Cal Poly Humboldt.

University Senate

Meeting Minutes for Tuesday, April 1, 2025
Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:03 pm. A quorum was present.

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

Members Absent
Perris, Tello-Linares

Guests
Cameron Allison Govier, Ramona Bell, Kacie Borquez-Hall, Leah Choi, Adrienne Colegrove-Raymond, Loren Collins, Jeff Crane, Thomas Elliott, Bethany Gilden, Bella Gray, Enoch Hale, Frank Herrera, Kendra Higgins, Janelle, Khristan Lamb, Sarah Long, John Meyer, Michele Miyamoto, Monty Mola, Stephen Nachtigall, Cyril Oberlander, Emily Oparowski, Fernando Paz, Sarah Peters Gonzalez, Garrett Purchio, Jenni Robinson Reisinger, Brigid Wall, Cade Webb, Carla Wharton, Jeanne Wielgus

Announcement of Proxies
Stelter for Perris

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

Approval and Adoption of Agenda
M/S (Harmon/Evans) to amend the agenda to table item 13.

Motion to adopt the agenda as amended passed without dissent.

Approval of Minutes from March 11, 2025
M/S (Lancaster/Jannetta) to approve the minute from March 11, 2025.

Motion to approve the minutes passed without dissent.

Consent Calendar from the Integrated Curriculum Committee
It was noted that there were no items on the ICC Consent Calendar.

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

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

Academic Policies Committee (APC)
Written report attached

Appointments and Elections Committee (AEC)
Ryder Dschida was elected as Humboldt's ASCSU Lecturer Delegate.

Constitution and Bylaws Committee (CBC)
Written report attached

Faculty Affairs Committee (FAC)
Written report attached

Integrated Curriculum Committee (ICC)
Curriculum proposals for this next cycle are due the 15th of April.

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)
For the next round of bargaining, CFA wants opening bargaining meetings and is looking at articles having to do with appointment, evaluation, workload, artificial intelligence, and academic freedom.

Humboldt CFA is looking into academic freedom concerns in regards to Canvas. A non-instructor was able to go into a faculty's Canvas to investigate their grading of students as part of a disciplinary procedure. There is also data mining of Canvas classes occurring.

CFA just release a budget white paper: https://www.calfac.org/resources/shortchanging-students/

Office of Diversity, Equity, and Inclusion (ODEI)
No report

Emeritus and Retired Faculty and Staff Association (ERFSA)
Written report attached

Labor Council
No report

Staff Council
Written report attached

President's Administrative Team (PAT)
Written report attached

Reports, Announcements, and Communications of the Chair
Chair Woglom and President Spagna reported that the Board of Trustees have extended the President Search and President Spagna will stay as interim president for the time being. It has not been canceled. More details are expected in several weeks.

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community
Senator Evans made the attached comments.

Professor John Meyer made the attached comments.

Senator Aghasaleh made the following comments:
> I appreciate the engagement and the feedback. That is a very appropriate concern. The intent from the committee was not to diminish faculty agency on the formation of those committees. We can definitely make amendments to the policy to mandate AEC to do elections, either general elections or qualified elections, depending on the appropriate position.
>
> I also wanted to complicate this idea. MPP positions are more than 100 positions on campus. Section 700 only has listed some of them in Academic Affairs. There's college deans, the Provost, the AVP of Faculty Affairs, and a few others. So it's not a comprehensive list of MPP positions. We need to come up with a differentiated approach. With elections, AEC would need to do hundreds of elections, if it's for every position. Like, if we are hiring a Cashier Director, we probably don't need that elected by faculty. AEC can make that decision. So I think we should complicate that policy to address each of these positions in a different way.

TIME CERTAIN: 3:30-3:50 PM – Resolution on 2025-2026 URPC Budget Recommendations (22-24/25-URPC – April 1, 2025 – First Reading)
Senators Capps, Lancaster, and Fisher discussed the details of the budget recommendations.

Senator Aghasaleh asked what the predictions are for the Voluntary Separation Incentive Program. Senator Fisher responded that they have $3 million budgeted for the program, and that's the only ceiling they have. As vacancies come open, they will look at how to restructure or repurpose based on the position, before rehiring is considered.

Senator Virnoche asked if this is the last year that the polytechnic transition funding is available. Senator Fisher responded that this is the last year the CSU is holding that money centrally. That money has now all been distributed into the base budget of the university.

Resolution on Course Numbering Policy (17-24/25-APC – April 1, 2025 – Second Reading)
Senator Evans stated that sections 6 and 7 have also been removed from the policy, after consultation with ICC. Section 7 was removed since there were no classes it applies to.

Senators Harmon, Aghasaleh, and Burkhalter spoke in favor of the resolution.

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

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

Nays: none

Abstentions: Capps, Cappuccio, Deshazier, Tello-Linares, Silvaggio

~~**Resolution on Management Position Program Hiring Policy (19-24/25-CBC – April 1, 2025 – Second Reading)**~~

Sense of the Senate Resolution on Institutional Anti-Racism Call to Action (21-24/25-EX – April 1, 2025 – Reading)
Senator Benavides-Garb, Senator Virnoche, Michele Miyamoto, Fernando Paz, and Enoch Hale gave the attached presentation.

Senator Aghasaleh proposed a friendly amendment to add a distribution list. It was accepted.

Senators Aghasaleh, Virnoche, and Ramsier spoke in favor of the resolution.

Senate vote to approve the Sense of the Senate Resolution on Institutional Anti-Racism Call to Action ***passed without dissent***.

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

Nays: none

Abstentions: Capps, Tello-Linares

M/S (Harmon/McGuire) to extend the meeting by 15 minutes.

Motion to adopt the agenda as amended passed without dissent.

Resolution on Post-Tenure Review Policy (23-24/25-FAC – April 1, 2025 – First Reading)
Senator McGuire gave the attached presentation.

Senators discussed the usefulness and effectiveness of this revised process.

The last two items were tabled until the next meeting.

~~**Information Item: University Hosting Agreement for Internal Events**~~

~~**Discussion Item: Feedback for WASC Essays**~~

M/S (Harmon/Virnoche) to adjourn.

Meeting adjourned at 5:15 PM

CAL POLY HUMBOLDT

University Senate Written Reports, April 1, 2025
Standing Committees, Statewide Senators and Ex-officio Members

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Academic Policies Committee

Submitted by Tyler Evans, APC Chair
Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Alexus-Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Jacob Garcia (AS-External Affairs Rep.), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee). _Vacant_: One Faculty Rep; AS Student 2nd Rep
Meeting Date(s): 3/6/25 and 2/27/25
Meeting Details: APC met on March 6 and 27, 2025. The Graduate Credit for Undergraduates policy revision and resolution were finalized with feedback from the first reading incorporated; the committee approved these for second reading at the March 11 Senate meeting. For the Course Numbering Policy, the committee reviewed ICC recommendations to remove sections on X, Y, Z-suffixes and multi-semester courses, as these provisions are no longer needed. The revised policy was approved for second reading at the April 1 Senate meeting. The committee began a discussion on an ABC/NC grade mode policy, gathering feedback on campus interest from the ICC and CNRS Council of Chairs, with presentations scheduled for CAHSS and CPS Councils in early April. Initial discussions on possible policy details included allowing ABC/NC for major courses (unlike CR/NC), maintaining term limits on ABC/NC courses, and potentially increasing the total unit cap. The committee will continue to gauge interest from the campus community and consult with Financial Aid to address potential implications for students.

Next meeting: April 3, 2025

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: Christopher Harmon   Kimberly Stelter   Sarita Ray Chaudhury   Jill Anderson
 Khristan Lamb
Meeting Date(s): 3/11/2025
Meeting Details: addressed comments from the first reading of MPP Hiring Policy.

**Report from the Constitution and Bylaws Committee
on the Development of the MPP Hiring Policy**

Background and Process

Since Spring 2023, when we were charged with developing an MPP Hiring Policy, the Constitution and Bylaws Committee has dedicated over 200 hours to studying, discussing, drafting, and refining this policy. Our efforts have included:

- Initial and secondary meetings with the Chief HR Officer and HR staff to understand administrative perspectives and concerns.
- A benchmark study of 14 other CSU institutions with similar policies, analyzing best practices and effective governance structure as summarized below.
  A thorough review of 110 MPP position descriptions and categorizations to ensure policy alignment with existing roles and responsibilities.
- Research into hiring norms, routines, and best practices across the CSU system and higher education institutions nationwide.
- Iterative drafting, editing, and consultation with campus HR and SeneX to ensure the policy reflects both institutional needs and shared governance principles.
- Review and discussion in accordance with parliamentary procedures, including a SeneX information item, a first reading preview at SeneX, a first reading at Senate, and scheduling for a second reading, which was postponed due to timing constraints.

Significance of the Policy

This policy marks a significant step forward in formalizing hiring procedures for MPP positions at our institution. Until now, no comprehensive policy has governed MPP hiring, leading to inconsistencies and a lack of transparency in hiring practices. By establishing clear guidelines, this policy ensures that hiring processes are equitable, transparent, and aligned with shared governance principles.

While it is understandable that introducing a new policy generates anxiety, particularly among those responsible for hiring, it is important to recognize that this policy does not impose undue burdens or

<u>new compliance measures beyond what is already required under existing laws and CSU policies. Rather, it codifies best practices to enhance consistency and accountability in MPP hiring decisions.</u>

Addressing First Reading Feedback

All feedback from the first reading has been carefully considered, leading to substantive refinements in the policy. Key adjustments include:

- **Senate Executive Committee (SeneX) Role in Hiring Feedback (Article 3.2.)- VP Fisher and Chief Gilden**: The language has been revised to clarify that SeneX provides feedback rather than serving as an approving body, addressing concerns about the scope of its involvement in hiring decisions.
- **Alignment with Section 700 of the Faculty Handbook- Provost Capps, AVP White**: The policy has been carefully reviewed to ensure consistency with Section 700. Key changes include adjusting language to ensure that elections for committee membership align with AEC processes and empower the Staff Council to appoint staff representatives for search committee service.
- **Faculty Authority in Search Committees- Senator Virnoche**: The policy explicitly empowers faculty to serve as co-chairs on search committees, reinforcing their role in shared governance while maintaining administrative feasibility. This has been a successful practice on campus.
- **Incorporation of Subject Matter Experts- Chief Gilden**: The policy now explicitly includes subject matter experts in the hiring process, ensuring that search committees have access to specialized knowledge where necessary.
- **Appointment Processes Clarified- Chief Casas**: Concerns regarding the feasibility of appointments, particularly during summer months, have been addressed by outlining clear contingency plans (4.2.1.) to ensure uninterrupted hiring processes.
- **Removal of President's Position from Policy Scope- Provost Capps**: The President's hiring process is now excluded from this policy, recognizing its distinct governance structure.
- **Clarification of Academic Dean Classification- Provost Capps**: Language has been adjusted to differentiate between academic deans and other administrative deans; e.g., that the Extended Education Dean has a different classification.
- **Reference to CSU Technical Letter- VP Fisher**: The policy now explicitly references the CSU technical letter governing MPP hiring, ensuring alignment with systemwide directives.

Benchmark Study Summary

The benchmark study analyzed MPP hiring policies at 14 CSU campuses with comparable governance structures. Findings highlighted key trends, including:

- **Faculty participation in search committees**: Nearly all institutions required faculty representation, with several allowing faculty to co-chair committees.
- **Transparency in budget reporting**: Many policies included budget disclosure elements to ensure alignment between hiring decisions and institutional priorities.

- **Shared governance in hiring processes**: Institutions with robust policies emphasized the role of shared governance bodies in providing feedback rather than direct approval, a principle now reflected in our policy.
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Aspect	CSU Hiring Practices	Humboldt Draft	Long Beach	CSULA	SJSU	SFSU	Fullerton	Pomona	M. Bay	Channel Islands	SAC
Role of Faculty	Emphasizes shared governance and inclusion of faculty in committees	Diverse representation, limits admin-appointed members to a minority	Faculty involvement through academic senate	Faculty appointments per Senate guidelines	Faculty participation and consultation in all levels of hiring	Relies on Senate Executive Committee for appointments	Faculty members nominated and confirmed by Senate	Senate Executive Committee consulted prior to announcements	No formal Senate role	Formalized through Senate committees, includes faculty involvement	Faculty consulted, especially in academic administrator roles
Shared Governance	Required; emphasized through diverse stakeholder representation	Reinforces shared governance through inclusive search committees	Structured consultation; faculty involvement	Shared governance via Senate and academic units	Requires faculty representation	Limits administrative influence in appointments	Committees formed with Senate and administrative collaboration	Senate Chair/Committee consulted	Private discussions with past presidents	Committees structured to ensure shared governance	Faculty Senate Executive Committee consulted
Search Committee Composition	General policy emphasizes diversity, including faculty, staff, and students	Mandates inclusion of faculty, staff, students, and an equity advocate	Faculty and staff from relevant units	Committees determined by Senate guidelines	Explicit faculty role in search committees	1-2 faculty from Senate Executive Committee	Includes faculty, Senate members, presidential appointees, and students	Not specified	Not applicable	Includes faculty and student representatives, ensures minority admin influence	Committees include representative subsets of faculty
Hiring Process Transparency	Required across all campuses; compliance with anti-discrimination and equity laws	Ensures transparency through structured processes	Faculty consulted before appointments	Process governed by handbook and Senate policies	Adheres to structured policies	Prefers simpler process due to challenges of elections	Nomination and confirmation process ensures transparency	Feedback opportunities provided	Not formalized	Structured processes include Senate consultation	Transparency ensured via consultation with Senate
Student Representation	Encouraged, but varies	Students included in search committees	Not specifically mentioned	Not explicitly outlined	Not specifically detailed	Rarely involved	1 student selected by ASI	Not explicitly mentioned	Not mentioned	Encouraged	Student input not detailed
Administrative Role	Balanced with faculty and other stakeholders	Administration does not dominate committees	Includes administration consultation	Admin involvement as appropriate	Admin participation limited	Executive Committee approves admin appointments	Admin roles defined; presidential appointees and VP/provost appointees	Feedback solicited during hiring phases	Past president discussions	Admin members kept in minority positions	Administrative input balanced with faculty consultation
Equity and Diversity	Integral to process, monitored at all levels	Equity advocate included in search committees	Diversity initiatives encouraged	DEI addressed as part of hiring handbook	DEI considered part of process	Not explicitly mentioned	Advertised widely to underrepresented groups	Not explicitly addressed	No formal mention	Diversity emphasized in Senate policies	DEI goals integrated into consultation
Approval Processes	Standardized across campuses; final approval often by presidents	Requires Board of Trustees or senior admin approval	Senate involved in selection and review	Senate handbook governs approval	Policies guide approvals	Campus-wide elections not favored	Senate confirms nominations	Feedback considered before final approval	President-led	Formal approval structures included	Presidential approval informed by faculty input

Aspect	CSU Hiring Practices	Humbol dt Draft	Long Beach	CSULA	SJSU	SFSU	Fullerton	Pomona	M. Bay	Channel Islands	SAC
Flexibility	Broad; depends on campus needs	Ensures consistency while allowing campus-specific adaptations	Allows faculty flexibility	Tailored to faculty handbook and guidelines	Flexible based on committee needs	Streamlined processes for efficiency	Processes tailored by Senate and admin needs	Feedback timing varies	Informal and flexible	Tailored to campus needs	Flexibility integrated within consultation framework

These findings reinforced the committee's approach, ensuring our policy is in line with best practices across the CSU system.

Summary of Discussions with the Chief HR Officer

During discussions with Chief Casas, concerns were raised that the policy might introduce redundant requirements for HR processes already in place. Key articles discussed included:

- **Article 2.2, 3.1, and 4.2**: These provisions outline existing hiring practices and formalize them within policy, rather than creating additional compliance steps.
- **Article 3.2**: Initial concerns that routing hiring information through SeneX would create delays were resolved by clarifying that SeneX provides feedback rather than approval.
- **Article 4.1**: The Chief HR Officer initially expressed concerns about the availability of trained equity advocates to participate in every MPP search. However, further discussion revealed that there is at least one trained faculty member in each department, making implementation feasible.
- **Article 5.3**: Concerns about additional work for hiring authorities to report budget information were addressed by clarifying that this is an informational transparency measure, not an audit.
- **Article 9.1**: The Chief HR Officer acknowledged that this article reinforces best practices already in place and found it beneficial.

The Chief HR Officer initially raised concerns about administrative burdens, particularly regarding faculty co-chairing search committees, the hiring authority's role, and budget reporting requirements. The committee chair engaged in a detailed discussion, clarifying that these provisions align with existing practices and do not infringe upon the hiring authority's final decision-making power.

Following these discussions, the Chief HR Officer acknowledged that the policy is well-structured and beneficial. However, after further discussions with HR staff, additional concerns were raised. Specifically, technical limitations in the PageUp hiring system, which allows for only one committee chair, were cited as a potential challenge in implementing faculty co-chairs. Additionally, concerns were voiced about the difficulty of faculty participation in hiring committees during the summer. The committee reaffirmed that **co-chairing is an existing practice on campus** and that solutions exist within current structures to accommodate faculty input without disrupting hiring processes. The Chief HR Officer also sought

assurances that the **policy does not alter the fundamental authority of administrators** to make final hiring decisions, which the committee confirmed is maintained.

The committee believes that all substantive concerns have been addressed. Therefore, we recommend proceeding with the scheduled second reading.

Conclusion

This policy is essential for ensuring transparency, fairness, and shared governance in MPP hiring. It is fully compliant with all governing laws, CSU policies, and established best practices. While the creation of a new policy naturally raises concerns, it is important to recognize that this policy does not create additional regulatory burdens; rather, it codifies practices already in place to ensure consistency and accountability. The committee appreciates the extensive engagement from all stakeholders and looks forward to advancing this policy to completion.

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair
Members: Claire Till, Melanie Michalak, Kimberly Perris, Lisa Tremain, Anthony Silvaggio, Tim Miller, Kimberly White.
Meeting Date(s): March 12 and 26
Meeting Details: Committee finalized work on the Post Tenure Review Policy, which will be presented to Senate on April 1. (no joke).

Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair
Members:
Meeting Date(s):
Meeting Details: No report

University Policies Committee

Submitted by Chris Harmon, UPC Chair
Members:
Meeting Date(s): 03.25.25
Meeting Details: UPC continues to engage with the Policy on Policies, Procedures, and Guidelines. We expect to deliver a draft for a first reading on April 29th.

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair
Members:
Meeting Date(s):
Meeting Details: No report

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators
The ASCSU standing committee meetings and plenary convened on March 12-14, 2025. Senators Burkhalter and Virnoche participated online. *The next ASCSU plenary will take place May 7-9, 2025*.
The CSU Board of Trustees met March 23-March 26. You can view the agenda [here](#).

Resolutions and Other Documents For Campus Feedback
These resolutions were presented for feedback from Senators and communication to campuses. The sponsoring committee(s) will revise these resolutions and likely return them to as action items (second readings) at the May 2025 Plenary.

- AS-3734-25/AA: [The Possible Use of AI in Instruction](#)
- AS-3735-25/AA: [Using Classes and Examinations from External Organizations to Satisfy California State University General Education and College Requirements](#)
- **AS-3737-25/APEP: [Recommendations Regarding Lower Division General Education](#) (this one is especially important for feedback)**

- AS-3738-25/APEP: [Call for an Analysis of Teacher Retention in California PK-12 Public Schools](#)
- AS-3739-25/APEP: [Demonstration of Subject Matter Competency in Admissions to Teaching Credential Programs in the CSU](#)
- AS-3741-25/APEP: [Request for Task Force Memberships to Resolve Issue Related to CSU General Education](#)
- AS-3742-25/APEP: [AB 1705 and Community College STEM Student Choice in the Mathematics Entry Point](#)
- AS-3743-25/APEP: [Support for Continued Funding for Teacher Credential Students Affected by Federal Changes to DEI Priorities](#)
- AS-3744-25/JEDI: [Equity, Diversity, Justice, and Inclusion Strategic Action Plan of the ASCSU](#)
- AS-3745-25/JEDI/FA: [Maintaining Liberal Arts and Marginalized Perspectives in our Curriculum in Austere Times](#)
- AS-3748-25/Floor: [Call for California State Legislature Not to Pass AB 1462 or any Similar Bill](#)

March 2025 Resolutions Passed
The permanent archive of all ASCSU resolutions, their status, and the Chancellor's Office responses can be found at this [link](#). The ASCSU approved at the March 2025 plenary the following resolutions. You can also access summaries and full resolutions links [here.](#)

Notes on Guests who met with the ASCSU During the Plenary

Al Liddicoat, Interim Vice Chancellor, Human Resources, and **Peter Lim,** Assistant Vice Chancellor, Civil Rights Programming and Services.

- Hayley Schwartzkopf, AVC, Civil Rights Programming and Services, has left the CSU for another position. Peter Lim, past Title IX Coordinator from San Jose State and past Cozen law firm person on DHR has been appointed interim. Alex Pursley is the Executive Director and has been a long time CO staff member.
- DHR and Title IX data dashboards are up and running. Peter Lim suggests one metric of trust of the Title IX office is how many people access that website. Reporting on his experience with San Jose state, he noted increased traffic and disclosure of data.
- Kentucky court struck down Biden recommended Title IX regulations; new guidance is to revert to 2020 (Trump Administration) regulations and as of February, 2025, all cases must adhere to 2020 regulations. 2024 work had been very robust including changed CA laws and Cozen recommendations and little time to decide on procedures. Recognizing Gender identity and sexual orientation are going to remain in our practice. In the

February 14 Education Department Dear Colleague (significance guidance document - but not law): DEI categories as ambiguous and unnecessary. BUT on March 1 the ED Office of Civil Rights (OCR) issued a [second letter](#) that backed off that interpretation. See Q&A question 8; Question 13. Then 1300 OCR employees were fired. CSU committed to protections.

- Under contract with CaseIQ working with IT with select campuses on data management and rolling in other campuses into the central system over the next 18 months. Should be easier to construct data dashboards. Mitigating challenges of unique data systems for each campus.
- Proactive measures: the President Trump EOs were both challenged in Maryland by coalitions and [adjoined pending federal court decision](#). CSU did not change our work. Just a couple days ago the CA AG restraining order against grant program elimination for K-12 schools. CO monitoring and conversations take time. It is a fluid situation. E.g. Title VI in alignment with CA Prop 209. Guidance is new and not fully digested.
- We cannot "scrub" our lives from our very existence. CO is not advising us to scrub our websites of all DEI references, but some campuses may be making changes. (repeat questions to DVCs later). There is some guidance from CO on [Prop 209](#) (race-neutral) compliance. Race-based, DEI not on their face discriminatory if open to all.
- CSU Monterey Bay Senator reports that the campus has been reviewing web pages given CA Prop 209.

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

- Policy changes coming at a rapid pace from the Trump administration; CO is focused on keeping informed, being consistent with CSU mission, and meeting actual requirements of the law (not focused on anticipatory compliance). Office of General Counsel working on what type of response might be necessary to the letter received by Sacramento State as one [60 colleges and universities](#) identified by Department of Education as potentially violating Title VI for failing to protect Jewish students, faculty and staff. They are also aware that a Title VI complaint about Cal Poly Humboldt crafted by Brandeis Institute was sent to the Office of Civil Rights in the Department of Education.
- Overall, Chancellor Garcia's position to stay the course on DEI and focus on CSU mission. The Chancellor's Office has not directed campuses to scrub websites of DEI language. Campuses might have reviewed websites to ensure they were compliant with (Prop 209)
- Advocacy at the state level on the budget is a key priority.
- ChatGPT roll out to all campuses by April. There is work to lead on multiple areas as the CSU. CSU AI resources and planning accessed at https://genai.calstate.edu/

Charles Toombs, CFA President, Liaison Report

- April 17 National Day of Action on Higher Education, CA state legislature is on recess that day.
- Equity Conference: 2 days virtual; Friday- Sunday March 14-16 in San Diego
- Assembly Bill Co-Sponsor: AB 326 calls for 3-year financial audits on campuses; AB 958 calls for one additional faculty trustee to BOT; AB 530 requires CSU Fiscal Transparency in spending.
- Question: What if Feds take legal action against individual faculty members? Response:, take that to your CFA liaison. We are going to have to decide, do we keep federal funds or keep our values?

Update on Year of Engagement: **Dilcie Perez**, Deputy Vice Chancellor, Academic & Student Affairs, Chief Student Affairs Officer

- ASCSU Academic Affairs Committee is working with the CO (and Senator Virnoche) to construct a brief year of engagement survey on what faculty think contributes most to student success in instruction. Faculty should look for this survey in April.

Tara Al-Rehani, CSSA Vice President of Systemwide Affairs, CSSA Liaison Report

- [Affordable text materials position and overview of work](#).
- Affordable housing report: "Understanding and Improving Affordable Housing Accommodations for CSU Students" (if you would like pdf copy of this, ask Mary or Stephanie)
- [Resolution](#) to establish a CSU undocumented student advisory council (passed in March). They do not have a sense yet of CO support or opposition.
- [Resolution](#) in support of Trans Students (passed the CSSA board and scheduled for CSSA vote in May)
- [CHESS](#) - California Higher Education Student Summit involvement. [CSSA Bill Positions](#) as advocated for during the CHESS 2025 Lobbying Day.
- CSSA plenary sessions are open to public comment, which is a great way for students to talk directly to the CSSA board or committees and execs.

Associated Students

Submitted by Eduardo Cruz, AS President
Members: AS Board of Directors
Meeting Date(s):
Meeting Details:
Our Elections have concluded. This was our highest voter turnout in five years, reaching 10.65%, with nearly all positions contested. The results are as follows:
President:
Eduardo Cruz 456 votes
Ethan LeVering 143 votes
Administration and Finance Vice President:
Celena Tello-Linares 381 votes
Nate Heron 269 votes
Executive Vice President:
No candidates
Officer of Academic Affairs:
Steph McKindley 479 votes
Officer of Student Affairs:
Amy Nava 478 votes
Officer of Social Justice, Equity, and Inclusion:
Anna Martinez 400 votes
Fletcher Edwards 223 votes
Officer of Environmental Sustainability:
Roselyn Montanez 468 votes
Venus Shearer 30 votes
Also a consistent challenge on both ends has been recruitment and sustaining engagement within committees. We need support in getting students to care about committee work.
To help with this, we're asking all chairs to submit a summary of their committee's charge by July 31st. This will allow us to begin advertising in August, along with available meeting times

California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President
Members:
Meeting Date(s):
Meeting Details: No report

Office of Equity, Diversity, 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: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

In-person Spring 2025 Humboldt-ERFSA Meetings at Baywood Golf and Country Club, 3600 Buttermilk Ln, Arcata , CA From Hwy 101 North: Take exit 713 and Continue on Old Arcata Rd, Right on Buttermilk and the Country Club is 2.5 miles up on the left. From Hwy 101 South: Take Bayside Cutoff exit and continue straight until you see Golf Course Rd. on the right-hand side.

April 10, 2025:

11:30am: Lunch. Servers will be available to take your lunch orders.

Noon: Sarah Lasley, Cal Poly Humboldt Art & Film Assistant Professor. **"No-budget Independent Filmmaking for Change"**. *Humboldt-ERFSA 2023 Grant Recipient* Sarah Lasley will discuss her latest no-budget film "Welcome to the Enclave", an experimental short that screened at 27 international film festivals, 4 of them Oscar-qualifying, won multiple awards, and was reviewed in major media publications. She will also present her upcoming film "Climate Control" which was created in close collaboration with her Cal Poly Humboldt Film students. Two of these students traveled to Germany with her, with the generous support of her 2023 ERFSA grant, to shoot the documentary portion of the film.

https://now.humboldt.edu/news/slamdance-film-festival-gives-professor-lessons-share-students,
https://now.humboldt.edu/news/humboldt-film-tool-advocacy

May 8, 2025: Maxwell Schnurer, Communication Department Chair and Transformative Restorative Education Center (TREC); **Mark Taylor**, MSW, Project Rebound; **Steve Ladwig**, TREC; **Sidney Asfrzadeh**, TREC. **"Cal Poly Humboldt BA at Pelican Bay State Prison".** Cal Poly Humboldt currently offers a Bachelor of Arts degree in Communication's at Pelican Bay State Prison. The presenters will discuss what it is like to teach university level courses to students at California highest security prison.
https://www.ijpr.org/show/the-jefferson-exchange/2024-11-25/tues-9-25-california-colleges-provide-pathways-for-inmates-to-earn-college-degrees

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Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate
Members:
Meeting Date(s):
Meeting Details: No report

Staff Council

Submitted by Senator Sulaina Banks
Upcoming Meeting Date: Thursday, April 3, 2025
Meeting Details:

This is an upcoming Staff Council meeting on Thursday, April 3, 2025, where various Staff representatives will be presenting. Staff Senators will be presenting their [presentation](#) on Senate Overview and Parliamentary Procedure Explained. They will also be announcing their University Senate - Staff Senators Feedback [form](#).

Additionally, congratulations to the 2024-25 [recipients](#) of the Annual Staff Recognition Awards!

President and President's Administrative Team Report to University Senate

Michael Spagna, President
Bethany Gilden, Chief of Staff
Jenn Capps, Provost and VP for Academic Affairs
Michael Fisher, VP for Administration & Finance and CFO
Chrissy Holliday, VP for Enrollment Management & Student Success
Mark Johnson, VP for University Advancement
Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement
Connie Stewart - Executive Director of Initiatives

Reminder: The 39th annual CSU Student Research Competition is almost here!
We're excited to welcome over 300 attendees and 200 student presentations on April 25–26—check out the full schedule and event details at humboldt.edu/student-research-competition.

We need volunteers! [Sign up](#) to be a juror and moderator to support over 67 hours of student presentations. Your help makes this event possible!

MOMENTS OF PRIDE

March 29 Spring Preview Success
Cal Poly Humboldt successfully hosted its first Spring Preview and Preview Plus this past weekend, with more than 700 prospective students and family members registered for this signature campus event. We know last year, more than 60% of students who attended Spring Preview enrolled for fall, and our enhanced focus on yield means the to Spring Preview dates are some of the most consequential efforts we undertake during this recruitment cycle.

Enrollment Management & Student Success is grateful to all of our partners, on and off campus, who made the March 29 event a success. From UPD and FM colleagues who stepped up their support to ensure we didn't have a repeat of the vandalism that shocked campus last fall, to members of the Free Speech Support & Resource Team who provided support throughout the day, CES and others who supported setup and relocation as needed, and all those who staffed stations and events, to the faculty who showed up for the Connect Fair and participated in special academic tours and experiences at record levels, the entire campus came together to showcase everything that makes Humboldt special for our prospective students. Attendees repeatedly complimented the experience throughout the day, positively comparing the "vibe" and informational sessions to experience days at other campuses they have visited. This folder includes a few candid photos of activities throughout the day.

Our second Spring Preview date is April 19, and we are again innovating, with an enhanced focus on transfer students that weekend. The Preview Plus buses will bring transfer students from across California to our campus, and those participants will have the opportunity to pilot an early bird registration for transfers. Please join us once in again in making sure the second Spring Preview activities result in just as stellar of an experience for those students and families visiting so close to the traditional May 1 College Decision Day.

COMMUNITY

Join the Food Sovereignty Lab for Stewardship Saturday!
On *Saturday, April 12, 2025 from 9 am-12 pm*, the Rou Dalagurr: Food Sovereignty Lab is hosting a Stewardship Saturday event.

Join us for a day of work in **Wiyot Plaza**, the lab's dedicated educational outdoor space, to restore our salmon cooking pit landscape and nearby areas. We will be removing salal and other vegetation that has been infected with powdery mildew and sanitizing the space.

Open Forum Comments

Tyler J. Evans <evans@humboldt.edu>   Wed, Apr 9, 2025 at 1:38 PM
To: University Senate Office <senate@humboldt.edu>

HI Patrick,

I may not have read this word-for-word, but it was close!

Open Forum Statement

Good afternoon members of the Senate. I'm speaking today regarding the recently updated **Guidelines for Facilities Use and Charges** (Information item 16 on today's agenda). Specifically I request that academic department seminars and colloquia be added to the list of events exempted from the University Hosting Agreement requirement.

First, I want to acknowledge the importance of the revised policy. I understand and appreciate the university's need to ensure proper oversight, risk management, and administrative support for events open to the public. This policy clearly serves to protect both the university and event participants by establishing clear lines of responsibility and communication.

That said, I argue that academic seminars, such as department colloquia, align with the spirit of the existing exemptions. I base my argument on four factors:

First, these seminars are typically associated with existing academic courses that already have officially reserved spaces with established seating capacities.

Second, these events impose no additional burden on university facilities beyond what's already allocated for the associated classes or room reservations. The rooms are already scheduled, maintained, and supported through established academic and facility management processes.

Third, while public invitations are extended for these seminars, they're directed at a limited academic audience—primarily emeriti faculty and occasionally interested scholars from our community. These are not large-scale public events but rather focused academic gatherings that enhance our educational mission.

Lastly, academic seminars have operated smoothly for decades without incident under existing departmental oversight. The Mathematics department's colloquium series, for example, has a 44-year history of successful operation demonstrating that these established academic functions already have sufficient oversight.

For these reasons, I argue that academic seminars clearly **'fall under established operations with a different approval process'** - similar to the other exempted categories - as they are already overseen by department chairs and integrated into our academic operations.

Open Forum comments to the University Senate, 4/1/25

John Meyer, speaking in my role as a faculty member, former University Senator, and chair and member of multiple MPP search committees.

My focus is on those aspects of the policy that would require amending Section 700 of the Faculty Handbook. I appreciate what I understand to be the intent of the proposed MPP Hiring policy, but have concerns about its elimination of elections for faculty search committee members for key positions, and so weakening of faculty governance and representation.

One valuable change in the proposed policy has staff reps appointed by staff council rather than the existing Section 700 where they are selected by the president/designee (except library).

Because of this, and because student reps are appointed by AS, it might appear to be a parallel process to have faculty appointed by the Senate Appt and Election Committee. But it is *not*, b/c the Senate committee includes staff, admin, and students as well as faculty.

I ask you to oppose removing the selection of faculty reps from the faculty for these key academic searches and placing it with a committee where administrators, staff, and students all vote on *faculty* representatives to a search. Those constituencies are already represented on the search committees.

I'm particularly concerned about a dean search. Why should the faculty of the college involved be disenfranchised and replaced by a committee on which only one or two members are from the college involved. The idea that this committee would select 6 faculty members for a college dean's search adds a burden to the committee yet weakens faculty voice.

Further, I note that nothing in the proposed policy requires, as it should, the 6 faculty members appointed actually be from the college searching for the dean.

As faculty members, I urge us not to voluntarily diminish our collective voice in these important hiring decisions.

CAL POLY HUMBOLDT
University Senate

Resolution on the URPC Budget Recommendation 2025-2026

22-24/25-URPC — April 1, 2025 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends that Chair Woglom forward the University Resource and Planning Committee's Budget Recommendation to Interim President Spagna in keeping with the CBC Guidance that outlines URPC Recommendations.

RATIONALE: The URPC has developed a budget recommendation based on existing budget assumptions and ask that this recommendation be forwarded to the President in order to inform budget decisions for the 2025-2026 fiscal year.

Cal Poly Humboldt.

University Resources and Planning Committee

Date: 03/27/25

TO: Senate Chair and General Faculty President Jim Woglom,
Cal Poly Humboldt

FROM: Jenn Capps and Jaime Lancaster – Co-Chairs of the University Resources and Planning
Committee (URPC)

CC: Committee Members

RE: 2025-26 Budget Recommendation to the President

Chair Woglom,

Below, please find the University Resources and Planning Committee's (URPC) Budget Recommendation for FY 2025-26. After review and input from the Senate, we ask that you forward its contents to President Spagna in order to inform his decisions regarding budgeting for next year, in accordance with the [CBC Guidance on Senate Ratification of URPC Recommendations](#).

Executive Summary

As we enter another year of budget reductions in 2025-26, it's important to take a moment to recognize the significant work accomplished in 2023-24. Thanks to the highly collaborative, strategic, and transparent efforts of the URPC, the University was able to begin 2024-25 with a balanced budget. Overall, the University projected a net $11.4 million increase to the operating budget, bringing the total to $178 million. This growth was largely driven by increased state appropriations for Polytechnic funding, Chancellor's Office program earmarks, partial funding for compensation and benefit cost increases, and commitments to the State University Grant (SUG). Additionally, for the third consecutive year, the university achieved enrollment growth of +1%, a modest but meaningful step forward.

It is important to recognize that this increase in the operating budget came despite an overall $8.3 million reduction that the campus implemented in order to start 2024-25 without a structural deficit. This reduction, applied across all divisions, was primarily driven by enrollment reallocation and rising costs that were projected to outpace revenue growth. A significant portion of these cost increases resulted from much-needed systemwide pay raises, negotiated at the CSU level, with only partial funding anticipated from the state, and increased utility costs.

As we navigate the challenges ahead, we remain committed to balancing the University's strategic and transformative Polytechnic growth with responsible fiscal stewardship. While 2025-26 and beyond will

bring continued financial pressures, our focus on sustainability, innovation, and collaboration will ensure that we adapt and thrive.

Each year, the URPC provides a recommendation, directed to the President through the Senate Chair, regarding changes in allocations and reductions from the University to the Divisions. The funds addressed in this recommendation are limited to new or reduced resources applied to the HM500 or "General Fund" (GF) from state allocations and tuition-based revenue. The URPC, per practice and bylaw, does not recommend distribution of resources in (A) self-support entities (Housing, Parking, Extended Education, etc.) as their respective resources are derived from payments for services they provide, (B) entities funded by student fees (Associated Students, Health Services, etc.), as the application of those fee-based resources are limited and mandated by ed code and student referenda, (C) funds derived through philanthropy or grant funding by the division of Advancement or the Sponsored Programs Foundation (as these resources are largely defined by fundors and applicants through contractual agreements), or (D) the allocation of resources within divisions. That being said, the URPC will at times speak to these entities as they relate to the recommendation and concerns raised by the campus community during our engagement efforts throughout the academic year.

The URPC has had a complex task in preparing this recommendation, balancing forthcoming reductions with identifying modest strategic investments, all while prioritizing transparency and communication to the campus community.

The CSU is facing a harmful $375 million (7.95%) ongoing cut to base funding from the state for 2025-26. Additionally, the state has indicated plans to defer the year-four (2025-26) new ongoing compact funding of $252 million to 2027-28. Compounding these state impacts on the budget, is the fact that the University is currently 26% below our system-funded enrollment target of 7,375 annual resident full-time equivalent students (rFTES) and as such the CSU will pull back 3% of our enrollment target and associated funding in 2025-26. While growth is anticipated, we are considered overfunded until we meet and exceed our annual rFTES target. Lastly, increased campus-funded mandatory costs including utilities, insurance premiums and previously negotiated compensation step placements are currently projected for 2025-26. These combined impacts result in a total budget deficit of $11.6 million for the University.

Through a strategic and collaborative approach to ensure a clear understanding of which reductions could be implemented without compromising the URPC's budget priorities and which would have a significant impact, the URPC recommends a total divisional reduction of $7.7 million, allocated as follows: University Advancement, $272 thousand (7%); Academic Affairs, $5.1 million (6%); Administrative Affairs, $1 million (5.21%); Enrollment Management & Student Success, $656 thousand (5%); Athletics & Recreation, $232 thousand (7%); University Wide, $425 thousand (5%); and the President's Office, $0 (0%). "In lieu of reductions, the President's office will assume responsibilities from at least two divisions to help offset costs, reflecting a collaborative effort to manage budget challenges."

To bridge the total $11.6 million budget deficit, the remaining $3.8 million will be supported through the use of one-time funds, which were set aside from the 2023-24 roll-forward in anticipation of the 2025-26 budget challenges.

This marks the beginning of a multi-year budget management strategy, as outlined in the UBO's multi-year budget scenarios. The URPC recommends the University continue working toward further reductions beyond the initial $7.7 million to address both the reliance on one-time funds and any potential future budget shortfalls. The planned Voluntary Separation Incentive Program (VSIP) may provide an opportunity for restructuring and reorganization, enabling the University to achieve additional long-term savings.

FY 2025-2026 Budget Recommendation

This year's submission will outline the guiding principles, and process, current financial milieu of the University, including enrollment assumptions, revenue assumptions, expenditure assumptions, and reserve assumptions. While navigating these budgetary financial hurdles, the University is simultaneously benefiting from state investments to support new polytechnic initiatives and is also experiencing moderate enrollment growth from a combination of incoming students and increased student retention. All of these factors combined require a careful balance between fiscal constraints and strategic growth.

Guiding Principles and Parameters

As the University moves to adopt a budget that:

- is sustainable and aligns with our Strategic Plan priorities,
- proceeds conservatively and builds a larger Contingency to support campus efforts to move beyond continuous reduction cycles of the past, and
- distributes allocations contingent on available funding,

The URPC adopted the following principles to guide decision making:

These Guiding Principles serve as a recognition that there are components of this University that transcend budgetary concerns and that these components should be prioritized and honored throughout the process of budget reduction or realignment. Resource allocation planning and decisions will be data-informed, incorporate an equity lens, promote efficiency, and align with the Purpose, Vision, Core Values & Beliefs of the University.

- **Students First**: We will prioritize the needs of students and their education. We will provide an equitable environment that ensures the well-being, education, graduation, and future success of our diverse student body.
- **Value Personnel:** We will recognize the impacts budget decisions have on personnel. We will strive to minimize the impacts to existing employees and engage in thoughtful, evidence-driven approaches to strategic workforce planning and process realignment.
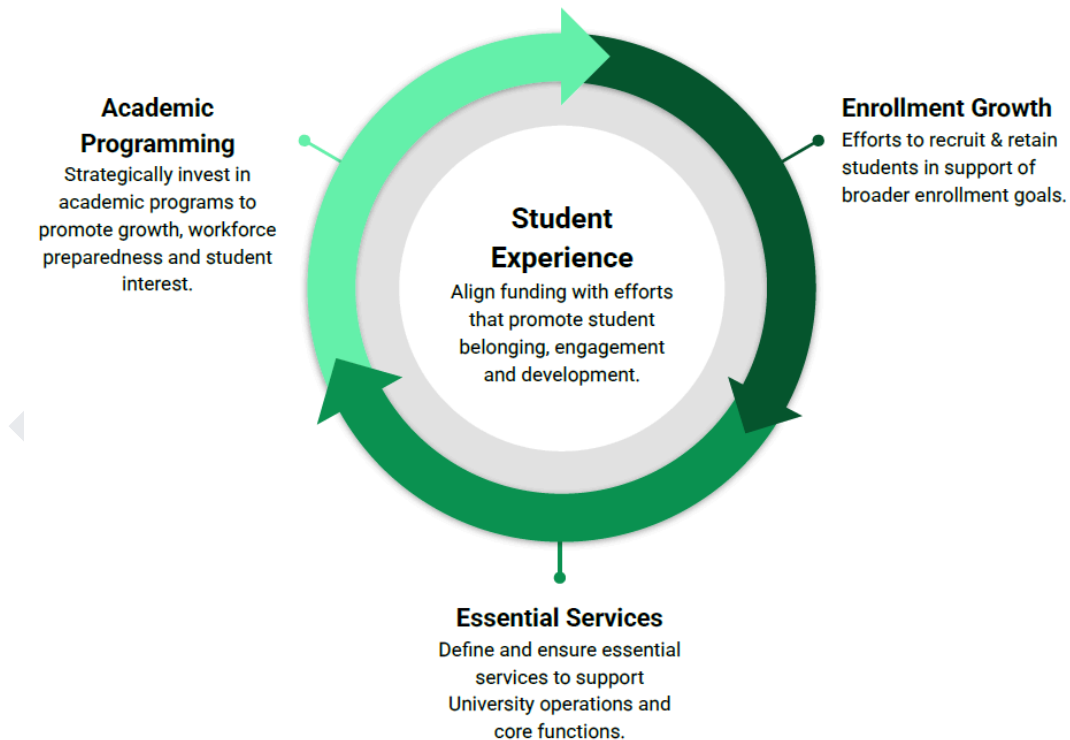
- **Financial Resiliency**: The budget should be balanced on an annual basis and be sustainable into future years. Recommendations will balance the need for ongoing resources with the flexibility to adapt to changing circumstances, align resources with strategic objectives, and to thrive in the midst of those changes.
- **Campus Engagement**: We will solicit input from the campus community in order to make informed decisions about resource allocations. We will be transparent and timely in communications with the Campus community regarding the issues being considered.

Reduction Planning Parameters

In addition to Guiding Principles, the URPC established the following reduction planning parameters to inform reduction planning efforts:

- Approach reductions strategically and not across the board
- No division will be exempt from consideration
- Support units' ability to plan and avoid mid-year reductions unless absolutely necessary
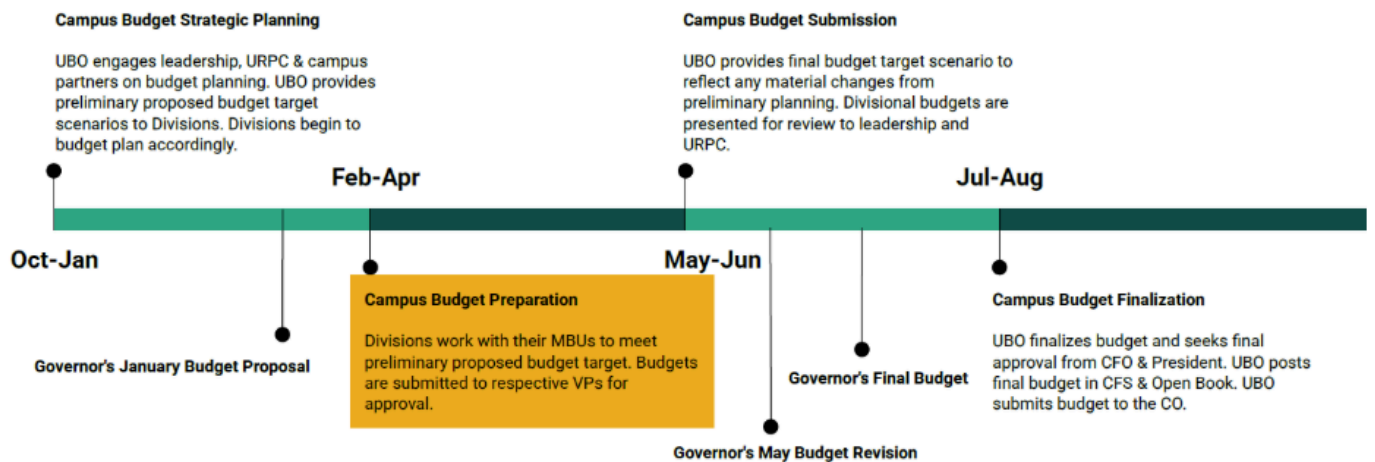- Commitment to transparency and timely communication

Budget Priorities

Academic Programming
Strategically invest in academic programs to promote growth, workforce preparedness and student interest.

Enrollment Growth
Efforts to recruit & retain students in support of broader enrollment goals.

Student Experience
Align funding with efforts that promote student belonging, engagement and development.

Essential Services
Define and ensure essential services to support University operations and core functions.

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Budget Transparency and Communication Efforts

Since October, the URPC has engaged in significant communication and engagement activities to bring awareness to the current budget situation and to seek input from the campus community, including:

- URPC Guiding Principles and Reduction Planning Parameters developed
- Campus wide communications
- Provost communications
- FY 2025-26 budget planning scenarios for 5%, 7%, and 9% reductions developed
- Focused budget request process to capture polytechnic needs and ongoing activities funded with one-time resources
- October 23, 2024 - message to campus about pending FY 25-26 budget challenges
- December 17, 2024 - message to campus about budget reduction planning
- Meetings with campus groups during the AY 24-25 including various stakeholders within: University Senate, Staff Council, Associated Students, Council of Chairs, Academic Affairs leadership, Enrollment Management and Student Success (EMSS) leadership, Athletics, Administrative Affairs leadership, Budget Analysts group, Info Exchange, SAAS.
- Division-level presentations at URPC meetings on February 21, 2025 and February 28, 2025 (available online at: budget.humboldt.edu/urpc) where the 5%, 7% and 9% reduction scenarios were detailed
- University wide Budget 101 and State of the Budget open forums on October 22, 2024 and February 6, 2025

Campus Budget Strategic Planning

UBO engages leadership, URPC & campus partners on budget planning. UBO provides preliminary proposed budget target scenarios to Divisions. Divisions begin to budget plan accordingly.

Campus Budget Submission

UBO provides final budget target scenario to reflect any material changes from preliminary planning. Divisional budgets are presented for review to leadership and URPC.

Feb-Apr

Jul-Aug

Oct-Jan

May-Jun

Governor's January Budget Proposal

Campus Budget Preparation

Divisions work with their MBUs to meet preliminary proposed budget target. Budgets are submitted to respective VPs for approval.

Governor's Final Budget

Campus Budget Finalization

UBO finalizes budget and seeks final approval from CFO & President. UBO posts final budget in CFS & Open Book. UBO submits budget to the CO.

Governor's May Budget Revision

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2025-26 University Budget Summary

As outlined in this table below, and discussed in more detail in Appendix A: Budget Planning Assumptions, the University anticipates an ongoing budget deficit of approximately $11.6 million in 2025-26. This year's committee agreed on the importance of maintaining a balanced approach of mitigating the immediate impact of the deficit while ensuring that reductions are made thoughtfully and strategically. By focusing on long-term financial sustainability rather than reducing too much too quickly, we aim to preserve the integrity of our budget priorities: student experience, academic programming, enrollment growth, and essential services. This measured approach allows the university to soften the impact of such a significant shortfall, ensuring that reductions are phased in deliberately and with careful planning to support the long-term stability of our institution.

2025-26		
Incremental Changes		**Increase (Decrease)**
Prior Year Revenue (Sources) Budget	$	178,141,357
State Appropriation		
State Cut to CSU (7.95%)	$	(7,928,000)
Enrollment Reallocation (3%)	$	(2,089,000)
Polytechnic Funding	$	3,729,000
CSU Mandatory Cost & Program Earmarks	$	933,000
State Tuition from Growth	$	(123,000)
State Tuition from 6% Rate Increase	$	1,970,000
Other Tuition & Fees	$	(8,357)
Total 2025-26 Revenue (Sources) Budget	$	174,625,000
Prior Year Expenditure (Uses) Budget	$	178,141,357
Compensation Costs	$	400,000
Financial Aid	$	650,000
CSU Mandatory Costs	$	2,253,000
Polytechnic Allocations	$	3,729,000
Campus Mandatory Costs & Priorities	$	1,007,000
Total 2025-26 Expenditure (Uses) Budget	$	186,180,357
2025-26 Base Budget Surplus (Deficit)	$	(11,555,357)

2025-26 University Budget Reductions

As outlined in the Budget Summary section, the University is currently anticipating an ongoing budget deficit of approximately $11.6 million in 2025-26. To help bridge this gap, up to $4 million in one-time funding will be utilized, providing the campus with additional time to strategically address the full budget

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reduction. These one-time funds were reserved from 2023-24 roll forward in anticipation of 2025-26 budget reductions.

To address the projected budget shortfall, following the divisional development of reduction planning scenarios and discussions with each division, the URPC reflects last years reductions (2024-25) and proposes the following reduction distribution by division for 2025-26:

Division	2024-25		2025-26	
	Actual % Reduction	Actual $ Reduction*	Proposed % Reduction	Proposed $ Reduction*
President's Office	3.50%	$ 61,000	0.00%	$ -
University Advancement	3.00%	$ 117,000	7.00%	$ 272,000
Academic Affairs	6.00%	$ 6,008,000	6.00%	$ 5,091,000
Administrative Affairs	5.00%	$ 1,190,000	5.21%	$ 1,037,000
Enrollment Management & Student Success	3.00%	$ 466,000	5.00%	$ 656,000
Athletics & Recreation	3.00%	$ 116,000	7.00%	$ 242,000
University Wide	4.00%	$ 371,000	5.00%	$ 425,000
Total Proposed Reductions	**6.10%**	**$ 8,329,000**	**5.72%**	**$ 7,723,000**
Remaining Deficit**	0.00%	$ -	2.84%	$ 3,832,000
Total Deficit	**6.10%**	**$ 8,329,000**	**8.56%**	**$ 11,555,000**

> * *Amounts rounded to the nearest thousand.*
> ** *2025-26 remaining deficit is projected as of March 2025 budget planning.*
> Note: *Reductions percentages are applied to the adjusted operating budget which is net of restricted programs, financial aid, compensation pool, and prior year Polytechnic funding.*

The proposed reductions reflect the strategic budget planning efforts of each division, guided by the URPC's Guiding Principles and Priorities. These reductions were developed through extensive discussions within the campus community, executive cabinet, presentations by division leads, and in-depth deliberations among URPC members. They demonstrate the University's commitment to the URPC's budget priorities, which include enhancing the student experience, sustaining academic programming, fostering enrollment growth, and maintaining essential services.

Each division conducted a thorough review of its detailed reduction templates to evaluate the impact of potential cuts. This collaborative approach ensured a clear understanding of which reductions could be implemented without compromising the URPC's budget priorities and which would have a significant impact. The URPC utilized this interactive tool to inform the allocations of the target reduction across Divisions and to determine how much of the $4 million would need to be utilized in offsetting the 2025-26 reductions. The proposed $7.7 million in reductions reflect only those cuts that would not undermine these priorities. With its limited budget primarily consisting of personnel costs, the President's Office determined that further reductions would compromise the URPC's budget priorities for 2025-26. In

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lieu of reductions, the office will assume responsibilities from at least two divisions to help offset costs, reflecting a collaborative effort to manage budget challenges. While the committee acknowledges that this decision does not fully align with its initial reduction planning parameters, it remains consistent with the campus's strategic approach to budget management for the current fiscal year.

Despite these efforts, a $3.8 million structural deficit remains for 2025-26. This shortfall will be covered by one-time funding that the University proactively set aside, from 2023-24 roll forward, in anticipation of these budget challenges. However, addressing the remaining deficit alongside the anticipated budget shortfall for 2026-27 will require continued strategic planning and collaboration.

2025-26 University Budget Allocations

2024-25 Roll Forward/One-Time Resource Planning

Currently, the University budgets at 100% employment, with very few exceptions, meaning that most budgeted positions are assumed to be filled for the entire fiscal year for the sake of planning. In actuality, the University does not have 100% of its budgeted positions filled. Additionally, even when employees are hired mid-way through the year to fill an open position, salary and benefits for that person are only spent once they are hired. As a result, salary savings from these unfilled positions contribute to the roll forward balance at year-end, allowing for potential reallocation or one-time sources to cover other expenses. The 2024-25 fiscal year is no exception, and as of the quarter ended December 31, 2024 the University projects unspent budget that will roll forward as one time funds for next year's budget.

As part of 2025-26 budget reduction planning the University intends to use up to $3 million of the 2024-25 anticipated roll forward to fund the one time cost of implementing a Voluntary Separation Incentive Program (VSIP). This initiative will be used as a strategic tool to help address the projected budget deficit for 2026-27 which will include the additional $3.8 million carryover deficit from 2025-26. As each division will be asked to participate in reductions next year, it is important that any remaining available roll forward (following the VSIP investment) be returned to that division. Thus, the URPC recommends that the campus adheres to the University Operating Fund Roll Forward after the VSIP investment.

The University used $780,000 of roll forward from 2023-24 to increase the operating reserve to maintain compliance with the CSU Policy on Designated Balances and Reserves issued in April 2024. Due to planned budget reductions for 2025-26 it is anticipated that only a minimal amount if any 2024-25 roll forward would be needed to maintain that reserve at the minimum CSU required level. Please see the Reserve Assumptions section below for additional discussion.

Polytechnic Funding

As of summer 2024, the University received approval for its accelerated Polytechnic Year 4 Funding Request, securing $7.8 million in 2024-25, with the final installment of $3.7 million expected in 2025-26. This funding supports the University's ongoing polytechnic transition, demonstrated through major capital projects, modest enrollment growth, and the successful implementation of new Polytechnic academic programs. While this continued investment is significant, the expansion of polytechnic initiatives must remain aligned with measured growth and long-term sustainability. Ensuring fiscal

prudence in transformational efforts will be essential to maintaining momentum while supporting the University's strategic priorities.

Additional Budget Requests

Despite the need for reductions for the 2025-26 fiscal year, a call was sent to the Divisions for funding requests. Though such a call might seem inadvisable during budget shortfalls, as approved requests that fall outside of the Polytechnic funding will exacerbate the size of the budget deficit, resulting in deeper reductions amongst the divisions, it also ensures that we do not miss strategic opportunities that may be brought to light in the request process. These requests will be evaluated outside the timeframe of the work of the URPC. As such, the URPC recommends that one-time funds be used as bridge funding for any additional strategic investments for next year whenever possible. Should any long term investments be added to the base budget, thereby increasing the reductions, we ask that the members of the URPC be informed and allowed to provide feedback.

URPC Budget Planning Activities, Multi-Year Budget Planning Process

The University Budget Office (UBO) continues to develop multiple budget-planning scenarios, Tier 1 through Tier 3, over a three-year planning horizon in order to understand the University's multi-year trajectory. The scenarios enable the University to integrate strategic planning with financial projections that consider internal and external factors, including state funding and enrollment trends. They undergo periodic refinements throughout the budget-planning cycle to ensure that resources remain aligned with the state and CSU plans as well as institutional priorities and student-success goals. These scenarios are also shared with leadership, URPC and the broader campus community throughout the budget planning cycle through campus communications, open forums, meetings and are made available on the URPC and UBO websites.

For the initial context of the multi-year planning needs, here is a projection of the Tier 2 (baseline) operating fund changes over the next three years, provided with the caveat that these projections assume that current indications from the state and CSU materialize as expected and that enrollment continues to experience moderate growth.

Given the carryover of approximately $3.8 million from the 2025-26 budget deficit and the further projected shortfall in 2026-27 and 2027-28, multi-year planning becomes even more critical. With a structural deficit expected to widen, this presents an opportunity to proactively assign preliminary proportional divisional reduction targets for 2026-27. Establishing these targets earlier could guide strategic planning efforts over summer 2025, enabling divisions to explore reduction strategies like reorganization and restructuring, while remaining flexible to adjust as the state budget finalizes in June 2025 and other financial factors evolve.

Conclusion

The University's budget planning assumptions are based on current, known information gathered from campus enrollment planning, projected mandatory cost increases, information from the Chancellor's Office, and the Governor's budget proposal. While we are aware that the State budget is experiencing a significant deficit and proposed funding is subject to change until approved by the Legislature in June, we recognize the importance of moving forward with a 2025-26 budget recommendation prior to that date. In the event of significant changes to the approved State of California budget or allocations from the Chancellor's Office, we request that the URPC be reconvened to discuss how to proceed in light of the new information.

We appreciate your review of this recommendation and look forward to your feedback and comments.

APPENDIX A

Budget Assumptions

Enrollment Assumptions

The University continues to strive toward its ambitious enrollment goal to double enrollment, including a drive toward fall 2025 total enrollment of 6,347. The Enrollment Target Progress (ETP) team is tracking progress toward targets and providing monthly updates to campus. A more in depth review of current enrollment trends and variables is available in the most recent [Enrollment to Target Update (3/04/25)](#).

Enrollment trends remain positive. As of March 3, 2025 we have more than 17,436 total applications; while lower than this time last year, the University is well on target for achieving the application volume required for its projected higher yield rates. The University is seeing year-over-year growth in applications for lower division transfers and credential students. The biggest success story is deposit trends. As of the March 3, 2025 report, deposits were up by 11%, or 102 students, with the largest growth coming from upper-division transfer students. Significant efforts are underway to both continue driving applications through our April 1, 2025 deadline and to increase yield. Plans to increase enrollment for AY 2025-26 assumed fewer applicants but increased yield of applicants in both first-time undergraduates and upper-division transfer students which we are seeing.

While recruitment trends remain positive, we are proceeding cautiously from a budget planning standpoint, anticipating modest growth next year consistent with the past two years. The total Fall 2025 headcount projection in all three planning scenarios is 6,105 (-0.4% from 2024-25 budget and +1% from Fall 2024 census). The budget office is currently only enrollment planning for three years, through Fall 2027, therefore each year thereafter assumes 1% growth from the previous year. A chart reflecting conservative enrollment budget assumptions in comparison to the enrollment targets we are striving to reach as a campus are shown in the chart below. Even while budgeting conservatively, we are closely monitoring enrollment numbers so we can pivot quickly if growth is trending differently than anticipated.

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Fall Headcount Planning

- EM Target
- Tier 1-3 Scenarios

	Fall 2024 Actual	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
EM Target	7,550	6,347	6,837	7,518	8,246	8,917	9,500
Tier 1-3 Scenarios	6,131	6,105	6,105	6,167	6,228	6,290	6,353

For budget planning, we use full-time equivalent students (FTES) as the enrollment metric. Those numbers are more conservative than the EM Target, which uses total headcount. In total, we are anticipating overall FTES enrollment to be flat from 2024-25 actuals; however, the FTES student mix will be adjusted as part of final budget planning to reflect the variation noted in the actuals below.

Enrollment Projections	2024-25 Budget	2024-25 Actuals	2025-26 Budget
Resident FTES	5,262	5,177	5,240
WUE FTES	200	276	200
Out-of-State FTES	75	69	75
International FTES	20	16	20
Total Academic Year FTES	**5,557**	**5,538**	**5,535**
Total Academic Year Headcount	5,836	6,360	6,360

A key area of focus is our CSU funded annual resident FTES target. In 2024-25 our target was reduced by 3% to 7,375 and our associated funding by approximately $1.9 million. For 2025-26 the CSU will again reduce our target by 3% to 7,154 and our associated funding by another $2.1 million.

Strategic efforts to increase annual resident FTES include the Green & Gold affordability initiative for California residents, transfer outreach for targeted academic programs and from potential feeder community colleges, and new direct admissions programs, with one active for Fall 2025 entry and four others coming online for Fall 2026 and beyond. In recent years, the University shifted summer state-side. While the summer session is budgeted separately from this recommendation, the associated FTES will now be counted toward our target, which helps mitigate future enrollment recalibrations.

Resident FTES will be adjusted as part of final budget planning to reflect variation noted in the 2024-25 actuals below.

	2024-25		2025-26
Annual Resident FTES Projections	**Budget**	**Actuals**	**Budget**
Academic Year Resident FTES	5,262	5,350	5,240
Summer Resident FTES	200	188	210
Total Annual Resident FTES	**5,462**	**5,538**	**5,450**

Revenue Assumptions

The University's 2025-26 revenue budget is projected to be $174.6 million, reflecting a net decrease of $3.5 million from 2024-25. The primary factors influencing this decline include reductions in state funding and enrollment-based reallocations, partially offset by Polytechnic funding and tuition increases.

- State Appropriation (-$5.4 million):
  - State cut to the CSU (-$7.9 million)
    - The state has indicated plans to cut CSU ongoing base funding by $375 million. This significantly impacts the CSU and jeopardizes its ability to invest in academic programs, student support services and infrastructure. The University's estimated portion of this cut is expected to be approximately $7.9 million.The CSU is actively working with state leaders and legislators to advocate against the $375 million cut to ongoing state funding and the $252 million deferral of compact funding. These advocacy efforts will continue leading up to the Governor's revised budget proposal in May 2025, and ultimately the final passage of the state budget in June 2025.
  - Enrollment reallocation (-$2.1 million)
    - The University is also facing a reduction in funding from the CSU due to the *CSU Enrollment Target and Budget Reallocation Plan*. Under this plan, the CSU has modified its approach to enrollment target setting and resource allocation such that resident full-time equivalent students (rFTES) and associated resources will be permanently reallocated from universities that have experienced enrollment declines to universities who can grow and help achieve the CSU's system wide resident student enrollment target. The University is currently 26%

below its rFTES target of 7,375 and therefore will have 3% of its target and associated funding pulled back. This equates to an rFTES target reduction of -221 to 7,154 and approximately -$2.1 million. While growth is anticipated, we are considered overfunded until we meet and exceed our annual rFTES target.

- ○ Polytechnic Funding (+$3.7 million)
  - ■ The final $3.7 million installment of the $25 million ongoing Polytechnic funding will be received in 2025-26.
- ○ Compact funding deferral
  - ■ Under a multi-year compact with the State of California, the CSU was set to receive 5% annual ongoing general fund increases through 2026-27 to support student success initiatives. However, the state has indicated that $252 million in 2025-26 compact funding will be deferred until 2027-28. While this deferral does not impact the Tier 2 (baseline) scenario, it presents budgetary constraints under Tiers 1 and 3. If received, the compact funding will be fully allocated to cover essential priorities, but it will only partially offset mandatory cost and compensation increases.
- ● Tuition Increase (+1.9 million):
  - ○ Tuition revenue is anticipated to increase $1.9 million. This reflects the implementation of the 6% tuition rate increase system wide.

Expenditure Assumptions

The 2025-26 Tier 2 (baseline) expenditure budget reflects mandatory cost increases and campus allocations based on priorities identified during the budget planning process. Total expenditures are projected to be $186.1 million, representing a net increase of $8 million from 2024-25.

- ● CSU Mandatory Costs (+2.9 million)
  - ○ State University Grant (SUG) program: The SUG program provides need-based awards to eligible undergraduate and graduate/post-baccalaureate students. Due to increased funding from the 6% tuition rate increase, SUG is expected to rise by $650 thousand in 2025-26.
  - ○ Utilities, health premiums & insurance premiums are all expected to increase in 2025-26 totaling approximately $2.3M million.
- ● Campus Mandatory Costs & Priorities (+$1.4 million)
  - ○ Utilities are expected to increase 5% in 2025-26 for an estimated $300 thousand.
  - ○ Insurance is expected to increase 13% in 2025-26 for an estimated $700 thousand.
  - ○ Contingency funding is projected to increase by $300 thousand to provide flexibility in the event enrollment assumptions are not met or other unforeseen factors arise.
- ● Polytechnic Funding (+$3.7 million)
  - ○ The final $3.7 million installment of the $25 million ongoing Polytechnic funding will be received in 2025-26.

For 2025-26, under the Tier 2 (baseline) scenario, the University anticipates a net revenue decrease of $5.4 million and an expenditure increase of $8 million, resulting in a projected budget deficit of $11.6 million. Even with the proposed reductions, the University will not achieve a balanced budget in 2025-26. However, this reflects a conscious and strategic decision by the University to manage the budget shortfall in a way that allows for a more thoughtful, phased approach to necessary reductions. Rather than making abrupt cuts that could disrupt operations and programs, the University intends to utilize up to $4 million in one-time funding set aside from the 2023-24 roll forward to help bridge the 2025-26 budget gap and provide additional time for careful planning and adjustment.

Reserves Assumptions

It is the goal of the campus and URPC to work toward establishing reserves at the levels outlined in the University Operating Fund Reserve Policy in the following categories: Equipment Reserve, Maintenance Reserve, and Operating Reserve. With the exception of the Operating Reserve described below, each campus has authority to determine target levels based on individual need and plans. The current reserve balances for each category are provided below for reference.

Reserve Category	Ending Balance		
	2022-23	2023-24	2024-25
Capital Reserves	$ 714,974	$ 1,109,686	$ 1,109,686
Equipment Reserves	$ 240,000	$ 240,000	$ 240,000
Maintenance Reserves	$ 446,730	$ 616,716	$ 616,716
Operating Reserves - *Reserve for Economic Uncertainty*	$ 7,678,135	$ 8,126,935	$ 8,907,068
# of days supported by Operating Reserves	18	19	18

The 2025-26 Operating Reserve, known as the Reserve for Economic Uncertainty under the CSU Policy on Designated Balances and Reserves (dated April 16, 2024), is projected to start at $8.9 million, which equates to approximately 5% of the projected 2025-26 Operating Fund Budget. This is in line with the minimum requirement stated in the CSU Policy. However, this balance would cover only 18 days of annual operating expenditures, while the CSU policy recommends accumulating reserves equivalent to at least three months and up to six months of the annual operating budget for each operating activity fund.

The Reserve for Economic Uncertainty provides flexibility to take mission-related risks and to absorb or respond to temporary changes in environment or circumstances. Insufficient reserves can lead to cash flow stress and divert focus from strategic, long-term decision-making. Any spending out of the Operating Reserve must be accompanied by a plan to replenish the reserve fund. The University Operating Fund Reserve Policy is pending update to reflect reference to the updated CSU Policy on Designated Balances and Reserves which replaced ICSUAM Section 2001.00.

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CAL POLY HUMBOLDT
University Senate

Resolution on Course Numbering Policy
17-24/25-APC – April 1, 2025 – Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the University adopt the attached policy regarding the numbering of courses; and be it further

RESOLVED: That this policy supersedes the Cal Poly Humboldt 2022 Course Numbering Policy (VPAA 22-13).

RATIONALE: This revision simplifies course numbering by removing restrictions on general education course numbers and usage of X, Y and Z suffixes. Additionally, it eliminates policy language regarding circumstances under which students can enroll in courses and numbering of courses lasting two or more semesters.

DRAFT Course Numbering Policy
Policy Number
Academic Policies Committee

Applies to: Faculty, S~~s~~tudents

Supersedes: VPAA 22-13

Purpose of the policy: Establishes numbering and lettering conventions for courses of various designations.

Policy Details:

1. **General numbering scheme.**

001-099:   Pre-Baccalaureate courses

~~**100-109**: Courses satisfying lower division general education requirements in breadth areas A, B, C, D, E & F.¶~~
~~Exception: Foreign language courses numbered 105.~~

100-199:   Courses typically taken as a first-year student while pursuing a baccalaureate degree.

~~**200-209**: Courses satisfying lower division general education requirements in breadth areas A, B, C, D, E, & F.~~

200-299:   Courses typically taken as a second-year student~~sophomore~~ while pursuing a baccalaureate degree.

~~**300-309**: Upper division courses meeting general education requirements in breadth areas B, C, D & F.~~

300-399:   Courses typically taken as a third-year student~~junior~~ while pursuing a baccalaureate degree.

400-499:   Courses typically taken as a fourth-year student~~senior~~ while pursuing a baccalaureate degree.

500-6~~5~~99:   Graduate level courses. ~~which may be taken with instructor's approval by qualified seniors on an elective basis.¶~~

~~**600-699**: Graduate courses open only to graduate students.¶~~

700-799: ~~Post-baccalaureate~~Graduate, professional level courses ~~leading to credential or licensure / continuing education courses.Credential/Licensure courses.~~

2. Special courses.

The numbers assigned to the following special courses shall be used by all academic units:

180/280/380/480/580/680/780: Baccalaureate/Master's Special Topics

482/582/682: Baccalaureate/Master's Internships

485/585/685: Senior/Master's Seminar

490/690: Senior/Master's Thesis

491/691: Baccalaureate/Master's Comprehensive Examination

492/692: Baccalaureate/Master's Project

293/493: Supplemental Work (to make up deficiencies in previous coursework)

495/695: Senior/Master's (Field, Applied, Directed) Research

198: Supplemental instruction (SI). SI courses are led by trained peer leaders who utilize collaborative learning activities in small groups to review course content and enhance student experience and performance in another specific course.

199/299/399/499/599/699/799: Baccalaureate/Master's Directed Independent Study

3. Letter suffixes.

Activity, discussions, laboratory, major, and research courses, which are associated with a lecture but may be offered independently from the lecture, shall be given the same number as the appropriate lecture course, with the addition of the suffixes **A**, **D**, **L**, **M**, and **R**, respectively. For example, BIOL 114 (Genetics) and BIOL 114L (Genetics Laboratory).

4. Service learning courses.

The use of **S** in a course number is reserved for courses designated as service learning courses through the university curriculum process. For example, SPAN 208S is an approved service learning course; SPAN 208 is the same course taught using a different methodology.

5. Writing intensive courses

The use of **W** in a course number is reserved for courses designated as writing intensive courses through the university curriculum process. Completion of a W-designated course satisfies the Graduation Writing Assessment Requirement (GWAR). For example, PSCI 485W

indicates an approved writing intensive course.

6. ~~Other lettering conventions.¶~~

~~The use of **X, Y, Z** designates courses in a sequence meeting general education requirements. There are two limitations: (1) the entire sequence must be completed in order to earn the credit (the student must complete the "Z" course before any units count toward general education requirements); (2) not all units earned in the sequence count toward the requirement, only the number specified (usually three).~~

7. ~~Courses lasting two or more terms.¶~~

~~Courses that last for two or more terms shall be given sequential numbers, not letter suffixes. Sequential course numbers do not always indicate courses lasting for two or more terms.~~

~~8.~~ **6. Courses assigned the same number.**

Letters **B**, **C**, **E**, **F**, **G**, **H**, **I**, **J**, **K**, **N**, **O**, **P**, **Q**, **T**, **U**, ~~and~~ **V, X, Y, and Z** may be used to distinguish between courses assigned the same number (for example, THEA 103, 103B, 103C). Such courses may or may not be a part of a sequence.

History:

Applies to: Faculty, Students

Supersedes: VPAA 22-13

Purpose of the policy: Establishes numbering and lettering conventions for courses of various designations.

Policy Details:

1. **General numbering scheme.**

001-099:   Pre-Baccalaureate courses

100-199:   Courses typically taken as a first-year student while pursuing a baccalaureate degree.

200-299:   Courses typically taken as a second-year student while pursuing a baccalaureate degree.

300-399:   Courses typically taken as a third-year student while pursuing a baccalaureate degree.

400-499:   Courses typically taken as a fourth-year student while pursuing a baccalaureate degree.

500-699:   Graduate level courses.**700-799**:   Graduate, professional level courses

2. **Special courses.**

The numbers assigned to the following special courses shall be used by all academic units:

180/280/380/480/580/680/780: Baccalaureate/Master's Special Topics

482/582/682: Baccalaureate/Master's Internships

485/585/685: Senior/Master's Seminar

490/690: Senior/Master's Thesis

491/691: Baccalaureate/Master's Comprehensive Examination

492/692: Baccalaureate/Master's Project

293/493: Supplemental Work (to make up deficiencies in previous coursework)

495/695: Senior/Master's (Field, Applied, Directed) Research

198: Supplemental instruction (SI). SI courses are led by trained peer leaders who utilize collaborative learning activities in small groups to review course content and enhance student experience and performance in another specific course.

199/299/399/499/599/699/799: Baccalaureate/Master's Directed Independent Study

3. Letter suffixes.

Activity, discussion, laboratory, major, and research courses, which are associated with a lecture but may be offered independently from the lecture, shall be given the same number as the appropriate lecture course, with the addition of the suffixes **A**, **D**, **L**, **M**, and **R**, respectively. For example, BIOL 114 (Genetics) and BIOL 114L (Genetics Laboratory).

4. Service learning courses.

The use of **S** in a course number is reserved for courses designated as service learning courses through the university curriculum process. For example, SPAN 208S is an approved service learning course; SPAN 208 is the same course taught using a different methodology.

5. Writing intensive courses

The use of **W** in a course number is reserved for courses designated as writing intensive courses through the university curriculum process. Completion of a W-designated course satisfies the Graduation Writing Assessment Requirement (GWAR). For example, PSCI 485W indicates an approved writing intensive course.

6. Courses assigned the same number.

Letters **B**, **C**, **E**, **F**, **G**, **H**, **I**, **J**, **K**, **N**, **O**, **P**, **Q**, **T**, **U**, **V, X, Y, and Z** may be used to distinguish between courses assigned the same number (for example, THEA 103, 103B, 103C). Such courses may or may not be a part of a sequence.

History:

Academic Policies Committee: 10/28/14
Reviewed: Provost: 12/15/2014
Revised: Academic Policies Committee: 02/02/2018
Reviewed: University Senate: 02/20/2018
Reviewed: Provost: 03/01/2018
Revised: Academic Policies Committee: 11/30/2022
Reviewed: Academic Policies Committee: 11/30/2022

Reviewed: University Senate: 12/13/2022

Reviewed: Provost: 12/14/2022

Revised: Academic Policies Committee: 3/27/2025

Reviewed: Academic Policies Committee: 3/27/2025

Reviewed: University Senate:

Reviewed: Provost:

CAL POLY HUMBOLDT
University Senate

Resolution on Management Position Program Hiring Policy

19-20/21-Constitution and Bylaws Committee — March 10, 2025 — First Reading

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

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

Current Language:

701. CONSULTATION RELATED TO APPOINTMENT OF ADMINISTRATIVE POSITIONS

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

708. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

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

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

- The President or designee will appoint the chair of the search committee.

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

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

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

708.2. DEANS OF COLLEGES

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

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

708.4. DEAN OF UNIVERSITY LIBRARY

The search committee for the Dean of the University Library shall consist of the following:

- Faculty members, one from each college, elected by the faculty of the college.
- Two members of the University Library faculty elected by the University Library faculty.
- One University Library staff member elected by the University Library staff.
- One or two deans appointed by the President or their designee.
- One student member selected by the Associated Students.

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

Amended Language:

701. CONSULTATION RELATED TO APPOINTMENT OF ADMINISTRATIVE POSITIONS

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

708. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

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

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

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

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

- Faculty members, one from each college and the University Library, appointed by Senate Appointment and Election Committee.
- One non-academic staff member appointed by Staff Council.

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

708.2. DEANS OF COLLEGES

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

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

708.4. DEAN OF UNIVERSITY LIBRARY

The search committee for the Dean of the University Library shall consist of the following:

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

RATIONALE: To establish a structured, transparent, and equitable process for recruiting, selecting, and onboarding management personnel. This policy ensures compliance with legal and institutional regulations, promotes diversity and inclusion, and upholds shared governance by involving faculty, staff,

and students in hiring decisions. It strengthens leadership accountability and aligns hiring practices with the university's mission and strategic objectives.

Cal Poly Humboldt.

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

Supersedes: #19-05/06-EX

Purpose of the Policy

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

Definitions

Search Committee: A group of representatives tasked with overseeing candidate evaluation and selection.
Equity Advocate: A committee member responsible for promoting fairness and impartiality in the hiring process.
Onboarding: The process of integrating a new hire into the university, including orientation, training, and ongoing support.

Policy Details

1. Introduction and Scope

1.1 The purpose of this policy is to establish a structured and transparent framework for hiring qualified management personnel who will uphold and advance the university's

mission and strategic objectives. Recognizing the critical role that effective leadership plays in fostering academic and organizational success, this policy is designed to ensure that hiring processes align with best practices, university policies, and equity principles.

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

MPP positions are categorized into four levels:

>
> MPP Level 1 – First-line supervisors and entry-level managers.
> MPP Level 2 – Mid-level managers with broader oversight.
> MPP Level 3 – Senior managers, including associate/assistant vice presidents.
> MPP Level 4 – Executive leadership, such as some deans, and vice presidents.

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

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

2. Authority and Compliance

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

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

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

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

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

3. Position Identification and Justification

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

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

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

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

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

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

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

4. Search Committee

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

>4.1.1 Chair:
>
>>- A tenured faculty or an administrator at the same rank or higher than the vacant position.
>>- For MPP III and IV hirings a faculty member and an administrator shall co-chair the search committee.
>
>4.1.2 Membership:
>
>>- Members appointed by the Senate Appointment and Election Committee, Staff Council, Associated Students, and administration.
>>- Subject-matter experts appointed by the hiring authority.
>>- A trained Equity Advocate (non-voting).
>>- The composition of the search committee should ensure that administration-appointed and ex-officio members together do not constitute a majority.
>>- If the Senate Appointment and Election Committee, Staff Council, or Associated Students are unable to make appointments to the committee, they shall inform the hiring authority in writing so that the hiring committee can consider executive appointments.

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

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

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

- Use a scoring rubric to evaluate candidates against the required qualifications.

- Apply the same criteria consistently to each application, maintaining confidentiality and impartiality throughout.

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

5. Recruitment and Selection Criteria

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

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

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

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

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

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

- Description of major responsibilities and specific duties.

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

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

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

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

6. Interview and Assessment

6.1 The search committee shall develop an interview procedure to ensure a fair and thorough evaluation:

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

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

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

7. Reference and Background Checks

7.1 The search committee shall conduct a minimum of three reference checks for each final candidate to verify:

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

7.2 Human Resources shall perform background checks including:

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

8. Offer and Negotiation

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

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

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

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

9. Onboarding and Orientation

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

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

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

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

10. Policy Review and Amendments

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

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

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

Related Policies:

Technical Letter HR/Appointments 2013-03: Recruitment and Hiring Guidelines for MPP and Staff (Non-represented and Represented) Positions
https://www.calstate.edu/hradm/pdf2013/TL-APPT2013-03.pdf

History

Constitution and Bylaws: 03/10/2025
Reviewed by University Senate: 03/10/2025
Approved by Provost/President: MM/DD/YYYY

Taskforce Membership

Co-Chairs

- **Ramona Bell**, Professor and Chair of Critical Race, Gender and Sexuality Studies, University Senator
- **Rosamel Benavides-Garb**, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer, University Senator

Members

- **Anna Martinez**, Associated Students, Social Justice, Equity, and Inclusion Officer
- **Andrea Delgado**, Assistant Professor, Department of English, CFA Executive Board Member
- **Angelina Ramirez Peirano**, Administrative Support Coordinator, ODEI
- **Enoch Hale**, Director of the Center for Teaching and Learning
- **Fernando Paz**, Campus and Community Development Coordinator, ODEI
- **Frank Herrera**, Coordinator for the Social Justice, Equity, and Inclusion Center, DMSI Mentor
- **Joseph Diémé**, Professor of World Languages and Cultures
- **Kayla Begay**, Associate Professor of Native American Studies
- **Mary Virnoche**, Professor of Sociology, University Senator, Academic Senator, Academic Senate of the CSU
- **Michele Miyamoto**, Tutoring and Academic Coaching Coordinator, University Senator, Associate Director, ODEI
- **Pearl Podgorniak**, Strategic Initiatives Coordinator, ODEI
- **Sarah Peters Gonzalez**, Academic Advisor, Academic Advising Center, Faculty Lecturer, Individualized Degree Program & Theatre Arts
- **Sasheen Raymond**, Coordinator of the Indian Tribal & Educational Personnel Program & ELITE Scholars
- **Stephanie Souter**, Research Analyst, IRAR, Faculty Lecturer, Department of Psychology

Student Interns

- **Carmen Benavides-Garb**, Critical Race, Gender, and Sexuality Studies and Political Science Double Major
- **Jade Croopnick**, Critical Race, Gender, and Sexuality Studies Major
- **Jade Khalid**, Critical Race, Gender, and Sexuality Studies Major
- **Nat Kindane**, Sociology Major
- **Priscilla Cuellar**, Critical Race, Gender, and Sexuality Studies Major

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Call to Action:

- Is a living framework to inspire critical inquiry and meaningful change at the individual, departmental, and institutional levels.

- It requires reflection on past/present practices and commitment to transformation.

- Its progress requires ongoing learning, adaptability and collective courage.

- It is an invitation to build an inclusive, empowering institution.

- It is a call for collective actions grounded in compassion, humility, and success.

H.

The Process (In a nutshell)

1. Started with the NADOHE Framework.

2. Collected qualitative data (sentiment of our community).

3. Data were processed via consensus coding.

4. Themes were used to generate the anti-racism action plan and recommendations.
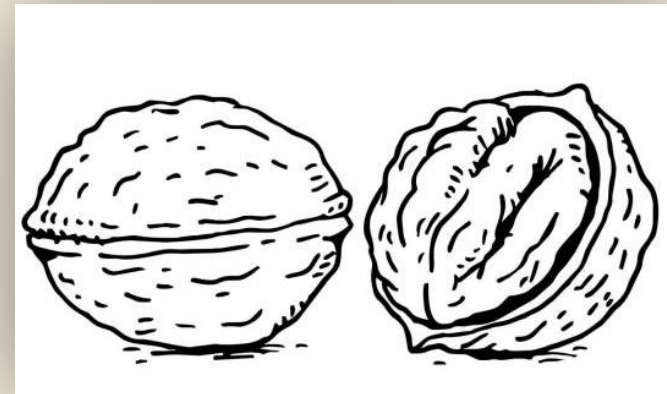
Data Collection

Consultations:
14 sessions (in-person & online, Fall 2023 – Spring 2024)
- Brief presentation & Intro to NADOHE Framework area.

Facilitation:
Task force members (lead facilitator + note-taker)
- Notes from these consultations were recorded (Identities of participants kept anonymous)

Participants:
Students, faculty, staff, administrators

14
Consultations

9
Months

500
Participants

H.

Seven Findings and Recommendations

1. Institutional Accountability in Racial Matters

2. Representation and Retention of Diverse Community Members

3. Professional Development Needs of Faculty, Staff, and Administrators to Support an Inclusive Campus Culture

4. A Community of Safety, Belonging, and Care

5. Funding of Programs and Initiatives that Serve Members of Color

6. Inclusive Curriculum and Pedagogy

7. Evaluation of Campus Success

Three internal components of each recommendation:

1. Summarizes our campus sentiments.

2. Provides general recommendations.

3. Describes pathways for implementation of recommendations.

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Institutional Anti-Racism Action Plan

2025–2030

Findings and Recommendations

#1: Institutional Accountability in Racial Matters

- **Campus and Community Sentiments:** The campus community expressed concern about institutional and administration transparency, cultural awareness, and accountability in addressing structural inequities, racial harm, and campus communications.

- **Recommendations:** Accountability in anti-racism and DEI must be institutionalized through coordinated structures, transparent communication, timely responses to harm, and leadership committed to cultural humility and equity.

- **Pathways to Address the Recommendations**: Administration establishes clear organizational and institutional capacity to respond to issues of racial and discriminatory conflict.

H.

Findings and Recommendations

#2: Representation and Retention of Community Members of Color

- **Campus and Community Sentiments:** The campus community stresses the need for diverse faculty, staff, and administrators, recognizing the unacknowledged cultural labor of employees of color and calling for equitable recognition and support.

- **Recommendations:** Intentional recruitment and retention of diverse faculty and staff are essential for student success, reducing cultural taxation, and fostering an inclusive campus where contributions are recognized and supported.

- **Pathways to Address the Recommendations**: All supervisors and hiring authorities are aware of and support the policies and practices outlined by the institutional Affirmative Action Plan and best practices in the hiring process.

H.

Findings and Recommendations

#3: Professional Development Needs of Faculty, Staff, and Administrators to Support an Inclusive Campus Culture

- **Campus and Community Sentiments:** The campus community calls for required equity training, institutional support for inclusive learning, and interdisciplinary collaboration to foster meaningful dialogue and culturally diverse narratives.

- **Recommendations:** Institutional support for professional development is essential to fostering an inclusive, anti-racist campus culture by integrating equity training into job expectations, broadening participation, and ensuring campus-wide accountability.

- **Pathways to Address the Recommendations**: Pertinent offices develop multi-level tailored onboarding and PD plans to expand knowledge and practices of bias disruption and anti-racism that are relevant to their organizational context to be used by supervisors across units.

H.

Findings and Recommendations

#4: A Community of Safety, Belonging, and Care

- **Campus and Community Sentiments:** The campus community expresses a need for a more inclusive and supportive environment, particularly for students of color.

- **Recommendations:** The institution should intentionally coordinate and facilitate fostering inclusive spaces that affirm diverse identities and cultural wealth, creating opportunities for meaningful engagement, and addressing basic needs holistically.

- **Pathways to Address the Recommendations**: Opportunities for the development of affinity spaces and networks for students, faculty, and staff are supported and properly resourced.

H.

Findings and Recommendations

#5: Funding of Programs and Initiatives that Serve Underrepresented Groups

- **Campus and Community Sentiments:** The campus community seeks greater transparency in institutional budget allocations, particularly for diversity, equity, and inclusion initiatives, along with sustainable funding for cultural centers and programs that support underrepresented groups.

- **Recommendations:** The institution practices transparency, communication, and participation in the budget allocation process, including consultation with leaders representing people of color and cultural organizations to ensure long-term support for these groups.

- **Pathways to Address the Recommendations:** Administration creates the conditions for long-range planning regarding campus culturally-serving organizations, such as the Cultural Centers for Academic Excellence, the Social Justice, Equity, and Inclusion Center, cultural clubs, and academic programs designed to serve diverse students.

H.

Findings and Recommendations

#6: Inclusive Curriculum and Pedagogy

- **Campus and Community Sentiments:** The campus community calls for more culturally diverse representation in course curricula, including non-western perspectives and recognition of racial and ethnic contributions, as well as inclusive, student-centered pedagogies that honor cultural wealth and lived experiences.

- **Recommendations:** Education should recognize the agency of diverse community members in knowledge creation, with curriculum governance developing inclusivity metrics, faculty receiving equity-focused professional development, and faculty integrating students' lived experiences and cultural agency into learning.

- **Pathways to Address the Recommendations**: Faculty create a diverse curriculum to equitably serve the representational needs of our students of color by establishing historical connections between subject matter and diverse creators of knowledge.

H.

Findings and Recommendations

#7: Evaluation of Campus Success

- **Campus and Community Sentiments:** The campus community has expressed concerns that this "Call to Action" may be performative rather than substantive, urging that the sentiments shared be authentically addressed with actionable responses, particularly around accountability and communication.

- **Recommendations:** Assessing diversity, equity, inclusion, and anti-racism requires recognizing its complexity, using evaluation as a tool for continuous improvement, and ensuring it leads to institutional excellence through collective, ongoing reflection and refinement.

- **Pathways to Address the Recommendations**: Administration supports and facilitates the periodic review of this "Call to Action" to ensure alignment with campus climate and constituent needs.

H.

Thank You!

Q&A

Cal Poly Humboldt.

University Senate | April 1, 2025

❯ Defining Anti-Racism

Anti-racism involves intentional actions, policies, and behaviors aimed at identifying, challenging, and dismantling racism and its systemic and structural manifestations. Unlike Diversity, Equity, and Inclusion (DEI) efforts, which often focus on representation and equitable access, anti-racism is specifically about confronting and eliminating racism at its roots, and includes awareness of intersectional identities. **Anti-racism is an exercise of hope, a practice of undoing oppression, and an act of love. It requires us to actively identify and address the racist frameworks and power dynamics that persist in our institution.**

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Institutional Anti Racism Call to Action (IARCA)
Purpose Statement

- Cal Poly Humboldt is at a pivotal moment in advancing **equity** and inclusion

- The IARCA reflects an **unwavering commitment** to a welcoming, respectful, and empowering community and institutional efforts,

- Builds on long standing community and institutional efforts for social justice.

- Centers on hope, accountability, and reimagining equitable policies and practices

- Aims to cultivate an environment where justice and equity are not just aspirations but **lived realities for all members of our community**.

H.

Our Legacy & Collective Voice

5 Guiding Principles

Community Engagement

Co-Creation of Knowledge

Situated Knowledge

Reflective Practice

Sustainability and Long-Term Impact

H.

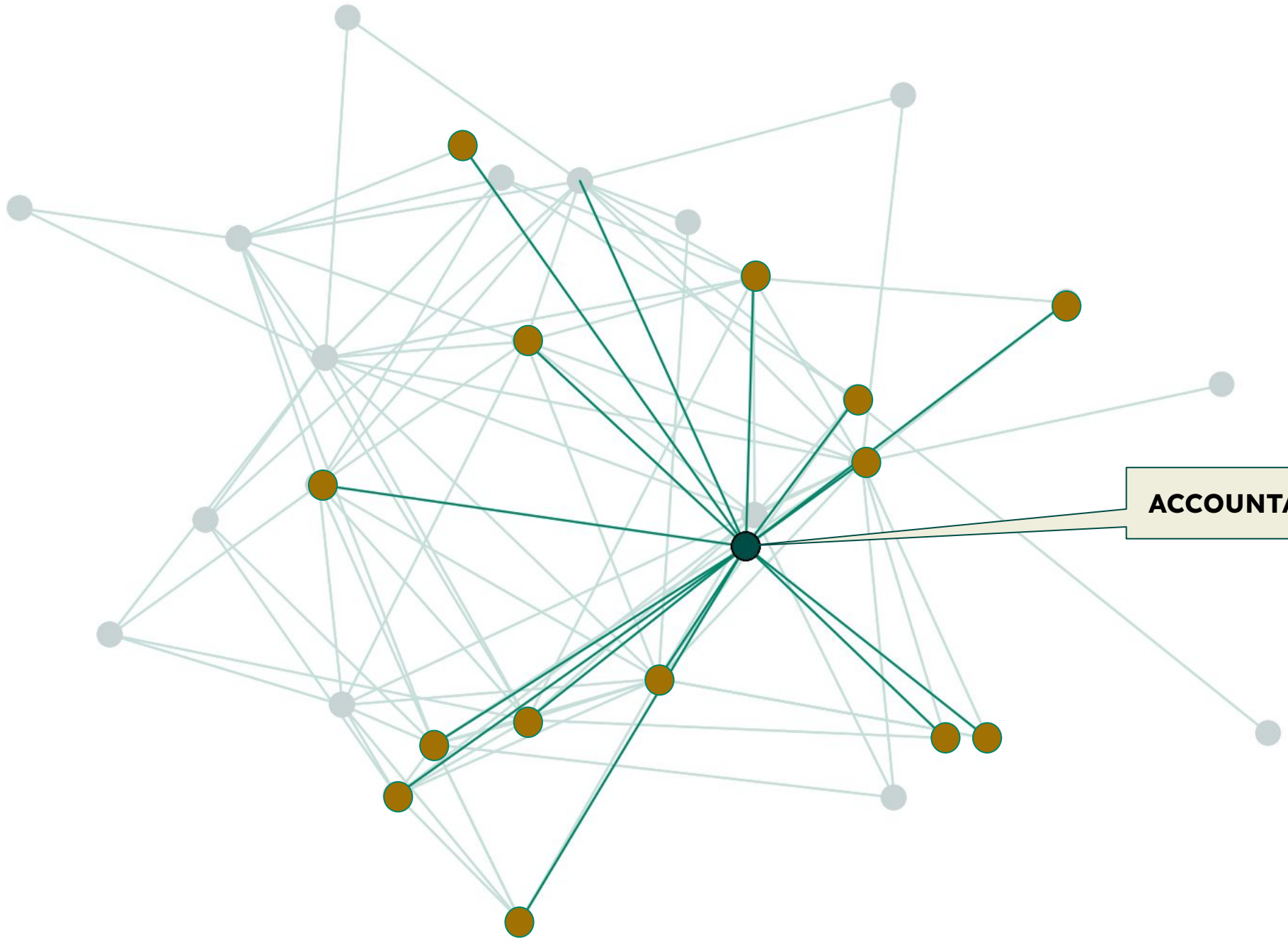# Consensus Coding & Theme Generation

Consultation
Notes

Group Coding
Sessions (ATLAS.Ti)

30
Themes
Emerge
d

H.

ACCOUNTABILITY

MARKETING

FUNDING PROGRAMS

POLICY

ADMIN INVISIBILITY

DECENTERING WHITENESS

ACCOUNTABILITY

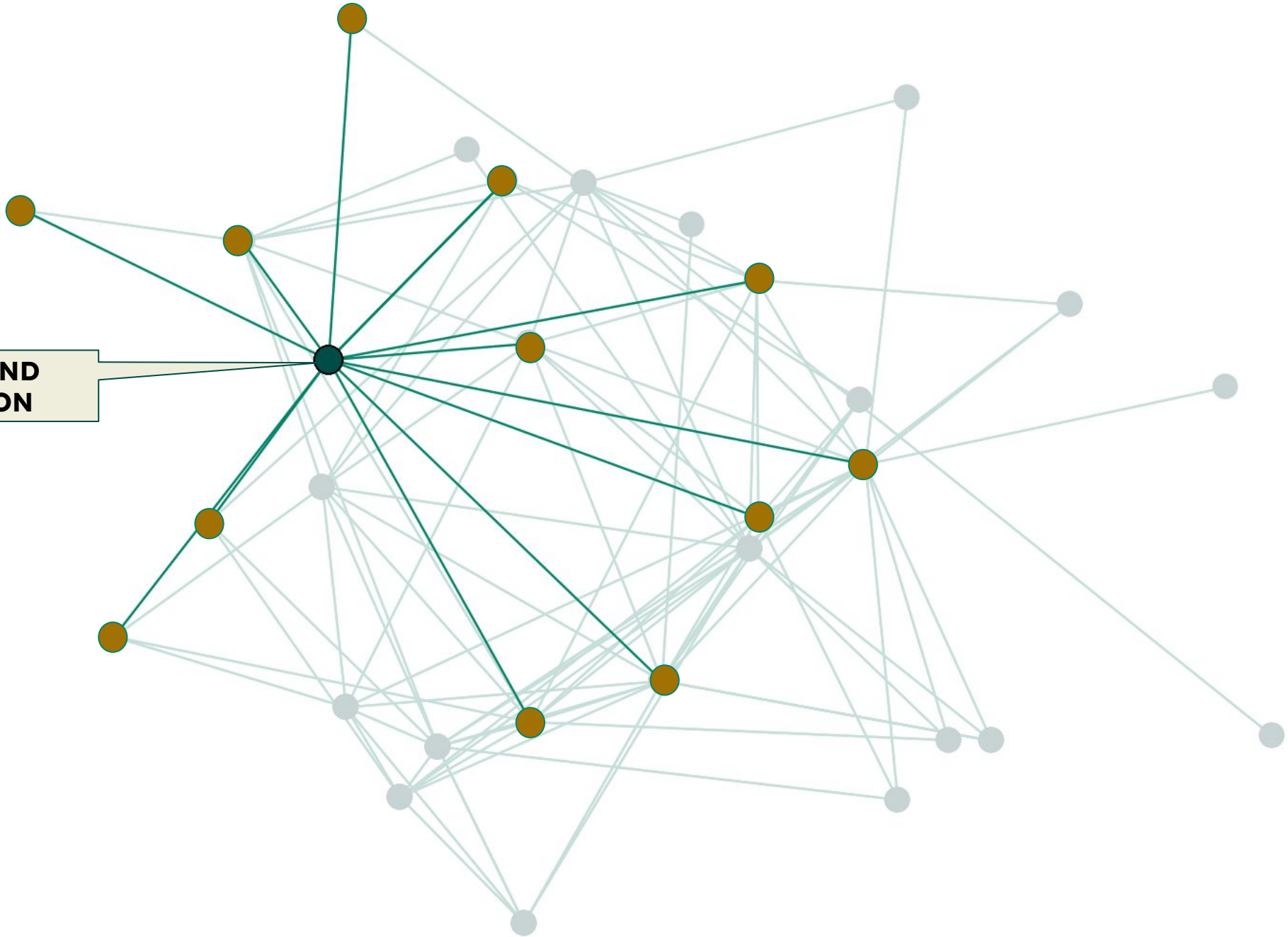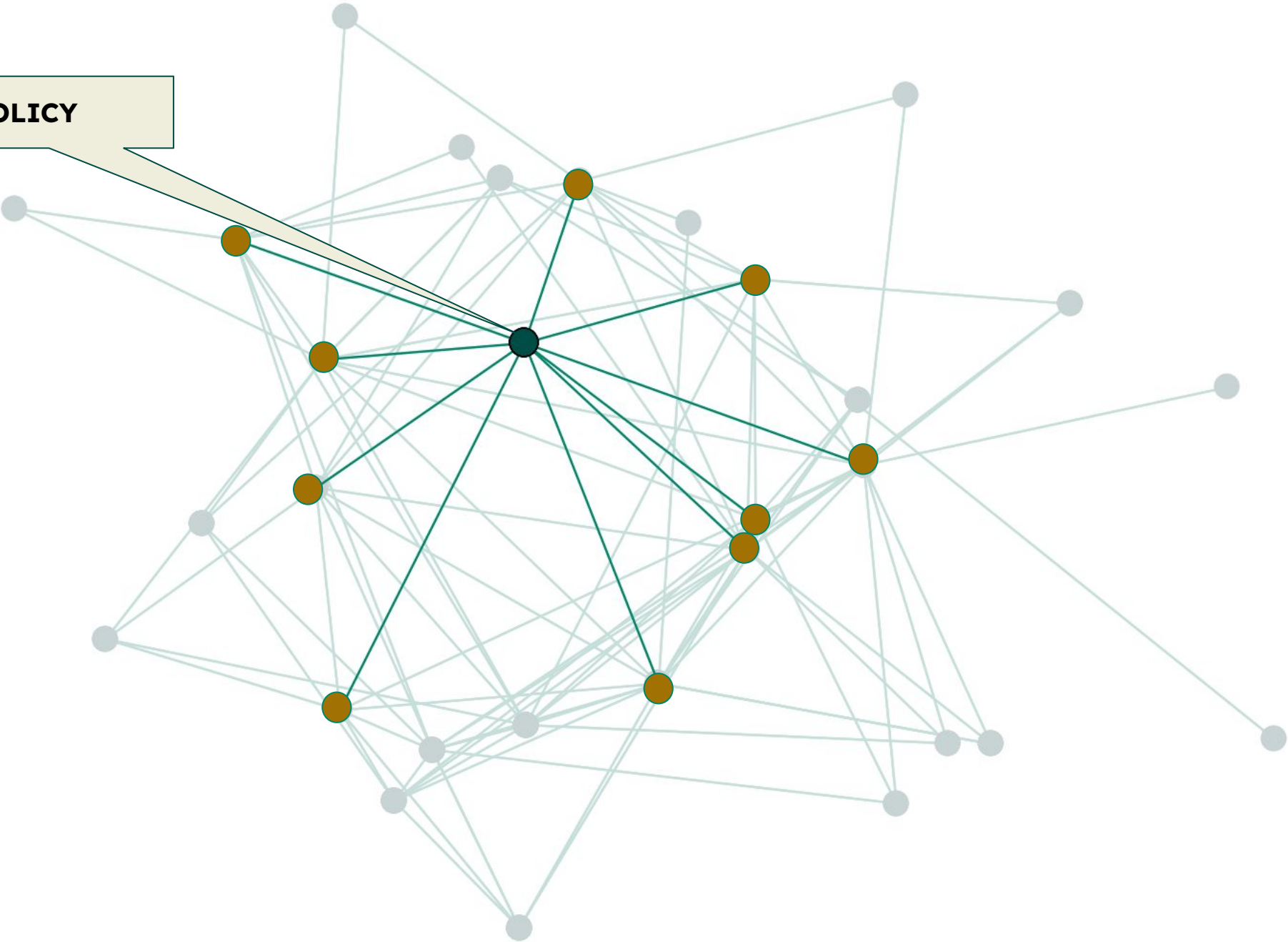CULTURAL CENTERS

CAMPUS HISTORY

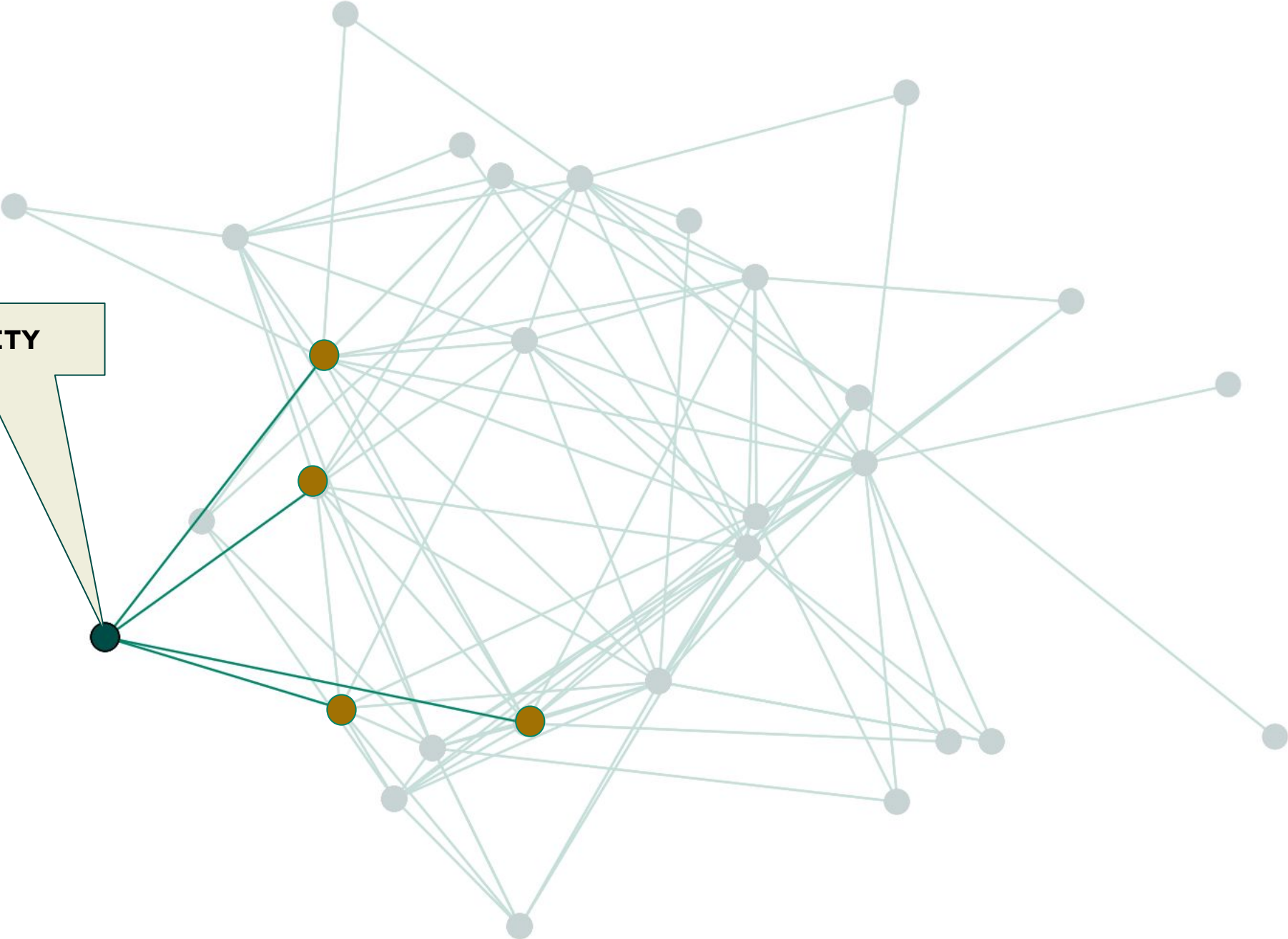CULTURAL TAXATION

RECONCILIATION
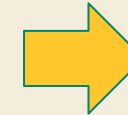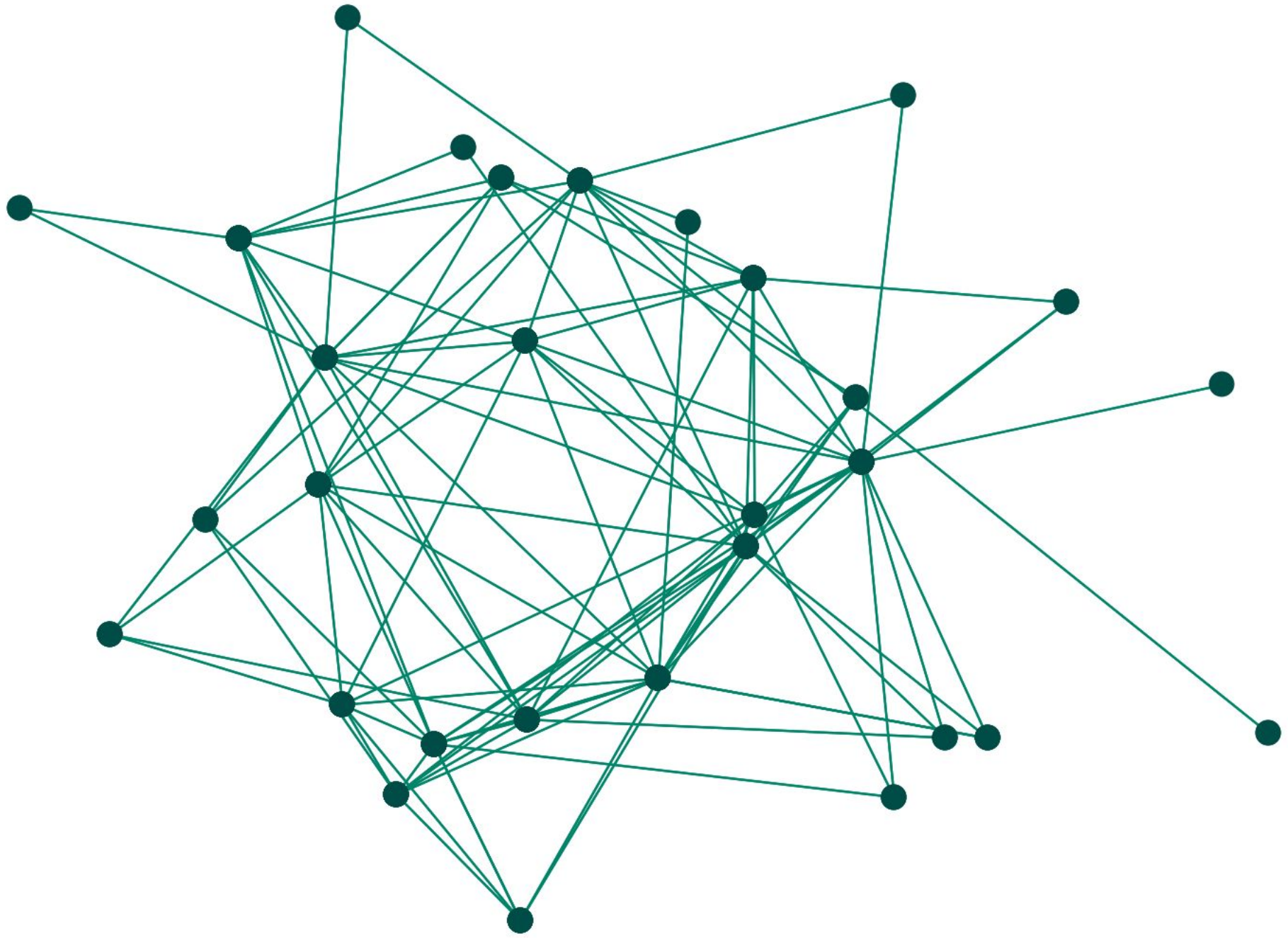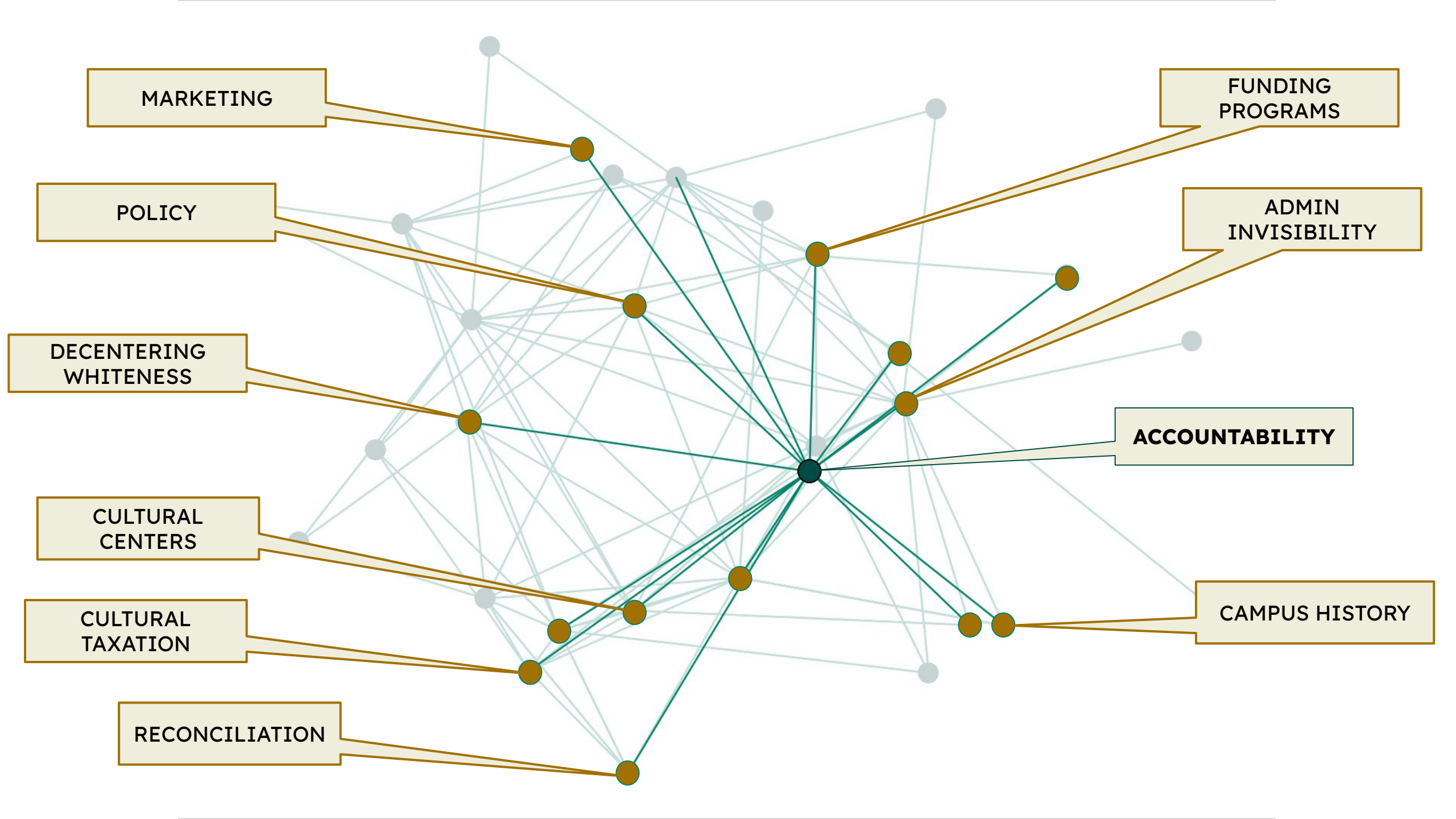
HIRING AND RETENTION

POLICY

PAY EQUITY

Findings and Recommendations

#: Subject

- **Campus and Community Sentiments:** The campus community expressed concern about...

- **Recommendations:** Direct recommendation response to community sentiments.

- **Pathways to Address the Recommendations**: Non-prescriptive possibilities for action

H.

CAL POLY HUMBOLDT
University Senate

Sense of the Senate Resolution on
Institutional Anti-Racism Call to Action

##-24/25-Senate Executive Committee — April 1, 2025

WHEREAS: The Cal Poly Humboldt Institutional Anti-Racism Call to Action is a product of more than two years of iterative consulting, thinking, and creating; and

WHEREAS: The 16-member Call to Action team of faculty, staff, administrators, and student interns engaged with more than 500 campus community members across the process; and

WHEREAS: The Call represents landscapes of experiences, as well as direction for forging pathways to navigate an anti-racism collective campus journey; and

WHEREAS: Individual vantage points change the experience of interactions and structures that informed this social and organizational mapping; and

WHEREAS: Our collective charge, and the particular challenge for campus leaders across units, is to leverage this Call to Action to engage in purposeful dialogue that facilitates these differences in the process of identifying specific anti-racism actions; and

WHEREAS: The Call to Action provides seven recommendations, including suggested pathways for individuals, units, and organizations to address the recommendations; now, therefore, be it

RESOLVED, That the Call to Action is a living document broadly guiding each consecutive year evaluation of and commitment to new or continued strategies and tactics for the 5-year planning period; and be it further

RESOLVED, That the University Senate of Cal Poly Humboldt supports the Office of Diversity, Equity, and Inclusion in their charge to support leaders as they facilitate, coordinate, and commit to this Call to Action; and be it further

RESOLVED, ODEI's facilitation must generate strategic actions that shore up or change landscapes in the Cal Poly Humboldt collective journey toward a caring and inclusive community; and be it further

RESOLVED, The university Senate supports the seven recommendations and pathways to address the recommendations as leadership opportunities for all members of our community.

For purposes of Senate reading, link to the full report:
📄 Institutional Anti-Racism Call to Action [FINAL] 3_7_25.pdf

Cal Poly Humboldt.

Institutional Anti-Racism Call to Action

March 7, 2025

Message from Cal Poly Humboldt Leadership

[To be crafted and inserted here]

Executive Summary

The Cal Poly Humboldt Institutional Anti-Racism Call to Action is a product of more than two years of iterative consulting, thinking, and creating. The 16-member Call to Action task force of students, faculty, staff, administrators, and student interns engaged with more than 500 campus community members across the process. This effort is in alignment with the institution's vision to be a campus "for those who seek above all else to improve the global human condition and our relationship with the environment."

The Call to Action represents landscapes of experiences, as well as direction for forging pathways to navigate an anti-racism collective campus journey. Individual vantage points change the experience of interactions and structures that informed this social and organizational mapping. Our collective charge, and the particular challenge for campus leaders across units, is to leverage this Call to Action to engage in purposeful dialogue that engages these differences in the process of identifying specific anti-racism actions.

Seven Findings and Recommendations are outlined based on campus community sentiments, including: #1 Institutional Accountability in Racial Matters, #2 Representation and Retention of Community Members of Color, #3 Professional Development Needs of Faculty, Staff, and Administrators to Support an Inclusive Campus Culture, #4 A Community of Safety, Belonging, and Care, #5 Funding of Programs and Initiatives that Serve Underrepresented Groups, #6 Inclusive Curriculum and Pedagogy, and #7 Evaluation of Campus Success.

Each finding has three distinct sections: Summary of sentiment, recommendations, and possible pathways to achieve the recommendations. The pathways are not all-encompassing and are intentionally non-prescriptive—and they do not name offices or programs. Instead, the pathways are meant to inspire recognition of one's office or program for self-identified responsive action. The Office of Diversity, Equity, and Inclusion will support leaders as they facilitate, coordinate, and commit to this Call to Action. Those conversations must generate strategic actions that shore up or change landscapes in the Cal Poly Humboldt collective journey toward a caring and inclusive community.

Cal Poly Humboldt's Vision

Cal Poly Humboldt's vision, as outlined in its strategic plan, *Future Forward 2021-2026*, states: "Cal Poly Humboldt will be a campus for those who seek above all else to improve the global human condition and our relationship with the environment. Toward this:

- We will be the premier center for the interdisciplinary study of the environment, climate crisis and resilience to climate change, and the conservation of ecological systems and natural resources. Our focus will continue to be on sustainability through environmental, economic, and socially responsible action.
- We will be a center for the interdisciplinary study of just global societies. We will approach our work with an equity mindset and continue to emphasize inclusion across multiple dimensions of our university, modeling what we want to see in the world.
- We will serve as a regional center for the arts inclusive of diverse arts traditions and contributions, and will fully engage with community arts partners and employers on behalf of our students.
- As a designated Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI), we will be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students thrive.
- We will partner with Indigenous communities to address the legacy of colonialism, and create space nurturing of traditional ecological knowledge (TEK), pedagogies, and curricula responsive to their identified needs.
- We will be exemplary partners across our region and state by integrating community engagement and contributing to workforce development in our academic enterprise and beyond."

Purpose of the Call to Action

Cal Poly Humboldt stands at a pivotal moment in our collective journey towards fostering a more inclusive and equitable campus culture.

The Institutional Anti-Racism Call to Action is more than a document—it is a statement of our unwavering commitment to fostering a community where every member is welcome, valued, heard, respected, and empowered. Building on long-standing community and institutional efforts, the plan demonstrates our collective intentionality to promote the well-being of all community members and the integrity of our university as a public institution striving for

social justice. It embodies hope, accountability, and the reimagining of new policies and practices to continue to support our community. This document seeks to cultivate an environment where justice and equity are not just aspirations but lived realities for all members of our community.

Authors' Statement of Intent

Members of the task force wrote an Institutional Anti-Racism Call to Action to address persistent racism within our institution.

The task force that led this effort was composed of students, faculty, staff, administrators, and student interns, leveraging the diverse experiences, expertise, and perspectives of our 16-member team. The task force is a partnership with the University Senate, the Center for Teaching and Learning, and the Office of Diversity, Equity, and Inclusion. Their charge was to understand how best to cultivate an environment where all campus members thrive regardless of their diverse identities.

The task force recognized the need for a nuanced understanding of racism and its impact on our campus constituents, as well as recognized the intersectionality of cultures and identities. By creating a shared framework of recommendations, which take into consideration the current federal and state of California legal frames, and CSU policies and regulations, the task force seeks to empower marginalized voices, foster an inclusive environment, and ensure accountability in our actions. The Call to Action serves as a strategic approach to facilitate meaningful dialogue, promote effective solutions, and drive lasting change, ultimately advancing our commitment to diversity, equity, and inclusion within the institution.

We developed the Institutional Anti-Racism Call to Action as part of a continuum of institutional improvement efforts and as a tool for organizational and personal self-reflection. By offering this Call to Action, we encourage individuals across all units and programs to engage in ongoing self-assessment and growth.

This document is intended for all members of our campus community: students, faculty, staff, and administrators.

Call to Action

Every Cal Poly Humboldt community member is invited to help shape a more inclusive and equitable future for all.

This work requires all of us. Your input, actions, and commitment are essential to the Call to Action's success. By engaging in this effort, we create an environment where every member of our community is empowered to thrive—where diversity is celebrated and equity and inclusion are foundational values. This journey is a testament to our shared belief in the power of community, the transformative potential of education, and the strength found in working together.

The path ahead is long, and the work before us is greater than what we have accomplished so far. The success of those who come after us—those who dream of a better future—depends on our willingness to collaborate, innovate, and build together. We not only recognize the work that has brought us here but also honor the work still to come.

Introduction

Rooted in Humboldt's purpose of nurturing a just and sustainable world, the Call to Action emphasizes a relational approach by moving beyond transactional mandatory policies to an ethics of care framework in which we practice humble inquiry, inclusive connection, and responsive action. This approach acknowledges the institution's historical development, including legacies of settler colonialism and systemic inequities, while honoring the historical past and ongoing anti-racism efforts within the campus and surrounding community. By embracing trust, open dialogue, and equitable practices, we aim to establish Humboldt as a model institution of higher education committed to anti-racism.

Historical Legacy and Development

Cal Poly Humboldt is located on Goudi'ni, the unceded land of the Wiyot people, who have lived here since time immemorial.

Our University's founding in 1913 occurred within a historical landscape marked by settler colonialism, destructive timber industry, ongoing labor disputes, Indigenous boarding schools, the massacre on Tuluwat Island, and the Eureka Chinese Expulsion

Act of 1885. Like many institutions of higher education at the time, it was built within an imperial, white supremacist, capitalist patriarchy in which barriers to access existed for women, people of color, those without wealth or citizenship, and people with disabilities. It was not until after World War II that access to higher education began to expand—although expanded access did not equate to equitable education. Since the Civil Rights Movement of the 1960s, Humboldt students, faculty, and staff of color have advocated for their right to succeed equally to their white peers.

The work of anti-racism in higher education requires ongoing interrogation of policies, practices, assumptions, and critical lenses to ensure true inclusion. Today, Cal Poly Humboldt has evolved into a diverse institution due to significant demographic changes in California, which is reflected in the diversity of its students, faculty, and staff, who come from across the state, the nation, and many international countries from across the globe. The diversification of Humboldt has happened by inevitable demographic shifts, and at the same time, the right to an equitable learning environment has been championed by generations of cultural advocates. Without their efforts, the campus would not be the institution it strives to be today. The Call to Action honors these past and ongoing contributions, continuing the legacy of struggle through innovation and improvement.

In 2025, Cal Poly Humboldt has more than a century of institutional history and has evolved from a rural and isolated Normal School for primarily white teachers to a Hispanic-Serving Institution (HSI) and Minority-Serving Institution (MSI) of which 43% of the student body identify as people of color. Additionally, in 2024, 32% of our student body self-identified as gender diverse and/or genderqueer. Our student body is a reflection of California's diverse demographic.

Grounding Our Institution in Anti-Racism and Intersectionality

Anti-racism involves intentional actions, policies, and behaviors aimed at identifying, challenging, and dismantling racism and its systemic and structural manifestations.

Unlike Diversity, Equity, and Inclusion (DEI) efforts, which often focus on representation and equitable access, anti-racism is specifically about confronting and eliminating racism at its roots, and includes awareness of intersectional identities. Anti-racism is an exercise of hope, a practice of undoing oppression, and an act of love. It requires us to actively identify and

address the racist frameworks and power dynamics that persist in our institution. This requires the participation of all members of our community, regardless of racial or ethnic identity.

Our institution has a history of anti-racism initiatives through curriculum, conversations, and community engagement. We acknowledge the complexity of the term and the importance of recognizing our past to move forward. This document aims to continue this legacy, grounding our actions in a historical context and amplifying the changes that uphold anti-racism. We seek to humanize our relationships, fostering compassion, generosity, and kindness for all community members, even when there are disagreements.

The Document

The Call to Action is a dynamic, collaborative guide designed to foster an inclusive and equitable environment at our unique institution of higher education.

It serves as a living document that outlines actionable steps and emphasizes accountability. The plan grew out of the National Association of Diversity Officers in Higher Education's (NADOHE) "A Framework for Advancing Anti-Racism Strategy on Campus" (Appendix A) into a document rooted in the lived legacy of our campus community. The Call to Action is not a one-time initiative or a prescriptive solution; instead, it is an ongoing commitment to anti-racism that requires continuous engagement from the entire community. The Call to Action is flexible, evolving with the institution's growing understanding of diversity, equity, and inclusion for all members of our institution, including international students, faculty, and staff, and immigrant populations.

Key Elements of the Document

1. Collaborative Development: Formed by a task force of diverse campus representatives, the Call to Action incorporates input from 14 consultative groups, ensuring broad representation and a shared vision for equity and inclusion.
2. Creating Space for Dialogue: This Call to Action provides a structure for meaningful interaction at every level of the institution. It invites all leaders and community members to participate in ongoing anti-racism conversations and practices.

3. Comprehensive Framework: The Call to Action outlines actionable recommendations addressing systemic racism, academic equity, culturally relevant training, and institutional reforms. It also provides tools such as a glossary, appendices, and professional development recommendations to support community engagement.

4. Empowerment: This Call to Action empowers individuals and organizations within the institution by providing the necessary tools to develop anti-racism practices and initiatives. Empowerment means providing the resources, support, and autonomy necessary for every member of our community to actively engage in this work. We recognize that each of us has a role to play in building a more inclusive campus.

5. Ongoing Commitment: The Call to Action is not a one-time initiative but a dynamic, evolving framework requiring continuous learning, adaptation, and engagement from the entire campus community. We are dedicated to continually assessing and refining our strategies, ensuring that our efforts are thoughtful and impactful for generations to come.

Methods

Moving beyond traditional quantitative data methods, the task force adopted a co-generative qualitative approach, emphasizing collective creation of knowledge.

This approach centers on capturing insights from participants' situated knowledge, highlighting how their contexts influence interpretations and shape anti-racism efforts. Our goal was not merely an academic exercise, but rather a practical approach to gathering campus sentiment informed by qualitative research methodology. The Coding Subcommittee identified themes unique to Cal Poly Humboldt because they reflect the specific experiences, challenges, and priorities of the campus community. The themes are shaped by the institution's distinctive demographic makeup, historical context, and existing policies. They address localized issues such as campus climate, academic equity, and administrative structures. By focusing on these particular areas, the themes ensure that the Call to Action is relevant and responsive to the needs and experiences of the university's diverse population.

Data Collection

Over a nine-month period from Fall 2023 to Spring 2024, we conducted a series of 14 consultations using in-person and synchronous online formats. Approximately 500 campus constituents, including students, faculty, staff, and administrators, contributed their sentiments about racism and anti-racism across all consultations. Each session included at least two members of the Call to Action task force—a facilitator and a note-taker.

The facilitators began each session with a brief introduction to the NADOHE framework for understanding anti-racism work, establishing a shared foundation and fostering trust within the group. Recognizing the particular institutional realities of each office and group, we intentionally customized the questions posed at each consultation to reflect their specific contexts and challenges. This deliberate tailoring encouraged specific, relevant feedback, allowing participants to share insights directly applicable to their circumstances. The facilitators posed non-intrusive clarifying questions to deepen understanding of participants' contributions. This approach elicited organic feedback that could help shape more relevant and impactful strategies aligned with each group's needs, ultimately informing the Call to Action recommendations.

The note-taker was present at each consultation, capturing participants' thoughts, reflections, and recommendations anonymously. Notes were taken as written summaries of oral contributions, while some forums allowed participants to contribute written reflections via sticky notes or whiteboards. The note-taker transcribed these inputs to ensure all voices were documented accurately and thoroughly. In total, approximately 38 pages of written notes were collected and submitted to the Coding Subcommittee for analysis.

Analysis

Data in the form of consultation notes were analyzed by a subcommittee of task force members using consensus coding. This collaborative approach emphasized shared interpretation, with team members reviewing and discussing codes to ensure they reflected a collective understanding of the participants' perspectives and experiences.

Through this process, a total of 30 themes emerged, representing the breadth and depth of sentiments, challenges, and insights shared across consultations. The

thematic coding captured the intersectional issues raised by participants, providing an understanding of both individual and collective experiences of racism and other forms of oppression in our institution. The subsequent writing teams summarized the community sentiments as defined in the next section's Findings and Recommendations.

Call to Action Findings and Recommendations

Each of the following seven itemized findings and recommendations is written in three sections. The first section is a reflection of campus sentiment, followed by a responsive recommendation. We then offer several suggested pathways for addressing the recommendations. These pathways are examples of action, and are not to be read as prescriptive, but are concepts offered to be discussed and implemented respective to particular contexts across the university. All members of the community have equal opportunity to participate in the implementation and practice of these recommendations. Inclusive partnerships across organizations and between individuals is highly recommended. We acknowledge that some of these recommendations are already in progress and can be amplified by institutional level implementation.

#1: Institutional Accountability in Racial Matters

Campus Community Sentiments

The campus community consistently expressed concern about issues of accountability in multiple dimensions of the institution, including but not limited to some administrators' lack of cultural and historical awareness of our region and administration's recognition of and response to structurally inequitable policies, practices, and acute moments of racial harm. The community perceives a lack of administrative transparency and accountability, and calls on administrators to critically reflect and take responsibility when dealing with issues of race and injustice at the individual, organizational, and institutional levels. This sentiment is particularly relevant in the area of transparency in institutional communications in response to matters of race relations. The campus community would like to be informed of critical issues in a timely and transparent manner, understanding that communication may be implemented without disclosing confidential and private aspects of a given matter.

Recommendations

Accountability in engaging with anti-racism and diversity, equity, and inclusion must be deeply embedded in the fabric of our institution, ensuring that it is both compassionate and comprehensive. Institutional accountability involves structure and mechanisms for coordination across programs, initiatives, and resource decisions, as well as clear channels for addressing concerns and harm at program and institutional level and transparent communication, timely response to moments of harm, and adherence to established CSU policy and legal procedures that protect individuals and groups from discrimination. In order to foster organizational and individual accountability, it is recommended that administrators at all levels of the institution become knowledgeable about the historical and cultural contexts of the region, race relations, anti-racism actions, power, and privilege, and demonstrate cultural humility in their leadership and decision-making processes.

Pathways to Address the Recommendations

1. Administration establishes clear organizational and institutional capacity to respond to issues of racial and discriminatory conflict.
2. All campus communications addressing racial matters are signed by the appropriate administrative leader of a respective situation.
3. All faculty, staff, and administrators engage in ongoing training cycles regarding the dynamics of cultural humility, power, and privilege in a racialized context, including our region's historical and cultural contexts. Institutional onboarding of new administrators includes the historical and cultural context of our region.
4. All faculty, staff, and administrators practice cultural humility and an ethics of care through humble inquiry and listening, inclusive connection, and responsive action, acknowledging mistakes when they are made.
5. Administrators uphold self and institutional accountability by issuing amendments, apologies, and corrections.

#2: Representation and Retention of Community Members of Color

Campus Community Sentiments

The campus community has emphasized the importance of ensuring that faculty, staff, and administrators reflect the diversity of the student body. Our community has observed that faculty, staff, and administrators of color bring invaluable expertise and lived experiences that are often underrecognized and undervalued. Beyond their official roles, there is a perception that faculty and staff of color, including international faculty and staff, are frequently expected to perform culturally specific labor to support the university community, often without formal acknowledgment or compensation. Our campus community understands this as a form of cultural taxation, which creates a context of racial inequities.

Recommendations

Representation matters and is imperative. Our students of color succeed more significantly when their teachers and mentors look like them, have similar lived experiences, and can relate to them. The time, energy, and emotion extended by representative faculty and staff are crucial to making many of our programs prosper. Intentional recruitment and retention of faculty and staff of color is necessary for increasing representation and reducing cultural taxation. The current institutional Equal Employment Opportunity Plan allows for expansion in the recruitment of underrepresented minorities. It is recommended that all supervisors take steps to understand and mitigate cultural taxation, recognize cultural contributions, and provide incentives to support cultural work.

Pathways to Address the Recommendations

1. All supervisors and hiring authorities are aware of and support the policies and practices outlined by the institutional Affirmative Action Plan and best practices in the hiring process.
2. All supervisors and leaders implement and participate in implicit and explicit bias and anti-racism training.
3. Leaders who participate in developing Faculty Professional Development Plans and committee members of Retention, Tenure, and Promotion (RTP) processes participate in implicit and explicit bias and anti-racism training and

acknowledge cultural contributions as part of the retention and promotion process.

4. Supervisors regularly assess workload distribution, explicitly recognizing cultural contributions and incorporate them into performance evaluations, promotion, and salary considerations.

5. Administration provides permanent resources to those engaged in culturally specific or diversity-related work, such as administrative assistance, compensation, and/or professional development opportunities.

6. Administration creates the capacity to provide incentives, such as formal certifications and recognition of faculty and staff who demonstrate evidence of equity and cultural practices above and beyond the expected duties outlined by position descriptions.

7. Pertinent administration implements and analyzes faculty and staff exit interviews to identify patterns of cause for leaving the institution to inform strategies to improve retention and inclusivity.

#3: Professional Development Needs of Faculty, Staff, and Administrators to Support an Inclusive Campus Culture

Campus Community Sentiments

The campus community expressed the need for accessible and required training for faculty, staff, and administrators regarding various equity topics including, but not limited to, implicit and explicit bias, power and privilege, representation, interruption of racism, and consideration of historically excluded narratives in our institution. Our campus community has stressed the value of creating equitable learning environments through institutional support, consistent accountability, and recognition of intersectional identities, particularly in student-faculty interactions. The campus community calls for interdisciplinary collaboration and spaces for meaningful dialogue that prioritizes lived experiences and more culturally-inclusive narratives.

Recommendations

Institutional support for professional development will increase faculty, staff, and administrator capacity to build an inclusive campus culture that values anti-racism and equity culture. This professional development encourages dialogue, drives systemic change, and embeds inclusivity as a core institutional value to create a just

and equitable learning and working environment. Addressing systemic issues requires integrating training on implicit bias, anti-racism, and conflict resolution into job descriptions, onboarding, and supervision processes. Broadening participation beyond a small group of committed individuals is essential to foster campus-wide accountability and engagement. It is recommended that the administration and all leaders provide accessible opportunities and incentives for professional development to ensure that anti-racism education reaches all campus community members.

Pathways to Address the Recommendations
1. Administration engages in responsive equity and inclusion and anti-racism professional development that includes equity analysis and logic in program and policy structure with achievable outcomes along with structures for follow-up to support learning.
2. Pertinent offices develop and promote anti-racism and diversity, equity, and inclusion certificates across a range of constituent needs, including, but not limited to, Ethics of Care, Avoiding and Responding to Microaggressions, and Difficult Dialogue Facilitation.
3. Pertinent offices develop multi-level tailored onboarding and professional development plans to expand knowledge and practices of bias disruption and anti-racism that are relevant to their organizational context to be used by supervisors across units.
4. Leadership develops and utilizes compassionate structures of support that allow managers at all levels to proactively address the day-to-day microaggressions that students, faculty, and staff experience.

#4: A Community of Safety, Belonging, and Care

Campus Community Sentiments
The campus community expresses a need for a more inclusive and supportive environment, particularly for students of color, who often face feelings of isolation due to the rural and remote location and perceived lack of diversity of Humboldt. Experiences of racism and inequities in various campus and community spaces and institutional practices contribute to frustrations, with students calling for more welcoming safe spaces where they can feel seen and affirmed. Retention of students, faculty, and staff of color depends on building genuine community spaces and

providing holistic support beyond symbolic actions. The campus community has expressed that the presence of faculty and staff of color (and coalition-building across the university), is crucial to a sense of well-being, as is the need for stronger connections between the university and the local community to create a continuous sense of belonging and safety.

Recommendations

Our institutional, organizational, and individual commitment to centering care and safety as guiding principles cultivates an environment where every individual thrives as part of a connected and inclusive community. To enhance the student, faculty, and staff experience of belonging, the institution should intentionally coordinate and facilitate a comprehensive approach rooted in a community of care. This includes fostering inclusive spaces that affirm diverse identities and cultural wealth, creating opportunities for meaningful engagement, and addressing basic needs holistically. Expanding mentorship programs, particularly for underserved populations, and providing culturally specific mental health resources are critical for building trust and supporting emotional well-being. Policies and practices should prioritize equity and accessibility, ensuring all members of the campus community, particularly People of Color valued, and supported.

Pathways to Address the Recommendations
1. Administrators and leaders integrate Title IX and Other Conduct of Concern (OCC) training, including reporting and response tailored into organizations.
2. Administrators and leaders create ongoing processes and spaces for complex dialogues regarding relationships at multiple levels of the organization.
3. Administration creates and maintains an publicly available ongoing archive of diversity, equity, and inclusion efforts at the institutional level.
4. Administration continues to prioritize and bolster basic needs funds and resources to support the needs of students, faculty, and staff, including providing clear communication avenues for access.
5. Administration continues to make progress on existing efforts for updating inclusive and accessible facilities.
6. Pertinent offices develop affinity spaces and networks for students, faculty, and staff, which are properly resources.

#5: Funding of Programs and Initiatives that Serve Underrepresented Groups

Campus Community Sentiments

The campus community has expressed frustration regarding observed inequities and a lack of transparency in institutional budget allocation and resource distribution related to supporting our diverse communities. Many view our institutional budget as a principled document that should reflect the institution's values of diversity, equity, and inclusion. The campus community desires clear communication about how funds are allocated, particularly for diversity, equity, and inclusion-focused work and initiatives. There is a call for robust, sustainable funding for cultural centers, affinity spaces, and programs that serve underrepresented groups. The campus community emphasizes a need for ongoing structural and intentional long-planning consultation with affected communities in the design of the institutional budget allocations that serve our community members.

Recommendations

Our university has a limited budget to serve all the needs of our community at large and our communities of color in particular. It is within this context that our community asks for transparency, communication, and participation in the budget allocation process. It is recommended to the administration that institutional budget decisions are made in intentional consultation with campus constituents, leaders, and representatives who represent people of color and cultural organizations. Leadership should invest time and consultative effort to bolster and sustain long-range support for culturally-serving organizations through strategic planning. The budget process should be aligned with institutional planning and be understood as a partnership—a mutual process of participation, collaboration, and communication.

Pathways to Address the Recommendations

1. Administration creates the conditions for long-range planning regarding campus culturally-serving organizations, such as the Cultural Centers for Academic Excellence, the Social Justice, Equity, and Inclusion Center, cultural clubs, and academic programs designed to serve diverse students.
2. Budget planning leaders regularly create and report on a diversity budget in the annual budget process. This budget should make transparent resources (and

resources changes) across a range of programs, initiatives, and research that target equity and inclusion.

3. Administration integrates campus community members who lead equity and inclusion programs and initiatives into all aspects of the institutional budget planning process.

4. Administration allocates adequate resources to promote the participation of diverse students, faculty, and staff in research and research dissemination opportunities.

5. Administration provides consistent financial support for culturally rich academic and co-curricular campus endeavors.

#6: Inclusive Curriculum and Pedagogy

Campus Community Sentiments

The campus community has expressed a concern that some major-specific subject matter lack culturally diverse representation in content, delivery, and agency. For some, this gap has ramifications that negatively impacts students' success. Students have communicated a need for diverse course curricula that also includes non-western representation of subject matter. Students have also expressed the need to see themselves in the creation of knowledge and the historical and significant contributions made by racial and ethnic members of respective communities in multiple fields of knowledge. In addition, students have asked for inclusive, non-authoritarian, and heuristic pedagogy that takes into consideration cultural wealth, lived experience, and cultural agency.

Recommendations

Education is a process of mutuality that must include the voices and agency of all members of the community. By acknowledging the agency of diverse community members in the contribution to knowledge creation—understanding who created knowledge is as important as the knowledge itself. In regard to inclusive content, bodies governing curriculum should develop metrics for evaluating the inclusiveness of content and pedagogy in new course proposals. In regard to delivery, faculty should receive adequate professional development regarding equity in the classroom. In regard to agency, faculty should make efforts to acknowledge and integrate students' lived experiences and cultural agency in the acquisition and sharing of knowledge.

Pathways to Address the Recommendations

1. Faculty create a diverse curriculum to equitably serve the representational needs of our students of color by establishing historical connections between subject matter and diverse creators of knowledge.
2. Faculty receive intentional training regarding decentering power in the teacher/student equation in order for the classroom to become a student-centered environment (versus a faculty-centered environment).
3. Faculty reflect on content-delivery as a professional development activity as pertinent to success for all students, including students of color.
4. Faculty ensure course design promotes student exploration and discovery.
5. Faculty collaborate with administration to incentivize and reward the development of inclusive curriculum and pedagogies, including through RTP and other structures.
6. Curriculum governing bodies use a standardized review process for course design and review to ensure they include diverse perspectives. This can involve adding readings, case studies, and materials that reflect non-western and marginalized voices.
7. Institutional structures support all students' pre- and post- baccalaureate professional development pathways in all fields of study, including but not limited to, pre-law, pre-medical, pre-teaching, and other applied sciences and professional programs for all students, and in particular, students of color.
8. College administrators approve tenure-track faculty positions for departments making a concerted effort at increasing diversity and improving inclusion through their academic programs.

#7: Evaluation of Campus Success

Campus and Community Sentiments

Members of our community have expressed concern of the Call to Action as one more document that is generated to "check the box," meaning it is performative rather than substantive. Many members have clearly expressed their reluctance to participate in the consultative sessions unless this Call to Action becomes "real," meaning that the sentiments they have provided through their own lived experiences are both

meaningfully articulated and responded to in an authentic, actionable manner. Additionally, there have been suspicions about the capacity of this Call to Action to deal with the most pressing issues of our institution, particularly issues of accountability and communication.

Recommendations

Assessing and evaluating diversity, equity, and inclusion requires recognizing its complexity and nuance, as it encompasses both tangible and intangible outcomes. Assessment should not only evaluate progress but also serve as a tool for continuous improvement, ensuring that diversity, equity, and inclusion, and anti-racism practices evolve over time, leading to institutional inclusive excellence. Since this assessment is an ongoing process, the institution must use tools to generate evaluative findings to refine strategies and foster meaningful, lasting change. This is a collective enterprise, historical and progressive, hinging on an intentional desire to understand the multiple dimensions of success and challenges. Collectively, we all understand the successes we celebrate and the challenges we face. This understanding informs our process moving forward.

Pathways to Address the Recommendations

1. Administration conducts periodic campus climate surveys to assess perceptions of inclusivity, experiences of discrimination, and overall campus climate related to diversity, equity, and inclusion, as well as employee and student satisfaction.
2. Administration supports the publication of a periodic Diversity Report, utilizing demographic data analysis to examine enrollment, retention, and graduation rates by race, ethnicity, gender, and other demographic factors, identifying success, disparities, and areas for improvement.
3. Administration conducts annual reviews of data to assess institutional hiring, retention, and promotion trends to ensure equitable practices, identifying, success, challenges and potential biases in institutional processes.
4. Administration supports academic and non-academic departments in using self-assessment tools aligned to the Institutional Pillars of Inclusive Excellence to evaluate their diversity, equity, and inclusion practices and identify areas of success, as well as areas for growth and improvement.

5. Administration facilitates accountability meetings, in which regular opportunities are provided to campus constituents to review progress in diversity, equity, and inclusion matters, address success, challenges, and adjust strategies as needed.
6. Administration supports and facilitates the periodic review of the Call to Action to ensure alignment with campus climate and constituent needs.

Conclusion: A Call to Action

The Call to Action is both a reflection of shared learning and a catalyst for forward movement. Developed through a deeply collaborative process, it outlines the complexities of our university's history and structural inequities that persist. It is not a static prescription but a living framework, designed to ignite critical inquiry and meaningful change at the individual, departmental, and institutional levels.

Lessons Learned and Challenges Ahead

This work is complex and ongoing. The history of systemic inequities that shape our institution requires us to acknowledge past and present practices while committing to sustained transformation. As we implement the Call to Action across campus through strategic communication, we recognize that change will not come easily. Resistance, fatigue, and skepticism are inevitable. Yet, progress requires ongoing learning, adaptability, and collective courage.

Resistance to anti-racism action can take many forms, from dismissal ("this doesn't apply to my work"), to deflection ("what about other issues?"), to overwhelm ("the problem is too big"), or even denial ("I treat everyone equally"). These reactions reflect real concerns, and it is critical that we engage rather than dismiss them, offering support, education, and resources to help individuals and departments move forward with a shared understanding of structural racism and institutional responsibility.

Next Steps: Collective and Individual Commitment

The success of this Call to Action depends on all of us. We invite every member of the Cal Poly Humboldt community to self-reflect, engage in critical conversations, and take actionable steps toward anti-racism within their spheres of influence. This Call to Action is for immediate implementation. Consider the following:

- How does structural racism manifest in your work, department, or classroom?
- What policies, practices, and assumptions can be, or need to be re-examined?
- What training, resources, or collaborations could support your anti-racism efforts?
- What barriers exist, and how can they be addressed collectively?

Real change is not about superficial commitments—it is about transforming our institution so that all members of our community achieve success. The Call to Action invites us to build something better—an institution where all individuals, especially those historically marginalized, are valued, supported, and empowered to thrive. This is our collective work. Let us move forward together, with courage, humility, and an unwavering commitment to individual, mutual, and collective success.

Task Force Membership

The task force members who have dedicated their time, energy, and inspiration to gather and synthesize the sentiments of the Cal Poly Humboldt community include:

Co-Chairs
- Ramona Bell, Professor and Chair of Critical Race, Gender and Sexuality Studies, University Senator
- Rosamel Benavides-Garb, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer, University Senator

Members
- Anna Martinez, Associated Students, Social Justice, Equity, and Inclusion Officer
- Andrea Delgado, Assistant Professor, Department of English, CFA Executive Board Member
- Angelina Ramirez Peirano, Administrative Support Coordinator, ODEI
- Enoch Hale, Director of the Center for Teaching and Learning
- Fernando Paz, Campus and Community Development Coordinator, ODEI
- Frank Herrera, Coordinator for the Social Justice, Equity, and Inclusion Center, DMSI Mentor
- Joseph Diémé, Professor of World Languages and Cultures
- Kayla Begay, Associate Professor of Native American Studies
- Mary Virnoche, Professor of Sociology, University Senator, Academic Senator, Academic Senate of the CSU

- Michele Miyamoto, Tutoring and Academic Coaching Coordinator, University Senator, Associate Director, ODEI
- Pearl Podgorniak, Strategic Initiatives Coordinator, ODEI
- Sarah Peters Gonzalez, Academic Advisor, Academic Advising Center, Faculty Lecturer, Individualized Degree Program & Theatre Arts
- Sasheen Raymond, Coordinator of the Indian Tribal & Educational Personnel Program & ELITE Scholars
- Stephanie Souter, Research Analyst, IRAR, Faculty Lecturer, Department of Psychology

Student Interns
- Carmen Benavides-Garb, Critical Race, Gender, and Sexuality Studies and Political Science Double Major
- Jade Croopnick, Critical Race, Gender, and Sexuality Studies Major
- Jade Khalid, Critical Race, Gender, and Sexuality Studies Major
- Nat Kindane, Sociology Major
- Priscilla Cuellar, Critical Race, Gender, and Sexuality Studies Major

Periodic Evaluation of Tenured Faculty Unit Employees

Post Tenure Review

Gratitude

Thank you to the committed (and delightful) members of the FAC:
Melanie Michalak, Kimberly Perris, Anthony Silvaggio, Claire Till,
Lisa Tremain. Guest - Tim Miller
Ex-Officio member- Kimberly White

Thanks to all the faculty who shared feedback throughout this process!

01 THE WHY

- This is not a NEW policy....just a revision.
- Existing policy is outdated and does not align with the digital process or current practice.
- The priority of this revision is to simplify and digitize the process.
- Requested by the Provost, the Deans, APS, and review committees.
- Faculty requested a simpler, less time-consuming process.
- Feedback was received through 2 cycles of revisions.

02 THE HOW

The proposed policy differs from the existing policy in these ways:

- Specifies that faculty involved in FERP are not required unless requested by FERP participant or Admin.
- Materials submitted include a brief form highlighting accomplishments in Teaching, Scholarship/Creative Activities and Service, and anonymous student feedback surveys from all courses taught since last review*
- An inclusion of acknowledgement of bias regarding student feedback surveys.
- The review committee can utilize a form to simplify its process.

STUDENT FEEDBACK SURVEYS

INCLUDE 2 PER YEAR

- Consistent with current PTR policy
- Research demonstrates bias in student surveys
  - instructors
  - course content
  - racist, ageist, sexist, ableist.....
- It would create more work for the PTR Committee and the Dean to review all surveys
- There is no "carrot" for this process, so why include them all?

INCLUDE ALL SURVEYS

- Collegial letters are neither required nor solicited, so student feedback surveys are the only required data related to teaching.
- Can give a holistic snapshot of the candidate's teaching across different types of classes
  - large/small
  - UD/LD
  - GE/Grad
- Can provide big-picture curricular information for the candidate and Dean.
- Can provide more evidence to celebrate successes.
- Is less work for the candidate: just move the folder over.
- Is transparent
- Is consistent with other levels of review

03 THE WHAT

Outcomes of process are outlined in the proposed policy

(These are existing outcomes, but were not explicitly stated until now.)

❏ Professional Achievement: Dean and PTR Committee will recognize exemplary and notable achievements and excellence in teaching/librarian/counseling effectiveness.

❏ Professional Growth: Dean or PTR Committee may make recommendations for professional growth.

❏ Annual Faculty Workload: Dean, in consultation with Chair(s) may consider the outcome of evaluation when scheduling annual course assignments (which they can regardless of PTR).

❏ If not completed: It will be considered 'unmet', in accordance with the CBA.

Your Thoughts?

CAL POLY HUMBOLDT
University Senate

Resolution on Periodic Evaluation of Tenured Faculty Unit Employees

23-24/25-Faculty Affairs Committee— April 1, 2025— First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President / Provost that the University adopt the attached policy regarding periodic evaluation of tenured faculty unit employees; and be it further ; and be it further,

RESOLVED: That this policy supersedes the Cal Poly Humboldt 2019 Periodic Evaluation of Tenured Faculty Unit Employees (VPAA 04-02b; Updated April 9, 2019).

RATIONALE:

- The revised periodic evaluation of tenured faculty unit employees' policy was written to clarify, simplify and digitize the existing policy and process.

- Revisions to the policy are consistent with the CBA and electronic submission practice.

- The updated draft is designed to better guide faculty in completing the required post-tenure review process. Revisions provide clearer submission requirements, as well as clearer review processes for Peer Review Committees and Deans.

Periodic Evaluation of Tenured Faculty Unit Employees
[Policy Number]

Applies to: Tenured and Tenure-track Faculty

Supersedes: VPAA 04-02b; Updated April 9, 2019

Purpose of the Policy

Consistent with the provisions set forth in Section 15 of the Collective Bargaining Agreement (CBA), and the overall mission of Humboldt State University, the purpose of the HSU Policy on Periodic Evaluation of Tenured Faculty Unit Employees ("post-tenure review") is to provide a mechanism to evaluate tenured faculty on their academic performance, and to make any adjustments (if necessary) based on the evaluation in order to continue the longstanding HSU tradition of excellence in teaching, service and scholarship. All provisions of the HSU Policy on Periodic Evaluation of Tenured Faculty Unit Employees are intended to be consistent with the agreement between the Board of Trustees and the CFA. The entire text of the relevant sections of the CBA follows:

CBA Provisions 15.35-15.37
Periodic Evaluation of Tenured Faculty Unit Employees

15.35   To maintain and improve a tenured faculty unit employee's effectiveness, tenured faculty unit employees shall be subject to periodic performance evaluations at intervals of no greater than five (5) years. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator. Such periodic evaluations shall be conducted by a peer review committee of the department or equivalent unit, and the appropriate administrator. For those with teaching responsibilities, consideration shall include student evaluations of teaching performance.

15.36   A tenured faculty unit employee shall be provided a copy of the peer committee report of their periodic evaluation. The peer review committee chair and the appropriate administrator shall meet with the tenured faculty unit employee to discuss their strengths and weaknesses along with suggestions, if any, for improvement.

15.37   A copy of the peer committee's and the appropriate administrator's summary

reports shall be placed in the tenured faculty unit employee's Personnel Action File.

Definitions

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

Policy Details (optional)

1. All tenured faculty unit employees shall undergo a periodic evaluation at intervals of no greater than five (5) years.

2. Faculty will be evaluated to ensure continued teaching/librarian/counseling excellence and ongoing involvement in scholarly and creative works and service. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation *unless* an evaluation is requested by either the FERP participant or the appropriate administrator.

3. Evaluations shall be conducted by a Peer Review Committee in each department or equivalent unit, consisting of at least three (3) tenured full-time faculty members, and may consist of the initiating unit's personnel committee or a special committee elected for that purpose. The committee shall elect its own chair.

4. The year before the periodic evaluation is to be conducted, all tenured faculty unit employees scheduled for evaluation shall receive notification from Academic Personnel Services of the upcoming review and a copy of the Cal Poly Humboldt Policy on Periodic Evaluation of Tenured Faculty Unit Employees.

5. The Peer Review Committee of tenured faculty shall review the following evaluative materials, to be submitted by the faculty member

   (5.1) A completed post-tenure review form that lists accomplishments of the tenured faculty unit employee since their last evaluation demonstrating achievements relevant to the criteria for retention, tenure, and promotion given in the Faculty Handbook, Appendix J, Sections VIII and IX;

   (5.2) Anonymous student feedback of learning experiences from all courses taught since the most recent formal evaluation (e.g. promotion or post-tenure review); the gathering of student feedback will be consistent with Appendix J, Section VII.A.2.
   - The Peer Review Committee shall consider (in alignment with Appendix J) that student feedback is **biased** and research suggests it does not provide an accurate evaluation of teaching effectiveness. However, student feedback can provide an opportunity to reflect on teaching practices and thus is included in this process.
     - "Candidates who find bias in their student feedback (or other content in their file) can appeal to the Dean, in accordance with Article 11 of the Collective Bargaining Agreement."

(5.3) Other materials as specified by approved departmental bylaws, if applicable.

6. After finishing the periodic evaluation process, the Peer Review Committee will document a summary of teaching/librarian/counseling effectiveness, scholarly & creative activities, and service, using [the PTR Peer Review form](#). The summary will provide feedback on the faculty member's performance, recognize their achievements, and, if applicable, offer specific recommendations for professional growth.

7. The faculty member and the appropriate administrator shall be provided with a copy of the Peer Review Committee's report of their evaluation. At all levels of review, before recommendations are forwarded to the subsequent review level, the faculty member may submit a rebuttal statement or response in writing and/or request a meeting to discuss the report within ten (10) days following receipt of the report (CBA 15.5).

8. Administrative Review
   (8.1) The appropriate administrator (dean or their designee) shall consider the written statement of the Peer Review committee's findings and the personnel action file of the tenured faculty member.

   (8.2) They will provide a final evaluative statement assessing the faculty member's performance in the areas of teaching/librarian/counseling effectiveness, scholarly and creative works, and service.

   (8.3) The appropriate administrator (dean or their designee) shall offer to meet with the faculty member to discuss the review and consider future goals of the faculty member that may be considered at the subsequent review.

9. Evaluation Outcomes

   (9.1) Professional Achievement. The dean (or appropriate administrator) and/or department PTR committee will recognize exemplary and notable achievements and excellence in teaching/librarian/counseling effectiveness.

   (9.2) Professional Growth. As appropriate, the dean (or appropriate administrator) and/or department PTR committee may make recommendations for professional growth. Recommendations may be implemented, as feasible, at the departmental, college, or university level.

   (9.3) Annual Faculty Workload. The dean (or appropriate administrator), in consultation with the department chair, may consider the outcome of the evaluation when scheduling the faculty member's annual course assignments.

   (8.4) If a faculty member does not submit the evaluative materials, the obligations of provisions 15.35-15.37 of the CBA shall be considered unmet. The faculty member will be expected to undergo post-tenure evaluation in the next

academic year.

At the end of the post-tenure review cycle, all documents from the review shall be incorporated into the faculty member's Personnel Action File.

Expiration Date: (if any; optional)

<mark>**History** (required)</mark>
<mark>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:</mark>

[Committee Name]:   MM/DD/YYYY
Reviewed by University Senate: MM/DD/YYYY
Approved by Provost/President: MM/DD/YYYY

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