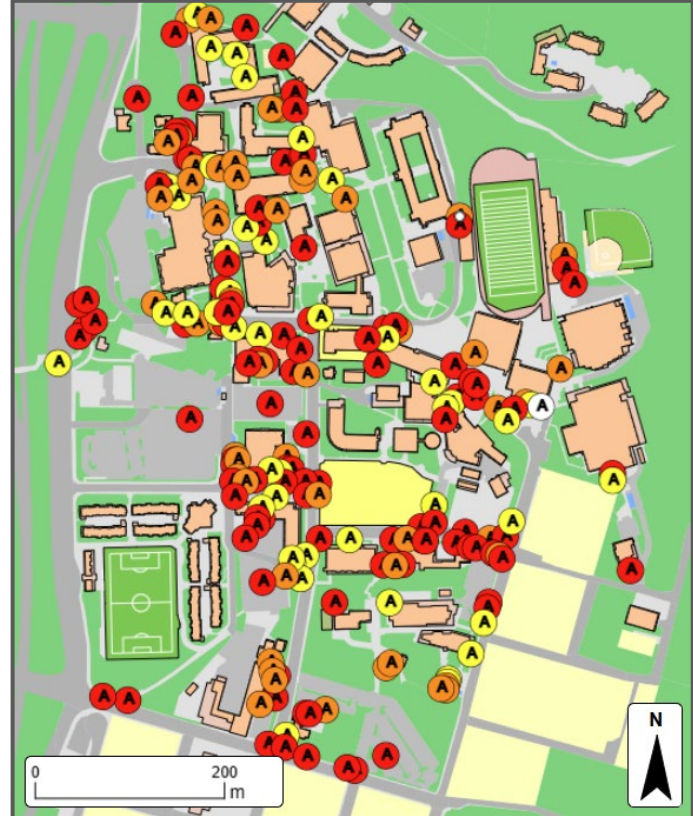
- **Many physical accessibility and transportation (shuttles & parking) barriers**
 - From 2008 AMP survey: ~335 outside buildings remain today
 - 117 classified as “necessary”
 - Facility Condition Audits (ISES Reports)
 - 311 barriers within buildings
 - ~50% in buildings with programs, activities, and services.
 - 24 fixed, 10 demoed
 - 548 exterior
 - 38 fixed, 24 demoed
 - Student surveys highlight physical barriers
 - Stairs, elevators, sidewalks

Islands of accessibility (based on 2008 AMP)

Barriers in AY 2024/2025



Remaining Physical Barriers



Physical barriers, shuttles and communication

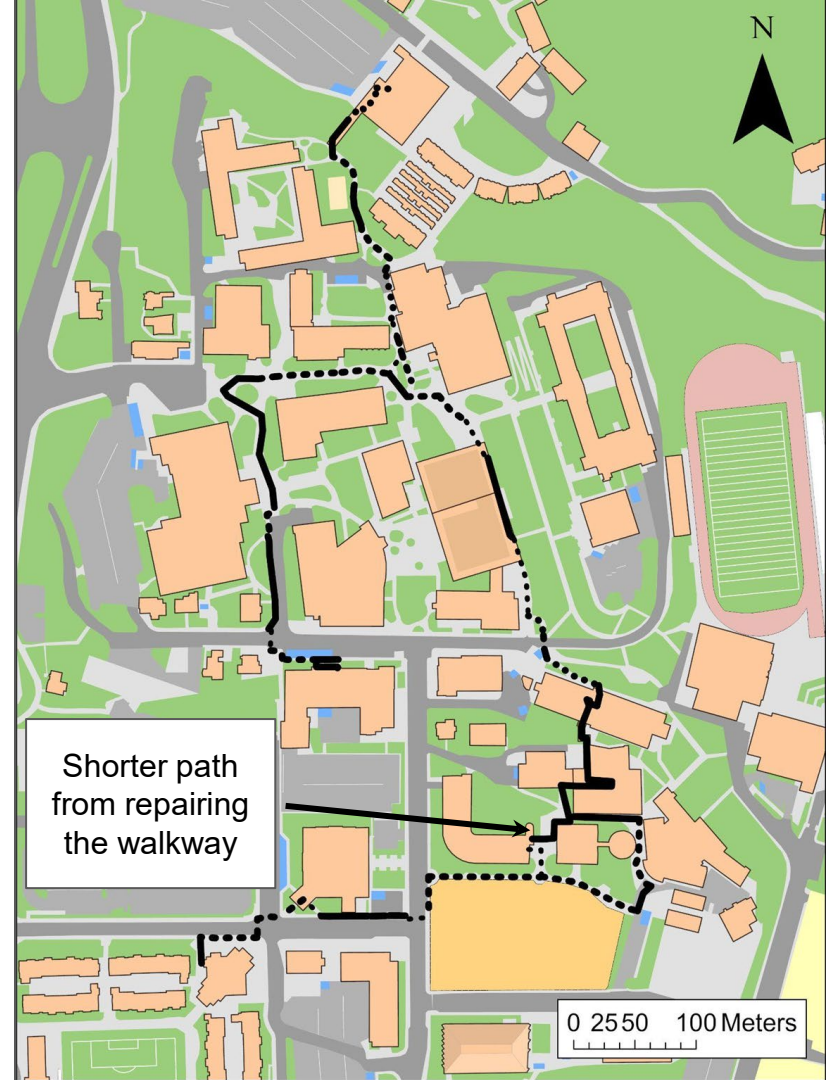
- **Accessibility Issues**

- **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



Funding Scenarios To Make Campus Accessible

- Estimated cost to remove all known barriers: \$180 million
- Funding in Draft ADA Transition Plan: \$250,000 to \$650,000
- Scenario (funding needed) to achieve full accessibility:
- We're asking for \$9 million per year

Scenario	Cost per Year	Funding Available	Deficit	Number of Years to Remove Barriers
Proposed ADA Plan (5% per year)	\$9 million	\$250,00 to \$650,000	\$8,750,00 to \$8,350,000	20

Digital Accessibility

- **Progress AY 2025-2026 (to date)**

- Rollout new accessibility checker in Canvas (Summer 2025)
- Met with each Academic department: Planning for Title II update, and support for accessibility
- 3 hrs weekly support: two in-person at library and one via zoom
- Fewer requests from students due to barriers with instructional materials
 - 2 student focused requests vs. 11 last academic year
- **Remediation work:**
 - 2,557 documents (46,715 pages) - primarily PDFs plus also Word, PowerPoint, scans
 - Captioning videos, podcast transcripts: 323 videos; 43 podcasts/audio

- **Plans for AY 2026-2027**

- Seeking funding for assisted listening systems
- Increase instructional material remediation with additional funding from Chancellor's Office
- Add audio descriptions to highly played videos in Panopto Media Library & campus websites
- Establish STEM materials accessibility tools and workflows (in collaboration with other universities & faculty)
- Continuing rollout of new web accessibility platform (Pope Tech)
- See the [ATI Plan](#) for more details

CDRC

- Progress 2025-2026
 - **Restructured CDRC team - positions as well as responsibilities**
 - Interim Assistant Director of Operations is now serving as the ADA/504 Coordinator
 - Interim Assistant Director of Accessibility Advising now overseeing office operations
 - **Accessibility Advisors available within 2-3 days, or at times, same day**
 - **The office has had 1000+ contacts thus far**
 - **Student Accommodations**
 - Hired new Accessibility Advisor
 - Open/Active recruitment for two additional Accessibility Advisors
 - Full case audit on CDRC student records conducted
 - Restored confidence in the CDRC's records
 - Spring 2026 Accommodation Memorandums sent to registered students by January 3, 2026

CDRC - continued

- Progress 2025-2026 continued
 - **Employee Accommodations**
 - 26 employees in active case management status
 - New Requests during 2025-2026 AY
 - Referrals/Requests for accommodation: 35
 - In-Process: 12
 - Case Management: 6
 - Did Not Respond/Withdrew from Process: 16
 - Denied/Not Reasonable: 1
 - **Campus Accessibility Concerns (New Requests during 2025-2026 AY)**
 - Submitted Concerns: 27
 - Completed: 19
 - In-Progress: 8
 - **504 Grievance (New Grievances during 2025-2026 AY)**
 - 504 Grievances Submitted: 1
 - Completed: 1

CDRC - continued

- Plans for 2026-2027
 - **Continue Maxient implementation**

Facilities Management May 2, 2025 - Apr 20, 2026

- **Work Orders Related to Accessibility**

- 46 work orders relate to accessibility
- 38 addressed
 - The remaining 8 are currently being addressed
- FM prioritizing work orders that resolve an accessibility issue

- **Barrier Removal**

- Installed (4) accessible drinking fountains
- Installed new door operator into Mus A 131, Forestry north entrance and Siemens Hall north entrance

Planned Barrier Removal Projects

- Additional accessible drinking fountains with bottle fillers to be installed
- Complete project plans for accessibility improvements for Siemens Hall restrooms
- Construction on ADA parking stalls in G11 parking lot as well as the creation of a full time ADA shuttle pick up/drop off location
- Accessibility improvements at the sidewalks and crosswalks at Rossow and Harpst street as well as the entire main entry into SBS
- Construction of ADA parking stalls; ADA shuttle pick up/drop off location and accessible pathway to B st in parking lot G14
- Replacement of the remaining tub/shower to shower units in Creekview residence hall (24 total showers)
- Evaluate the potential installation of door operator at NR 1st floor south entrance

Project Prioritization

- **Progress in 2025/2026**

- Created process to identify and prioritize annual list of projects
- Based on: severity, usage, impact, key destinations, equity, complaints, feasibility/cost, safety/risk, regulatory urgency

- **Current Project List:**

- \$5,000 SCI C: Interior signage accessibility upgrades
- \$25,000 MUS A: Interior handrail upgrades at ramp
- \$700,000 MUS B: Restroom accessibility upgrades at 1st flr. M&W
- \$50,000 GIST HALL: Accessible stall not connected to accessible route
- \$100,000 17th and Wildlife Lane improvements
- \$25,000 LIB: Back side wheelchair access.
- \$65,000 NHE: Outside concrete sidewalk transition at 1:12
- \$50,000 Multistory buildings do not have evacuation instructions
- \$1,000 Missing indication of spaces for wheelchairs in the Redwood bowl
- \$7,500 Van Duzer Theater does not have assistive listening devices

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
- Hosted Accessibility Awareness Summit
 - March 11, 2026; 64 attendees; Costs = \$1200.62

- **Plans for next year:**

- Feasibility study: co-development of a Disability Cultural Center
- Evaluating Spring 2026 Accessibility course in CSU Learn

Navigation and Wayfinding

- FM and MarComm have finalized plans for new kiosks and building signs
 - Signs will include a QR code that goes to a webpage with links to accessibility resources including maps, the CDRC, transportation, housing, etc.
- Student orientation informs students about CDRC
- CDRC informs folks about map and transportation options when they sign up
- Printable Disability Access Map (PDF) was updated!
- CPH Online Map is in beta testing. Try it out at gsp.humboldt.edu/map.
 - Includes:
 - General campus information on buildings, rooms, etc.
 - Accessibility information on bathrooms, pathways, elevators, etc.
 - New “Find the best route” feature (network analysis)
 - We hope for an official introduction in the fall of 2026
- Websites: ADA Transportation web pages

Physical Access Working Group - ADA Transition Plan

Purpose - Ensure equal access to all university facilities, programs, services, and digital environments in compliance with ADA and provide a roadmap to identify, prioritize, and remove accessibility barriers

Key Focus Areas

- Built Environment – paths, buildings, transportation, physical access
- Digital Accessibility – websites, instructional materials, technology
- Programmatic Access – classes, services, events, policies

Goals & Accountability

- Achieve continuous improvement ($\geq 5\%$ barrier reduction annually)
- The plan identifies sustainable funding to achieve continuous improvement
- Ensure transparent reporting, community feedback, and governance oversight
- Maintain a living plan with annual updates and 3-year comprehensive reviews

CAAC Plan for AY 26/27

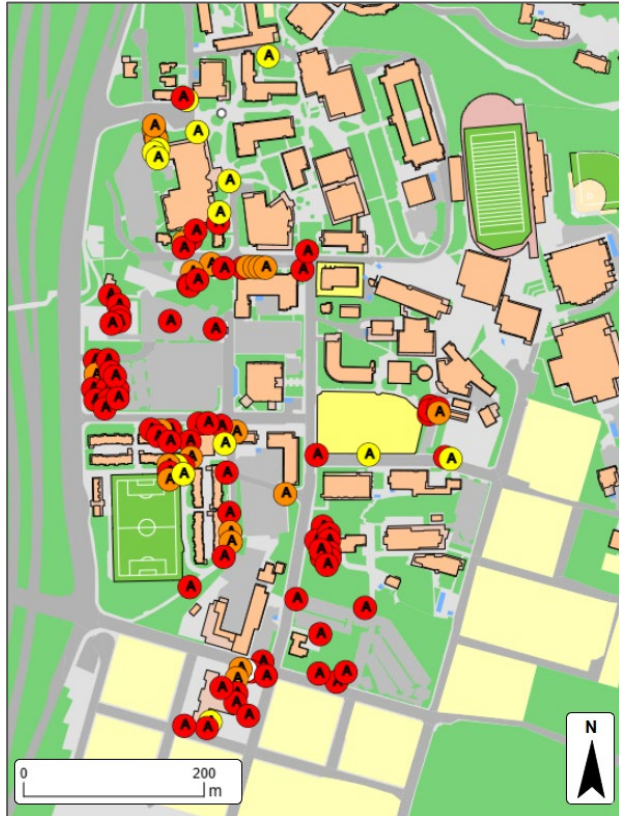
- Implement ADA Transition Plan
- Seek funding
- Key committed projects:
 - Navigation/Wayfinding:
 - Procurement and installation of the initial accessible path wayfinding
 - Physical Barrier Removal: 9 projects (see slide 22)
- Implement project prioritization
- Disability Awareness Day 2026/2027
- Have at least one open forum each year
- Update disability/accessibility policies
- Continue to survey community and facilities

Pocket Slides

Other Groups

- Transportation: Expanded shuttle services appears to have increased satisfaction
- Parking:
- Housing:

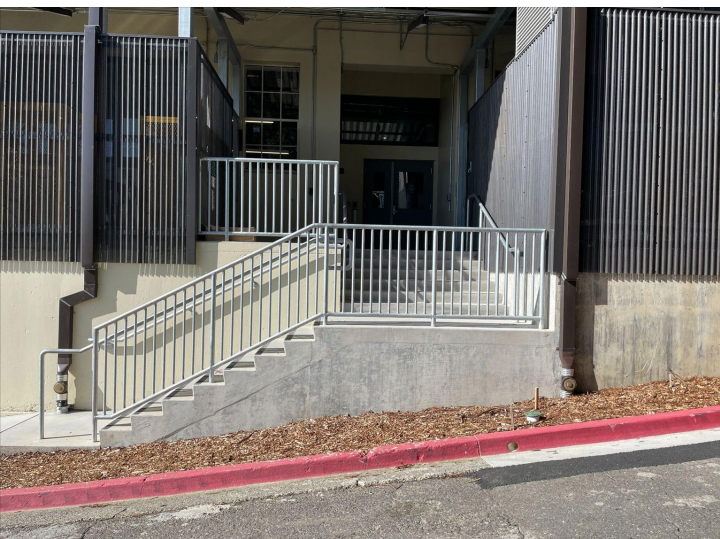
Barriers in the 2008 AMP Survey that have been removed



Question	Very Difficult / Unsatisfied / Disagree	Impossible / Very unsatisfied / Strongly disagree
Access to services	11 (10%)	1 (1%)
University Website	18 (17%)	2 (2%)
Program elements (advicers, classes, etc.)	7 (7%)	3 (3%)
Physical components of courses	17 (16%)	5 (5%)
Course Materials	15 (15%)	0 (0%)
CDRC Concern form Process	2 (2%)	0 (0%)
ADA Transportation	2 (15%)	1 (8%)
Graduations	7 (15%)	4 (9%)
Athletics	8 (18%)	2 (5%)
Other events	14 (21%)	4 (6%)



All
Entrances
To Jenkins
Hall



Stairs

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



Some Initial Building Access Results

- Surveys based on Online Map Surveys (ADAS) and the AMP
- Campus has about 50 buildings with services, programs, and activities
- 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 ADAS	8 (16%)
2. Two means of access within ADAS	7 (15%)
1. One means of access within ADAS	18 (36%)
0. No means of access within ADAS	17 (34%)
Total	50

Progress on the [Sense of the Senate](#) (page 59)

Scope	Progress
Comm. Dept. Accessible	Potential move in spring of 2027
Update PDF Maps	Updated
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

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](#).

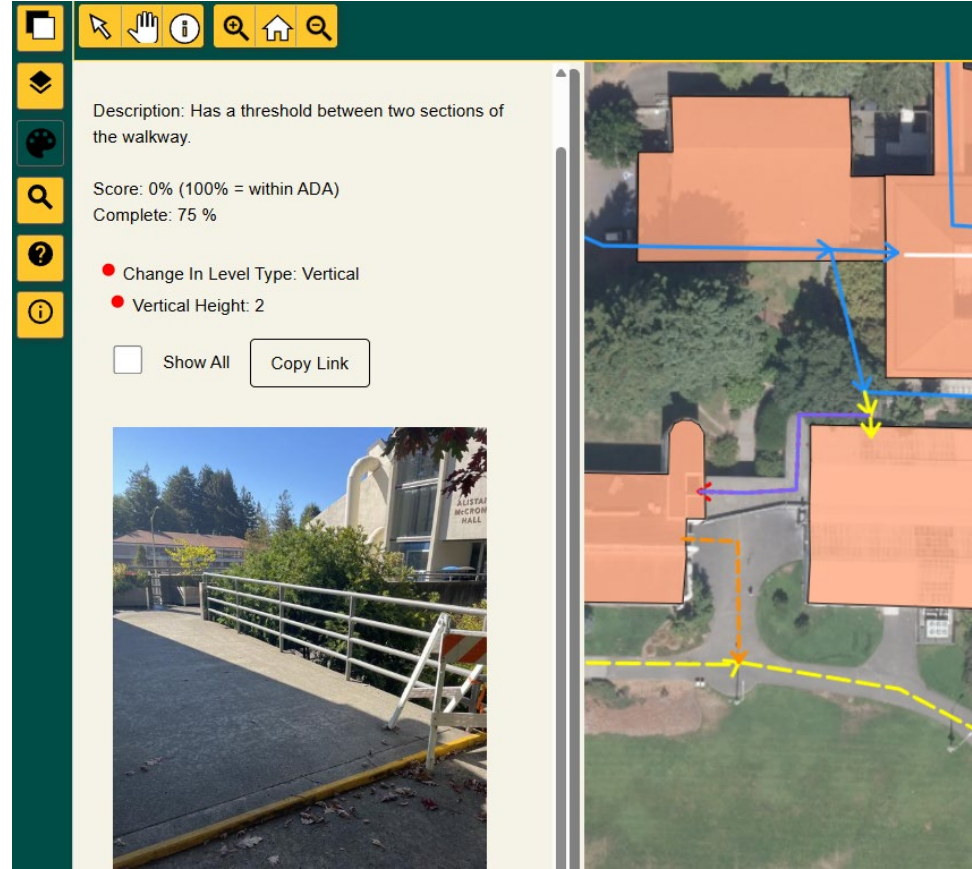
Accessibility Master Plan (AMP) from 2008

- 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

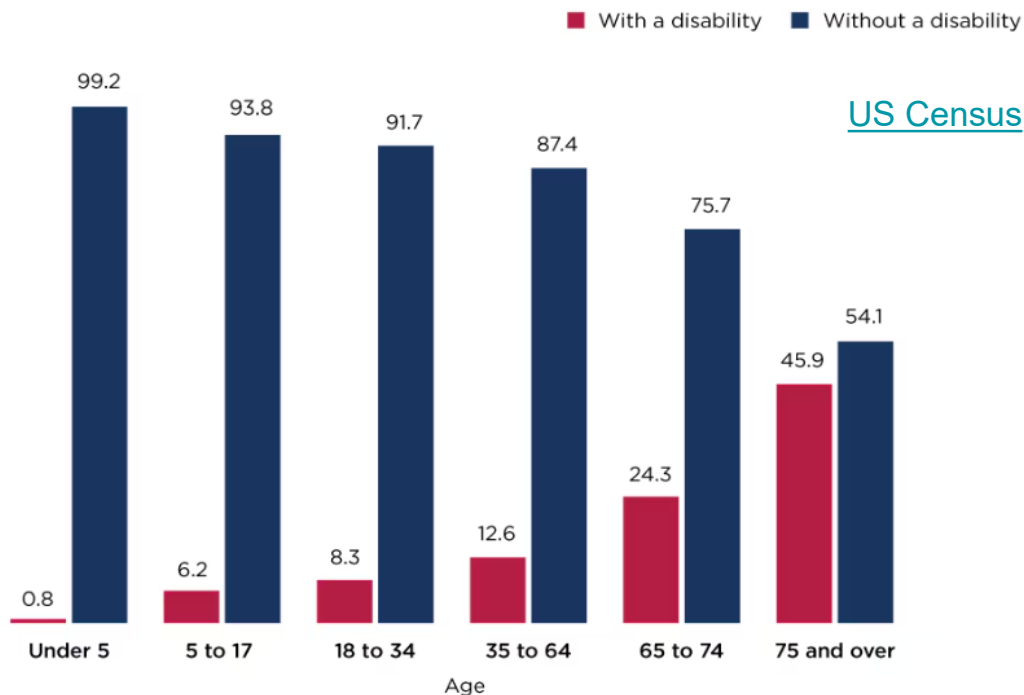


Disability

- 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 Senate

Resolution on Updating the Found, Unclaimed, or Abandoned Property Policy

21-25/26-UPC — May 12, 2026 — Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the University President that the attached Found, Unclaimed, or Abandoned Property Policy revisions be approved; and be it further,

RESOLVED: That the revisions align the campus policy with the CSU systemwide policy (Disposition of Lost, Unclaimed or Abandoned Property), implemented in March 2025; and be it further,

RESOLVED: That the University Police Department be designated as the responsible office for administration of the Found, Unclaimed, or Abandoned Property Policy.

Found, Unclaimed, or Abandoned Property Policy

EM:P11-08

University Police Department

POLICY ON POLICIES

Applies to: Faculty, staff, student employees, students, vendors, visitors, and volunteers

Purpose of the Policy

Under authority delegated by the California State University (CSU) Board of Trustees, the University establishes this policy to govern the handling of found, unclaimed, and abandoned property in accordance with applicable law and CSU systemwide policy (Disposition of Lost, Unclaimed or Abandoned Property).

Definitions

- I. **Unclaimed property** is property in the possession of the University for which the owner has not been identified or has not claimed the property within the required time period.
- II. **Abandoned property** is property to which the owner has relinquished possession and for which no claim of ownership is made.

Policy Details

- I. This policy is governed by and shall be implemented in accordance with applicable California law and the California State University (CSU) systemwide policy on Disposition of Lost, Unclaimed, or Abandoned Property, which is hereby incorporated by reference. In the event of any conflict, CSU policy and applicable law control.
- II. Found, unclaimed, or abandoned property valued at or above three hundred dollars (\$300) found on Cal Poly Humboldt property shall be submitted to the University Police Department (UPD) for storage, documentation, safekeeping, and reasonable attempts to identify and contact the property's owner.
 - I. Property shall be held for the required holding period (currently at least three months) before any final disposition, including retention for University use, may occur.
 - II. The University may retain property for institutional use when permitted by law and CSU policy. Where disposition by public sale or other authorized means is required, UPD shall coordinate

such processes. The specific methods and procedures for sale or disposal, including the use of online auction platforms where appropriate, shall be established in campus procedures.

- III. UPD may, as a service to the campus community, accept certain categories of lower-value or sensitive items (e.g., identification documents, wallets, serialized electronics, bicycles) for safekeeping and return to owners. The categories of items accepted, and any exclusions based on safety, health, or operational considerations, shall be defined in campus procedures.
- IV. Items that are unsafe, hazardous, perishable, or otherwise unsuitable for storage may be refused or disposed of in accordance with campus procedures and applicable law.
- V. Employees who encounter found, unclaimed, or abandoned property in the course of their employment shall not appropriate such property for personal use and must comply with University procedures for reporting and submitting such items. Off-duty employees may participate in public sales conducted in accordance with applicable requirements.

History

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

Found, Unclaimed, or Abandoned Property Policy

EM:P11-08

University Police Department

POLICY ON POLICIES

Applies to: *(Examples follow) [Faculty, staff, student employees, students, vendors, visitors, and volunteers, etc.]*

Purpose of the Policy

Under authority delegated by the California State University (CSU) Board of Trustees, the University establishes this policy to govern the handling of found, unclaimed, and abandoned property in accordance with applicable law and CSU systemwide policy ([Disposition of Lost, Unclaimed or Abandoned Property](#))

~~The CSU Trustees delegate authority to each campus President to provide for the care, restitution, sale or destruction of found, unclaimed, or abandoned property that comes into the possession of the University, in accordance with Title 5, Sections 42375 and 42376 of the California Code of Regulations, Section 2080.8 of the California Civil Code, and Section 3250.1 of the Integrated California State University Administrative Manual.~~

Definitions

Unclaimed property is property in the possession of the University for which the owner has not been identified or has not claimed the property within the required time period.

Abandoned property is property to which the owner has relinquished possession and for which no claim of ownership is made.

~~**Unclaimed Property** – Property that has been found and turned over to the University but whose rightful owner has not been identified or has not retrieved it after reasonable efforts have been made to contact them. Property is considered unclaimed when it remains in the University's possession for the required three-month holding period without being claimed.~~

~~**Abandoned Property** – Property left on University grounds under circumstances indicating the owner has intentionally or unintentionally relinquished possession and has no intent to reclaim it. An item~~

may be considered abandoned when it lacks identifying information, appears to have been discarded, or remains untouched for a reasonable period with no attempt by any individual to retrieve or inquire about it.

Policy Details

- I. This policy is governed by and shall be implemented in accordance with applicable California law and the California State University (CSU) systemwide policy on Disposition of Lost, Unclaimed, or Abandoned Property, which is hereby incorporated by reference. In the event of any conflict, CSU policy and applicable law control. ~~The care, restitution, sale, or destruction of found, unclaimed, or abandoned property that comes into the possession of the University in the State of California and CSU Policy. The requirements of this policy is foundationally defined by state law and related policy of the CSU:~~
 - A. ~~Title 5, Sections 42375 and 42376 of the California Code of Regulations~~
 - B. ~~Section 2080.8 of the California Civil Code~~
 - C. ~~Section 3250.1 of the Integrated California State University Administrative Manual~~
- II. Found, unclaimed, or abandoned property valued at or above three hundred dollars (\$300) found on Cal Poly Humboldt property shall be submitted to the University Police Department (UPD) for storage, documentation, safekeeping, and reasonable attempts to identify and contact the property's owner.
- III. ~~Property shall be held for the required holding period (currently at least three months) before any final disposition, including retention for University use, may occur. Such property shall be held by the University Police Department for a period of at least three (3) months. After this period, if the university determines that the property, except unclaimed cash, is needed for a public purpose, the university may take possession of the property. The University Police Department shall arrange for the property to be sold at public auction to the highest bidder, ensuring that notice of the sale is published once at least five days prior to the sale in a Humboldt County general circulation newspaper. Internet-based auction services may be utilized as a means of public auction provided they are in compliance with all applicable laws, regulations, and this policy.~~
- IV. The University may retain property for institutional use when permitted by law and CSU policy. Where disposition by public sale or other authorized means is required, UPD shall coordinate such processes. The specific methods and procedures for sale or disposal, including the use of online auction platforms where appropriate, shall be established in campus procedures. The campus may dispose of any property upon which no bid is made at any sale.

- V. UPD may, as a service to the campus community, accept certain categories of lower-value or sensitive items (e.g., identification documents, wallets, serialized electronics, bicycles) for safekeeping and return to owners. The categories of items accepted, and any exclusions based on safety, health, or operational considerations, shall be defined in campus procedures. Auction proceeds and interest earnings shall be used for scholarships and loans to students enrolled at Cal Poly Humboldt.
- VI. Items valued under \$300 may be donated to another public institution or not-for-profit organization or otherwise disposed. If the university determines that any property—excluding unclaimed cash—is needed for a public purpose, the university may take possession of the property once it has been properly logged with the University Police Department. Items that are unsafe, hazardous, perishable, or otherwise unsuitable for storage may be refused or disposed of in accordance with campus procedures and applicable law. The University Police Department is authorized to arrange for the auction of selected items valued under \$300 (e.g., most bicycles), with the proceeds going to student scholarships and loans.
- VII. Employees who encounter found, unclaimed, or abandoned property in the course of their employment shall not appropriate such property for personal use and must comply with University procedures for reporting and submitting such items. Off-duty employees may participate in public sales conducted in accordance with applicable requirements. Employees of Cal Poly Humboldt who find valuable unclaimed or abandoned property in the course of their employment are prohibited from keeping such property or claiming it for themselves. Off-duty employees are not prohibited from bidding at auctions.
- VIII. In addition to accepting property valued over \$300 as described above, the University Police Department, as a service to the community, may also accept certain specified found, unclaimed, or abandoned property valued under \$300, such as valuable serialized items (computers, calculators, cell phones, license plates, etc); personal ID cards and identification; wallets and purses; backpacks with items inside; cash; credit/debit cards; bicycles; keys; jewelry; cameras; glasses; textbooks; and electronic storage media (e.g., flash drives).
- IX. The University Police Department will not accept food, drinks, cups, water bottles, perishable items, and organic matter; dirty, soiled, or unsanitary items; illegal drugs/narcotics, lighters, and paraphernalia; personal grooming items; or any items deemed to be hazardous.

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:

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

Updated: March 8, 2018

CAL POLY HUMBOLDT
University Senate

**Resolution on Administrative-Academic Notice,
Disqualification, and Reinstatement**

#28 - 25/26-SenEx — May 12, 2026 — 2nd Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommend to the Provost the indicated changes to the Cal Poly Humboldt Policy on Administrative-Academic Notice, Disqualification, and Reinstatement; and be it further

RESOLVED: That the University Senate request, upon approval, that the Provost direct relevant offices to update documentation, including but not limited to the University Catalog and related websites.

RATIONALE: Updates policy to remove carceral language of “probation” and replace it with language of “notice.” This language change aligns current policy ([#12 13/14 APC](#)) with early changes made elsewhere to adopt “notice” language. No substantive changes. This will align campus policy with the pending Humboldt report to ASCSU that we have removed “probation” language from our local policy.

**Administrative-Academic Notice ~~Probation and~~,
Disqualification, and Reinstatement
Policy #
Office of the Provost**

Applies to: All Students

Supersedes: This policy supersedes language in the Humboldt catalog and websites.

Purpose of the Policy: This policy outlines Cal Poly Humboldt's policy on administrative and academic notice and disqualification.

Policy Details

1. Administrative-Academic Notice ~~Probation~~

A student may be placed on administrative-academic notice for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative-academic ~~notice~~~~Probation~~ for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic

program).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from notice and the circumstances that would lead to disqualification, should notice not be removed.

2. Administrative-Academic Disqualification

A student who has been placed on administrative-academic ~~noticeprobation~~ may be disqualified if any of the following occur:

1. The conditions for removal of the administrative-academic ~~noticeprobation~~ are not met within the period specified.
2. The student becomes subject to academic ~~noticeprobation~~ while on administrative-academic ~~noticeprobation~~.
3. The student becomes subject to administrative-academic ~~noticeprobation~~ for the same or similar reason that the student has previously been placed on administrative-academic ~~noticeprobation~~, although the student is not currently in such status.

When such action is taken, the student shall receive written notification, including an explanation of the basis for the action in a timely manner.

3. Special Cases of Administrative-Academic Disqualification

In addition, an appropriate campus administrator in consultation with academic department, Dean of the College, and/or other appropriate parties, may disqualify a student who at any time during enrollment in a program leading to professional licensure or credential, has demonstrated behavior so contrary to the established standards and criteria of the profession for which the student is preparing as to render the student unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

4. Consequences of Disqualification

Students who have been disqualified, either academically or administratively, may not enroll in any regular campus session (e.g., open university), and may be denied admission to other educational programs operated or sponsored by the University.

5. Appeals

Students placed on administrative-academic ~~noticeprobation~~ or disqualification may appeal their status within 10 business days of the date of their notification. The appeal must be submitted to the Office of the Registrar and will be

considered by a committee composed of: the Chair of the appropriate department, the Dean of the College, the Vice Provost, the Dean of Students and/or any other appropriate parties. A written response from the review committee with a decision on the appeal must be forwarded to the student within 15 business days of receipt of the appeal.

6. Reinstatement

Students who have been disqualified under this policy may petition for reinstatement. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete a degree program. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility. [See reinstatement procedure described under Academic Disqualification.]

7. Graduate Student Administrative-Academic Noticeprobation

All of the above-stated reasons for administrative-academic noticeprobation shall apply to graduate students. In addition:

1. Students may be placed on administrative-academic noticeprobation by the Dean of Graduate Studies, following a request from the program/department and consultation with other appropriate offices, for failure to comply, after due notice, with a requirement or regulation, as defined by campus or program policy which is routine for all students or a defined group of students (e.g., demonstrating consistently disruptive behavior, hostile or abusive behavior, failure to advance to candidacy, failure to abide by standards set by approved external placements, etc.). The student on notice shall be informed in writing by the graduate dean (with a copy provided to the department/program).
2. The Dean of Graduate Studies shall inform the Office of the Registrar when students have been placed on or removed from administrative-academic noticeprobationary status so that student records can be updated. When a student is placed on academic or administrative-academic noticeprobation, the student must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of an administrative-academic noticeprobation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan. A student cannot be advanced to candidacy if the student is on either academic or administrative-academic noticeprobation.

8. Graduate Student Administrative-Academic Disqualification

A student who has been placed on administrative-academic noticeprobation may be disqualified from further attendance by the Dean of Graduate Studies if any of the conditions for disqualification apply. In addition, in the event that a student

fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from the program. The thesis/project committee will specify the time period and/or conditions of the repeated defense. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from the program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions that, if met, would result in permission to continue in enrollment. Inability to contact a student does not create the right of a student to continue enrollment.

9. Graduate Student Appeals

Graduate students placed on administrative-academic **noticeprobatation** or Disqualification may appeal their status within 10 business days of the date of their notification. The appeal must be submitted to the Office of the Registrar and will be considered by a committee composed of: the Chair of the appropriate department, the Dean of the College, the Vice Provost, the Dean of Students, and/or any other appropriate parties. A written response from the review committee with a decision on the appeal must be forwarded to the student within 15 business days of receipt of the appeal.

10. Graduate Student Reinstatement

If the student is disqualified, either academically or administratively, the student may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of the student's ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered. Students who petition for reinstatement must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility. Students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with recommendations from the student's graduate coordinator, department chair, and thesis committee, will be forwarded to the Dean of Graduate Studies, who has final authority to approve reinstatement. These letters must evaluate the probable impact of circumstances beyond the student's control (e.g., an unresponsive or unreasonable thesis chair) on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

Reinstatement for credential students may be handled by a separate process and thus not governed by this document.

Related Policies

- **CSU Policy: Minimum Requirements for Probation and Disqualification**, as authorized by **Section 41300.1** of Title 5.

Expiration Date: None

History

University Senate: Date 5/12/2026

President Carvajal Date Approved 202x

University Senate #12-13/14-APC: Passed Unanimously, 3/11/14

President Richmond: Approved 5/27/2014



**Administrative-Academic Notice,
Disqualification, and Reinstatement
Policy #
Office of the Provost**

Applies to: All Students

Supersedes: This policy supersedes language in the Humboldt catalog and websites.

Purpose of the Policy: This policy outlines Cal Poly Humboldt's policy on administrative and academic notice and disqualification.

Policy Details

1. Administrative-Academic Notice

A student may be placed on administrative-academic notice for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative-academic notice for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving

student financial aid or making satisfactory progress in the academic program).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from notice and the circumstances that would lead to disqualification, should notice not be removed.

2. Administrative-Academic Disqualification

A student who has been placed on administrative-academic notice may be disqualified if any of the following occur:

1. The conditions for removal of the administrative-academic notice are not met within the period specified.
2. The student becomes subject to academic notice while on administrative-academic notice.
3. The student becomes subject to administrative-academic notice for the same or similar reason that the student has previously been placed on administrative-academic notice, although the student is not currently in such status.

When such action is taken, the student shall receive written notification, including an explanation of the basis for the action in a timely manner.

3. Special Cases of Administrative-Academic Disqualification

In addition, an appropriate campus administrator in consultation with academic department, Dean of the College, and/or other appropriate parties, may disqualify a student who at any time during enrollment in a program leading to professional licensure or credential, has demonstrated behavior so contrary to the established standards and criteria of the profession for which the student is preparing as to render the student unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

4. Consequences of Disqualification

Students who have been disqualified, either academically or administratively, may not enroll in any regular campus session (e.g., open university) and may be denied admission to other educational programs operated or sponsored by the University.

5. Appeals

Students placed on administrative-academic notice or disqualification may appeal their status within 10 business days of the date of their notification. The appeal

must be submitted to the Office of the Registrar and will be considered by a committee composed of: the Chair of the appropriate department, the Dean of the College, the Vice Provost, the Dean of Students and/or any other appropriate parties. A written response from the review committee with a decision on the appeal must be forwarded to the student within 15 business days of receipt of the appeal.

6. Reinstatement

Students who have been disqualified under this policy may petition for reinstatement. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete a degree program. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility. [See reinstatement procedure described under Academic Disqualification.]

7. Graduate Student Administrative-Academic Notice

All of the above-stated reasons for administrative-academic notice shall apply to graduate students. In addition:

1. Students may be placed on administrative-academic notice by the Dean of Graduate Studies, following a request from the program/department and consultation with other appropriate offices, for failure to comply, after due notice, with a requirement or regulation, as defined by campus or program policy which is routine for all students or a defined group of students (e.g., demonstrating consistently disruptive behavior, hostile or abusive behavior, failure to advance to candidacy, failure to abide by standards set by approved external placements, etc.). The student on notice shall be informed in writing by the graduate dean (with a copy provided to the department/program).
2. The Dean of Graduate Studies shall inform the Office of the Registrar when students have been placed on or removed from administrative-academic notice status so that student records can be updated. When a student is placed on academic or administrative-academic notice, the student must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of an administrative-academic notice, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan. A student cannot be advanced to candidacy if the student is on either academic or administrative-academic notice.

8. Graduate Student Administrative-Academic Disqualification

A student who has been placed on administrative-academic notice may be disqualified from further attendance by the Dean of Graduate Studies if any of the conditions for disqualification apply. In addition, in the event that a student fails

the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from the program. The thesis/project committee will specify the time period and/or conditions of the repeated defense. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from the program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions that, if met, would result in permission to continue in enrollment. Inability to contact a student does not create the right of a student to continue enrollment.

9. Graduate Student Appeals

Graduate students placed on administrative-academic notice or Disqualification may appeal their status within 10 business days of the date of their notification. The appeal must be submitted to the Office of the Registrar and will be considered by a committee composed of: the Chair of the appropriate department, the Dean of the College, the Vice Provost, the Dean of Students, and/or any other appropriate parties. A written response from the review committee with a decision on the appeal must be forwarded to the student within 15 business days of receipt of the appeal.

10. Graduate Student Reinstatement

If the student is disqualified, either academically or administratively, the student may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of the student's ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered. Students who petition for reinstatement must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility. Students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with recommendations from the student's graduate coordinator, department chair, and thesis committee, will be forwarded to the Dean of Graduate Studies, who has final authority to approve reinstatement. These letters must evaluate the probable impact of circumstances beyond the student's control (e.g., an unresponsive or unreasonable thesis chair) on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

Reinstatement for credential students may be handled by a separate process and thus not governed by this document.

Related Policies

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Expiration Date: None

History

University Senate: Date 5/12/2026

President Carvajal Date Approved 202x

University Senate #12-13/14-APC: Passed Unanimously, 3/11/14

President Richmond: Approved 5/27/2014

CAL POLY HUMBOLDT
University Senate

Resolution on Revision to the Syllabus Policy

29-25/26-APC — May 12, 2026 — Second Reading

WHEREAS: The Syllabus Policy establishes expectations for course syllabi as a central tool for communicating course structure, expectations, and learning outcomes to students; and

WHEREAS: The Integrated Curriculum Committee has revised the course proposal and revision process such that course outlines, rather than full syllabi, are now the required curricular documents submitted for approval; and

WHEREAS: The university is transitioning away from maintaining a publicly accessible repository of course syllabi, necessitating corresponding updates to policy language regarding syllabus collection and dissemination; and

WHEREAS: The proposed revisions preserve the essential role of syllabi in supporting student success while updating procedures to reflect current institutional practices and infrastructure; therefore, be it

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the attached revision to the Syllabus Policy be approved; and be it further

RESOLVED: That the revised policy be implemented effective immediately upon approval.

RATIONALE: The proposed revision updates the Syllabus Policy to align with recent changes to curriculum processes and institutional practices.

In addition, eliminating references to a public-facing syllabus repository aligns the policy with current campus practices while maintaining requirements that ensure students have timely and equitable access to course information.

Overall, these revisions improve consistency across institutional processes, reduce administrative burden, and maintain clear expectations for high-quality, accessible syllabi that support student learning.

Syllabus Policy

Policy Number

Academic Policies Committee

Applies to: Faculty, Staff, Students

Supersedes: P23-04 Syllabus Policy, ~~P18-01 Course Syllabus Policy, P16-03 Syllabi Policy, and VPAA 07-02 HSU Policy on Content of Syllabi~~

Purpose of the policy:

Syllabi at Cal Poly Humboldt are the anchor for intellectual work in the classroom and must showcase learning outcomes, clearly communicate course expectations, and help students to successfully navigate the courses in which they enroll. This policy provides guidelines for required and recommended aspects of syllabi for all credit-bearing courses.

Policy Details

I. Introduction

- A. A syllabus must exist for every credit-bearing course. Typically, it shall be the responsibility of faculty to create a full syllabus for each course that they teach. However, at the discretion of department chairs, some courses (e.g., supervision, independent study, and peer-taught courses with [classifications](#) S or C-77) may have a blanket syllabus developed at the department level and applied across multiple offerings. When using a blanket syllabus, instructors shall notify students in writing of any components that differ for the particular offering.
- B. Each syllabus must comply with and include, but is not limited to, the information included in this policy.
- C. Colleges, schools, departments, or programs may specify additional syllabus requirements for their courses beyond what is included in this policy.
- D. ~~Faculty should be cognizant that syllabi are publicly available documents.~~

II. Resources

- A. The Office of Academic Programs shall maintain a Syllabus Resources website with updated information about syllabus requirements, accessible templates, a link to the

syllabus policy and the Syllabus Addendum website, and other relevant information.

Current URL: <https://academicprograms.humboldt.edu/content/syllabus-resources>

- B. The Center for Teaching and Learning, in consultation with the Accessibility Resource Center, shall provide accessibility guidelines and an accessible syllabus template on the center's website, in Canvas, and on the Syllabus Resources website. The template and guidelines shall be designed to help faculty meet pertinent requirements of the Accessible Technologies Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act.
- C. The Office of Academic Programs shall maintain a Syllabus Addendum website to house information about relevant campus policies, commitments, procedures, and resources for students in one central location. The site shall include links to information pertinent to syllabi across all courses, such as: institutional and program learning outcomes; registration forms and policies; academic honesty policy; attendance and disruptive behavior policy; emergency procedures; Title 5 standards for student conduct; Title IX and discrimination, harassment, and retaliation prevention; procedures for reporting complaints; animals on campus policy; resources for students with disabilities; Learning Center; Academic & Career Advising Center; Counseling and Psychological Services; Office of the Dean of Students; Financial Aid; IT help; Cal Poly Humboldt institutional commitment to diversity, equity, inclusion, and accessibility statement; and a university land acknowledgement. Current URL:
<https://academicprograms.humboldt.edu/content/syllabus-addendum>

III. Information that must be included in the course syllabus:

All items listed below shall be included in each syllabus, except where not applicable such as in the case of blanket syllabi for courses with classifications of S and C-77 (see Section IA).

- A. Course information:
 - 1. Number, title, and section if applicable
 - 2. Semester and year
 - 3. Mode of instruction (e.g., face-to-face, online asynchronous, online synchronous, hybrid, hyflex)
 - 4. Meeting days, times and location (e.g. rooms or online platform)
 - 5. Final exam day, time and location (this information can be found at the [Office of the Registrar website](#) and in Faculty Center)
 - 6. A note directing students to the official course learning management system, currently Canvas
 - 7. A note directing students to regularly check their Cal Poly Humboldt email for course updates and announcements

B. Instructor information:

1. Name
2. Cal Poly Humboldt email address and office telephone number
3. Office hours and location, or a website link to where this information is available

C. Course description:

1. Course description from the university [catalog](#), identified as the catalog description
2. Pre-requisite and corequisite courses, if applicable (also found in the catalog)

D. Course materials and fees (e.g., textbooks, supplies, technology), including:

1. If they will be provided or if students are expected to acquire them
2. Any university facilities/platforms available to support these requirements for students who cannot purchase materials
3. How to access instructor-provided materials such as PDFs, linked resources, etc., for example “*Additional readings/materials will be provided on Canvas*”
4. Information on any fees required other than for typical stateside tuition/registration, for example for field trips or labs

E. Learning outcomes & competencies:

1. Course Learning Outcomes (CLOs): These are specific to the course and are the primary outcomes that the course aims to help students meet. All courses must have and list CLOs—there is no minimum or maximum number, though 4-8 is generally considered a best practice.
2. Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs):
 - a. At minimum, include the following or an equivalent statement, removing the GEAR reference if not a GEAR course: “*If this course is a requirement for a program, it contributes to the achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). This course counts as [insert GEAR area(s)*]. Review learning outcomes and competencies at the [syllabus addendum website](#).*”
 - b. Optionally, also list PLOs and/or ILOs that are particularly relevant, and/or describe the GEAR area.
 - c. *Regarding GEAR, be sure to search for the course in the [catalog](#) to confirm if it has any current GEAR designations. Be specific when listing the GEAR areas. For example, rather than just “Area 2B”, specify “Lower Division GE Area 2B4: Mathematical Concepts and Quantitative Reasoning” or “Upper Division GE Area 3B: Arts and Humanities Math & Science”. For DCG, specify “Diversity and Common Ground: Non-Domestic” or “Diversity and Common Ground: Domestic.”

F. Course topics & schedule:

1. Include at least a list of topics in the general order of expected coverage, approximate dates of major exams or assignments, final exam date and time, and the deadline add/drop classes without a serious and compelling reason (this information may be found on the university [calendars](#)).
 2. If a more detailed schedule is located elsewhere (e.g., on the learning management system) indicate so and provide a link.
- G. Course structure & modality:
1. A description of the general course structure and modality (e.g., lecture, discussion, lab, virtual, asynchronous, synchronous...).
 2. A statement about the minimum hours of student work expected as per the number of units and the official C-classification, as per the [Credit Hour Policy](#). C-classification can be found using the [Catalog Search Tool](#). See the [Credit Hour Tool](#) for help. One example statement is below - additional examples shall be provided/linked on the Syllabus Resources website and/or syllabus template.
 - a. Example statement for a 3-unit course: *"This is a 3-unit course, and thus students should expect at least 135 hours of work during the semester, which equates to an average of at least 9 hours per week between in-class/instructional activities and out-of-class work."*
- H. Assignments:
1. Include at least a general description of assignment types/categories and how assignments are typically to be submitted.
 2. As relevant, also include either further details that students need to complete assignments or a note that indicates how detailed assignment information will be provided.
 3. If students will be required to post course assignments on the internet, outside the university learning management system, this should be included in the syllabus with possible alternative arrangements or assignments. *Publicly viewable faculty review of student work may constitute a FERPA violation and should not be undertaken without careful consultation with the registrar.*
- I. Attendance/participation policy that includes, at minimum, whether/how attendance and participation will be tracked and/or graded. This information should be integrated with assignments/grading information if it will affect the course grade.
- J. Grading information:
1. Basis for assigning a course grade, including at least the portion of course grade attributed to various assignment types and the relationship between percent/points earned and final course grades (i.e. grading scale).
 2. Grade mode: Indicate ~~the grade mode for the course. whether a course is offered for a letter grade only, mandatory credit/no credit, or optional (letter grade or~~

~~credit/no credit)~~—this information on available grade modes is available in the [catalog](#) ~~for each course~~. For optional grade mode, include a statement specifying that *“to count towards fulfilling major requirements, this course must be taken for a letter grade.”*

3. If applicable, a reminder that to count for GE Area 1A / Area 2B: Written Communication / Math or the GWAR writing requirement (for W courses), the course must be passed with a C- or higher.
 4. If applicable, a statement on minimum grade requirements for prerequisites or courses in a major.
- K. Late/make-up policy - include general or detailed information. For any course that uses a partially or fully online format, also include expectations for situations such as personal or large-scale technology breakdowns.
- L. Policies, Procedures & Resources:
1. A statement that students are responsible for knowing information on the campus Syllabus Addendum website and include the link to the website. A concise statement with the link is recommended in lieu of links to the individual policies; however, as relevant, faculty may choose to also elaborate/discuss particular aspects.
 - a. Suggested statement: *“Students are responsible for knowing the information about campus policies, procedures, and resources on the Syllabus Addendum website linked below. The site includes topics such as learning outcomes; registration policies; academic honesty policy; attendance and disruptive behavior policy; standards for student conduct; prevention and reporting of discrimination, harassment, and retaliation; animals on campus policy; emergency procedures; resources for students with disabilities; learning and advising resources; counseling and psychological services; financial aid; IT Help; and more.*
<https://academicprograms.humboldt.edu/content/syllabus-addendum>”
 2. A reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodations and to provide university ([SDRC](#) or [Dean of Students](#)) documentation.
 3. For courses that include any online communication, a statement reminding students that university regulations regarding [disruptive behavior](#) extend to the online environment, and that appropriate online behavior (i.e., netiquette) is expected.
- M. Other information essential to the course, for example safety information, classroom expectations, technology use guidelines, and information about assignments that must be accomplished at off-campus locations (e. g., field trips or service learning).

- N. Any additional items required, for example by [University Senate Policy](#) or for programs with external accreditation.
- O. A note that information on the syllabus is subject to change with notice, and how changes will be communicated.

IV. Co-listed Undergraduate and Graduate Courses

Syllabi for courses listed for both undergraduate and graduate credit must have separate syllabi for both the undergraduate and graduate course numbers. Students receiving graduate credit for the course are expected to perform at a higher level than ~~those receiving their~~ undergraduate ~~credit~~ ~~colleagues~~, and the graduate syllabus must demonstrate the higher expectations for such students in compliance with the [campus co-listing policy](#).

V. Syllabus Format, Use, and Dissemination to Students

- A. The syllabus must meet pertinent requirements for the Accessible Technology Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act. An accessible syllabus template shall be available on the Syllabus Resources website.
- B. The syllabus must be available to students through the course's site on the university learning management system (LMS), currently Canvas, by the first day of instruction (first course meeting or, for online/hybrid courses, the first day that the course opens).
 - 1. The syllabus must be in a standard file type (e.g. Word Doc, Google Doc, website, PDF, or LMS page). All file types must be accessible.
 - 2. The syllabus shall be prominently labeled/linked on the course landing page and/or the syllabus link in the main course navigation, ideally in both locations.
 - 3. The syllabus may also be provided to students in other ways (e.g., email or print), but not in lieu of providing on the LMS. If a printed and/or partial syllabus is given to students, it should include a prominent note at the beginning directing students to view the full version on the LMS to review important course information and linked sites such as the syllabus addendum website.
 - 4. Faculty planning to co-create elements of the syllabus with their students must still provide a syllabus on the first day - on the syllabus, faculty shall indicate which elements will be co-created.
- C. By the first day of instruction, faculty shall notify students how to locate the syllabus on the LMS. The announcement shall be in some manner that will be seen by students who are not yet aware of the LMS, ideally via email and in-class announcements.
- D. During the term, changes to the information in the syllabus are ~~only~~ permitted ~~only~~ if they do not inadvertently penalize/disadvantage students or require students to

purchase materials not disclosed at the beginning of the term. If there are any substantive changes, the instructor shall:

1. Place a revised syllabus on the LMS, with the changed components clearly identified (e.g., highlighted and a note included), and
2. Notify students in writing, at minimum via an email or an announcement through the LMS.

VI. Shared Course Outline ¶



- ~~A. A shared course outline is a document that is separate from a syllabus itself—it is not provided to students. A shared course outline is used to inform the creation of a syllabus for a specific course. The purpose of a shared course outline is to support reasonable consistency in topical coverage and learning outcomes across offerings of a course, which is important for multiple reasons, such as to ensure that students are prepared for subsequent courses in a sequence, to ensure that students achieve program learning outcomes, and to support course transfer articulation/equivalency. ¶~~
- ~~B. Departments shall develop a shared course outline for each course that is a program requirement and/or a prerequisite to another course. At their discretion, departments may but are not obligated to develop shared course outlines for other courses, such as elective courses regularly taught by different faculty. ¶~~
- ~~C. A shared course outline shall include all information that should not change between offerings of a course, such as the course information (e.g., number, description, units, pre/co-requisites, GEAR designations), grade mode, grade requirements for students to count the course for program credit and/or to qualify to take any subsequent courses in a sequence, course classification and associated credit hour expectations, and minimum expectations for coverage of content (i.e., list of essential course learning outcomes and topics). The extent to which the minimum expectations are general or specific shall be at the discretion of the department; however, departments are advised not to specify more than is necessary to ensure reasonable curricular consistency. Expectations are for minimum coverage, meaning that faculty may cover applicable outcomes and topics in addition to those specified on the outline. ¶~~
- ~~D. Shared course outlines shall be developed and updated as needed by faculty subject-matter experts. Approval will be at the level determined by the department, for example a department curriculum committee, program leader, or chair. ¶~~
- ~~E. Shared course outlines shall be kept on file by departments, and department chairs should ensure that faculty are aware of and abide by them. ¶~~
- ~~F. Departments that feel that shared course outlines are not appropriate for their programs/courses should discuss this with their college dean, who shall maintain~~

~~authority to modify this requirement per department/program for just cause. The dean shall inform the Academic Policies Committee chair of exceptions made, including the extent and duration.¶~~

- ~~G. A recommended shared course outline template shall be made available on the Syllabus Resources website.~~

VII. Documentation & Compliance

- A. Prior to the start of each term, the Office of Academic Programs shall remind all faculty of this syllabus policy and provide a link to the Syllabus Resources website and the accessible syllabus template.
- B. At the beginning of each term, department chairs shall remind faculty to post a syllabus (following the syllabus policy) to the learning management system (LMS) site for each course and to ensure that the LMS and syllabus are published (live) and available to students.
1. Chairs may request that faculty submit syllabi to the department prior to the start of instruction (as early as the first green day) for review of compliance with the syllabus policy.
- C. By the first Friday of instruction for the term, faculty shall provide a copy of the syllabus to the office of the department in which the course is taught.
1. ~~Faculty should be cognizant that syllabi shall be publicly available. ¶~~
 2. The format must be a standard file type that can be stored and shared (e.g., a Word Doc or PDF, not a Google Doc or website), and the document needs to be accessible.
 3. By the third Friday of instruction for the term, departments shall post collected syllabi to a shared repository maintained by Academic Programs, where syllabi shall be retained for the length of time determined by WSCUC and [CSU Policy](#) (currently ~~seven years~~ permanently).
- D. Syllabus information shall be incorporated into new faculty orientation and added to the faculty, administrative, and department chair handbooks.
- ~~E. The Integrated Curriculum Committee shall review syllabi and, if applicable, shared course outlines provided for new and revised courses.~~
- ~~F. As part of the program review process, all departments and programs will be required to provide evidence of compliance with the syllabus policy.~~
- G. On an ongoing basis, if students, faculty, or staff have questions, concerns, or feedback about a syllabus for a particular course, the first place to direct inquiries should typically be the course instructor, and then, as need be, the chair of the department that offers the course.

Related Policies:

Expiration Date: n/a

History:

Academic Policies Committee: 4/21/2023

Reviewed: University Senate: 5/9/2023

Reviewed: Provost: 5/12/2023

Revised: Academic Policy Committee: 4/23/26

Reviewed: University Senate: X/X/2026

Reviewed: Provost

Applies to: Faculty, Staff, Students

Supersedes: P23-04 Syllabus Policy

Purpose of the policy:

Syllabi at Cal Poly Humboldt are the anchor for intellectual work in the classroom and must showcase learning outcomes, clearly communicate course expectations, and help students to successfully navigate the courses in which they enroll. This policy provides guidelines for required and recommended aspects of syllabi for all credit-bearing courses.

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- B.** Each syllabus must comply with and include, but is not limited to, the information included in this policy.
- C.** Colleges, schools, departments, or programs may specify additional syllabus requirements for their courses beyond what is included in this policy.

II. Resources

- A.** The Office of Academic Programs shall maintain a Syllabus Resources website with updated information about syllabus requirements, accessible templates, a link to the syllabus policy and the Syllabus Addendum website, and other relevant information. Current URL: <https://academicprograms.humboldt.edu/content/syllabus-resources>

- B. The Center for Teaching and Learning, in consultation with the Accessibility Resource Center, shall provide accessibility guidelines and an accessible syllabus template on the center's website, in Canvas, and on the Syllabus Resources website. The template and guidelines shall be designed to help faculty meet pertinent requirements of the Accessible Technologies Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act.
- C. The Office of Academic Programs shall maintain a Syllabus Addendum website to house information about relevant campus policies, commitments, procedures, and resources for students in one central location. The site shall include links to information pertinent to syllabi across all courses, such as: institutional and program learning outcomes; registration forms and policies; academic honesty policy; attendance and disruptive behavior policy; emergency procedures; Title 5 standards for student conduct; Title IX and discrimination, harassment, and retaliation prevention; procedures for reporting complaints; animals on campus policy; resources for students with disabilities; Learning Center; Academic & Career Advising Center; Counseling and Psychological Services; Office of the Dean of Students; Financial Aid; IT help; Cal Poly Humboldt institutional commitment to diversity, equity, inclusion, and accessibility statement; and a university land acknowledgement. Current URL:
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III. Information that must be included in the course syllabus:

All items listed below shall be included in each syllabus, except where not applicable such as in the case of blanket syllabi for courses with classifications of S and C-77 (see Section IA).

- A. Course information:
 - 1. Number, title, and section if applicable
 - 2. Semester and year
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 - 6. A note directing students to the official course learning management system, currently Canvas
 - 7. A note directing students to regularly check their Cal Poly Humboldt email for course updates and announcements
- B. Instructor information:
 - 1. Name

2. Cal Poly Humboldt email address and office telephone number
 3. Office hours and location, or a website link to where this information is available
- C. Course description:
1. Course description from the university [catalog](#), identified as the catalog description
 2. Pre-requisite and corequisite courses, if applicable (also found in the catalog)
- D. Course materials and fees (e.g., textbooks, supplies, technology), including:
1. If they will be provided or if students are expected to acquire them
 2. Any university facilities/platforms available to support these requirements for students who cannot purchase materials
 3. How to access instructor-provided materials such as PDFs, linked resources, etc., for example *“Additional readings/materials will be provided on Canvas”*
 4. Information on any fees required other than for typical stateside tuition/registration, for example for field trips or labs
- E. Learning outcomes & competencies:
1. Course Learning Outcomes (CLOs): These are specific to the course and are the primary outcomes that the course aims to help students meet. All courses must have and list CLOs—there is no minimum or maximum number, though 4-8 is generally considered a best practice.
 2. Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs):
 - a. At minimum, include the following or an equivalent statement, removing the GEAR reference if not a GEAR course: *“If this course is a requirement for a program, it contributes to the achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). This course counts as [insert GEAR area(s)*]. Review learning outcomes and competencies at the [syllabus addendum website](#).”*
 - b. Optionally, also list PLOs and/or ILOs that are particularly relevant, and/or describe the GEAR area.
 - c. *Regarding GEAR, be sure to search for the course in the [catalog](#) to confirm if it has any current GEAR designations. Be specific when listing the GEAR areas. For example, rather than just “Area 2,” specify “Lower Division GE Area 2: Mathematical Concepts and Quantitative Reasoning” or “Upper Division GE Area 3: Arts and Humanities.” For DCG, specify “Diversity and Common Ground: Non-Domestic” or “Diversity and Common Ground: Domestic.”
- F. Course topics & schedule:
1. Include at least a list of topics in the general order of expected coverage, approximate dates of major exams or assignments, final exam date and time, and

the deadline add/drop classes without a serious and compelling reason (this information may be found on the university [calendars](#)).

2. If a more detailed schedule is located elsewhere (e.g., on the learning management system) indicate so and provide a link.

G. Course structure & modality:

1. A description of the general course structure and modality (e.g., lecture, discussion, lab, virtual, asynchronous, synchronous...).
2. A statement about the minimum hours of student work expected as per the number of units and the official C-classification, as per the [Credit Hour Policy](#). C-classification can be found using the [Catalog Search Tool](#). See the [Credit Hour Tool](#) for help. One example statement is below - additional examples shall be provided/linked on the Syllabus Resources website and/or syllabus template.
 - a. Example statement for a 3-unit course: *"This is a 3-unit course, and thus students should expect at least 135 hours of work during the semester, which equates to an average of at least 9 hours per week between in-class/instructional activities and out-of-class work."*

H. Assignments:

1. Include at least a general description of assignment types/categories and how assignments are typically to be submitted.
2. As relevant, also include either further details that students need to complete assignments or a note that indicates how detailed assignment information will be provided.
3. If students will be required to post course assignments on the internet, outside the university learning management system, this should be included in the syllabus with possible alternative arrangements or assignments. *Publicly viewable faculty review of student work may constitute a FERPA violation and should not be undertaken without careful consultation with the registrar.*

I. Attendance/participation policy that includes, at minimum, whether/how attendance and participation will be tracked and/or graded. This information should be integrated with assignments/grading information if it will affect the course grade.

J. Grading information:

1. Basis for assigning a course grade, including at least the portion of course grade attributed to various assignment types and the relationship between percent/points earned and final course grades (i.e. grading scale).
2. Grade mode: Indicate the grade mode for the course. Information on available grade modes is available in the [catalog](#). For optional grade mode, include a statement specifying that *"to count towards fulfilling major requirements, this course must be taken for a letter grade."*

3. If applicable, a reminder that to count for GE Area 1A / Area 2: Written Communication / Math or the GWAR writing requirement (for W courses), the course must be passed with a C- or higher.
 4. If applicable, a statement on minimum grade requirements for prerequisites or courses in a major.
- K.** Late/make-up policy - include general or detailed information. For any course that uses a partially or fully online format, also include expectations for situations such as personal or large-scale technology breakdowns.
- L.** Policies, Procedures & Resources:
1. A statement that students are responsible for knowing information on the campus Syllabus Addendum website and include the link to the website. A concise statement with the link is recommended in lieu of links to the individual policies; however, as relevant, faculty may choose to also elaborate/discuss particular aspects.
 - a. Suggested statement: *"Students are responsible for knowing the information about campus policies, procedures, and resources on the Syllabus Addendum website linked below. The site includes topics such as learning outcomes; registration policies; academic honesty policy; attendance and disruptive behavior policy; standards for student conduct; prevention and reporting of discrimination, harassment, and retaliation; animals on campus policy; emergency procedures; resources for students with disabilities; learning and advising resources; counseling and psychological services; financial aid; IT Help; and more."*
<https://academicprograms.humboldt.edu/content/syllabus-addendum>"
 2. A reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodations and to provide university ([SDRC](#) or [Dean of Students](#)) documentation.
 3. For courses that include any online communication, a statement reminding students that university regulations regarding [disruptive behavior](#) extend to the online environment, and that appropriate online behavior (i.e., netiquette) is expected.
- M.** Other information essential to the course, for example safety information, classroom expectations, technology use guidelines, and information about assignments that must be accomplished at off-campus locations (e. g., field trips or service learning).
- N.** Any additional items required, for example by [University Senate Policy](#) or for programs with external accreditation.
- O.** A note that information on the syllabus is subject to change with notice, and how changes will be communicated.

IV. Co-listed Undergraduate and Graduate Courses

Syllabi for courses listed for both undergraduate and graduate credit must have separate syllabi for both the undergraduate and graduate course numbers. Students receiving graduate credit for the course are expected to perform at a higher level than those receiving undergraduate credit, and the graduate syllabus must demonstrate the higher expectations for such students in compliance with the [campus co-listing policy](#).

V. Syllabus Format, Use, and Dissemination to Students

- A. The syllabus must meet pertinent requirements for the Accessible Technology Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act. An accessible syllabus template shall be available on the Syllabus Resources website.
- B. The syllabus must be available to students through the course's site on the university learning management system (LMS), currently Canvas, by the first day of instruction (first course meeting or, for online/hybrid courses, the first day that the course opens).
 - 1. The syllabus must be in a standard file type (e.g. Word Doc, Google Doc, website, PDF, or LMS page). All file types must be accessible.
 - 2. The syllabus shall be prominently labeled/linked on the course landing page and/or the syllabus link in the main course navigation, ideally in both locations.
 - 3. The syllabus may also be provided to students in other ways (e.g., email or print), but not in lieu of providing on the LMS. If a printed and/or partial syllabus is given to students, it should include a prominent note at the beginning directing students to view the full version on the LMS to review important course information and linked sites such as the syllabus addendum website.
 - 4. Faculty planning to co-create elements of the syllabus with their students must still provide a syllabus on the first day - on the syllabus, faculty shall indicate which elements will be co-created.
- C. By the first day of instruction, faculty shall notify students how to locate the syllabus on the LMS. The announcement shall be in some manner that will be seen by students who are not yet aware of the LMS, ideally via email and in-class announcements.
- D. During the term, changes to the information in the syllabus are permitted only if they do not inadvertently penalize/disadvantage students or require students to purchase materials not disclosed at the beginning of the term. If there are any substantive changes, the instructor shall:
 - 1. Place a revised syllabus on the LMS, with the changed components clearly identified (e.g., highlighted and a note included), and
 - 2. Notify students in writing, at minimum via an email or an announcement through the LMS.

VI. Documentation & Compliance

- A.** Prior to the start of each term, the Office of Academic Programs shall remind all faculty of this syllabus policy and provide a link to the Syllabus Resources website and the accessible syllabus template.
- B.** At the beginning of each term, department chairs shall remind faculty to post a syllabus (following the syllabus policy) to the learning management system (LMS) site for each course and to ensure that the LMS and syllabus are published (live) and available to students.
 - 1.** Chairs may request that faculty submit syllabi to the department prior to the start of instruction (as early as the first green day) for review of compliance with the syllabus policy.
- C.** By the first Friday of instruction for the term, faculty shall provide a copy of the syllabus to the office of the department in which the course is taught.
 - 1.** The format must be a standard file type that can be stored and shared (e.g., a Word Doc or PDF, not a Google Doc or website), and the document needs to be accessible.
 - 2.** By the third Friday of instruction for the term, departments shall post collected syllabi to a shared repository maintained by Academic Programs, where syllabi shall be retained for the length of time determined by WSCUC and [CSU Policy](#) (currently seven years).
- D.** Syllabus information shall be incorporated into new faculty orientation and added to the faculty, administrative, and department chair handbooks.
- E.** On an ongoing basis, if students, faculty, or staff have questions, concerns, or feedback about a syllabus for a particular course, the first place to direct inquiries should typically be the course instructor, and then, as need be, the chair of the department that offers the course.

Related Policies:

Expiration Date: n/a

History:

Academic Policies Committee: 4/21/2023

Reviewed: University Senate: 5/9/2023

Reviewed: Provost: 5/12/2023

Revised: Academic Policy Committee: 4/23/26

Reviewed: University Senate: X/X/2026

Reviewed: Provost

CAL POLY HUMBOLDT
University Senate

Resolution on Recommend Approval of the Revised Fundraising Policy

30-25-26-UPC — May 12, 2026 — Second Reading

RESOLVED: That the University Policies Committee, University Senate of Cal Poly Humboldt recommends to the President that the revised Fundraising Policy, administered by University Advancement, be approved as presented; and be it further,

RESOLVED: That the revised policy aligns with systemwide requirements under ICSUAM 15701.00 by clearly establishing authority for fundraising oversight within University Advancement and affirming the role of the Vice President for University Advancement in approving fundraising activities.

RESOLVED: That the policy establishes clearer definitions of fundraising activities, including fundraising events, charitable solicitations, and charitable sponsorships; and

RESOLVED: That the revised Fundraising Policy removes procedural and operational details better maintained outside of the policy.

Fundraising Policy

DAR 11-08

Office of University Advancement

POLICY ON POLICIES

Applies to: Faculty, staff, student employees, and students

Purpose of the Policy

According to ICSUAM 15701.00, each campus is required to develop written procedures for approving fundraising activities. This authority is delegated to the Chief Advancement Officer, which at Cal Poly Humboldt is the Vice President for University Advancement. The purpose of this policy is to define fundraising and fundraising events and to reference the current approval procedures.

Policy Details

University Advancement is responsible for overseeing fundraising and charitable giving at Cal Poly Humboldt. The Vice President for University Advancement is delegated authority to accept gifts on behalf of the University. All gifts are accepted through the Cal Poly Humboldt Foundation, a separate 501(c)(3) organization. Fundraising events, charitable solicitations, and sponsorship requests must be approved in advance by University Advancement.

Definitions

Fundraising Event – An event conducted for the sole or primary purpose of raising charitable funds, where participants may make a charitable contribution and/or pay the fair market value for goods or services. Examples include dinners, dances, door-to-door sales, concerts, carnivals, golf tournaments, auctions, casino nights, and similar activities.

Fundraising events do not include:

- Activities substantially related to the CSU's educational purpose, including those that receive sponsorship
- Unrelated trade or business activities that generate fees for service
- Raffles in which prizes have only nominal value and do not require reporting as taxable income (giveaways)

Charitable Solicitation – Any request for money, property, or other donations made to the public, groups, or individuals.

Charitable Sponsorship – A mutually beneficial arrangement in which a business or individual provides money, goods, or services to a nonprofit organization in exchange for marketing benefits, brand recognition, or public acknowledgment. Sponsorships typically involve a contractual agreement (e.g., logo placement at events).

Section 501(c)(3) of the Internal Revenue Code

Procedures

Fundraising activities require coordination across multiple campus departments. Detailed procedures and guidelines are maintained by University Advancement can be [found here](#).

Related Policies

CSU Fundraising Event Policy (<https://calstate.policystat.com/policy/18506277/latest>)

Cal Poly Humboldt Foundation Gift Acceptance Policy
(<https://giving.humboldt.edu/about-foundation/governance>)

Charitable Contribution Acceptance Policy
(<https://www.humboldt.edu/policies/charitable-contribution-acceptance-policy>)

History

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

Fundraising Policy DAR 11-08

Office of ~~Development and Alumni Relations and Advancement Foundation~~ University Advancement
[POLICY ON POLICIES](#)

Applies to: Faculty, staff, student employees, and students

Purpose of the Policy

~~This policy is designed to provide guidance to the Cal Poly Humboldt community and the general public to facilitate the gift giving process. The University does not intend to stifle philanthropic creativity. Therefore, this policy is to be interpreted liberally so that prospective donors may enjoy the greatest freedom possible in formulating their gifts.~~

According to ICSUAM 15701.00, each campus is required to develop written procedures for approving fundraising activities. This authority is delegated to the Chief Advancement Officer, which at Cal Poly Humboldt is the Vice President for University Advancement. The purpose of this policy is to define fundraising and fundraising events and to reference the current approval procedures.

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- ~~1. The Office of Development and Alumni Relations (Development Office) and the Cal Poly Humboldt Advancement Foundation (HumboldtAF) are responsible for raising and managing private gift funds for Cal Poly Humboldt.~~
- ~~2. Working with deans, faculty, and staff, the Development Office provides specialized fundraising services including annual giving, major gifts, planned giving, prospect research, and fundraising consultation. In addition, the Development Office is responsible for the stewardship of gifts. This includes the acceptance, receipt, recording and acknowledgement of all campus gifts, maintaining accurate donor and gift records, and donor stewardship.~~

3. ~~HumboldtAF's responsibilities include the management and administration of contributions received on behalf of the University and its related organizations. The HumboldtAF is responsible for:~~
- ~~a. The management and administration of all endowments, bequests, estates, trust arrangements, in which the University or HumboldtAF is the intended beneficiary;~~
 - ~~b. Investment of endowment monies and securities;~~
 - ~~c. Accounting and reporting for individual gift accounts;~~
 - ~~d. Valuation of gifts for internal (not for the donor) reporting purposes;~~
 - ~~e. Compliance with federal and state laws and regulations regarding said contributions; and~~
 - ~~f. Acceptance, management, and sale of gifts of real and personal property.~~
4. ~~Since the HumboldtAF is organized and operated exclusively for education purposes, it is exempt from income tax under the provisions of Section 501(c)(3) of the Internal Revenue Code. Because the HumboldtAF is not a private foundation under Section 509(a) of the IRS Code, contributions made to the HumboldtAF on behalf of the University are charitable contributions for federal and state tax purposes and are deductible by donors in computing corporate, partnership, estate, and personal income taxes.~~

5. ~~Introduction~~

- ~~a. Humboldt strongly encourages the solicitation and acceptance of gifts that enable it to fulfill its purpose of teaching, scholarship, and community service:~~
 - ~~i. Gifts may be sought from individuals, corporations, and foundations, as well as federal, state, and local governments.~~
 - ~~ii. They may be sought only for purposes, positions, and programs that have appropriate academic or administrative approval.~~
- ~~b. The University values and will protect its integrity, its independence, and the academic freedom of the academic community. Gifts that may expose Humboldt to adverse publicity, require expenditures beyond University resources, or involve Humboldt in unexpected responsibilities because of their source, condition, or purposes will not be accepted.~~
- ~~c. Humboldt is unable to accept gifts too restrictive in purpose or inconsistent with its stated academic purpose and priorities.~~
 - ~~i. Gifts received by Humboldt must not inhibit it from accepting gifts from other donors.~~
 - ~~ii. Further, no gift can be received which limits, beyond a general definition of subject area, the research that a faculty member or student can perform. Solicitation for any gifts by Humboldt departments or programs must be approved by the Development Office at least 30 days prior to any solicitation.~~

- d. ~~The Communication, Solicitation and Fundraising Event forms can be found on Development's web page at <http://www.humboldt.edu/advancement/info/>. Please note that one or both of these forms is to be submitted for all types of communication for fundraising.~~
- e. ~~If a fundraising event is planned, it must be submitted for approval to the Development Office 30 days prior to the event. For events projected to raise \$5,000 or more, a budget plan, proof of vendor insurance and vendor contracts must be submitted.~~
- f. ~~For events projected to raise less than \$5,000, proof of vendor insurance and vendor contracts if a vendor is being used for any part of the event must be submitted.~~
- g. ~~Additionally, you will need to contact the Gift Processing Center Supervisor to arrange for a university cashier to handle payment processing at your event. The State of California regards raffles as gambling events and they are prohibited without prior registration and approval by the Department of Justice.~~
- h. ~~All raffles must be planned and approved at least 90 days prior to the event to provide adequate time for registration. <http://www.humboldt.edu/advancement/info/Humboldt> cannot accept gifts which involve unlawful discrimination based upon race, sex, age, national origin, color, handicap, or any other basis prohibited by federal, state, and local laws and regulations. Nor can Humboldt accept gifts that obligate it to violate any other applicable law or regulation.~~

6. ~~Non Gifts~~

- a. ~~Payments for goods or services (benefits such as thank you gifts, event tickets, T-shirts, etc.) are considered revenue and may not be deposited to gift accounts, except for certain approved benefit events or premium offers.~~
- b. ~~Checks from tax-supported agencies in the State of California will not be processed as gifts, because it is illegal for any tax-supported agency in the state to make a donation.~~
- c. ~~Scholarship payments where the donor has selected the recipient(s) of the award(s) are not gifts and are referred to as Service Scholarships or Level 3 Awards and should be processed through the Financial Aid Office.~~
- d. ~~Royalties, expert testimony, consulting fees, and honoraria may be processed as gifts only from the University employee who generated the payment.~~
- e. ~~University employees cannot be credited with gifts contributed to budgets of which they are the direct recipients. In such cases—e.g., a department chair that wishes to provide discretionary support—the gift should be directed to a fund administered by someone other than the donor.~~
- f. ~~Payments imposing detailed performance criteria, contractual obligations, and/or the performance of a specified product within a specified time frame, the University treats~~

as grants or contracts rather than gifts. Grants and contracts are solicited and administered through the Cal Poly Humboldt Sponsored Program Foundation (SPF).

7.—Gift Transmittal

- a.—All gifts to the University must be receipted by its Gift Processing Center (GPC) and further directed through the Development Office where they are properly acknowledged and recorded. All gifts of cash, checks, or other assets sent to the GPC for deposit must be accompanied by written documentation (memorandum, email or other format) or a gift transmittal form with the following information:
 - i.—Donor name;
 - ii.—Account number if known;
 - iii.—Name of responsible person to whom acknowledgment should be sent (particularly in the case of corporate checks or bequests);
 - iv.—Copies of all correspondences relating to the gift, including departmental, acknowledgments, and the donor's letterhead or other standard documentation;
 - v.—For non-cash gifts:
 - 1.—The physical location of the gifted item must be included on the gift transmittal form. Checks should be made payable to the Cal Poly Humboldt Advancement Foundation.
 - 2.—It is critical that title to gifts of Securities and Real Property be transferred to the Advancement Foundation, not Cal Poly Humboldt. All cash gifts (checks) must be sent to the GPC for immediate deposit, and not held in the department or school.
 - 3.—If there are outstanding questions regarding donor wishes, adjustments may be made at a later date. In the case of non-cash gifts, all documents pertaining to the gift must be submitted using the In-Kind Gift Proposal Form found on the Development forms web site:
<http://humboldt.edu/forms/node/365>

8.—Gift Acceptance

- a.—Gift Acceptance is the responsibility of the Development Office and the HumboldtAF. While gift acknowledgment is encouraged at the department level, gift acceptance recording and acknowledgment that provides the donor with a receipt for tax purposes is the responsibility of the Development Office and the HumboldtAF. The Development Office is also responsible for recording each donor's contributions as well as maintaining current information on the donor (i.e. address, phone, email, spouse information, constituency, etc.)

9.—Authorized Agents

- a. ~~The HumboldtAF has the authority to accept such gifts, grants, conveyances, devises, and bequests, whether real or personal property, in trust or otherwise, for the designated or undesignated use or benefit of the University, its schools, or departments.~~
- b. ~~The Vice President for University Advancement and the Associate Vice President for Development and Alumni Relations have been delegated authority by the University President to accept all gifts or bequests to Humboldt ("Delegation of Authority" can be found on the University Advancement web site: <http://www.humboldt.edu/advancement/info/>, under "Reports and General Documents").~~
- c. ~~The acceptance procedure is formalized by presentation to the donor of an official gift receipt. Gifts that may result in current or future financial obligations by the HumboldtAF will require approval of the Executive Director and the Finance Committee of the HumboldtAF Board of Directors.~~
- d. ~~The President of Humboldt and the HumboldtAF Board of Directors must approve all gifts of Real Property. The Vice President for University Advancement shall consider said gift and make a recommendation to the HumboldtAF Board of Directors.~~

10. Pledge Payments and Reminders

- a. ~~Overdue pledge payments for campaigns other than the annual fund are handled on a case-by-case basis. Annual fund donors are sent a reminder each month until payment is made. Written or verbal request for cancellation of the pledge is reviewed and if deemed uncollectible, the pledge is written off (approximately six months after the original pledge date). The Associate Vice President for Development and Alumni Relations and the Advancement Services Manager have the authority to write off annual fund and campaign pledges.~~

11. Donor Information Confidentiality

- a. ~~The Humboldt donor information system is maintained using the Raiser's Edge database. Access is restricted to authorized users who are granted access by signing a confidentiality agreement and being given a password.~~
- b. ~~The access to specific forms is determined by the security clearance that is granted by the Advancement Services Manager and the Associate Vice President for Development and Alumni Relations. Donor information is treated as confidential information. Primary access is by authorized users, although selected information may be printed and distributed to student callers, campaign volunteers and selected campus officials.~~

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:

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018