

University Senate

Meeting Minutes for Tuesday, October 1, 2024

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:04 pm. A quorum was present.

Members Present

Aghasaleh, Banks, Benavides-Garb, Burkhalter, Cappuccio, Cruz, Deshazier, Evans, Geck, Harmon, Holliday, Lancaster, McGuire, Pachmayer, Perris, Ramsier, Silvaggio, Spagna, Stelter, Sterner, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Members Absent

Capps, Gordon, Miller, Singleton

Guests

Erica Ashby, Maral Attallah, Carmen Bustos-Works, Justin Carlson, Mark Castro, Joice Chang, Adrienne Colegrove-Raymond, Jessie Cretser-Hartenstein, Casey Dobbins, Michael Fisher, Bethany Gilden, Bella Gray, Chris Guillen, Kendra Higgins, Mike Le, Hallie Lepphaille, Heather Madar, Peggy Metzger, Michele Miyamoto, Cyril Oberlander, Jenni Robinson Reisinger, Ronnie Swartz, Kimberly White, Mark Wicklund

Announcement of Proxies

Carmen Bustos-Works for Capps, Michael Fisher for Gordon, Stelter for Miller, Cruz for Singleton

CFA Interruption Statement

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

Approval and Adoption of Agenda

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

Motion to adopt the agenda passed without dissent.

Approval of Minutes from May 7, 2024, September 3, 2024, and September 17, 2024

M/S (Virnoche/Cruz) to approve the minute from May 7, 2024.

Motion to approve the minutes passed without dissent.

M/S (Virnoche/Harmon) to approve the minute from September 3, 2024.

Motion to approve the minutes passed without dissent.

M/S (Harmon/Virnoche) to approve the minute from September 17, 2024.

Motion to approve the minutes passed without dissent.

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

The attached Fall 2024 ERFSA Nominations were approved by general consent.

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

Written report attached

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

Written report attached

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

Written report attached

University Resources and Planning Committee (URPC)

URPC has been working with President Spagna to finalize the draft of their charge, and has been working on the first Budget 101 Open Forum.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

No report

California Faculty Association (CFA)

No report

Office of Diversity, Equity, and Inclusion (ODEI)

No report

Emeritus and Retired Faculty and Staff Association (ERFSA)

Written report attached

Labor Council

Student Assistants are at the bargaining table right now. The hold-ups are on salary, parking, and sick days. It's disappointing that the CSU doesn't want to budge from minimum wage.

Staff Council

No report

President's Administrative Team (PAT)

Vice President Holliday reported that an enrollment update announcement would be sent out tomorrow, but the highlight is that we're at over 6,000 students for the first time since 2020.

President Spagna reported that the Board of Trustees has appointed him Interim President from Acting President, so he will be here through the Summer. There will be an open forum next week to discuss what the campus community needs and wants from a future president. PAT has been going through after action reports from what happened in April and will be meeting with stakeholder groups. With October 7th coming up, we expect free speech actions on campus.

Reports, Announcements, and Communications of the Chair

Written report attached

Dan Barton and Marissa Ramser, as the two other faculty on the presidential search committee, will be doing a faculty open forum before the campus-wide one about the presidential search. It will be Tuesday the 8th.

We're going to set up meetings with AS to meet with a senator before each Senate meeting, to keep them informed about what we're doing. There's a sign-up sheet for anyone interested.

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

There were no speakers for the open forum.

Report on WSCUC Accreditation Work

Carmen Bustos-Works and Mark Wicklund gave the attached presentation.

Resolution on Centers & Institutes (01-24/25-UPC – October 1, 2024 – Second Reading)

Senator Harmon gave the attached presentation.

Chair Woglom offered a friendly amendment to change "Advisory Board" to "Leadership Team", which was accepted by Senator Harmon.

Professor Ronnie Swartz spoke in favor of the resolution and about the Oliner Altruism Research Institute as the oldest institute on campus.

Senator Aghasaleh asked why the resolution still mentions "research" specifically so much, if other types of work are being done at Centers. Senator Harmon clarified that the draft policy says centers may be involved in non-research activities, such as instruction, community outreach, and artistic activities. Senator Aghasaleh spoke in favor of the resolution.

Senator Benavides-Garb said that as long as centers that are service based still fall under the definition of centers in this draft policy, he supports the resolution. Senator Harmon said that the language of “centers may be involved in non-research activities” covers this scenario.

Senate vote to approve the Resolution on Centers & Institutes ***passed without dissent.***

Ayes: Aghasaleh, Banks, Benavides-Garb, Burkhalter, Capps, Cappuccio, Cruz, Deshazier, Evans, Geck, Harmon, Holliday, Lancaster, McGuire, Miller, Pachmayer, Perris, Ramsier, Singleton, Spagna, Stelter, Sterner, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Gordon, Silvaggio

**Resolution on Revisions to the Combined Bachelor's and Master's Program Policy
(02-24/25-APC – October 1, 2024 – First Reading)**

Senator Evans gave the attached presentation.

Senator Virnoche brought up that our current policy is more restrictive than the CSU general policy. First, if a student leaves a combined program with faculty permission and is readmitted, they may count up to 12 units of graduate courses completed during the blended program towards their Masters degree. The CSU general policy might need to change, though, since Title V says that units applied to a degree that’s been conferred can’t apply to another degree. Second, our policy says the number of units transferred from undergraduate is limited to 12 units completed in the last semester of undergraduate studies, but the CSU policy doesn’t restrict it to the last semester. Senator Evans said he agrees, and would remove that restriction for the second reading.

**Resolution on Policy Governing Proposed Minors and Academic Credit-Granting Certificates
(03-24/25-APC – October 1, 2024 – First Reading)**

M/S (Virnoche/Harmon) to accept this resolution as read.

Motion to accept this resolution as read passed without dissent.

TIME CERTAIN: 4:30 PM-5:00 PM – Fall 2024 ERFSA Nomination Acknowledgements

Senators took turns reading out the ERFSA nominations that were approved on the consent calendar.

M/S (Virnoche/Cruz) to adjourn

Meeting adjourned at 5:05 PM

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[ANTH - 307 - 24-2632 - Course Change - World Heritage and Archaeology](#). Update to the description to increase course currency and match what has been taught. Current Description: Studies of diverse human values and social systems embedded in cultures of a world region through investigations in archaeology and/or cultural anthropology. Proposed Description: Analyze traditions, values, practices, social systems, material culture, and cultural change through the lens of archaeology and/or cultural anthropology. Each offering focuses on a region and time period, with an emphasis on ancient cultures and/or roots of modern cultures.

[ANTH - 316 - 24-2623 - Course Change - Anthropology and Development](#). Change classification from C-02 to C-5 to match current and historical course type and size.

[ANTH - 340 - 24-2624 - Course Change - Language and Culture](#). Change classification from C-04 to C-5 to match current and historical course type and size.

[ANTH - 341 - 24-2625 - Course Change - Anthropological Linguistics](#). (1) Correct prerequisite - should be ANTH 102, not ANTH 104. (2) Change classification from C-04 to C-5 to match current and historical course type and size.

[ANTH - 351 - 24-2626 - Course Changes - Archaeological Materials Analysis](#). (1) Slight update to description - mostly wordsmithing. (2) Change to optional grade basis to match best practices. (3) Change classification from C-02 to C-05 to match current and historical course type and size. **Current Description:** A hands-on introduction to interpreting artifacts from sites. It will cover phases of analysis including: defining problems, attributes, cataloging data, analyzing data, and interpreting results. **Proposed Description:** Hands-on introduction to interpreting archaeological materials. Covers phases of analysis, including: defining problems, describing attributes, cataloging data, analyzing data, and interpreting results.

[ANTH - 352 - 24-2627 - Course Change - Experimental Archaeology](#). (1) Change description to match what has been taught (mostly wordsmithing). (2) Change to optional grade mode not mandatory letter grade, in line with best practices. (3) Change classification from C-02 to C-05 to match current and historical course type and size. **Current Description:** Introduces students to experimental archaeology, or the scientific manner in which archaeologists engage in controlled experiments in order to better understand life in the past. **Proposed Description:** Study of the methods and scientific approaches used in experimental archaeology to provide a better understanding of the technologies of the past and how they reflect and were affected by humankind. Students research, design, and implement an experimental project.

[ANTH - 353 - 24-2628 - Course Change - Archaeology of Warfare](#). (1) Minor change to description (mostly wordsmithing) (2) Change to optional grade mode not mandatory letter grade in line with best practices. (3) Change classification from C-02 to C-05 to match current and historical course type and size. **Current Description:** Explore the origins/causes/consequences of warfare. We will gain an understanding of the range of variation in which warfare and human societies have influenced one another. **Proposed Description:** Explore the origins/causes/consequences of warfare, with a focus on the archaeological record. Gain an understanding of the range of variation in which warfare and human societies have influenced one another.

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[ANTH - 354 - 24-2629 - Course Change - Cultural Resource Management](#). Change classification from C-04 to C-05 to match current and historical course type and size.

[ANTH - 390 - 24-2633 - Course Change - World Regions Cultural Seminar](#). Update course description to match what has been taught. **Current Description:** Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Asia, Africa). Analyze cultural integration, contact, change, and development in historical and contemporary contexts. **Proposed Description:** In-depth study of cultures of a world region. Analyze traditions, values, practices, social systems, material culture, and cultural change in historical and contemporary contexts. Each offering focuses on a region and/or theme.

[ANTH - 395 - 24-2630 - Course Change - Mesoamerican Archaeology](#). Change classification from C-02 to C-05 to match current and historical course type and size.

[BIOL - 340 - 24-2612 - Course Change - Genetics](#). C-classification change from Activity to Lab, which will add one additional hour of instructional time.

[CS - 100 - 24-2608 - Course Change - Critical Thinking with Computers](#). C-Classification change. Remove one C-4 Lecture-Recitation Unit and add one C-13 Laboratory unit.

[ENGL - 102 - 24-2602 - Course Change - Composition and Rhetoric A](#) - **Description:** First semester of year-long course emphasizing analytical reading, critical thinking, and rhetoric. Writing developed through workshop, collaboration, reflection, and revision. Introduction to research. Preparation for ENGL 103. Culminates in a semester project. **Proposed Changes:** Change course title to "Stretch Composition and Rhetoric A".

[ENGL - 103 - 24-2603 - Course Change - Composition and Rhetoric B](#) - **Description:** Second semester of year-long writing course. Emphasizes rhetorical knowledge, writing in multiple genres, and writing as a socially situated practice. Writing workshop, research, collaboration, and revision. Culminates in writing portfolio. **Proposed Changes:** Change course title to "Stretch Composition and Rhetoric B" to coincide with English 102 title change.

[ENGL - 104 - 24-2601 - Course Change - Composition and Rhetoric](#) - **Description:** One-semester writing course emphasizing rhetorical knowledge, writing in multiple genres, critical thinking, and writing as a socially situated practice. Writing workshop, research, collaboration, and revision. Culminates in writing portfolio. **Proposed Changes:** Title change only. Remove "Accelerated" from course title; new title will be Composition and Rhetoric.

[Art History and Museum Studies, B.A. - Program Change - 23-2387](#) - **Proposed Change:** Add ART 308 to the upper division electives list for the program. This class didn't make it onto the electives list with the elevation because it is a new class which was being proposed at the same time the elevation was in process. **Rationale:** Adding this new class as an elective option for the major provides additional student choice from our available class offerings.

[Art History Minor - Change Minor Requirements - 23-2388](#) - **Proposed change:** In accordance with the

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proposed change to the major requirements ([23-2387](#)), add Art 308 to the upper division electives list for the minor as well. **Rationale:** Adding this new class as an elective option for the minor provides additional student choice from our available class offerings.

Provost and Vice President for Academic Affairs

MEMORANDUM

September 12, 2024

To: ERFSA Committee
From: Office of Academic Affairs
RE: Emeritus status nominations for review

The following retired staff and faculty have been nominated for Emeritus status in fall 2024. Please review the nominations for recommendation to the University Senate.

1. Frank Whitlatch

fjw3@humboldt.edu; frank.whitlatch@gmail.com

Current position: VP for University Advancement

Past Position: AVP for MARCOM

Nominated By: Tom Jackson, Jr. (president@humboldt.edu)

Frank Whitlatch has served at Humboldt for 17 years, initially as Associate Vice President for Marketing & Communications. He came to Humboldt after serving in a similar role at CSU Sacramento. Since Spring 2019, he has served as Vice President for University Advancement. During his time, Frank has been deeply involved in the University's fundraising, branding, marketing, alumni and community outreach, media relations, and crisis communications, among other responsibilities.

Frank is an amazing person. A kind person. He is the person who has helped craft the many positive messages this University has shared over the past several years. His insights, advice, leadership, humility, and willingness to ask tough questions when helping steer this campus set the highest standard for all. This University, and all those who have had the privilege to work beside him, are substantially better because of Frank.



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Over the last five years, Frank has guided University and volunteer efforts to carry out the institution's first comprehensive fundraising campaign - Boldly Rising - which has reached its goal one year early and will be celebrated this Fall. He played an important part in developing plans for the polytechnic transformation and with the successful effort to earn the state's historic investment. Under his leadership, the division has carried out a brand update and broad marketing roll-out for the polytechnic transformation, which has been a major driver of positive outcomes including record student applications. In addition, he has worked to support a variety of efforts to generate additional revenue in addition to charitable giving - including grants, sponsorships, and industry partnerships.

During Frank's time as Vice President, charitable giving on an annual basis has increased from about \$5 million annually to more than \$12 million annually. Donor engagement and overall participation has increased significantly, and the endowment has grown from about \$30 million to \$45 million. Due to these and other successes, the CSU recently moved Humboldt into the second of three tiers of campus advancement programs for peer comparison. Frank is a two-time graduate of the CSU, earning a bachelor's degree at CSU Chico and a master's degree at CSU Sacramento. Frank has consistently given back to Humboldt as a donor every year of his time on campus. In addition, he and his wife Amy were able to make their first major gift as part of the current Boldly Rising Campaign."

2. Kumi Watanabe-Schock

kw1@humboldt.edu, kumiwatanabeschock@gmail.com

Instructional Support Assistant, Media Services Library Assistant, Library International Student Advisor & Recruiter, International Programs Administrative Analyst Specialist/Public Programming & Media Coordinator, Library

Nominated By: Carly Marino (carly.marino@humboldt.edu)

For the past 37 years, Kumi Watanabe-Schock has made a lasting impact on this campus. This is demonstrated through her service work, grant scholarship, awards, and programs - much of which is outlined below. While this work is essential to shaping our campus' culture, it is remarkable to see and experience how much Kumi has served as a connection between campus and the Humboldt community. I cannot think of anyone more deserving of Emeritus Status.

The Campus/Community Dialogue on Race (CDOR):

From Kumi:

"The Campus/Community Dialogue on Race (CDOR) has been exploring the importance of understanding and addressing individual and systemic racism and how to structurally improve diversity, equity, and inclusion for the last 26 years. I have been fortunate to be involved with this collaborative effort since 2010. Working with faculty, staff, and students each year to bring this annual event together has been the highlight of my career at CPH. During my 36 years at CPH, it's been meaningful to be involved in so many campus wide initiatives and efforts such as Strategic Planning, Staff Council, Presidential Advisory Committee on Supporting Diversity and International Programs. It's been great to be able to offer amazing grant funded events/exhibits in collaboration with our campus and community at large, and to promote diverse authors through CPH/CR Book of the Year, NEA Big Read, and Multicultural Poetry Reading series."

Events: Campus/Community Dialogue on Race (2010 - 2024)

Fred Korematsu Day of Civil Liberties & the Constitution (2018 - 2024)

Book of the Year 2012 - 2016

First Thursday Film Series (with KEET-TV & Humboldt Arts Council)

Grants: National Endowment for the Arts Big Read Grant: Citizen: An American Lyric by Claudia Rankine, 2020 (with Dr. Janelle Adsit)

American Library Association & National Library of Medicine Native Peoples' Health & Illness Traveling Exhibit, 2016 (with Kerri Malloy, Sarah Phillips)

CPH Diversity Grants: Many Faces of Diversity Film Series, Wherever There's Fight Traveling Exhibit, Stan Yogi: LGBTQ+ Japanese American History

Research Revolution: The Laboratory and the Shaping of Modern Life, 2012 (with Dr. Rich Paselk)

National Center for Outreach Partnership Planning Grants, 2005 (with KEET-TV & Humboldt Arts Council)

Additional Activities: International Recruiting - Japan, 1983 - 2011

(increased number of Japanese students)

International Programs 1+2+1 Sino American Dual Degree Program (2007-2010)

<https://now.humboldt.edu/news/hsu-chosen-for-chinese-partnership>

<https://now.humboldt.edu/news/hsu-pacts-with-chinese-schools-mushroom>

Strategic Planning Committee (2002 - 2004)

Parking Task Force

Presidential Advisory Committee on Supporting Diversity

Moving Beyond Bias

Equity Alliance of the North Coast CPH Cohort

Institute for Student Success

International Education Week, 2010-2013

Search Committees

ideaFest Planning

Community Service: Humboldt Asians & Pacific Islanders in Solidarity (HAPI) Humboldt Obon Festival

Eureka Chinatown Project

NAACP Eureka Branch

Equity Arcata

Awards: Staff Recognition Awards (3 times)

3. Craig Kurumada

craig.kurumada@humboldt.edu

ASC, Computer Science, Mathematics, Nursing, and Y.E.S. House Office Manager

Nominated by: Mark Rizzardi (mar13@humboldt.edu)

Dear University Senate,

We are nominating Mr. Craig Kurumada for emeritus status based upon his dedicated 18 years of service as a staff member of Humboldt State University. Mr. Kurumada began his service as the Y.E.S. House Office Manager in 1998, followed by serving as Computer Science's Administrative Support Coordinator

(ASC) from 1999 to 2006. He then became Nursing's ASC (2006-2008), before capping off his career as an ASC for the jointly administered Mathematics and Computer Science Departments, from which he retired in 2016.

Mr. Kurumada was always known for both his student-supporting and morale-supporting efforts, including organizing and supporting departmental special events such as the Mathematics department's every-semester Kieval lectures and club events, CS department barbecues, and the departments' post-graduation celebrations. He provided a friendly and knowledgeable first-contact for students and the public. CS and Mathematics chairs, faculty, and students found him to be an invaluable resource when seeking assistance.

Mr. Kurumada has been very active in the university community. His efforts were recognized when he was awarded Student Club Advisor of the Year in 2011-2012 for advising the Asian Pacific Islander American Student Alliance. He also advised the HSU Juggling Society, HSU Browncoats, and HSU Club de Espanol.

Mr. Kurumada continues his cultural community service in the Humboldt region with his involvement in the international music and dance scene.

Thank you for your consideration of this request.

Sincerely,

Tyler Evans, Professor and Chair of Mathematics

Dale Oliver, Professor of Mathematics, Chair of Computer Science, and former Dean of CNRS

Jeff Haag, Professor and former Chair of Mathematics

Mark Rizzardi, Professor and former Chair of Mathematics

Sharon Tuttle, Professor and former Chair of Computer Science

4. Virginia (Ginny) Ryder

virginia.ryder@humboldt.edu

Lecturer of Oboe, Clarinet, Saxophone, and Bassoon

Nominated by: Cindy Moyer (cm4@humboldt.edu)

Ginny was an outstanding teacher and performer on a multitude of woodwind instruments; she plays oboe, clarinet, and saxophone at a professional level, and is a strong bassoonist as well. In addition, she's deeply empathetic and always the best person in the Music department to help a student in emotional distress.

Ginny taught oboe, clarinet, saxophone, and bassoon lessons, Woodwind Chamber Music, Fundamentals of Music Theory, Introduction to Music (developing an extremely successful online version of the class), Beginning Woodwinds, Woodwind Techniques, and Music in World Cultures. She also worked for a decade as our Music Librarian. A number of her former students have gone on to successful careers as performing musicians and music educators. That's not an easy career path, and success requires the high level of skill that Ginny was able to help her students develop.

Ginny remains an active performer who has played in the Eureka Symphony, the Symphony of the Redwoods, the Mendocino Music Festival Orchestra, the Vipisa Trio, and multiple chamber ensembles.

I cannot over-exaggerate the high quality of Ginny's teaching and performing. We are happy for her to be enjoying her retirement, and very sad to lose her in the Music Department.

5. Sam Pennisi

sampennisi@gmail.com

Natural Resources Lecturer (temporary faculty)

Nominated by: Charles M Anderson, ERE Emeritus Prof (cma2@humboldt.edu)

I am pleased to nominate Cal Poly Humboldt alumnus (Forestry 1969) Sam Pennisi for Emeritus Lecturer status at Cal Poly Humboldt. He served as a lecturer for 12 years, from early 1972 to the end of 1983.

I arrived at Cal Poly Humboldt (then HSU) as a new Environmental Resources Engineering (ERE) faculty member in 1973, and I met him Sam my first year. I worked with him on and off throughout the remainder of his stay, when he left HSU to attend graduate school. During the last three years of his work at HSU, 1980-83, I was the ERE Department Chair.

I was not here in 1972, but my understanding is that Sam taught a variety of NR courses that year, and the next year was asked to develop a new major in resource planning, to be named Resource Planning and Interpretation (RPI). The course was implemented the following year, and Sam was the lead faculty member over the next few years.

Overall, Sam's teaching loads were overwhelmingly in NR, but he did teach a few courses for ERE as well, the first time I believe in 1975 or 1976. The course was one I developed and often taught, Intro to Engineering Design, which focused on the engineering design process. Typically, we would assign an engineer to teach this, but ERE faculty were booked with other courses, and we couldn't find anyone in the local engineering professional community, and finally Sam agreed to do it for us. Fortunately, while applications are quite different, the processes in NR planning design have quite a bit in common with those in engineering design, and Sam's background and teaching skills proved more than sufficient for the task.

During that term of teaching Intro Design, Sam regularly came to my office to discuss the course, including making the class more hands-on and applying the design process to real projects. These sessions often expanded into questions of our broader teaching philosophies, and we discussed, for example, the importance of working across disciplines and getting critical thinking and report writing into our classes.

On a number of occasions over the years, Sam also covered the report writing portion of our ERE Environmental Impact course, taught initially by ERE Professor Robert Gearheart. This course was usually double listed with RPI, and it always had students from both departments.

My favorite interaction with Sam was on his famous ""Environmental Weekend"" bus trips. Sam chose several departments to include (varied each time) from RPI, ERE, Geology, Geography, Wildlife Mgt, and others. He then called one faculty member (again varied each time) in those departments, and invited them to come along and bring with them x-number of students (enough total to fill the bus). Everyone hopped on a bus on Friday and returned late Sunday. Destinations included Lake Tahoe, various wildlife

refuges, Lava Beds NM, and others. The two trips I participated in visited Oroville Dam and Gray Lodge NWR. While the destinations were always informative and worthwhile, the most exciting learning often took place while traveling on the bus, with students from the several diverse disciplines intermingling, breaking down common stereotypes (engineers are all nerds, etc.), and learning from each other. I returned from these trips reinvigorated and eager to teach.

Sam has also made, and continues to make, important contributions to Cal Poly Humboldt and the local community beyond his teaching role. In 1972, the city of Arcata contracted with his company, Tera Scan, to create a new Department of Planning, and this work was completed in 1974. In addition, Sam later served on the Arcata City Council for 16 years. Finally, Sam has taught several OLLI classes, and he is currently on the OLLI Finance Committee.

6. Ruth Epperson; MSN, RN, WHNP

rae5@humboldt.edu

Lecturer, Clinical Instructor, Department of Nursing and RN2 at the Student Health & WellBeing Center
Dates of Employment: 1993, 1994, 1995, 2000, 2001, 2007-2011, 2012-2023

Nominated by: Mary Ann Levine, PhD, RN, Health Educator, SCM (levinem@humboldt.edu)

It is with great pleasure that I submit this document to support Ruth Epperson's petition to attain emerita status as a retiree of Cal Poly Humboldt.

Ruth always had a true sense of professionalism and collegiality. She was new to academia and I became her mentor. She worked with and was respected by the Professorate and Secretarial Staff of the Department of Nursing and consistently accepted assignments that were successfully completed. She attended faculty meetings and was an active participant in meetings, offering suggestions, opinions, and pertinent ideas.

Ruth started working as a clinical instructor in the spring of 1993 and continued in this role for spring of 1994 and 1995. We worked closely together, and Ruth and I constantly liaised about clinical issues, students, and nursing academic issues. Any problems that arose were discussed in a timely fashion and resolved.

Ruth's excellent clinical skills were imparted to students through patience, demonstrations, and students getting to practice these skills. Feedback from students and hospital personnel were always overwhelmingly positive.

Ruth's philosophy was actively employed by her exemplary manner with students. Her caring, care, student support and mentoring were evident at all times. She utilized the theoretical base of bio/psycho/socio/cultural care with students and patients and this was her basis for teaching. Students embraced Ruth's teaching style (based on Modeling/Role Modeling) and were able to care for their patients holistically in the context of each patient's lived experience.

Ruth spent many hours doing tutorials and getting to know each student as a unique individual. She continually supported and nurtured students and helped them make the transition from home to university setting. Being a nursing student and caring for patients and viewing and partaking in extraordinary circumstance of lives, at a young age, constantly required a supportive environment and

Ruth was always there for students. She was dedicated to her role of working with students, caring for clients and had the desire to have her students one day become exemplary nurses and role models.

In 1996 the nursing program was re-configured, and Ruth's services were not needed again until academic year 2000-2001. With short notice she was asked to do all the obstetric hospital clinical rotations. Ruth was able to rearrange her family schedule to accommodate this request.

In 2005 Ruth returned to hospital (obstetrical) nursing (St. Joseph Hospital) to maintain and update her clinical skills.

In 2006 the HSU Department of Nursing began a pilot collaborative program with St. Joseph Hospital with the goal of being able to graduate more nurses annually due to the acute nursing shortage, especially in Humboldt County. Ruth quickly assumed responsibility for ten nursing students' clinical experiences.

Academic year 2007/2008 Ruth assumed both clinical and lecture responsibilities, as I was on sabbatical in New Zealand. At this time there were thirty students per semester rather than the twenty in previous semesters. Ruth now had to prepare lectures, community assignments, plan for hospital labs, prepare exams and prepare students for the ATI exam (Assessment Technologies Institute). This exam taken at the end of each semester tested students' subject knowledge and helped students learn and master important concepts. She also had to prepare a multitude of Memoranda of Understanding (MOU) for students' community experiences. Each MOU had to be specifically tailored to the individual agency. Ruth continually provided review sessions for students and tutorials for those students in need of academic assistance. We kept in touch throughout the year to provide a consistent learning experience for students. Ruth continued in this position until 2011 which was the final semester of Maternal/Child Health due to the closure of the program.

The last issue to address is meritorious accomplishments of which there are many. Ruth was always student centered via her support and used Modeling/Role Modeling as her modus operandi. She modeled each student's world and was creative in her endeavors to meet each student's specific needs. She was always available to students in a very supportive role.

Ruth worked at the Student Health Center (from 2012 until her retirement in November 2023). Three former students who were her coworkers mentioned to me how they appreciated her knowledge base, expertise, and dedication to them as students and the patients they treated together.

Ruth built and taught the very necessary strong and broad foundation of nursing (roles, functions, professionalism, bio/psycho/socio/cultural issues) and the importance of lifelong learning. She worked with students on critiquing research articles and applying relevant results to their clinic practice.

Ruth kept current through her research and clinical practice and incorporated the newest concepts and practices by utilizing evidence-based practice.

To this day students continue to remain in contact with Ruth and she is constantly thanked by former students for the quality of their education; preparation she provided by caring for them as individuals; supporting each in their endeavors; and by having provided a very broad foundation of professionalism and nursing practice.

Sincerely,
MaryAnne Levine, PhD, RN, Health Educator, SCM
Professor Emerita/Childbearing Health
Humboldt State University/Cal Poly Humboldt

7. Frederick W. Zechman

rzechman3@gmail.com

Associate Dean of CNRS, Associate Dean of Marine Operations, CNRS, Professor of Biological Sciences (tenured, and by retreat rights)

Nominated by: Eric Riggs, Dean, CNRS (emr103@humboldt.edu)

- Served the College of Natural Resources and Sciences for 12 years in strong support of academic and research programs throughout the college, with an emphasis on faculty support, student success, equity, inclusion and budgetary responsibility. Standing Committee membership included the Integrated Curriculum Committee (ICC) and Academic Master Planning Committee (AMP) 2012 to ~2020.
- Processed student grievances in CNRS and served as a Student Hearing Officer for the university to resolve student conduct issues.
- Chair, Cal Poly Humboldt Institutional Animal Care and Use Committee (IACUC), 2014-2024, Completed all processes for federal certification, including annual reports to the NIH Office of Laboratory Animal Welfare (OLAW), OLAW Assurance renewal, responded to animal welfare issues, worked with OLAW to resolve them, conducted required Semiannual meetings with Inspection Reports and Program Review for the Institutional Official, and responded to annual USDA inspections.
- Assessment: Conducted Science Literacy Survey in Collaboration with Ed Nuhfer (IRB 13-019 Science Literacy Concept Inventory), which provided insightful data regarding the elevated degree of science literacy of Humboldt students compared to other institutions. The data were used by departments for departmental assessment.
- Assessment: Developed an initial College assessment plan for CNRS
- Active in Strategic Planning efforts at the Department, College and University Levels:
 - University Strategic Planning Committee for the 2015-2020 Strategic Plan
 - CNRS Strategic Planning Committee for the 2019-2024 Strategic Plan
 - Strategic Planning for the Telonicher Marine Lab, 2023-2024 (ongoing)
- Served on and chaired numerous search committees at the college and university levels, including Director of Admissions, Vessel Captain (2x), Vessel Engineer (2x), and various administrative analyst positions. Designated as an Equity Advocate on several committees.
- Served as the University's Research Integrity Officer, 2019-2024
- Served on the Polytechnic Prospectus committee
- During COVID, my title changed to Associate Dean of Marine Operations with oversight of the Telonicher Marine Lab and the R/V Coral Sea.
- Developed plans for operational continuity of the marine lab and research vessel during the COVID pandemic.
- Served as the HSU Administrative Representative to the CSU Council on Ocean Affairs, Science & Technology (COAST) (years) and served on the COAST Executive Committee from January 1, 2022, through June 31, 2024.
- Worked with Advancement to engage with donors regarding financial support for student academic and research activities in the marine sciences (e.g., Karen Hillenburg and Michael Thatcher, each of which resulted in significant gifts to the university).

- Establish positive working relationships with the Trinidad Rancheria Marine Program.
- Oversaw the RFP process for the design build of Cal Poly Humboldt's new \$7.9 million research vessel and awarding the RFP to All American Marine. The process included consultation with marine architects to resolve the feasibility of renovating our current vessel (R/V Coral Sea) vs designing and building a new vessel based upon new California Air Resource Board (CARB) regulations involving the older vessel's engines, etc. Once the RFP was awarded, I oversaw the design of the new vessel and the initial phase of vessel construction.
- Research Publication: Leliaert, F., Tronholm, A., Lemieux, C., Turmel, M., DePriest, M.S., Frederick, S., Zechman, F.W., and Lopez-Bautista, J.M. 2016. Chloroplast phylogenomic analyses reveal the deepest-branching lineage of the Chlorophyta, Palmophyllophyceae class. nov. *Scientific Reports*, 6:25367. DOI:10.1038/srep25367.
- VP, President, and Past President, Phycological Society of America, 2014 to 2016
- Chair, Phycological Society of America Award of Excellence Committee, 2012-2023
- Co-PI on two ARI Grants with Fisheries Professor, Rafael Cuevas Uribe:
 - 2022 Cultivation of kelp species in Humboldt Bay. The California State University - Agricultural Research Institute. \$63,814.
 - 2021 Bull kelp farming in Humboldt Bay. The California State University - Agricultural Research Institute. \$50,400.
- Presented three research talks on my research and was co-author on five additional faculty / student research presentations:
 - Fattori, M., R. Cuevas-Urbe, R. Zechman, S.F. Craig. 2023. The effect of water temperatures on *Nereocystis leutkeana* developmental stages. *Aquaculture America*, February 23-26, New Orleans, Louisiana
 - Cuevas-Urbe R., R. Zechman, K. Gray Gesiler, E. Thalman, K. Ortiz, M. Fattori. 2023. Bull Kelp research at Cal Poly Humboldt. Noyo Center, February 7 (<https://youtu.be/B54-flWUhd4>)
 - Fattori, M., R. Cuevas-Urbe, R. Zechman, S. Craig. 2022. The effect of temperature on *Nereocystis leutkeana* developmental stages. *California State University Seaweed Symposium: Highlighting Seaweed Research and Artistic Expertise in the CSU System*. October 7-8, Tiburon, CA.
 - Cuevas Uribe, R., R. Zechman, K. Gray Geisler, E. Thalman, K. Ortiz, M. Fattori. 2022. Growing the New Weed (Kelp) in Humboldt. *Science on Tap!* lecture series, Eureka, CA.
 - Cuevas Uribe, R., R. Zechman, K. Gray Geisler, E. Thalman, K. Ortiz, M. Fattori. 2022. Growing seaweed in Humboldt Bay. Humboldt's Indian Natural Resources, Science and Engineering Program (INRSEP) + Diversity in STEM house.
- Member of Graduate Thesis Committees: Aleika Vicente (2015), Johnny Roche (2023), Marzia Fatori (2024).

8. Marisol Cortes-Rincon

*Please note that this honor is being requested post-humus. Notification should go to Marissa Ramsier. mas70@humboldt.edu

Most recently: Professor of Anthropology and Director/Co-Director of the Cultural Resources Facility.
Prior to that: Associate Professor, Assistant Professor, Lecturer, and Department Chair of Anthropology

Nominated by: Marissa Ramsier (mas70@humboldt.edu)

Professor Marisol Cortes-Rincon was a faculty member in the Anthropology Department from 2010-2024, during which time she was teacher and mentor to many students with a focus in archaeology and

beyond. Dr. Cortes-Rincon's research focused on a variety of interpretive issues related to ancient Maya culture: sociopolitical organization, demography, subsistence, environmental management, economic structure, and warfare studies. She directed an intersite settlement survey project under the auspices of the Programme for Belize Archaeological Project (PFBAP). Her field research at PFBAP focused on the settlement patterns between three large Maya centers: Dos Hombres, Gran Cacao, and Great Savannah. Numerous students had the unforgettable opportunity of joining the archaeology field school she founded and directed in Belize. She also served as Director and Co-Director of the Cultural Resources Facility (CRF), where she won numerous contracts and grants to conduct cultural resources management work in and around Humboldt while supporting students in gaining hands-on applied archaeology experience. She also established the Geospatial Archaeology Research Lab and supported countless student research projects including co-publishing with students and accompanying them to professional conferences. She also served as Anthropology Department Chair, helped launch the Master's in Applied Anthropology, and engaged in service across the university. Marisol was an integral part of the Anthropology Department and beyond and her legacy will have a lasting impact.

CAL POLY HUMBOLDT

University Senate Written Reports, October 1, 2024

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Eduardo Cruz (AS Legislative Vice-President), Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment).

Meeting Date(s): 9/18/24 and 9/25/24

Meeting Details: The Academic Policies Committee has completed revisions on the following two policies after thorough discussions and consultations with relevant parties:

1. Combined Bachelor's and Master's Pathway Policy
2. Policy Governing Proposed Minors and Academic Credit-Granting Certificates

These policies are on the agenda for a first reading at the October 1 University Senate meeting. Additionally, the committee engaged in discussions regarding the importance of maintaining current online gradebooks/creating means by which students know their standing in a course to support student decision-making, particularly for grade mode changes. Anna Thaler (Advising) and Enoch Hale (CTL) visited the September 25 meeting to contribute to this discussion. There was general consensus that dissemination of best practices through departmental level discussions is a better approach than policy around this issue.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, and Michihiro Sugata

Meeting Date(s): 09/10

Meeting Details: The committee met to appoint nominees from our first call for nominations. The AEC tried to appoint a mix of experienced people and Junior Faculty, when that was possible. The committee is feeling optimistic about the remaining open spots. However, we are finding difficulties in filling up open spots in the ICC-related committees.

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Members: Claire Till, Melanie Michalak, Kimberly Perris, Lisa Tremain, Anthony Silvaggio, Kimberly White. Tim Miller continues to attend meetings to support the transition and the ongoing work.

Meeting Date(s): 9/18 and 9/25

Meeting Details: The committee formalized a physical meeting space and worked on these policies.

- Early Tenure Policy- a draft of the policy was sent for feedback to SenEx, the Deans, the Provost, and UFPC. Once this feedback is gathered, we will send to policy out to all faculty for feedback.
 - Post Tenure Review Policy- we are reviewing our current policy, as well as other campuses' policies to inform our work. The goal is to develop a policy that clearly outlines the process and materials required for post-tenure review.
-

Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair

Members: Ramesh Adhikari, Paul Michael Atienza, Morgan Barker, Cindy Bumgarner, Carmen Bustos-Works*, Christine Cass, Eduardo Cruz, William Fisher, Chris Guillen, Sara Hart, Alison Hodges, Jose Marin Jarrin, Jamie Jenson, JuEun Lee, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Meenal Rana, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler, Melissa Tafoya, Lisa Tremain, Mark Wicklund (*Non-voting members)

Meeting Date(s): Tuesday September 24, 2024

Meeting Details:

1. Approval of the [minutes from the meeting of September 10, 2024](#)

2. Approval of Meeting Agenda for 9/24/24

3. [Consent and Voting Action Calendar](#) - Voting Items

a. [Consent Calendar](#)

b. [Voting Action Calendar](#)

i. [Art History and Museum Studies, B.A. - Program Change - 23-2387](#)

ii. [Art History Minor - Change Minor Requirements - 23-2388](#)

4. Reports & Updates - 5 Minutes Each:

a. AP/Curriculum

i. Information Item: Please help everyone on your department teams to remember to discuss the proposal with the dept chair and AD before submitting it in MCC. The proposal should not be seen as a working document.

b. GEAR Updates

c. CDC Updates

i. CDC Workflow Discussion (Sara S. + Lucy, 10 minutes)

1. CDC Workload and support needs

d. APP Updates

e. APC Updates

i. Information Item: [Combined Bachelor's and Master's Pathways Policy](#)

f. General ICC:

i. New Members, Welcome!

ii. Information Item: [Curriculum Connection](#) - Communication Plan

5. General ICC Business:

a. HyFlex Meetings: Zoom Check-in (Sara S., 10 minutes)

b. Continued Discussion [Minors and Certificates Policy](#) (Tyler, 15 minutes)

c. GE (Sara H. + Carmen + Khristan, 45 minutes)

i. CSU General Education Requirements for Fall 2025

1. [Student GEAR Roadmap](#)

2. [CO/CSU Trifold](#)

3. Naming Conventions

a. Should normalize calling the areas by their content name instead of the alphanumeric name (i.e., "English Composition" instead of "1A")?

b. GEAR committee will need to attach the new catalog copy for the GEAR page to the program proposal and wants preliminary feedback.

ii. GE Allocation, if time

University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members: Chris Harmon, Sulaina Banks, Tawny Fleming, Kijung Ryu, Eduardo Cruz

Meeting Date(s): September 24, 2024 1PM

Meeting Details: The UPC worked diligently to prepare the Draft Policy on Centers and Institutes to be ready for a second reading.

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 Members: Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU standing committee meetings and plenary met September 18-20, 2024 in Long Beach. Senator Burkhalter participated online and Senator Virnoche participated in person. *The next ASCSU plenary will take place November 13-15, 2024.*

Senator Burkhalter was elected to the Faculty Trustee Recommending Committee

Resolutions and Other Documents For Campus Feedback

The following resolutions and one report were presented for feedback from Senators and communication to campuses. Incorporating the feedback that they receive, the sponsoring committee(s) will revise these resolutions and we anticipate they will return to the agenda as action (second reading) items at the November 2024 plenary.

[AS-3710-24/AA Resolution on the Interim Time, Place, Manner](#)

Because a time, place, and manner policy has a significant impact on academic affairs at the CSU, this resolution makes suggestions for specific changes to the language of the Interim Time, Place, and Manner Policy before it becomes permanent. These changes are meant to make the policy more supportive of students, staff, and faculty (specifically in terms of the delivery of instruction and academic freedom) and less about surveillance and punishment.

[AS-3712-24/APEP CSU Response to Delays in the FAFSA Process](#)

The CSU has acted to effectively support our students despite delays in FAFSA processing. This resolution acknowledges current and continuing efforts and encourages sharing of best practices in responding to the FAFSA crisis.

[AS-3713-24/JEDI Revision to the Faculty Trustee Nomination & Selection Criteria and Process](#)

This resolution revises the criteria and process used to nominate and select Faculty Trustee nominees, the composition of the Faculty Trustee Recommending Committee, and the number of nominees put forward to the governor.

Mandara Savage, AVC for Professional and Continuing Education (PACE) presented a draft of the report, *Forward Focused [Self Support Strategies and Practices](#)*

September 2024 Resolutions Passed w/ first reading waiver

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

[AS-3708-24/APEP Support for Revisions to the CSU Policy on Teacher Education Preliminary Credential Programs](#)

The ASCSU supports recent changes to CSU Teacher Education Preliminary Credential requirements that reflect better alignment with Title 5, updates in law, and the inadvertent deletion of the fieldwork requirement.

AS-3709-24/AA/FGA [Proposed Integration of Cal Poly San Luis Obispo and Cal Maritime in 2026](#)

The ASCSU endorses the informed exploration of an integration between Cal Poly San Luis Obispo and Cal Maritime universities (especially of administrative positions), while their respective unique characters should be preserved. In any integration, the shared governance process and the purview of faculty over curriculum and programs should be respected, and faculty (including lecturer faculty) and staff positions should be protected.

AS-3711-24/FA/JEDI [Resolution on the Interim Time, Place and Manner Policy](#)

This articulates the ASCSU's opposition to the CSU's Interim Time Place and Manner Policy (TPM), concluding with calls to the Chancellor to appoint a committee of ASCSU, CSSA, CSU labor unions, and CO representatives to co-author a new, viable, TPM "framework", as instructed by law, that will keep our universities safe without violating the rights and freedoms of faculty, staff, and students.

AS-3714-24/Exec Special Rule of Order: [Eligibility to Vote on Ratification of ASCSU Constitutional Amendments](#)

This clarifies that all Unit 3 faculty employees are eligible to vote on changes to the ASCSU Constitution.

AS-3715-24/Exec [Schedule and Procedure for Ratification of AS-3660 Amending the Constitution of the Academic Senate of The California State University to Add Three Designated Lecturer Faculty Positions.](#)

This sets out a timeline and other details for the process ratifying the amendments to the ASCSU Constitution approved in AS-3660-23/JEDI/FA Amending the Constitution of the Academic Senate of the California State University to Add Three Designated Lecturer Faculty Position (Approved March 2024).

AS-3717-24/JEDI/FA [Delaying the Call for Faculty Trustee Nominations](#)

The ASCSU Faculty Trustee recommending committees from the past two cycles developed recommendations for changes to the procedures and criteria which have yet to be updated by the ASCSU. Delaying the call for nominations allows the ASCSU to review and potentially enact revisions at the November Plenary.

Information Item

The California State Auditor on September 24, 2024 released [an audit report on transfer in public higher education in CA](#).

ASCSU Chair Report

Despite successful advocacy that cushioned the budget this year, potential for 8% cut in the coming AY. ASCSU is considering co-authoring bills with CO and Legislature on a number of priorities including CSU being authorized to offer Associate Degrees, and will also continue advocacy at the federal level on any relevant bills.

Academic Affairs Chair Report

Under AB927 community colleges submit up to 15 proposals for bachelors degree programs per semester; some of these denote replication with existing CSU programs and go through an extended process for review. This is “Usually” a collaborative process. Brent Foster, Assistant Vice Chancellor and Dean of State Academic Programs, offers that each proposal is campus specific and does not open the doors to replicate across the CCC system. Follow Up question: But once one program is approved as non-duplicative, does it “preempt” us from “disapproving” the same proposals from other campuses?.

Legislative Specialists

Attended the August 14, 2024, Joint Legislative Audit and Assembly Higher Education and Senate Education Oversight Hearing Title IX/DHR Civil Rights progress in the CSU (Recording, Agenda, Auditor’s Report: “California State University: It Did Not Adequately or Consistently Address Some Allegations of Sexual Harassment (Report 2022-109)). The [“nursing bills”](#) allow the community colleges to offer baccalaureate degrees in nursing. Many are being offered in regions that will put them in close competition with CSU campus programs. Along with CO, during the summer, the ASCSU advocacy team submitted a letter to the Governor to veto nursing bachelors at the CCC. We have a collaborative relationship with state and federal offices and experienced senators mentoring new specialists who will also go through training (“summit”) with other CSU people in these types of positions.

ERFSA Committee: CalPERS better. Premiums went up. Details in report.

Guests who met with the ASCSU During the Plenary

Al Liddicoat, Interim Vice Chancellor, Human Resources (VC Leora Freedman retired

over the summer)

Hayley Schwartzkopf, Assistant Vice Chancellor, Civil Rights Programming and Services

[Civil Right Programming and Services Vision+ Statemen](#) and update on Conduct of concern. Senator request: Ask for explicit sanctions that those who violate can expect. Response: Noted and also notes the right to privacy of all those in process. Senator request: Address the highest ranking administrators who are denying occurrences on their campuses. Response: We have built in regular reporting, review, and system-wide publishing of cases across campuses and using this year as the baseline. Part of transparency. Response: State hearing acknowledges that CSU is doing what it said it would do – we are changing the institution. Senator request: Changes in the “at will” policy and implications for the university for those who retreat to the faculty. Trust gap. Response: So important to continually do what we said we would do and work collaboratively to address. Senator request: The policy looks to be more student-oriented rather than employee oriented and we need to know the meaning of equity in these contexts. Response: Reporting regularly to a cross-functional oversight team (includes Past ASCSU Chair Steffel) at CO that reports directly to the Chancellor.

Charles Toombs, California Faculty Association President

Bargaining on entire contract to begin next year–look for a bargaining survey to come to your email inbox. CFA is strongly opposed to CSU Time Place Manner interim policy Extremely concerned about limits on academic freedom and overpolicing. Without meet and confer, policy does not apply to faculty, but does apply to students. On September 18, 2024 CFA held an open forum to educate faculty on the policy, the CBA, and the law. Other CSU unions, like CSUEU, are opposed.

Dilcie Perez, DVC of Academic and Student Affairs & Chief Student Affairs Officer Nathan Evans, DVC of Academic and Student Affairs & Chief Academic Officer

Note: Chancellor Garcia is not able to join us as she is being inducted this week into the National Academy of Science. **DVC Perez:** Chancellor is dividing the Division of Academic & Student Affairs that is leading to a search. This is part of planning to prepare for future and division reorganization. Dr. Jennifer Baszile, AVC for Student Success and Inclusive Excellence, is leading a survey that went to 1 million people about the “Year of engagement” to plan next steps after GI 2025. The plan is to have a new student success initiative by Spring 2025. **TPM** - There will be a BOT presentation: notes that this was part of the directive from the legislature for a “campus climate” system-wide policy that could be conveyed to students before classes started. It was

drafted using existing policies across the system and the portion of the policy on “academic freedom” is not new policy.

DVC Evans: Multi-year enrollment target change and budget allocation. 23-24 FAFSA debacle created chaos across the country and in the CSU where 80% receive financial aid. CA is in the U.S. top tier of **FAFSA** completion and CSU saw an increase in pell eligible students. We did see an impact on the mixed status student population. This academic year CSU was spared an 8% cut of other state agencies, but we expect to see that cut in 2025-26. BOT academic policy **consent calendar on new academic programs** and these proposals can be submitted more frequently by campuses.

Maritime & SLO Integration: lays out organizational structure for executive leadership and related language given Maritime is a federally designated facility. There are 23 work groups focused on planning the integration; regarding the relationship between Maritime campus (which will stay where it is) and Cal Poly SLO, which is 300 miles away, the pre-integration workgroup is looking at existing models of other campuses that have more than one physical campus, such as Texas A&M. Action Item will be on BOT agenda in November. **Generative AI:** committee looking at training and support. Requesting \$7 million from the state to springboard.

CSU Trustee Gilbert-Lurie

[“Leslie Gilbert-Lurie is a lawyer, author, philanthropist, community leader and former television executive.”](#)

Associated Students

Submitted by Wysdem Singleton, AS President

Members:

Meeting Date(s):

Meeting Details: no report

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

ERFSA's Oct. 10th Luncheon Presenter is Jennifer Marlow, 2023 ERFSA Grant Recipient, Environmental Science and Management. Managing Risk from Sea-Level Rise and Coastal Hazards to Humboldt Bay's Spent Nuclear Fuel Site. In this talk, Associate Professor Jennifer Marlow (JD) will discuss plausible future scenarios for Humboldt Bay's spent nuclear fuel site and share recommendations for assuring public and environmental safety. Read [Jennifer's faculty profile](#) and learn more about her work on [Humboldt Now](#). Project information is available at [44feetproject.com](#). Also see Brown, A., Marlow, J., and Sorfleet, J. (2024). [Crafting Effective Oversight for the Long-Term Storage of Spent Nuclear Fuel on Sites at Risk of Climate and Coastal Hazards](#). *Frontiers in Climate: Climate Law and Policy*.

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Humboldt-ERFSA is having its biennial fundraiser to be able to continue to provide financial support via competitive grants to tenured-track faculty, lecturers, and staff with *less than 5 years* employment to expand their professional qualifications for tenure and promotion. The Humboldt-ERFSA Grant Program is only possible through your donations and the Humboldt Area Foundation & Wild Rivers Community Foundation investments of the funds. Please make

your donation directly to Humboldt Area Foundation & Wild Rivers Community Foundation.

*You may donate online at

hafoundation.org/our-funds/hsu-emeritus-retired-faculty-association-fund or send a check to the Humboldt Area Foundation & Wild Rivers Community Foundation, 363 Indianola Rd, Bayside, CA 95524, (noting the Humboldt Emeritus and Retired Faculty & Staff Association Fund). Your donation is tax deductible.

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

Staff Council

Submitted by Senator Sulaina Banks

Members:

Meeting Date(s):

Meeting Details: no report

President and President's Administrative Team Report to University Senate

Michael Spagna, Acting President

Mark Johnson, Chief of Staff and VP Advancement

Sherie Gordon, VP Administration and Finance/CFO

Jenn Capps, Provost and VP Academic Affairs

Chrissy Holliday, VP Enrollment Management and Student Success

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

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

Meeting Details: No written President's Administrative Team report

Hey Cal Poly Humboldt,

I hope y'all are doing exceedingly well on this beautiful Tuesday, right at the cusp of another gorgeous autumn in Humboldt County.

This week I'd love to send out an invitation to engage in a number of upcoming and ongoing opportunities for engagement in shared governance that will be immediately consequential to our shared University.

First, I'd like to follow up on the announcement that came out yesterday regarding the makeup and schedule of the search for our next President. As detailed in the email, Marissa Ramsier and Dan Barton will be serving as faculty representatives on the search advisory committee, and I will be serving ex officio as the Senate Chair. There will be a campus open forum on Thursday, October 10th, 2024, from 11AM-1 PM wherein the search firm will be looking for feedback from across the campus community regarding what attributes we are looking for in a new President. Prior to that, though we are still working with tentative dates and times, on Tuesday, October 8th, from 1-2:30 and then 5-6 PM, Marissa, Dan, and I will host a faculty open forum to specifically solicit the needs and concerns of faculty, such that we can adequately represent our colleagues in the search process. A corresponding email will follow shortly. Please join us, and let us know what you are thinking. We want to find an incredible partner in the stewardship and creative growth for this incredible educational venture, and y'all's guidance will be integral to that pursuit.

Second, as I had mentioned in one of my earlier reports, we are currently engaged in our Western Association of School and Colleges Senior Colleges and University Commission (WSCUC) Self Study process. In one of our open fora last Wednesday, an important idea was articulated by steering committee member Meenal Rana: paraphrasing here here, this is an opportunity to get our house in order, not only because we need to address issues and concerns in anticipation of our accreditation visit, but also because we are engaging in a process of looking and ourselves and assessing our institution. In this process, and in concurrent processes across campus, when we are investigating who we are and what we want to be, thereby defining our identity and purpose, we should not hesitate to identify areas for immediate improvement, and work to improve them immediately. To that end, when y'all are working through the Self Study Commentary or the Open Fora for the Presidential Search, or just talking to your colleagues and friends about life on campus, please take a second to think about how things might be improved through policy. Let us know about it, and we can assign those suggestions to the leaders of our committees so we can make those policies happen. Let's not go into a self study with a perception of our institution as stagnant and complete, but as a growing and evolving entity that is subject to authorial change through the actions of the people who constitute it.

And, finally, we've missed y'all at our weekly open forum for the campus community during our biweekly Senate meetings. Come on down and let us know what you're thinking and what you need. We're here for you.

Yay Cal Poly Humboldt! Yay Shared Governance!
jim

Summary of WSCUC Communications with the University 2010 to Present

Looking through 14 years of recommendations and required actions, a short list of concerns are repeatedly cited:

- learning assessment and program review
- diversity and inclusion, with respect to both faculty and student success
- enrollment, budgeting, and revenue sources

[2010 Action Letter to President Richmond](#) (reaffirmation of accreditation)

The Commission ordered an interim report be submitted in 2013 to address five areas of concern:

1. Progress made around **student learning assessment** and program review but “the institution has a distance to go before assessment and evidence-driven decision making are fully embraced by its faculty and staff”. The university could not provide evidence that its ILOs were being achieved.
2. Regarding **inclusive excellence**, the team noted lack of evidence “that these initiatives have produced meaningful and sustainable results across the institution”.
3. Promising steps taken around embracing **institutional change and making critical choices**, “but it will only be meaningful if the positive new campus culture can produce results and current momentum can be sustained”.
4. Regarding **realignment of resources and institutional structures**, the university’s “most pressing challenge has been to align its resources with educational objectives and institutional purposes”. Program prioritization “was limited by inconsistent data, varying quality of program reports, and little or no external benchmarking and comparative analysis”. “Assessment [of student learning outcome] findings and indicators of student success do not seem to be built into the newly implemented plans, strategies, and activities”.
5. **Sustaining Current Efforts**—Progress on the above four areas will demonstrate sustained efforts.

2017 Institutional Report and corresponding 2018 WSCUC Action Letter to President Rossbacher

Primary Actions:

- Acknowledge the 2018 WSCUC [visiting team's report](#)
- Reaffirm accreditation for 8 years
- Schedule a Special Visit for spring 2021 to address:
 - a. Budgeting, enrollment management, and diversification of revenue sources
 - b. A comprehensive university-wide assessment program

Commendations:

1. **Student recruitment efforts**, particularly in the Los Angeles region, are an appropriate response to the increasing diversity in California.
2. **Educational objectives** are widely recognized throughout the institution and consistent with stated priorities. HSU regularly generates, evaluates, and makes public its **retention and graduation data**. The HSU students' commitments to the environment, sustainability, and social justice issues are impressive.
3. The **institution's academic programs** actively involve students in learning, challenge students to meet high standards, and offer opportunities for them to practice, generalize, and apply what they have learned. The students demonstrated their commitment to their academic degrees and expressed close connections to faculty mentors.
4. **Co-curricular programs are aligned with academic goals**, integrated with academic programs, and designed to support student personal and professional development. The Klamath Connection program is an example of such a co-curricular program; HSU actively assesses the effectiveness of this program and uses results for improvement.
5. The institution has a **robust institutional research capacity**. Data are disseminated internally and externally in a timely manner, and data analyses and interpretation are incorporated in planning and decision-making. Websites, interactive dashboards, and formal reports assist the university in reaching the goal of a data-driven institution. HSU has engaged in a **strategic planning process** that guides the future direction of the institution by articulating priorities, especially around student success, aligning purposes and core functions to help guide resource reallocation. HSU ensures that resource allocations reflect strategic goals.

Required Responses:

1. **Implement and sustain appropriate responses to the increased diversity of HSU's students.** The evaluation of HSU's academic and student support services, including tutoring, housing, students with disabilities programs, financial aid counseling, career counseling and placement, and multicultural centers, and the adaptation of services based on evaluation results will better meet the needs of different students. **Evidence-based decisions** would ensure that curricular and co-curricular programs are aligned, and are sufficiently funded and staffed by qualified faculty and staff. (CFR 1.4, 2.13)
2. Continue and advance efforts to **orient prospective students from large, urban areas to HSU's rural, small city context.** As HSU incorporates a more diverse student body, intensifying efforts on student grievances and complaints, safety, and life in the local community will help students to feel supported and avoid feelings of alienation and isolation. (CFR 1.6)
3. **Improve the university leadership's communication** strategies and efforts across the campus, including continued transparency about HSU's budget challenges. Change management training will assist HSU in making critical choices among the myriad of campus initiatives. (CFR 1.7)
4. **Implement a comprehensive university assessment plan** developed by faculty so that effective assessment is consistent across the institution, and widely shared among faculty, staff, and students. Improving the assessment of GEAR and consistently embedding the expectations for student learning in the standards faculty use to evaluate student work are components of effective assessment. (CFR 2.4, 2.6)
5. **Prioritize diversification of faculty and staff demographics,** including the use of new hires, to align with the diversity of the student body. Engaging faculty and staff in cultural competency professional development will further the academic achievement of students and contribute to the achievement of the institution's educational objectives. (CFR 1.4, 3.1, 3.3)
6. **Engage in realistic budgeting, enrollment management, and diversification of revenue sources.** Strengthening fundraising and private partnerships will help alleviate the stress on the budget in the upcoming years. More detail in the 2017 Environmental Scan Visualization Plan will clarify how HSU will counter current trends and reach its enrollment, graduation, retention, and achievement gap targets. (CFR 3.4)

[2021 Special Visit Report](#) and corresponding [2021 Action Letter to President Jackson](#)

Primary Actions:

- Acknowledge the 2021 WSCUC **visiting team’s report** (location of report unknown)
- Confirm 2025-2026 reaffirmation of accreditation
- Schedule a progress report for November 2023

Commendations for:

1. **Securing senior leadership** that approached the transition with a sense of urgency and empowered the faculty and staff.
2. Developing multiple, aligned assessment structures, ratifying new ILOs through shared governance practices, and demonstrating an **administrative and faculty-driven commitment to assessment and program review.**
3. **Hiring a chief enrollment officer** with notable experience in strategic enrollment management and student affairs, who was skillfully leading nuanced enrollment strategies and effectively implementing a well-developed strategic enrollment plan.
4. Increasing overall student success and **decreasing the equity gap between URM and non-URM students**, particularly as a result of learning communities.
5. Developing and implementing structures and processes that reflected transparency and **regular communication to facilitate institution-wide awareness, understanding, and a sense of shared responsibility for budgeting, resourcing, and revenue diversification.**
6. **Eliminating long-standing structural deficits** by 2022 and building back reserves over the longer term through a combination of efficiencies, new academic programs, and innovative new revenue streams.
7. **Differentiating HSU’s identity** by highlighting its strengths in research, experiential learning, and community partnerships.

Required Responses to be Addressed in 2023 Progress Report:

1. Consistently employ HSU’s assessment structures and processes including the collection, analysis and interpretation of data to track learning over time. (CFR 4.1, 4.2)
2. Engage faculty and staff to collaboratively examine, interpret, and make recommendations for program improvements. (CFR 2.4, 2.6)
3. Identify and explore the systemic impacts of becoming a polytechnic university on enrollment, budget, revenue diversification, and assessment. (CFR 1.1, 3.4)
4. Building upon HSU’s initial efforts and success: continue to review, evaluate, and align institutional structures, resources, and practices to ensure achievement of your six pillars of inclusive excellence. (CFR 1.4, 3.1, 3.2, 3.3, 4.7)

[2023 Progress Report](#)

There has been no communication from WSCUC beyond confirming receipt of report.

CAL POLY HUMBOLDT
University Senate

Resolution on Centers & Institutes

01-24/25-University Policies Committee — September 24, 2024 — Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the Research Centers and Institutes Policy be approved; and be it further,

RESOLVED: That the policy be implemented after a consultation process with all existing Centers & Institutes has concluded, spanning no less than to the end of the 2024/2025 Academic Year.

RATIONALE: Cal Poly Humboldt does not have a campus-specific policy on the chartering and recertification of Centers and Institutes. The current *policy* is based on an executive memorandum from 2016, which does not provide a distinction between a Center and an Institute, nor does it define the types of support these groups shall have. Currently, 18 Research Centers and Institutes exist at Cal Poly Humboldt with varying degrees of structure and levels of support. *EO 751* establishes that campuses may develop campus-specific policies on Centers and Institutes, which this resolution and policy aim to achieve.

Policy on ~~Research~~-Centers & Institutes [Policy Number] University Policies Committee

Applies to: Faculty and Staff

Supersedes: P11-04

Purpose of the Policy

The purpose of this policy is to establish clear governing principles, guidelines, and procedures for the recognition, chartering, and recertification of “Centers” and “Institutes”, as well as to distinguish “Centers” and “Institutes” from other “Campus Interest Groups”. This policy takes effect at the end of AY 2024/2025 and supersedes all prior [Center & Institute \(C&I\)](#) campus policies and memoranda.

Definitions

For purposes of this policy, the following key terms are defined as follows:

1. **“Center”** is an organization intended for research, which is broader in scope than an institute; it is typically associated with a physical and organizational infrastructure for conducting research. It typically involves faculty and staff from multiple academic units who depend on a set of common facilities for their research. Centers typically have a higher volume of grant activity with dedicated administrative support staff to help oversee operational and financial needs, managing multiple streams of internal and external funding. Centers may also be actively involved in non-research related activities, including but not limited to instruction, community outreach, and/or artistic activities.
2. **“Institute”** is typically organized to conduct research, usually on a specific theme or topic. They may involve faculty and staff from one or more departments, often from within the same school or college. Institutes may also be actively involved in instruction, community outreach, or research services.
3. **“Campus Interest Group”** in this policy will refer to any entity, consortium, team, cooperative, alliance, council, project, hub, laboratory, facility, space, etc., which may have common research interests, collaborations, general groupings, and/or shared resources that do not fit into the classification as a formally chartered Institute or Center. Campus Interest Groups ([CIG](#)) must consult with Marketing & Communication to ensure appropriate and consistent use of the University brand standards (name and logo).

Policy Details

I. SCOPE AND GOVERNING PRINCIPLES

A. Scope

~~Centers and/or Institutes (C&I)~~ are research organizations affiliated with Cal Poly Humboldt that offer non-credit instruction, information, or other services to constituencies beyond the campus community, serving individuals, public organizations, and private agencies. Per Executive Order 751 Cal Poly Humboldt may establish Governing Principles, Guidelines, and Procedures on the Chartering and Recertification of C&I, which are given in this policy.

B. Governing Principles

1. Alignment with the Strategic Plan

All existing and newly chartered ~~Centers and/or Institutes (C&I)~~ will complement and support the ~~vision~~mission of the University and the Strategic Plan.

2. Naming Conventions

Names for all existing and newly chartered ~~Centers and/or Institutes (C&I)~~ will have the word Center or Institute, depending on designation, as well as describe its general purpose ~~or mission~~. Some examples include the Fire Resilience Institute or the California Center for Rural Policy. ~~Campus Interest Groups (CIG)~~ that have the words Center or Institute in their name do not automatically garner designation as such; for example, the Student Activity Center is not a Center per the definition given in this policy.

3. Charter and Recertification

All potential ~~Centers and/or Institutes (C&I)~~ must go through a chartering process described in this policy (Appendix I). The approved term of a C&I will be five years, after which time it must go through a recertification described in this policy (Appendix II). ~~Annual progress reports will be requested from all active C&I each year to provide updates on programmatic and financial activities.~~

4. Self-Regulation and Support

The structure of the ~~Center and/or Institutes (C&I)~~, including qualifications for membership, shall be self-regulated through responsible individuals, governing boards, or committees. The C&I must specify its organizational hierarchy in its Charter and/or Recertification application (Appendix I & II).

5. Leadership

The lead person(s) of the C&I Center must be a tenure-track faculty, a permanent employee, or a Management Personnel Plan (MPP) employee of the University or Auxiliary.

II. GUIDELINES FOR CENTERS, INSTITUTES, AND CAMPUS INTEREST GROUPS

A. Distinction between Centers/Institutes and Campus Groups

1. Support

C&I and CIG will differ considerably in the types of support they receive. For example, a CIG may be created by two collaborating faculty or staff members working on a project supported by their nominal ancillary time for scholarly activities. In this case, the CIG does not need administrative support beyond what is typically available for a faculty or staff member in their respective department(s) or college(s). This CIG may still benefit from administrative support in the form of marketing, identification of funding sources, and the like, all of which are nominally available to any faculty or staff member through the Office of Research & Sponsored Programs Foundation and/or Marketing and Communications (MarComm).

On the other hand, faculty or staff that bring in large-scale and/or multiple grants under their respective C&I can often quickly become burdened by the clerical and financial administration of those grants, which detracts from their capacity to grow as a C&I. In such cases, dedicated management and centralized administrative support for these funds are crucial, making the designation of a C&I necessary. C&I are considered internal University users for the purposes of campus use policies and are expected to reimburse the University for 'above baseline costs' similar to comparable campus departments.

Institutes must have either a) dedicated release time for their director(s) or b) access to administrative support provided by the University to carry out the administrative functions of the Institute. Release time should be utilized to allow the director(s) time to build collaborations, seek mentorship, and manage other high-level work rather than primarily for administrative tasks that can be done more cost-effectively and efficiently by designated support staff.

Centers must have dedicated, University-provided space, along with self-supported administrative staff and operational funding. Emerging Centers greatly benefit from mentorship and consultation with established Centers. Engaging with established Center directors to gain insights into their operational structures and financial models is a crucial step that must be demonstrated prior to forming a new Center.

2. PurposeMission

C&I and CIG will differ considerably in their ~~missions or~~ purposes. CIG will typically have a very narrow and specific set of goals, whereas C&I are much broader in nature. In either case, the ~~purpose~~mission should align with the University's Strategic Plan~~vision/mission~~.

3. Longevity

C&I and CIG will differ in their lifetimes on campus. Individual passion projects of sole faculty or staff have led to incredible work on campus, but often do not have the sustainable infrastructure to continue past that initial champion. Succession planning needs to become a more thoughtful and proactive part of the process. Therefore, it is expected that CIG may come and go; however, a successful C&I should have

longevity beyond the initial creator as their ~~purpose~~mission will be well aligned with long-term University plans.

APPENDIX I: PROCEDURES FOR CHARTERING A NEW CENTER/INSTITUTE

A charter application proposal for all new C&I shall be submitted to the Office of Research & Sponsored Programs and must include the following items and sections:

1. **Name:** Names for all existing and newly chartered C&I will have the word Center or Institute, depending on the appropriate designation, as well as describe its general purpose ~~or mission~~.
2. **Purpose:** This section shall describe the purpose(s) of the proposed C&I and its goals. This section shall also clearly define how the proposed C&I proposes to serve ~~U~~university roles and outline any relationships with other campus units with which the functions of the proposed C&I will overlap, or the C&I will regularly interact. Proposals should also specify how the C&I will complement and support the ~~vision~~mission of the University and the [Strategic Plan](#).
3. **Need:** This section shall explain the need for a new C&I and how it will support the ~~vision~~mission of the University and the [Strategic Plan](#).
4. **Personnel:** This section shall identify and describe the roles of all key personnel, including administrator(s), faculty members, students, staff, community members, and ~~A~~advisory ~~B~~board members that will be connected with the proposed C&I.
5. **Resources and Support:** This section shall describe in detail the resources needed to establish the proposed C&I and the sources from which those resources will be secured. This should include the sources, duration, and a ~~five~~5-year annual projected budget as well as a clear statement of expectations of any financial contributions externally or from the University. All Centers are expected to be self-supporting unless specific provisions are made for their intramural support. All sources of intramural support must be documented and verified in writing; all external sources of support must be verified or projected. For the purposes of review, a financial plan must be presented that is plausible and itemized in a budget format. This section shall also outline all other necessary University resources, including space, equipment, and technological requirements. This should include a clear statement of expectations of the University's commitment during the duration of the C&I operation and written verification of those sources of support from the relevant campus units.
6. **Organizational Hierarchy:** This section shall outline all internal and external components and their relationships to the University. A chart shall be constructed that illustrates the administrative support structure of the C&I and its relationship to relevant campus units.
7. **Advisory Board:** Each C&I must have an ~~A~~advisory ~~B~~board that consists of a minimum of three voting members of the C&I that meets no less than annually. The ~~A~~advisory ~~B~~board shall be tasked with creating by-laws for how leadership is selected and other pertinent C&I rules and regulations. All C&I bylaws must be aligned with expectations and codes of conduct outlined by the University.

8. **Letters of Support:** The proposal shall include evidence of support in the form of collegial letters by all campus units that may expect to be significantly affected by the C&I's activities. At a minimum, letters of support must be provided from the respective dDepartment and cCollege in which the C&I will reside.
9. **Assessment Plan:** The proposal shall include an assessment plan that outlines indicators of success and achievement of goals throughout the five5-year period of chartering.
10. **Compliance with Rules and Regulations:** All C&I must comply with internal and external rules and regulations in carrying out the purpose and function of the C&I. This section shall identify and address any additional special requirements or considerations to be compliant with such rules and regulations.

APPENDIX II: ~~PROCEDURES FOR RECERTIFYING AN EXISTING CENTER/INSTITUTE~~

A recertification proposal for all active C&I must be submitted to the Office of Research & Sponsored Programs every five years to maintain active status. The proposal should include the items and sections specified in Appendix I, incorporating any relevant updates or changes since the initial charter. Additionally, a brief report detailing activities completed over the past five years, along with plans for the upcoming five-year period, must be provided.

Expiration Date *(if any; optional)*

History *(required)*

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

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

Policy on Centers & Institutes
[Policy Number]
University Policies Committee

Applies to: Faculty and Staff

Supersedes: *P11-04*

Purpose of the Policy

The purpose of this policy is to establish clear governing principles, guidelines, and procedures for the recognition, chartering, and recertification of “Centers” and “Institutes”, as well as to distinguish “Centers” and “Institutes” from other “Campus Interest Groups”. This policy takes effect at the end of AY 2024/2025 and supersedes all prior Center & Institute (C&I) campus policies and memoranda.

Definitions

For purposes of this policy, the following key terms are defined as follows:

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B. Governing Principles

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2. Naming Conventions

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3. Charter and Recertification

All potential C&I must go through a chartering process described in this policy (Appendix I). The approved term of a C&I will be five years, after which time it must go through a recertification described in this policy (Appendix II). Annual progress reports will be requested from all active C&I each year to provide updates on programmatic and financial activities.

4. Self-Regulation and Support

The structure of the C&I, including qualifications for membership, shall be self-regulated through responsible individuals, governing boards, or committees. The C&I must specify its organizational hierarchy in its Charter and/or Recertification application (Appendix I & II).

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Policy on Centers & Institutes [Policy Number] University Policies Committee

Applies to: Faculty and Staff

Supersedes: *P11-04*

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2. Purpose

C&I and CIG will differ considerably in their purposes. CIG will typically have a very narrow and specific set of goals, whereas C&I are much broader in nature. In either case, the purpose should align with the University's [Strategic Plan](#).

3. Longevity

C&I and CIG will differ in their lifetimes on campus. Individual passion projects of sole faculty or staff have led to incredible work on campus, but often do not have the sustainable infrastructure to continue past that initial champion. Succession planning needs to become a more thoughtful and proactive part of

the process. Therefore, it is expected that CIG may come and go; however, a successful C&I should have longevity beyond the initial creator as their purpose will be well aligned with long-term University plans.

APPENDIX I: PROCEDURES FOR CHARTERING A NEW CENTER/INSTITUTE

A charter application proposal for all new C&I shall be submitted to the Office of Research & Sponsored Programs and must include the following items and sections:

1. **Name:** Names for all existing and newly chartered C&I will have the word Center or Institute, depending on the appropriate designation, as well as describe its general purpose.
2. **Purpose:** This section shall describe the purpose(s) of the proposed C&I and its goals. This section shall also clearly define how the proposed C&I proposes to serve University roles and outline any relationships with other campus units with which the functions of the proposed C&I will overlap, or the C&I will regularly interact. Proposals should also specify how the C&I will complement and support the vision of the University and the [Strategic Plan](#).
3. **Need:** This section shall explain the need for a new C&I and how it will support the vision of the University and the [Strategic Plan](#).
4. **Personnel:** This section shall identify and describe the roles of all key personnel, including administrator(s), faculty members, students, staff, community members, and Leadership Committee members that will be connected with the proposed C&I.
5. **Resources and Support:** This section shall describe in detail the resources needed to establish the proposed C&I and the sources from which those resources will be secured. This should include the sources, duration, and a five-year annual projected budget as well as a clear statement of expectations of any financial contributions externally or from the University. All Centers are expected to be self-supporting unless specific provisions are made for their intramural support. All sources of intramural support must be documented and verified in writing; all external sources of support must be verified or projected. For the purposes of review, a financial plan must be presented that is plausible and itemized in a budget format. This section shall also outline all other necessary University resources, including space, equipment, and technological requirements. This should include a clear statement of expectations of the University's commitment during the duration of the C&I operation and written verification of those sources of support from the relevant campus units.
6. **Organizational Hierarchy:** This section shall outline all internal and external components and their relationships to the University. A chart shall be constructed that illustrates the administrative support structure of the C&I and its relationship to relevant campus units.
7. **Leadership Committee:** Each C&I must have an Leadership Committee that consists of a minimum of three voting members of the C&I that meets no less than annually. The Leadership Committee shall be tasked with creating by-laws for how leadership is selected and other pertinent C&I rules and regulations. All C&I bylaws must be aligned with expectations and codes of conduct outlined by the University.

8. **Letters of Support:** The proposal shall include evidence of support in the form of collegial letters by all campus units that may expect to be significantly affected by the C&I's activities. At a minimum, letters of support must be provided from the respective department and college in which the C&I will reside.
9. **Assessment Plan:** The proposal shall include an assessment plan that outlines indicators of success and achievement of goals throughout the five-year period of chartering.
10. **Compliance with Rules and Regulations:** All C&I must comply with internal and external rules and regulations in carrying out the purpose and function of the C&I. This section shall identify and address any additional special requirements or considerations to be compliant with such rules and regulations.

APPENDIX II: RECERTIFYING AN EXISTING CENTER/INSTITUTE

A recertification proposal for all active C&I must be submitted to the Office of Research & Sponsored Programs every five years to maintain active status. The proposal should include the items and sections specified in Appendix I, incorporating any relevant updates or changes since the initial charter. Additionally, a brief report detailing activities completed over the past five years, along with plans for the upcoming five-year period, must be provided.

Expiration Date *(if any; optional)*

History *(required)*

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

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Combined Bachelor's and Master's Pathway Policy - First Reading



Cal Poly
Humboldt.

University Senate - First Reading | October 1, 2024

CBMP Policy Revision

- Revising 2023 CBMP Policy (VPAA 23-05)
- Brings Cal Poly Humboldt's CBMP Policy into alignment with CSU policy (AA 2012-01)
- Rationale: Provides greater flexibility for students and ensures consistency with CSU-wide standards

➤ **Primary Policy Changes**

- **Transfer limit increase:** If a student leaves CBMP having not completed the Master's degree, up to 12 units (previously 9) of graduate coursework that was not applied to the Bachelor's degree can now be available for application to a Cal Poly Humboldt graduate program
- **Supersedes previous 2023 CBMP Policy (05-23/24-ICC, VPAA 23-05)**

CAL POLY HUMBOLDT
University Senate

Resolution on Combined Bachelor's and Master's Pathway (CBMP) Policy

xx-24/25-APC – October 1, 2024 – First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the University adopt the attached policy regarding the blending of Bachelor's and Master's Pathways; and be it further

RESOLVED: That this policy supersedes the Cal Poly Humboldt 2023 Combined Bachelor's and Master's Pathway Policy ([05-23/24-ICC](#), [VPAA 23-05](#)).

RATIONALE: This revision aligns Cal Poly Humboldt's Combined Bachelor's and Master's Pathway (CBMP) Policy with CSU policy as outlined in Coded Memorandum [AA 2012-01](#). The key change increases the number of transferable graduate-level units from 9 to 12 for students who complete only the Bachelor's degree. This adjustment provides greater flexibility for students and ensures consistency with CSU-wide standards.

Combined Bachelor's and Master's Pathway Policy
[Policy Number]
Academic Policies Committee

Applies to: Faculty, staff, students

Supersedes: VPAA 23-05

Purpose of the Policy: Coded Memorandum [AA 2012-01](#) specifies the minimum requirements for establishing a “blended degree model”, which at Cal Poly Humboldt shall be referred to as the Combined Bachelor's and Master's Pathway (CBMP) Policy. The CBMP will support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a Master's degree in their area of study.

Policy Details

I. Establishment of a CBMP

Academic units that choose to establish a CBMP must follow the campus ICC curricular approval timeline as for a new degree program beginning with a Curriculog submission. Combined pathways programs must meet the following minimum criteria:

1. Curricula for a CBMP must adhere to existing campus curriculum policies for both Bachelor's and Master's degrees.
 - a. If permissible by the program and approved via existing campus curriculum processes, a student may double-count up to 12 semester units between the undergraduate and graduate degree. Therefore, a minimum of 138 semester units (e.g., BS 120 + MS 30, subtracting 12 units double counted) are required in blended programs with approval for double counting.
 - b. As described in the CSU policy, “None of the required graduate courses can be replaced by an undergraduate course, and graduate courses that will also count toward the bachelor's degree must either require mastery of the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace.”

2. The program must be submitted for approval through the ICC.
3. The Offices of Graduate Studies, Academic Programs, and the Registrar shall develop guidelines and processes for administration of a CBMP, in close consultation and collaboration with the Financial Aid Office and Student Financial Services.

II. Minimum Admission Requirements to a CBMP

1. Minimum admission requirements must be consistent with existing policy (including policy guiding combined programs, currently found in Coded Memorandum AA 2012-01).
2. The student must successfully have completed a minimum of 60 undergraduate degree applicable units and not more than 90 undergraduate degree applicable units at the time of application.
3. A program may stipulate more rigorous standards for admission than the minimum criteria.

III. Change to Graduate Status in a CBMP

1. The Registrar's Office in consultation with the Office of Graduate Studies shall develop processes for transitioning students from undergraduate to graduate status following all appropriate policies (including policy guiding combined programs, currently found in Coded Memorandum AA 2012-01).

IV. Award of Undergraduate Degree and Graduate Credits

1. The student applies to graduate from the Bachelor's degree the semester the student achieves senior standing (completion of 90 semester units). The Bachelor's degree will be awarded when requirements for both degrees are complete.
2. If a student admitted into a CBMP opts out of, or fails to complete, the Master's degree portion of the program, the following will apply:
 - a. Upon evaluation of the Bachelor's degree requirements, the Bachelor's degree will be awarded with a degree-conferred date reflective of the term that all undergraduate degree requirements were complete.
 - b. Credit earned for graduate coursework and used to complete the Bachelor's degree may not be used to satisfy unit requirements of a Master's degree.

- c. Credit earned for graduate coursework that was not applied to the Bachelor's degree requirements may be available for application to a Cal Poly Humboldt graduate program, subject to subsequent approval by the program and general requirements for the Master's degree programs as specified by Title 5. The number of units transferred from the undergraduate to post-baccalaureate degree is limited to 12 semester units completed in the last semester of undergraduate studies. A student who reapplies after leaving the CBMP will reapply as a regular Master's degree-seeking student subject to the admissions requirements of the program at Cal Poly Humboldt.

History (required)

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

Academic Policy Committee: 09/18/2024
Reviewed by University Senate: MM/DD/YYYY
Approved by Provost/President: MM/DD/YYYY

Template Updated: February 28, 2024

Combined Bachelor's and Master's Pathway Policy

[Policy Number]

Academic Policies Committee

Applies to: Faculty, staff, students

Supersedes: VPAA 23-05

Purpose of the Policy: Coded Memorandum [AA 2012-01](#) specifies the minimum requirements for establishing a “blended degree model”, which at Cal Poly Humboldt shall be referred to as the Combined Bachelor's and Master's Pathway (CBMP) Policy. The CBMP will support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a Master's degree in their area of study.

Deleted: No current university policy exists to guide the development of a combined Bachelor's to Master's degree pathway at Cal Poly Humboldt.

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Academic units that choose to establish a CBMP must follow the campus ICC curricular approval timeline as for a new degree program beginning with a Curriculog submission. Combined pathways programs must meet the following minimum criteria:

1. Curricula for a CBMP must adhere to existing campus curriculum policies for both Bachelor's and Master's degrees.
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 - b. As described in the CSU policy, “None of the required graduate courses can be replaced by an undergraduate course, and graduate courses that will also count toward the bachelor's degree must either require mastery of the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace.”

2. The program must be submitted for approval through the ICC.
3. The Offices of Graduate Studies, Academic Programs, and the Registrar shall develop guidelines and processes for administration of a CBMP, in close consultation and collaboration with the Financial Aid Office and Student Financial Services.

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1. Minimum admission requirements must be consistent with existing policy (including policy guiding combined programs, currently found in Coded Memorandum AA 2012-01).
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History (required)

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Template Updated: February 28, 2024