

University Senate

Meeting Minutes for Tuesday, November 12, 2024

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:02 pm. A quorum was present.

Members Present

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

Members Absent

Perris, M. Thobaben, Virnoche

Guests

Cameron Allison Govier, Maral Attallah, Phil Bradley, Carmen Bustos-Works, Joice Chang, Adrienne Colegrove-Raymond, Bethany Gilden, Kendra Higgins, Mike Le, Peggy Metzger, Patrick Orona, Raven Palomera, Kimberly White

Announcement of Proxies

A. Thobaben for M. Thobaben

CFA Interruption Statement

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

Approval and Adoption of Agenda

M/S (Lancaster/Jannetta) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from October 29, 2024

M/S (Singleton/Lancaster) to approve the minute from October 29, 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

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

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

The APC has one vacancy, but all other vacancies have been filled.

Constitution and Bylaws Committee (CBC)

Written report attached

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)

This Friday's URPC meeting will have divisional reports from Enrollment Management and Academic Affairs.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

Written report attached

California Faculty Association (CFA)

CFA is looking into students not getting the support they need at the Campus Disability Resources Center and faculty are left to decide what "reasonable accommodations" are.

Office of Diversity, Equity, and Inclusion (ODEI)

Written report attached

Emeritus and Retired Faculty and Staff Association (ERFSA)

No report

Labor Council

No report

Staff Council

Staff Council is currently recruiting for counselors and they're particularly seeking representatives from advancement and athletics.

Staff council is now participating in a CSU-wide Staff Council group, which is not something that has happened in the past and not every CSU campus had a Staff Council, so they're starting those up.

President's Administrative Team (PAT)

Our Student Entrepreneurs Club has set up student pop-ups at the Campus Store down at the Arcata Plaza in about two weeks, and will be there on a regular basis.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Senator Singleton made the following statement:

We had a Title IX audit a year or two ago. What I've heard is we're waiting on communications from the Chancellor's Office regarding our implementation plan and getting our implementation team back up and running. I think that is something that is important, so I would really urge a call to action to figure out what the holdup is from the Chancellor's Office, why we haven't received any communication on our implementation plan, and why we cannot act on it now.

I heard that was supposed to be communicated a month or two ago. We haven't had any communication from the Chancellor's Office and I think it's something that would be important to put on the forefront, so we can get that implementation team working on it and get our Title IX office to implement these new things that they have planned.

Report on WSCUC Accreditation Work

Carmen Bustos-Works reported that they're continuing to gather feedback and write the report.

Resolution on Amended Priority Registration Policy (04-24/25-APC – November 12, 2024 – First Reading)

Senator Evans discussed the main change to the policy is to include members of the Associated Students Board of Directors in day-one registration. He stated that the Registrar's Office's concern around priority registration is that if more students have access to it then it becomes less effective, so they want to limit the amount of students with it to less than 30% of the student body, and we're currently already over 20%. The AS Board currently only has 18 students on it, so this doesn't significantly change those numbers.

Senator A. Thobaben said that supplemental instruction students should also receive priority registration. There's between 25 and 40 of these students. Senator Ramsier brought up that there's many student teachers on campus who could benefit from priority registration, and this has been brought to Senate before, and might be a significant change to the resolution.

Senator Harmon brought up that as a campus we are trying to move away from using "Freshman" and "Sophomore" and recommended "First Year" and "Second Year".

Senator Burkhlater brought up that the timing of registration doesn't align well with AS elections, and Senator Cruz replied that AS is moving their elections to be completed by early March.

Resolution to Update the Language in the Faculty Handbook Regarding Early Tenure (05-24/25-FAC – November 12, 2024 – First Reading)

Senator McGuire gave the attached presentation.

Senator Ramsier brought up that most people think it's not possible to go up for tenure two years early, and it's great that it's made clear that someone can. It's currently very common for faculty to go up one year early, and is there a concern that it will become common to go up two years early? Senator McGuire clarified that it's still expected that a faculty reach the requirements expected in six years to receive tenure, regardless of when they go up, so it would be very difficult to do that in four years. Kimberly White added that Appendix J has a breadth and depth requirement and going up in four years would be an exceptional case, and suggested adding language about that.

Provost Capps commented that Kimberly White, AVP of Faculty Affairs, meets with every prospective faculty candidate and covers the requirements and options for early tenure.

Senator Harmon asked about how service credit counts towards this. Kimberly White clarified that if someone comes in with two years of service credit, then they're already on an accelerated trajectory to tenure. They would be able to go up after four years at Humboldt. Service credit is based on a pretty rigorous evaluation of their previous work at four-year degree granting institutions. As part of the meeting with prospective faculty, Kimberly White covers their options for getting service credit. Senator Ramsier suggested that a note be put on the tenure timeline about the possibility of service credit should be discussed with APS.

Resolution to Recommend Certificate for Sustainable and Climate Resilient Schools(06-24/25-ICC – November 12, 2024 – Curriculum Reading)

Senator Sterner discussed the resolution. This is an academic credit granting certificate through the College of Extended Education & Global Engagement.

Senator Fisher spoke in favor of the resolution, adding that it will improve our standing in the Sustainability Tracking Assessment & Rating System. Senator A. Thobaben spoke in favor, saying that it will provide continuing professional development for K-12 educators.

Senate vote to approve the Resolution to Recommend Certificate for Sustainable and Climate Resilient Schools ***passed without dissent.***

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

Nays: none

Abstentions: Cappuccio, Deshazier, Lancaster

Information Item: On Campus Housing Requirement

Vice President Holiday gave the attached presentation.

Senator Jannetta asked who will be making the decisions for the general exemption, and how strict will it be? VP Holiday said there's currently a Housing Appeals Board that will make the decisions, led by the Director of Housing. They would consider financial burdens, meal plan exemptions, and anything that would be a burden to a student. If the student still isn't stratified, it would go to the Vice President.

Senator Ramsier said she's happy to see a general exemption added, and asked how students will be informed about it. VP Holiday said the information is already on the website and it will go out in printed materials, too.

Senator Geck asked what would happen if a student applies for one of these exemptions and then ends up having housing or food insecurity. VP Holiday responded that it would be handled the same way it currently is, through the emergency housing and food process. Some rooms and meal swipes are always set aside each semester for this.

Senator Benavides-Garb stated that data and information related to equity concerns should be tracked through this transition.

Senator Silvaggio asked what the staffing impacts of this requirement will be. VP Holiday responded that they will be minor because the Star Res software handles most of the work. Senator Silvaggio asked why the meal plan can't be optional, and VP Holiday said that the contract with Chartwells requires we meet certain numbers of meal plans. President Spagna added that, when dining on campus was run by an auxiliary nonprofit, there was still a requirement for students in housing to have a meal plan, as that's part of what makes it financially viable.

TIME CERTAIN: 4:40-5:00 PM – Information Item: President's Response to URPC Budget Update

Vice President Fisher shared the attached letter from President Spagna.

Senator Benavides-Garb asked how much of the budget is dependent on federal funding. VP Fisher said that those are decisions made in Sacramento. President Spagna added that the incoming presidential administration is likely to affect student debt forgiveness more than our state appropriations.

M/S (Harmon/Cappuccio) to adjourn

Meeting adjourned at 5:03 PM

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Individual Course Changes

[CRGS - 105 - 22-2102 - New Course - Storytelling and Public Speaking](#). New course requesting GE Oral Communication (1C) certification. **Description:** Introduction to communication theory, including development, organization, delivery of material, and the understanding that form, content, context, personal relationships, and effectiveness of communication are interrelated. Critical analysis, research of evidence, and speech development. **Rationale:** By infusing Ethnic Studies topics throughout this course, students will be able to explore the major theories and practices of the field of rhetoric and oral communication while drawing from their own wells of embodied knowledge regarding language, cultural rhetorics, and identity.

[SP - 210 - 22-2079 - New Course - Minding the Gaps - Interdisciplinary Communication](#). Approved at ICC on 10.22.24 pending new GEAR form certification for Critical Thinking only, which has been attached to the proposal. Description: Through discussions, debates, and presentations, learn interdisciplinary approaches to critically evaluate, integrate and communicate ideas and knowledge across academic disciplines. Includes intensive practice in oral communication, critical listening, and the use of digital media and technology.

[TA - 106 - Behind the Scenes in Theatre - Course Change - 23-2477](#): Change course components to 2.5 SCUs/WTUs of C-2 lecture and 0.5 SCUs/0.65 WTUs of C-12 "Lab" (activity). The lecture portion of the class will meet for 125 minutes per week, and the lab portion will meet for 2 hours a week for approximately the first 2/3s of the semester (until the mainstage production for that semester is completed).

International Studies Program Changes

[INTL - 210 - 24-2577 - Course Suspension - Introduction to International Studies](#). Suspend course effective FA2026 per the Teach Out plan in the International Studies BA program suspension.

[INTL - 220 - 24-2578 - Course Suspension - Introduction to Cultural Studies](#). Suspend course effective FA2026 per the Teach Out plan in the International Studies BA program suspension.

[INTL - 490 - 24-2579 - Course Suspension - International Studies Capstone](#). Suspend course effective FA2028 per the Teach Out plan in the International Studies BA program suspension.

[23-2389 - International Studies Minor - Change Minor Requirements](#) We have a flexible minor that includes 18-19 units of internationally-focused coursework and study abroad experiences. INTL 410W is the minor's culminating course and should be taken after students have completed most of their coursework for the minor. Students are strongly encouraged to meet with the minor advisor before completing courses in the program. In today's globalized world, it is increasingly necessary for practitioners in any field to have a substantial background in international studies. Whether you're majoring in business, politics, sciences, or humanities, this minor offers a customizable journey to fit your interests. A minor in International Studies supports the University's mission of encouraging global citizenship and adds an international dimension to any program of study.

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GEAR Program Change and Area E Course Changes

[General Education & All-University Requirements - Change Core Requirements - 24-2585](#). In accordance with changes to [EO 1100](#) which establishes systemwide requirements for CSU General Education, there will be one common GE pattern for the CSU, the UC and the California Community Colleges. This update takes effect at the start of the Fall 2025 semester and requires a revision of Cal Poly Humboldt's GE program. Some changes include a new naming convention (view the [crosswalk here](#)). The update also includes the discontinuation of Area E: Lifelong Learning, the reduction of 3 units of required lower-division Area C: Arts/Humanities coursework, and the addition of 1 unit of laboratory, which may be embedded in a physical or biological science course as long as the 7-unit lower-division requirement for Science is met. All of the current GE certified courses (A-F) will be changed to the new numbering system in bulk, with the exception of Area E courses--these courses will receive individual curricular review as they apply to new areas or are discontinued. Any Area E course changes still in curricular review will be held for the 26-27 catalog.

[AHSS - 100 - 24-2614 - Course Suspension/Deletion](#) - Argonauts of Human Life - Course deletion in line with discontinuation of Area E. Course is not part of any programs or PBLCs.

[AHSS - 108 - 23-2439 - Course Change - Nature, Culture, and Food](#). AHSS 108, currently designated as a lower division Area E course. With the elimination of Area E as of F2025 EO 1100 GEAR changes, we propose a numbering change to GEOG 107 and a GE accreditation for lower division Area 3B: Humanities. Adding Sustainability Focused attribute.

[Sustainable Food Systems Minor - Change Minor Requirements - 23-2569](#) - Proposed Changes: Remove AHSS 108 from the Food Justice, Food for All, and Food Stories and Literature elective categories and replace with GEOG 107. AHSS 108 is changing to GEOG 107 (see proposal [23-2439](#)) due to discontinuation of Area E. GEOG 107 is seeking Area 3B: Humanities.

[CHEM - 100 - 24-2637 - Course Suspension/Deletion - From Stars to Rocks](#) - Delete Area E course. Content now within PBLC SCI 100.

[CD - 209 - 24-2620 - Course Change - Middle Childhood Development](#) - **Description:** Development of family/social context. Focus on children 7-12 years old. Biological and environmental influences determining normative and individual development. Interpret theories and research. **Proposed Changes:** With the discontinuation of Area E, the Child Development department would like to reclassify CD 209 GE certification to Area 4: Social Sciences.

[ESM - 200 - 24-2605 - Course Change - Inscape and Landscape](#) - **Proposed Changes:** Changing ESM 200 to ESM 310 in response to discontinuation of Area E. It will be an *upper division course* that upper division ESM transfer students take as part of the ESM core, ideally in their first or second semester at Humboldt. Currently, in the ESM core, students are required to take SCI 100 or ESM 200. Going forward, first year students take SCI 100 as part of a PBLC and transfer students take ESM 310. ESM 310 will not count towards GE credit.

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[25-2661 - Environmental Science and Management, B.S. \(Core\) - Change Core Requirements](#): Replace ESM 200 in the ESM Core with its re-numbered equivalent, ESM 310. ESM 200 is an Area E course and since Area E is being discontinued, the course is being changed to ESM 310, which will be the equivalent of SCI 100, but for transfer students ([24-2605](#)).

[GEOL - 100 - 24-2638 - Course Suspension/Deletion - From Stars to Rocks](#) - Delete Area E course as part of GEAR program change. Content now in PBLC SCI 100.

[HED - 100 - 24-2609 - Course Change - Introduction to Health and Well-Being](#) - **Description**: Explore the Dimensions of Health and Well-being. Use principles related to Physical, Social, Environmental, Psychological, Spiritual, and Occupational Health to understand and design behavior change plans. **Proposed Changes**: Change course name and description; change GE certification from Area E to Area 4: Social Sciences.

[PHYX - 100 - 24-2639 - Course Suspension/Deletion - From Stars to Rocks](#) - Delete Area E course as part of GEAR program change. Content now in PBLC SCI 100.

[REC - 100 - Leisure in Society - Course Change - 23-2523](#) - **Description**: Explore leisure experiences, leisure professions and the effects of leisure on individual and community wellbeing. Examine the role of leisure in diverse communities. Develop knowledge of local leisure providers and activities, and develop leisure habits for increased personal wellbeing. **Proposed Changes**: Change course title from "Leisure in Society" to "Serious Fun". Title change is to increase appeal and to better reflect industry standards. Removal of Area E: Lifelong Learning GE designation and certify GE Area 4: Social Sciences.

[SCI - 100 - 24-2591 - Course Change - Becoming a STEM Professional](#) - **Proposed Changes**: Change GE area from E to 1B: Critical Thinking. Change the course description slightly. Change assignments to reflect the switch to area 1B.

Art Program Changes

[Fine Art, B.F.A. - Change Concentration/Emphasis Requirements - 24-2575](#). Adding four courses to the elective options for art studio including: (1) ART 280 Special Topics (2) ART 480 Special Topics (3) ART 279 Digital Media I: Animation (new class) (4) ART 319 Digital Media II: Animation Variable Topics (new class). The 280/480 addition will just remove the need to run exceptions when we offer those special topics.

[ART - 279 - 24-2551 - New Course - Digital Media I: Animation](#). New 3-unit C-07 Activity. Converting a topic from Special Topics (ART 280) to a stand-alone course. This is being created in conjunction with the new Digital Arts BFA that is being proposed separately.

[ART - 319 - 24-2552 - New Course - Digital Media II: Animation Variable Topics](#). New 3-unit C-07 Activity. Converting a topic from Special Topics (ART 480) to a stand-alone course. Course is repeatable 3 times for credit (9 units total). This is being created in conjunction with the new Digital Arts BFA that is being proposed separately.

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[Art Studio Minor - Change Minor Requirements - 24-2573](#). Adding four courses to the elective options for art studio including: (1) ART 280 Special Topics (2) ART 480 Special Topics (3) ART 279 Digital Media I: Animation (new class) (4) ART 319 Digital Media II: Animation Variable Topics (new class). The 280/480 addition will just remove our need to run exceptions when we offer those special topics.

[Art, Art Studio Concentration, B.A. - Change Concentration/Emphasis Requirements - 24-2574](#). Adding four courses to the elective options for art studio including: (1) ART 280 Special Topics (2) ART 480 Special Topics (3) ART 279 Digital Media I: Animation (new class) (4) ART 319 Digital Media II: Animation Variable Topics (new class). The 280/480 addition will just remove our need to run exceptions when we offer those special topics.

Recreation Administration Program Changes

[Recreation Administration, B.A. - Change Core Requirements - 23-2520](#) - 1) Remove emphasis areas from major program and allow students to take 15 -16 units of upper division "Professional Development" courses. The removal of emphasis areas allows for more course flexibility and an increase in course enrollment. 2) In order to keep professional development courses in the upper division, move 2 classes to lower division core. Change requirement language: "If you plan to take REC 362 - Master Diving, you must also take REC 252 - Diving First Aid followed REC 262 - Beginning SCUBA." 3) Additionally, the titles of REC 100 and REC 220 will be changed to increase appeal and to align better with professional recreation language. 4) Finally, to increase enrollment density in REC courses, remove HED 392 and PSYC 306 from course offerings.

[REC - 220 - Leisure Programming - Course Change - 23-2522](#) - **Description:** Theories, content, and design to serve community leisure needs through programs and events. **Proposed Changes:** Change course title from "Leisure Programming" to "Program and Event Management". Title change is to increase appeal and to better reflect industry standards.

CAL POLY HUMBOLDT

University Senate Written Reports, November 12, 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). Vacant: One Faculty Rep; AS Student 2nd Rep

Meeting Date(s): November 6, 2024

Meeting Details: The committee met and discussed the following topics:

Priority Registration Policy

The committee finalized the policy revision and resolution statement for first reading at the November 12 Senate meeting.

Graduate Credit for Undergraduates

The committee discussed a request to remove language regarding last semester senior year status and six-unit maximum requirements for undergraduates earning graduate credit. Chair will consult with AVPAP Bustos-Works and Graduate Council for input.

Future Policy Work

The committee assigned "shepherds" for three upcoming policy reviews/discussions: Program Suspension and Discontinuation (Chair), Course Numbering (Alderson), and ABC/NC Grade Mode (Registrar).

Next APC meeting is scheduled for November 20, 2024.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmeyer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: no report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members: Rouhollah Aghasaleh, Jill Anderson, Christopher Harmon, Kristen Lamb, Sarita Ray Chaudhury, Wysdem Singleton, Kimberly Stelter (absent)

Meeting Date(s): 10/28/2024

Meeting Details:

MPP Hiring Guidelines

Background: The committee convened to discuss the development and refinement of the Management Personnel Plan (MPP) Hiring Guidelines. This initiative aims to clarify and improve hiring practices within the university's administrative ranks.

Key Discussion Points:

Introduction of Document: The MPP Hiring Guideline document was introduced to the committee, setting the foundation for establishing a more transparent and equitable hiring framework for management personnel.

Inclusion of Metrics and Quantitative Measurements:

It was suggested that the guideline should incorporate metrics and quantitative measurements to assess and track diversity within MPP hiring processes. This approach aims to provide data-driven insights that support fair hiring practices.

Relevant resources were highlighted, such as a Higher Ed Dive article on diversity metrics and Cornell University's diversity composition data. These resources provide examples of how institutions can use quantitative data to monitor and improve diversity in hiring.

Policy vs. Guideline Distinction: A significant discussion point centered on the difference between policies and guidelines in the context of MPP hiring practices. Some committee members noted that several CSU campuses have formalized their hiring practices as "policies" rather than "guidelines," raising questions about the implications of each term.

Clarification was sought on why certain CSU campuses have adopted a "policy" format for similar guidelines, potentially indicating a firmer commitment or a mandate.

Managerial Staff vs. Administrative Distinctions: The committee addressed the distinction between managerial staff and administrative roles within MPP positions. This distinction is crucial in defining the scope and applicability of the guidelines, ensuring that each role aligns with the broader goals of the hiring framework.

CSU Document Restrictions on Campus "Policies":

The committee explored existing CSU documentation that may restrict campuses from formalizing guidelines as official "policies." Understanding these restrictions is essential to ensure compliance with CSU system-wide governance while pursuing an effective MPP hiring guideline.

Recommendations: Further research is recommended to determine best practices for incorporating diversity metrics in MPP hiring, potentially drawing on existing models used by peer institutions.

Clarify the CSU system's stance on formalizing hiring guidelines as "policies" versus "guidelines" and, if needed, adjust the MPP Hiring Guideline to align with system-wide requirements.

Establish clear definitions for "managerial" and "administrative" roles to avoid ambiguities in the application of the guidelines.

Next Steps: The committee will continue its work by gathering additional information on diversity metrics and confirming any CSU system policies that impact the structuring of hiring guidelines. This effort aims to ensure that the finalized MPP Hiring Guideline is both compliant and effective in fostering a fair and diverse hiring process.

Committee on Committees (subcommittee):

Members: Rouhollah Aghasaleh, Chris Guillen (for Peggy Metzger), Tawny Fleming, Whitney Ogle, Wysdem Singleton, Kendra Higgins, Kimberley Stelter (absent), Kimberley White (absent)

Meeting Date(s): 10/29/2024

Meeting Details:

Discussion Summary

Review of Committee on Committees (CoC) Duties:

The Constitution and Bylaws Committee is responsible for annually reviewing the roster, membership, and functions of Standing and Ad Hoc committees across campus, assessing the need for modifications where necessary.

Recap of Campus Committees:

It was noted that the Constitution and Bylaws Committee (CBC) identified 113 campus committees, while the Faculty Handbook (Section 800) officially recognizes only 56. This discrepancy highlights the need for a standardized approach to committee tracking and management.

Task Assignment: Mechanism for Committee Creation, Maintenance, and Sunsetting:

The committee discussed the need for a formalized mechanism, potentially a policy, to standardize the creation, maintenance, and dissolution (sunsetting) of campus committees.

Definitions and Terminology:

Tawny Fleming questioned the necessity of tracking Task Forces and Working Groups, emphasizing the importance of consistency and the need to avoid redundant committee missions.

Rouhollah Aghasaleh emphasized that consistency in definitions helps identify overlapping missions among groups.

Kendra noted that tracking ensures representation from relevant stakeholders across campus committees.

Chris Harmon raised the example of search committees as atypical cases and suggested finding alternative examples. Rouhollah was assigned to further investigate and clarify examples.

Tawny Fleming proposed drafting standardized language for the university's use of terms like "Task Force" and "Working Group" to ensure clarity.

Kendra suggested language defining committee types in relation to their legislative autonomy, aiding in differentiation between committees and temporary task forces.

Comprehensive Committee List:

Whitney Ogle recommended creating and posting a comprehensive list of committees on the university website. Rouhollah was assigned to consult with Jim and Patrick regarding this suggestion.

Action Items:

Rouhollah will follow up on examples of atypical committees and consult on the website posting of the committee list.

Draft language will be developed to define Task Force and Working Group terminologies, along with guidelines for committee autonomy and representation.

Next Meeting Scheduled: November 19, 2024, from 12:20 to 1:00 PM.

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): 10/30 and 11/6

Meeting Details: The committee worked on finalizing the draft of the early tenure language revision for Appendix J.

- Early Tenure Policy- Shared with SenEx, and with Senate today for a first reading
 - Post Tenure Review Policy- Still finalizing draft.
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Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair

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

Meeting Date(s): Tuesday, November 5, 2024

Meeting Details:

A. Approval of the minutes from the meeting of October 22, 2024	
B. Approval of Meeting Agenda for 11/05/24	
C. Consent and Voting Action Calendar - Voting Items Discussion + Voting	
<p>Consent Calendar:</p> <ul style="list-style-type: none"> • CRGS - 105 - 22-2102 - New Course - Storytelling and Public Speaking. New course requesting GE Oral Communication (1C) certification; approved by GEAR committee on 04.09.24; approved at ICC on 10.22.24 pending updated syllabus which has been attached to the proposal. • SP - 210 - 22-2079 - New Course - Minding the Gaps - Interdisciplinary Communication. Approved at ICC on 10.22.24 pending new GEAR form certification for Critical Thinking only, which has been attached to the proposal. • TA - 106 - Behind the Scenes in Theatre - Course Change - 23-2477:). This course has been out of compliance with the standards for how many hours a 3 unit course should meet. The class operates with 2 hours of weekly lecture time plus 18 hours per semester of "lab" time where students work in their choice of the scene, prop, costume, or lighting/sound shops. The class has 2 WTUs for the professor with a C-78 memo allocating the remaining SCU to the shop staff. 	Approved and Moved to Senate
Voting Action Calendar Direct Link - Discussion + Voting	
<p>Resolution Document: ICC Resolution International Studies, B.A. (Core) - Suspend Program.pdf</p> <ul style="list-style-type: none"> • International Studies, B.A. (Core) - Suspend Program - 24-2561 • INTL - 210 - 24-2577 - Course Suspension - Introduction to International Studies • INTL - 220 - 24-2578 - Course Suspension - Introduction to Cultural Studies • INTL - 490 - 24-2579 - Course Suspension - International Studies Capstone <p>Related: 23-2389 - International Studies Minor - Change Minor Requirements We have a flexible minor that includes 18-19 units of internationally-focused coursework and study abroad experiences. INTL 410W is the minor's culminating course and should be taken after students have completed most of their coursework for the minor. Students are strongly encouraged to meet with the minor advisor before completing courses in the program. In today's globalized world, it is increasingly necessary for practitioners in any field to have a substantial background in international studies. Whether you're majoring in business, politics, sciences, or humanities, this minor offers a customizable journey to fit your interests. A minor in International Studies supports the University's mission of encouraging global citizenship and adds an international dimension to any program of study.</p>	Discussed, Reviewed, and Approved Will move to the Senate after further deliberation with CFA.
<p>GEAR Program Change and Area E Course Changes General Education & All-University Requirements - Change Core Requirements - 24-2585. In accordance with changes to EO 1100 which establishes systemwide requirements for CSU General Education, there will be one common GE pattern for the CSU, the UC and the California Community Colleges. This update takes effect at the start of the Fall 2025 semester and requires a</p>	Discussed, Reviewed, and

revision of Cal Poly Humboldt's GE program. Some changes include a new naming convention (view the [crosswalk here](#)). The update also includes the discontinuation of Area E: Lifelong Learning, the reduction of 3 units of required lower-division Area C: Arts/Humanities coursework, and the addition of 1 unit of laboratory, which may be embedded in a physical or biological science course as long as the 7-unit lower-division requirement for Science is met. All of the current GE certified courses (A-F) will be changed to the new numbering system in bulk, with the exception of Area E courses--these courses will receive individual curricular review as they apply to new areas or are discontinued. Any Area E course changes still in curricular review will be held for the 26-27 catalog.

Approved
Moved to the Senate

- [AHSS - 100 - 24-2614 - Course Suspension/Deletion](#) - Argonauts of Human Life - Course deletion in line with discontinuation of Area E. Course is not part of any programs or PBLCS
- [AHSS - 108 - 23-2439 - Course Change - Nature, Culture, and Food](#). AHSS 108, currently designated as a lower division Area E course. With the elimination of Area E as of F2025 EO 1100 GEAR changes, we propose a numbering change to GEOG 107 and a GE lower division Area 3B: Humanities certification. Adding Sustainability Focused attribute.
- [Sustainable Food Systems Minor - Change Minor Requirements - 23-2569](#) - Proposed Changes: Remove AHSS 108 from the Food Justice, Food for All, and Food Stories and Literature elective categories and replace with GEOG 107. AHSS 108 is changing to GEOG 107 (see proposal [23-2439](#)) due to discontinuation of Area E. GEOG 107 is seeking Area 3B: Humanities and Area 4: Social Sciences GE certification.
- [CHEM - 100 - 24-2637 - Course Suspension/Deletion - From Stars to Rocks](#) - Delete Area E course. Content now within PBLC SCI 100.
- [CD - 209 - 24-2620 - Course Change - Middle Childhood Development](#) - **Description:** Development of family/social context. Focus on children 7-12 years old. Biological and environmental influences determining normative and individual development. Interpret theories and research. **Proposed Changes:** With the discontinuation of Area E, the Child Development department would like to reclassify CD 209 GE certification to Area 4: Social Sciences.
- [ESM - 200 - 24-2605 - Course Change - Inscape and Landscape](#) - Proposed Changes: Changing ESM 200 to ESM 310 in response to discontinuation of Area E. It will be an upper division course that upper division ESM transfer students take as part of the ESM core, ideally in their first or second semester at Humboldt. Currently, in the ESM core, students are required to take SCI 100 or ESM 200. Going forward, first year students take SCI 100 as part of a PBLC and transfer students take ESM 310. ESM 310 will not count towards GE credit.
- [25-2661 - Environmental Science and Management, B.S. \(Core\) - Change Core Requirements](#): Replace ESM 200 in the ESM Core with its re-numbered equivalent, ESM 310. ESM 200 is an Area E course and since Area E is being discontinued, the course is being changed to ESM 310, which will be the equivalent of SCI 100, but for transfer students ([24-2605](#)).
- [GEOL - 100 - 24-2638 - Course Suspension/Deletion - From Stars to Rocks](#) - Delete Area E course as part of GEAR program change. Content now in PBLC SCI 100.
- [HED - 100 - 24-2609 - Course Change - Introduction to Health and Well-Being](#) - **Description:** Explore the Dimensions of Health and Well-being. Use principles related to Physical, Social, Environmental, Psychological, Spiritual, and Occupational Health to understand and design behavior change plans. **Proposed Changes:** Change course name and description; change GE certification from Area E to Area 4: Social Sciences.
- [PHYX - 100 - 24-2639 - Course Suspension/Deletion - From Stars to Rocks](#) - Delete Area E course as part of GEAR program change. Content now in PBLC SCI 100.
- [REC - 100 - Leisure in Society - Course Change - 23-2523](#) - Description: Explore leisure experiences, leisure professions and the effects of leisure on individual and community wellbeing. Examine the role of leisure in diverse communities. Develop knowledge of local leisure providers and activities, and develop leisure habits for increased personal wellbeing. Proposed Changes: Change course title from "Leisure in Society" to "Serious Fun". Title change is to increase appeal and to better reflect industry standards. Removal of Area E: Lifelong Learning GE designation and certify GE Area 4: Social Sciences.
- [SCI - 100 - 24-2591 - Course Change - Becoming a STEM Professional](#) - Proposed Changes: Change GE area from E to 1B: Critical Thinking. Change the course description slightly. Change assignments to reflect the switch to area 1B.

Art Program Changes

- [Media Arts BFA - New Degree - 23-2385](#) - Program Description (brief): The BFA in Media Arts major provides hands-on, skill-building experience in digital media, photography, film, video, audio/music recording, animation, and emerging technologies. Additionally, the curriculum aims to develop artists that embrace creative and ethical storytelling. The BFA in Media Arts major provides hands-on, skill-building experience in digital media, photography, film, video, audio/music recording, animation, and emerging technologies. Additionally, the curriculum aims to develop artists that embrace creative and ethical storytelling.
- [Fine Art, B.F.A. - Change Concentration/Emphasis Requirements - 24-2575](#). Adding four courses to the elective options for art studio including: (1) ART 280 Special Topics (2) ART 480 Special Topics (3) ART 279 Digital Media I: Animation

Discussed, Reviewed, and Paused for further review.
Further discussion

<p>(new class) (4) ART 319 Digital Media II: Animation Variable Topics (new class). The 280/480 addition will just remove the need to run exceptions when we offer those special topics.</p> <ul style="list-style-type: none"> • ART - 279 - 24-2551 - New Course - Digital Media I: Animation. New 3-unit C-07 Activity. Converting a topic from Special Topics (ART 280) to a stand-alone course. This is being created in conjunction with the new Digital Arts BFA. • ART - 319 - 24-2552 - New Course - Digital Media II: Animation Variable Topics. New 3-unit C-07 Activity. Converting a topic from Special Topics (ART 480) to a stand-alone course. Course is repeatable 3 times for credit (9 units total). This is being created in conjunction with the new Digital Arts BFA. • Art Studio Minor - Change Minor Requirements - 24-2573. Adding four courses to the elective options for art studio including: (1) ART 280 Special Topics (2) ART 480 Special Topics (3) ART 279 Digital Media I: Animation (new class) (4) ART 319 Digital Media II: Animation Variable Topics (new class). The 280/480 addition will just remove our need to run exceptions when we offer those special topics. • Art, Art Studio Concentration, B.A. - Change Concentration/Emphasis Requirements - 24-2574. Adding four courses to the elective options for art studio including: (1) ART 280 Special Topics (2) ART 480 Special Topics (3) ART 279 Digital Media I: Animation (new class) (4) ART 319 Digital Media II: Animation Variable Topics (new class). The 280/480 addition will just remove our need to run exceptions when we offer those special topics. 	<p>needed, will return to ICC after updates made by originators.</p>
<p>Recreation Administration Program Changes</p> <ul style="list-style-type: none"> • Recreation Administration, B.A. - Change Core Requirements - 23-2520 - 1) Remove emphasis areas from major program and allow students to take 15 -16 units of upper division "Professional Development" courses. The removal of emphasis areas allows for more course flexibility and an increase in course enrollment. 2) In order to keep professional development courses in the upper division, move 2 classes to lower division core. Change requirement language: "If you plan to take REC 362 - Master Diving, you must also take REC 252 - Diving First Aid followed REC 262 - Beginning SCUBA." 3) Additionally, the titles of REC 100 and REC 220 will be changed to increase appeal and to align better with professional recreation language. 4) Finally, to increase enrollment density in REC courses, remove HED 392 and PSYC 306 from course offerings. • REC - 220 - Leisure Programming - Course Change - 23-2522 - Description: Theories, content, and design to serve community leisure needs through programs and events. Proposed Changes: Change course title from "Leisure Programming" to "Program and Event Management". Title change is to increase appeal and to better reflect industry standards. 	<p>Discussed, Reviewed, and Approved.</p> <p>Moved to the senate.</p>
<p>Certificate for Sustainable and Climate Resilient Schools</p> <p>24-2295 - Certificate for Sustainable and Climate Resilient Schools Description: Designed for professionals in the educational workforce, this certificate addresses the increase of sustainability work occurring in educational settings. Administrators, faculty and staff are being asked to coordinate sustainability efforts at their educational settings to address social and environmental responsibilities. This certificate supports educational professionals in the workforce to become sustainability leaders. The courses are designed to provide applicable knowledge and skills to promote equity and sustainability in educational settings. Upon completion of the certificate, an individual will have acquired foundational knowledge, creative abilities and practical skills to reduce environmental impacts and associated costs for an educational setting, to promote health and wellness for students and staff, and to advance climate justice and sustainability. This program will be delivered online.</p> <ul style="list-style-type: none"> • EDUC 510: Foundations of Sustainability (4) Curriculum proposal #24-2332 Description: This course introduces core sustainability concepts. Explores the historical, philosophical, and ethical dimensions of sustainability and pursues a wide range of sustainability topics and principles. Develops an integrated and systemic understanding of sustainability issues, trends, impacts and perspectives. Identifies policies and initiatives for positive change along with potential technology, tools, and innovations for addressing sustainability challenges. This course utilizes the ISSP curriculum and students are prepared to complete the Sustainability Excellence Associate (SEA) credential exam. • EDUC 520: Grant-writing for Change (4) Curriculum proposal # 24-2333 Description: The course will provide a broad overview of federal, state, and foundation grants aimed at program and project development for sustainability and climate readiness along with a focus on programs for social and environmental justice. This course will teach the mechanics of proposal writing including a focus on skills in identifying sources of grant funding, doing useful research to support applications, and tailoring proposals to specific audience interests. Students may be asked to engage in a collaborative grant project or individually work on a grant application for submission. • EDUC 530: Leadership for Sustainability and Climate Resilience (4) Curriculum proposal # 24-2335 Description: This course is the culminating experience for the Certificate for Sustainable and Climate Resilient Schools. A whole-school sustainability integration framework will be examined through an embedded model of campus, curriculum and community & culture. The course will be organized by utilizing the Green Ribbon Schools Award Pillars. Students will analyze each of the three pillars of sustainability at their educational setting in preparation of submitting a Green Ribbon Schools Award. 	<p>Discussed, Reviewed, and Approved</p> <p>Moved to the Senate.</p> <p>Resolution written and submitted.</p>

International Education Week

The CDC is concerned that the course-work for this class does not meet the 45-hours-of-work expectation for one unit, and requests that the ICC discuss this issue.

- [INTL - 387 - 24-2562 - International Education Week \(IEW\) Colloquium - Course Change](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, COMM 387, ECON 387, GEOG 387, HIST 387, PSCI 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [ANTH - 387 - 24-2566 - Course Change - International Education Week \(IEW\) Colloquium](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: COMM 387, ECON 387, GEOG 387, HIST 387, INTL 387, PSCI 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [COMM - 387 - 24-2565 - Course Change - International Education Week \(IEW\) Colloquium](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, ECON 387, GEOG 387, HIST 387, INTL 387, PSCI 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [ECON - 387 - 24-2563 - International Education Week \(IEW\) Colloquium - Course Change](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, COMM 387, GEOG 387, HIST 387, INTL 387, PSCI 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [GEOG - 387 - 24-2567 - International Education Week \(IEW\) Colloquium - Course Change](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, COMM 387, ECON 387, HIST 387, INTL 387, PSCI 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [HIST - 387 - 24-2568 - Course Change - International Education Week \(IEW\) Colloquium](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, COMM 387, ECON 387, GEOG 387, INTL 387, PSCI 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [PSCI - 387 - 24-2564 - International Education Week \(IEW\) Colloquium - Course Change](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, COMM 387, ECON 387, GEOG 387, HIST 387, INTL 387, WLC 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.
- [WLC - 387 - 24-2235 - New Course - International Education Week \(IEW\) Colloquium](#) - Description: Attend 15 IEW sessions emphasizing the importance of international engagement & studying/working abroad. Engage in keynote speaker, lectures, workshops/panels, and global performing arts. Mandatory pre-event meeting & post-event online discussion. Cross-listed with: ANTH 387, COMM 387, ECON 387, GEOG 387, HIST 387, INTL 387, PSCI 387. Proposed Changes: Aligning with the INTL 387 home course to meet cross-listing policy.

**Discussed,
Reviewed,
and
additional
information
requested
from the
originator.**

**Will return to
ICC.**

University Policies Committee

Submitted by Chris Harmon, UPC Chair

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

Meeting Date(s): 11.05.22

Meeting Details: UPC continues to engage with the Policy on Policies, Procedures, and Guidelines. Our discussion is motivated by several instances of faculty, staff, and administrators introducing policy inconsistently with what the Policy on Policies describes. Our goal in revisiting this policy is to walk the fine line between being transparent in decision-making regarding policies and not being administratively burdensome.

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair

Members:

Meeting Date(s):

Meeting Details: no report

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Senators Burkhalter and Virnoche will be attending the ASCSU committee meetings and plenary Wednesday, November 13 through Friday, November 15, 2024

Associated Students

Submitted by Wysdem Singleton, AS President

Members: Eduardo Cruz (LVP), Amy Nava (SAVP), Camille Fisher (ESO), Anna Martinez (SJEIO), Jacob Garcia (EAO), Alejandra Garcia (At-Large Rep), and Gerardo Hernandez (CAHSS Rep)

Meeting Date(s):

01. Bylaws and Policies: Restructuring of the Associated Students Board of Directors.
 - a. The Associated Students have undertaken a significant restructuring of the Board of Directors. This process is part of the review of our organization's bylaws and policies, hoping to enhance decision-making and streamline responsibilities. Reducing the board's size from 18 to only 8 members. With an addition of an Academic Affairs Officer. Our governing documents has recently undergone its first reading with the Board of Directors.
02. Title IX: Observations and concerns.

- a. The Associated Student President met with the IX coordinator, however, they would like to bring up some issues that were stated such as the implementation team cannot implement new policies. Also, the preventive education in Title IX appears to be under-resourced and insufficient. Lastly, there is a call for better advisory support for respondents in title IX cases.
-

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

November 12, 2024

Personnel

Diversity and Equity Fellows

- **ODEI Black Student Success Equity Fellow:** Dr. Kirby Moss, Associate Professor of Journalism and Department Lead, has been awarded the Research, Scholarship, and Creative Activities Grant in the amount of \$5k. The title of the project is *Black Elders of the North Coast: An Intergenerational Exploration of the Black Community of Humboldt County*, the purpose of which is to document the rich history and contributions of the long-standing, but largely invisible, Black community in Humboldt County. The grant proposal was developed in collaboration with ODEI.
- **ODEI Student Success Equity Fellow:** Dr. Jianmin Zhong, Professor of Biological Sciences, leads the Paid Summer Internship for Health Profession Careers, which is now accepting applications for its third summer cohort. The internship is designed to provide students from Cal Poly Humboldt and College of the Redwoods, particularly those from underrepresented backgrounds, with direct exposure to healthcare professions, including primary care, geriatrics, and psychiatry. Throughout the internship,

participants will observe and work alongside a diverse array of healthcare professionals, including physicians, physician assistants, nurse practitioners, and other allied health workers. In addition to gaining clinical insights, students will build a professional relationship with physician(s) and enhance their professional skills while learning about rural communities' unique healthcare challenges.

- Program Dates: May 19 – July 25, 2025, Stipend: Up to \$4,500, Commitment: 40 hours per week for 10 weeks
- The application is available at this link: [PreMed Paid Summer Internship Program 2025](#). The deadline to apply is 11:59pm on November 17, 2024.
- **ODEI Campus Pride Index Staff Equity Fellow:** Elias Pence, EOP/SSS Advisor, and Chair of the Gender Diversity Task Force, joins ODEI as a Staff Diversity and Equity Fellow whose work is dedicated to the completion of the Campus Pride Index, a national benchmarking tool for colleges and universities to create safer, more LGBTQ-inclusive campus communities. Elias continues the work of prior ODEI Equity Fellow Professor Benjamin Graham (Psychology) in support of the LGBTQ+ campus community.

Initiatives

DEI in the Hiring Process

- **Addressing Unconscious Bias (AUB) in the Hiring Process Training:** All members of Humboldt search committees are required to take AUB training before serving on a search committee. The in-person AUB training certifies participants for two years before renewal for search committee service. Campus members who have taken the online CSU Learn AUB webinar must recertify by attending the in-person workshop after one year. In-person AUB training is offered bi-weekly. To register, access the CSU Learn webpage, which is accessible through the myHumboldt homepage Faculty/Staff Resources drop-down menu. 52 campus employees have completed the in-person AUB workshop since August 9, 2024.
- **Equity Advocacy in the Hiring Process Orientation:** All faculty and staff are eligible to become Equity Advocates in the hiring process after completing the Addressing Unconscious Bias (AUB) training. ODEI has placed Equity Advocates on six tenure-track faculty search committees for positions starting in Fall 2025. ODEI has a pool of 10+ Staff Equity Advocates eligible for search committee service and has placed three on staff search committees. Staff Equity Advocates are optional for hiring committees.

Equity Arcata

- **City of Arcata equity arcata Manager:** Monique “Mo” Harper-Desir has been hired by the City of Arcata as its new, full-time equity arcata Manager. Mo is an experienced

community organizer and founder of Black Humboldt, a community organization that seeks to promote existing black businesses, professionals, and organizations, support Black navigation, and to help unify people of color (POC).

- **Latinx Heritage Month proclamations:** On September 19, 2024, equity arcata convened leaders from our local Latinx community organizations for a *Tardeada* in honor of the Oaxacan authors who visited Humboldt campus and community the week of September 16th. Together, the leaders helped shape a Latinx Heritage Month proclamation delivered by the City of Arcata on October 2, 2024.
 - The Humboldt County Board of Supervisors then modeled its own proclamation, which was read at the Board of Supervisors meeting on 10/8.
 - ODEI is proud of the role it has played in influencing these proclamations.

Collaborations

ODEI is a partner in the development and implementation of the following collaborative initiatives:

Affirmative Action Plan

- **Annual Affirmative Action Plan Update:** It is CSU policy that each campus and the Chancellor's Office review and update its Affirmative Action Plan for equal opportunity employment, annually. Notification of the renewal is received by the Chief Human Resources Officer and the Campus Diversity Officer. HR, ODEI, and Academic Personnel Services are collaborating to review and update the institutional document and associated workforce data to submit to the CO in January 2025.
- **Affirmative Action Plan Communication Plan:** In accordance with CSU policy, the institutional Affirmative Action Plan will be promulgated to the campus administration. Human Resources Training and Compliance Coordinator, Anthony Baker-Ortiz, Interim Academic Personnel Services and Labor Relations Manager, Megan Siems, ODEI Strategic Initiatives Coordinator, Pearl Podgorniak, will soon begin meeting with divisional leadership teams to present the framework of the document.

Equity in Student Services Committee: ODEI's Logistics and Implementation Coordinator, Angelina Ramirez Peirano, serves as Chair of the Equity in Student Services Committee. Convened by Director of Academic Advising, Loren Collins, the committee's charge is to keep equity at the center of any process improvements, advancing equity, diversity, and inclusion in the student experience as they are served through enrollment management, student success, and academic programs. The committee meets once per month to discuss institutional barriers in how students navigate campus.

Faculty and Staff Listening Circles: ODEI has offered 3 of 4 listening circles scheduled for this fall semester. The listening circles are offered both in-person and via Zoom. The listening circles are offered the first Thursday of the month from 11am to 12 pm to embed the opportunity into the workday as a symbol of institutional support for employee participation and well-being.

Institutional Anti-Racism Action Plan: The IARAP task force is in the final stages of writing its recommendations for the institutional document. The draft document and recommendations will be presented to the University Senate for review and feedback early in the Spring '25 semester.

Events

ODEI has recently participated in the following events:

CSU Facilitating Difficult Dialogues Training: ODEI staff completed a 16-hour workshop and earned a certification to facilitate difficult dialogues.

Black Excellence Speaker Series: Hosted in collaboration with the Umoja Center, the Department of Child Development & Family Relationships, Human Resources, and Enrollment Management & Student Success, the Office of Diversity, Equity, and Inclusion (ODEI), highlights resilience, cultural understanding, and equity through the voices of three distinguished speakers.

- Dr. Chela Chomicki opened the series in September with a keynote on how cultural immersion fosters personal growth and resilience, followed by a workshop on anti-racism and self-discovery through travel.
- Dr. Geneva “Dr. G” Craig shared her civil rights journey in a keynote and led a workshop on compassion in education, emphasizing anti-racism.
- Dr. Deborah Johnson will explore the intersection of race and gender in maternal influences on young women of color and provide tools for addressing racial stress in professional settings.

Staff and faculty can receive CSU Learn credit when attending these series of workshops and a letter of recognition will be given to those who attended all three workshops.

Campus and Community Dialogue on Race (CDOR): ODEI hosted the following workshops and events during the 26th annual CDOR event, which was held October 23-28, 2024:

- Institutional Anti-Racism Action Plan (IARAP) Community Update, hosted by IARAP Task Force members Michele Miyamoto, Fernando Paz, and Mary Virnoche.
- Ethics of Care workshop, hosted by ODEI’s Fernando Paz and Angelina Ramirez Peirano

- Whiteness Within: From Ally to Coconspirator workshop, hosted by Academic Advisor, Sarah Peters Gonzalez, and equity arcata Manager, Mo Harper-Desir.

Excelencia in Education Alignment Institute: Seal of *Excelencia* Application Committee members Rosamel Benavides-Barb, Pearl Podgorniak, Aolany Navas, Carmen Bustos-Works, Mark Wicklund, and Provost Jenn Capps attended the *Excelencia* in Education Alignment Institute in Chicago, 11/6-11/7/24. The Committee will submit an institutional application for the Seal of *Excelencia* in early June 2025.

International Expo and Forum, University of Guanajuato, Guanajuato, Mexico: A Cal Poly Humboldt delegation of students, faculty, and administrators, including AVP of Diversity, Equity, and Inclusion, Rosamel Benavides-Garb, participated in an International Expo and Forum invited by the University of Guanajuato. Humboldt continues its planning and refinement for a service learning opportunity for students in a health clinic in San Miguel De Allende.

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: No Report

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

Staff Council

Submitted by Kathy Hudson, Staff Council Chair

Members: Alex Thorne, Aylea Maxwell-Miller, Cristina Tusei, Erica Lucarotti, Erin Scofield, Grace Coleman, Janeth Serrano, Kathy Hudson, Noel DiBenedetto, Pearl Podgorniak, Scott Harris, Sherry Beasley, Stephanie Souter, Tianna Nourot, Xelha Puc

Meeting Date(s): 10/23/2024

Meeting Details:

Open Positions:

- Recruitment for councilors is ongoing, particularly seeking representatives from Advancement and Athletics.

Key Updates:

Chair's Update:

- Kathy is participating in a group of campus representatives, organized by interim President Spagna, discussing campus culture and needs following the April protests.
- The Staff Council Chair seat has been reinstated on the President's Cabinet.
- Kathy and Stephanie are participating in a new CSU System-Wide Staff Council Group.

Committee Reports:

- **Governance Committee:** A new formal vetting process was successfully used with this past round of placing applicants on staff seats on campus committees, and we will adopt this process moving forward.
- **Staff Service Committee:** Planned events include a Halloween potluck, trivia, and costume contest.
- **Recognition Committee:** Preparation for upcoming Staff Recognition and Years of Service events, with budget considerations for service awards.

Calendar & Events:

- **Upcoming Staff Connect Events:**
 - Halloween (October 31, 2024)
 - Valentine's Day (February 14, 2025)
 - Staff Appreciation and Years of Service (May 2025)
- **Public-Facing Meetings:** Scheduled twice per semester for information-sharing and staff concerns.

Trial Activity for 2024/2025:

- For staff in job roles with no direct peers on their team, we will offer logistical support to help them form peer support groups. This effort responds to a request from Administrative Support Coordinators (ASCs) seeking help to create a voluntary space for ASCs to come together for camaraderie and mutual support.

Next Meeting:

- 11/20/2024 - Open meeting. Staff holding seats in the University Senate, committees, and groups will be invited to share and connect with staff.

Hey Cal Poly Humboldt!

We've only got a couple more of these for the Fall. We are totally going to make it through 2024, and I, for one, couldn't have done it without y'all. Thank you.

As many of you may have seen, there were a pair of acts of vandalism at Siemens Hall and Forbes Gym in the early morning hours of Saturday, November 2nd. These acts consisted of a series of broken windows at both sites, as well as a spray-painted message at one of the sites. The selection of Forbes Gym as one of the venues for destruction is thought to have been driven by a desire to catch the attention of prospective students who were in town for the Fall Preview.

Though I would thoroughly doubt that the party responsible for this vandalism reads my Senate Chair reports (I mean, does anybody?), I'm going to make a case to them here and maybe extend it to an overstretched metaphor.

Briefly, this is a school. Schools are a lot of things, simultaneously, and one of them, for sure, is that they are a symbol of established governmental/societal structures and positions. As such, they can be ripe targets for expression of opposition to aspects of that establishment. While I don't condone or support acts of destruction, I can genuinely say that I can sympathize with a felt desire to break stuff in the face of insurmountable injustice.

With that sympathy and understanding in place, I would ask that you not pursue this tactic moving forward. There are a number of reasons I would discourage this:

We are attempting to run an enormous and broadly accessible institution with a finite and decreasing budget, leaving our resource picture perpetually teetering on a razor's edge (in my nervous estimation), and as such, it would be preferable to apply window-fixing-monies to any of the many underfunded initiatives on campus that are in constant need and better alignment with community priorities. Frankly, I have a personal distaste for making arguments that forefront financial considerations, but given the current context, I would feel remiss in not pointing to it. We should be mindful of our shared resources.

Further, the folx that are tasked with fixing broken windows are doing hard work across our University, with more work on their shared docket than they are physically capable of keeping up with. We have millions of dollars of deferred maintenance (read: work we can't currently keep up with or afford to do) across campus, and adding anything to that pile that doesn't help to affect educational pursuits is not super awesome. Beyond that, it is likely demoralizing to those staff folx who are called in to fix intentionally broken stuff when they are in a constant battle with stuff that is degrading of its own accord. We should support these folx. We should support all members of our community in their work.

Finally (and this might be more of a "jim" thing), as stated above, this is a school. This is a space where people, on a base level, come together to expand understanding, knowledge, creative

expression, and acumen in a whole slew of skills and practices. Where we build friendships and find community amongst like-minded others. This is where we come to read and paint and write and experiment and play games and talk to smart people and imagine new ways for things to be, such that we can co-author a more just and equitable tomorrow. We need to protect places like this, not only from broken windows and spray paint, but from any of the forces leveled against our capacity to help folx learn and achieve their aspirations. We need to remind ourselves and others that spaces like this are sacrosanct, despite being viewed with skepticism by too many. We should honor schools and education.

So, though I guess this could be construed as a “please don’t break out stuff” rant, my intention is that we go an extra step beyond that, to a plea to honor and protect this space and its people. It is a complex and deeply flawed and infinitely frustrating structure, but it is worth our efforts to steward it, for the sake of its potentiality in the face of a deeply flawed and frustrating world. I thank you for your efforts to that end in advance.

Long story long, it’s been a weird coupla weeks. Take care of yourselves and each other, and by extension, this University.

Best,
jim

**CAL POLY HUMBOLDT
University Senate**

Resolution on an amendment to the Priority Registration Policy

04-24/25-APC — November 12, 2024 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the attached amended Priority Registration Policy be approved; and be it further,

RESOLVED: That the amended policy be implemented beginning AY 25/26.

RATIONALE: This amended policy creates a day-one registration category for students elected or appointed to the Associated Students Board of Directors.

Priority Registration Policy
Policy Number ~~04-24/2515-23/24-APC~~
Academic Policies Committee

Applies to: Students, Staff

Supersedes: P15-~~23/24-APC02-October, 2015~~

Purpose of the Policy The purpose of this policy is to define the different types of registration considered priority registration, the student groups eligible for priority registration, and the order in which the Office of the Registrar assign~~see~~ enrollment appointments. This policy reflects the students required to receive priority registration based on the California Education Code, as well as ~~priority registration eligibility based on~~ existing campus practices.

DEFINITIONS

Student populations:

Group 1: Graduate program and credential-program students

Group 2: Undergraduate students

The enrollment windows for students in this group are assigned by the number of units a student has completed. Enrollment windows are arranged in descending order, starting with students who have accumulated the highest number of earned, and progressing to those with fewer accrued units.

Group 3: All other unclassified graduate students and transitory students

Group 4: Students who are obligated to register after all regular students have registered based on participation in specific programs

Day one registration:

All students eligible for day one registration will be assigned an enrollment window date/time on the first day of registration regardless of the number of units earned. Students eligible for day one registration include:

Category A - Current foster youth and former foster youth and/or homeless youth and former homeless youth per Ed Code Article 3, Section 66025.9

Category B - Members or former members of the armed services per Ed Code Article 3, Section 66025.8

Category C - Students with disabilities registered with the Campus Disability Resource Center (CDRC) who would not otherwise achieve their academic goals within a reasonable period of time due to an ongoing disability

Category D - Students who participate in intercollegiate sports governed by the NCAA

Category [E - Students elected or appointed to the Associated Students \(A.S.\) Board of Directors](#)

Category [FE](#) - Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university (See Procedures, Section B.63 for general eligibility criteria.)

Category [GF](#) - Rare and extraordinary circumstances

The provost or vice president for enrollment management & student success may grant an individual student access to priority registration for a rare and extraordinary circumstance on a one-time basis.

Early registration:

Refers to registration occurring before others within their class. Class is defined as undergraduate, credential, or graduate. Undergraduate class level is determined by the number of units completed: Frosh/First-year less than 30 semester units, Sophomore 30-59.9 semester units, Junior 60-89.9 semester units, Senior 90 or more semester units. Students eligible for early registration include:

Category [HG](#) - (*Undergraduate only*) Students currently approved into the California Promise program per Ed Code Title 3, Division 5, Part 40.2, Section 67434

Category [IH](#) - Students with a dependent child or children younger than the age of 18 years of age who will receive more than half of their support from that student per AB 2881

Both definitions above fulfill the legislative requirements for priority registration under the California Education Code.

PROCEDURES

A. Schedule of Registration

- Enrollment windows will be assigned in the following order:
 - Group 1 (Day one registration eligible)
 - Group 2 (Day one registration eligible)
 - Group 1 (Early registration eligible)
 - Group 1
 - Group 2 Senior 90 or more semester units (Early registration eligible)
 - Group 2 Senior 90 or more semester units
 - Group 2 Junior 60-89.9 semester units (Early registration eligible)
 - Group 2 Junior 60-89.9 semester units
 - Group 2 Sophomore 30-59.9 semester units (Early registration eligible)
 - Group 2 Sophomore 30-59.9 semester units
 - Group 2 Frosh/First-year less than 30 semester units (Early registration eligible)
 - Group 2 Frosh/First-year less than 30 semester units
 - Group 3
 - Group 4

B. Eligibility Procedures for Day One Registration

1. Category A - Current foster youth and former foster youth and/or homeless youth and former homeless youth will be eligible in accordance with the CSU Priority Registration for Current or Former Foster Youth
[\(https://calstate.policystat.com/policy/14569419/latest/\)](https://calstate.policystat.com/policy/14569419/latest/).
2. Category B - Members or former members of the armed services will be eligible in accordance with the CSU Priority Registration for Servicemembers and Veterans
[\(https://calstate.policystat.com/policy/14094995/latest/\)](https://calstate.policystat.com/policy/14094995/latest/).
3. Category C - Students with documented disabilities registered with the Campus Disability Resource Center (CDRC) will be coded with the Office of the Registrar for day one registration. The CDRC shall submit a list of students in this group eligible for day one registration to the Office of the Registrar by the date set by the registrar.
4. Category D - Students with documented eligibility and participation in intercollegiate athletics will be coded with the Office of the Registrar for day one registration. The Department of Intercollegiate Athletics shall submit a list of students in this group eligible for day one registration to the Office of the Registrar by the date set by the registrar.
- 4-5. Category E - Students elected or appointed to the Associated Students (A.S.) Board of Directors will be coded with the Office of the Registrar for day one registration. The Executive Director of Associated Students shall submit a list of currently serving board members eligible for day one registration to the Office of the Registrar by the date set by the registrar.

5.6. Category FE - Coordinators of student groups who wish to apply for day one registration on behalf of their students, including those who currently hold such status, shall apply to the Academic Policies Committee (APC) for continuation or granting of day one registration status. The APC, in consultation with the registrar and the vice president for enrollment management and student affairs, shall determine which student groups should receive day one registration. Any group that is not granted day one registration may re-apply the following year. The APC shall provide a written explanation to any student group that has been denied day one registration.

All three of the following criteria must be met in order to be granted day one registration under this category:

- ~~The student must participate in a university-sanctioned activity that significantly benefits the university. This means that the benefits of the activity for the university as a whole are a consideration. However, participation in such an activity is a necessary but not sufficient condition for the privilege of day one registration.~~
- Day one registration must be necessary for the student to successfully participate in the activity. If the student can successfully participate in the program without day one registration, then day one registration will not be granted.
- Day one registration must be necessary to allow a sufficient number of students to participate in the activity to ensure its success.

6.7. Category GF - The provost or vice president for enrollment management and student success may grant day one registration to a student when the student and ~~his/her~~their academic advisor request and document a rare, extraordinary, and unforeseen hardship that would prevent such student from graduating or progressing towards graduation. The student-supplied documentation of the hardship, along with the written request from the academic advisor, must be forwarded to the Office of the Registrar in a timely fashion to allow day one registration for the following semester. Such exceptions would be made on rare occasions, case by case, and never more than once for any student.

Related Policies:

<https://calstate.policystat.com/policy/13057384/latest>

<https://calstate.policystat.com/policy/14569419/latest/>

<https://calstate.policystat.com/policy/14094995/latest/>

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 Policies Committee: [10/2302/05/2024](#)

Reviewed by University Senate: MM/DD/YYYY

Approved by Provost/President: MM/DD/YYYY

Template Updated: January 31, 2024

Priority Registration Policy
Policy Number 04-24/25-APC
Academic Policies Committee

Applies to: Students, Staff

Supersedes: P15-23/24-APC

Purpose of the Policy The purpose of this policy is to define the different types of registration considered priority registration, the student groups eligible for priority registration, and the order in which the Office of the Registrar assigns enrollment appointments. This policy reflects the students required to receive priority registration based on the California Education Code, as well as existing campus practices.

DEFINITIONS

Student populations:

Group 1: Graduate program and credential-program students

Group 2: Undergraduate students

The enrollment windows for students in this group are assigned by the number of units a student has completed. Enrollment windows are arranged in descending order, starting with students who have accumulated the highest number of earned, and progressing to those with fewer accrued units.

Group 3: All other unclassified graduate students and transitory students

Group 4: Students who are obligated to register after all regular students have registered based on participation in specific programs

Day one registration:

All students eligible for day one registration will be assigned an enrollment window date/time on the first day of registration regardless of the number of units earned. Students eligible for day one registration include:

Category A - Current foster youth and former foster youth and/or homeless youth and former homeless youth per Ed Code Article 3, Section 66025.9

Category B - Members or former members of the armed services per Ed Code Article 3, Section 66025.8

Category C - Students with disabilities registered with the Campus Disability Resource Center (CDRC) who would not otherwise achieve their academic goals within a reasonable period of time due to an ongoing disability

Category D - Students who participate in intercollegiate sports governed by the NCAA

Category E - Students elected or appointed to the Associated Students Board of Directors

Category F - Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university (See Procedures, Section B.6 for general eligibility criteria.)

Category G - Rare and extraordinary circumstances

The provost or vice president for enrollment management & student success may grant an individual student access to priority registration for a rare and extraordinary circumstance on a one-time basis.

Early registration:

Refers to registration occurring before others within their class. Class is defined as undergraduate, credential, or graduate. Undergraduate class level is determined by the number of units completed: Frosh/First-year less than 30 semester units, Sophomore 30-59.9 semester units, Junior 60-89.9 semester units, Senior 90 or more semester units. Students eligible for early registration include:

Category H - (*undergraduate only*) Students currently approved into the California Promise program per Ed Code Title 3, Division 5, Part 40.2, Section 67434

Category I - Students with a dependent child or dependent children younger than 18 years of age who will receive more than half of their support from that student per AB 2881

Both definitions above fulfill the legislative requirements for priority registration under the California Education Code.

PROCEDURES

A. Schedule of Registration

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 - Group 2 Junior 60-89.9 semester units
 - Group 2 Sophomore 30-59.9 semester units (Early registration eligible)
 - Group 2 Sophomore 30-59.9 semester units
 - Group 2 Frosh/First-year less than 30 semester units (Early registration eligible)
 - Group 2 Frosh/First-year less than 30 semester units
 - Group 3
 - Group 4

B. Eligibility Procedures for Day One Registration

1. Category A - Current foster youth and former foster youth and/or homeless youth and former homeless youth will be eligible in accordance with CSU Priority Registration for Current or Former Foster Youth (<https://calstate.policystat.com/policy/14569419/latest/>).
2. Category B - Members or former members of the armed services will be eligible in accordance with CSU Priority Registration for Servicemembers and Veterans (<https://calstate.policystat.com/policy/14094995/latest/>).
3. Category C - Students with documented disabilities registered with the Campus Disability Resource Center (CDRC) will be coded with the Office of the Registrar for day one registration. The CDRC shall submit a list of students in this group eligible for day one registration to the Office of the Registrar by the date set by the registrar.
4. Category D - Students with documented eligibility and participation in intercollegiate athletics will be coded with the Office of the Registrar for day one registration. The Department of Intercollegiate Athletics shall submit a list of students in this group eligible for day one registration to the Office of the Registrar by the date set by the registrar.
5. Category E - Students elected or appointed to the Associated Students Board of Directors will be coded with the Office of the Registrar for day one registration. The executive director of Associated Students shall submit a list of currently serving board members eligible for day one registration to the Office of the Registrar by the date set by the registrar.
6. Category F - Coordinators of student groups who wish to apply for day one registration on behalf of their students, including those who currently hold such status, shall apply to the Academic Policies Committee (APC) for continuation or granting of day one registration status. The APC, in consultation with the registrar and the vice president for enrollment management and student affairs, shall determine which student groups should receive day one registration. Any group that is not granted day one registration may re-apply the following year. The APC shall provide a written explanation to any student group that has been denied day one registration.

All three of the following criteria must be met in order to be granted day one registration under this category:

- The student must participate in a university-sanctioned activity that significantly benefits the university. This means that the benefits of the activity for the university as a whole are a consideration.
 - Day one registration must be necessary for the student to successfully participate in the activity. If the student can successfully participate in the program without day one registration, then day one registration will not be granted.
 - Day one registration must be necessary to allow a sufficient number of students to participate in the activity to ensure its success.
7. Category G - The provost or vice president for enrollment management and student success may grant day one registration to a student when the student and their academic advisor request and document a rare, extraordinary, and unforeseen hardship that would prevent the student from graduating or progressing to graduation. The student-supplied documentation of the hardship, along with the written request from the academic advisor, must be forwarded to the Office of the Registrar in a timely fashion to allow day one registration for the following semester. Such exceptions would be made on rare occasions, case by case, and never more than once for any student.

Related Policies:

<https://calstate.policystat.com/policy/13057384/latest>

<https://calstate.policystat.com/policy/14569419/latest/>

<https://calstate.policystat.com/policy/14094995/latest/>

History (required)

Academic Policies Committee: 11/06/2024
Reviewed by University Senate: MM/DD/YYYY
Approved by Provost/President: MM/DD/YYYY

CAL POLY HUMBOLDT
University Senate

Resolution to [Update the Language in the Faculty Handbook Regarding Early Tenure](#)

XX-24/25-FAC — November XX, 2024 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends the following changes to Appendix J be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

RESOLVED: That these changes become effective at the beginning of the 2025 fall semester; and be it further

RESOLVED: That adding details to Appendix J regarding early tenure will help to clarify the expectations for faculty and provide guidance to personnel committees.

RESOLVED: That department criteria and standards documents should be reviewed and updated as necessary to align with this policy.

RATIONALE:

These updates to the early tenure guidance have been requested by UFPC and others on campus who have found there to be gaps in guidance in Appendix J. Furthermore, very few departments have an early tenure and promotion policy. This proposed policy establishes minimum expectations but allows for departments to further specify or create more rigorous expectations.

Early Tenure Policy

Changes to Faculty Handbook

[Text in blue is new, and replaces current wording, which is included at the end.]

Section

Appendix J

IV. RETENTION, TENURE AND PROMOTION (RTP)

Updated Language

- F. The normal probationary period is six (6) years of full-time service (including credited service). 13.3
- 5. The President may award tenure to a faculty unit employee before the normal (6) year probationary period (13.3, 13.19) if the following criteria are met:
 - a) Such consideration is initiated by the faculty unit employee's department or equivalent unit or by the faculty member with the knowledge of **their** department or unit.
 - b) The faculty unit employee demonstrates clear evidence that **they have** achieved, before the normal probationary period, a record of accomplishment that meets **or exceeds the following criteria and levels of performance:**
 - i. **The faculty unit employee has worked a minimum of one academic year at a full teaching load typical of their department (for example, teaching 24 WTUs after teaching two years of a contractual reduced load). This policy recognizes that there could be exceptions to what is considered a normal teaching load.**
 - 1. **The faculty member unit employee's department chair or initiating unit personnel committee (IUPC) shall clarify what is considered a "typical full-time teaching assignment" for faculty in their department. Any permanent teaching workload reductions should be clearly stated.**
 - ii. **The faculty unit employee has demonstrated a minimum of "Good" in both of the performance areas of Scholarly/Creative Activities and Service based on departmental requirements for the normal (6-year) probationary period.**

- iii. The faculty unit employee's department or equivalent unit may specify more rigorous requirements for early tenure or promotion but may not exceed the requirements for "Excellent" levels of performance in any category as defined in the department or equivalent unit's RTP criteria and standards.
- c) The length and breadth of the faculty unit employee's service are sufficient to provide a high expectation that the prior patterns of achievement and contribution will continue.

...

Current Language

- F. The normal probationary period is six (6) years of full-time service (including credited service). 13.3
- 5. The President may award tenure to a faculty unit employee before the normal (6) year probationary period (13.3, 13.19) if the following criteria are met:
 - a) Such consideration is initiated by the faculty unit employee's department or equivalent unit or by the faculty member with the knowledge of his/her department or unit.
 - b) The faculty unit employee demonstrates clear evidence that s/he has achieved, before the normal probationary period, a record of accomplishment that meets the standards and level of performance for tenure indicated in this appendix.
 - c) The length and breadth of the faculty unit employee's service are sufficient to provide a high expectation that the prior patterns of achievement and contribution will continue.
- I. Provisions relating specifically to promotion.
 - 2. A probationary faculty unit employee shall normally be considered for promotion at the same time s/he is considered for tenure. 14.2 In cases where a probationary faculty unit employee is being considered for promotion and tenure prior to him/her having fulfilled the time in service requirements for such consideration, the same criteria shall apply for promotion as those identified relative to tenure under IV.F.5. a-c) above.
 - 3. A tenured faculty unit employee may be promoted to Professor, Librarian equivalent, or SSP-AR Level III, prior to having satisfied the service requirements of provision 14.3 of the CBA. 14.4 In such cases, the following criteria must be met:
 - a) Such consideration is initiated by the faculty unit employee's department or equivalent unit or by the faculty member with the knowledge of his/her department or unit.
 - b) The faculty unit employee demonstrates clear evidence that s/he has achieved, before the time in service requirements for promotion, a record of

accomplishment that meets the standards and level of performance for rank indicated in this appendix.

- c) The length and breadth of the faculty unit employee's service are sufficient to provide a high expectation that the prior patterns of achievement and contribution will continue.

Clean Draft

Proposed Changes to Faculty Handbook- Early Tenure

November 12, 2024



Process



- 2020 FAC began drafting an Early Tenure language
 - Requested by faculty, departments, personnel committees, and Provost
 - Prompted by large number of faculty who weren't awarded service credit, resulting in a large number of ET applications
- Current process
 - FAC used feedback from 2020 to retool policy
 - Sought and carefully considered feedback from faculty, chairs, CFA, reviewing committees and Provost
 - Goals
 - provide clarity and set minimum criteria
 - Create equity across campus



Proposed policy implementation

- Once approved by senate, moves forward for general faculty vote, and President/Provost approval
- Once approved, the Faculty Handbook will be amended to include new policy language
- Policy will **ONLY** impact new faculty hired for 2025-2026 and beyond

Early Tenure Language



- The President may award tenure to a faculty member before the normal (6) year probationary period (13.3, 13.19) if the following criteria are met:



F.5.a. Initiation

- Such consideration is initiated by the faculty member's department or equivalent unit or by the faculty member with the knowledge of their department or unit



F.5.b. Achievement

- The faculty member demonstrates clear evidence that they have achieved, before the normal probationary period, a record of accomplishment that meets or exceeds the following criteria and levels of performance:



F.5.b.i. Excellence in Teaching

- The faculty member has worked a minimum of one academic year at a **full teaching load** typical of their department.
 - For example, teaching 24 WTUs after teaching two years of a contractually reduced load.
 - This policy recognizes that there could be exceptions to what is considered a normal teaching load.

F.5.b.i. Excellence in Teaching (exceptions)



- The faculty member's department chair or initiating unit personnel committee (IUPC) shall clarify what is considered a "typical full-time teaching assignment" for faculty in their department. Any permanent teaching workload reductions should be clearly stated.

F.5.b.ii. Scholarly/Creative Activities and Service



- Must have a minimum rating of /Good/ in both Scholarly/Creative Activities and Service
- Based on departmental requirements for the normal (6-year) probationary period

F.5.b.iii. Department RTP Criteria and Standards



- The faculty member's department or equivalent unit may specify more rigorous requirements for early tenure or promotion but may not exceed the requirements for "Excellent" levels of performance in any category as defined in the department or equivalent unit's RTP Criteria and Standards.



Purpose of Early Tenure policy

- Make the target clear for faculty considering early tenure
- Make the target clear for reviewing committees
- Create a policy that is vetted by faculty, chairs, and reviewing committees
- Provide an equitable process
- Allow for some individualization through departmental Criteria and Standards for RTP

Example Scenarios – No Service Credit



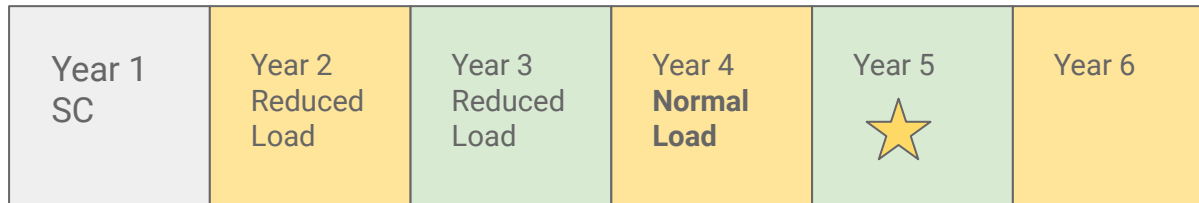
- A faculty member who is not awarded service credit may submit their file:
 - one year early (at the beginning of their fifth year at Cal Poly Humboldt)
 - two years early (at the beginning of their fourth year at Cal Poly Humboldt).

Example Scenario – 1 Year Service Credit



Faculty members who are given service credit are already on an accelerated path to tenure at Humboldt.

- A faculty member who is awarded one year of service credit:
 - Can submit their file one year early (at the beginning of their 4th year at Cal Poly Humboldt/ 5th probationary year)



Example Scenario – 2 Years Service Credit



- A faculty member who is awarded two years of service credit:
 - Cannot submit their tenure file early (before the beginning of their 4th year at Cal Poly Humboldt/6th probationary year) because:
 - They will not yet have taught one year at a full instructional load at the start of probationary years 4 or 5

Year 1 SC	Year 2 SC	Year 3 Reduced Load	Year 4 Reduced Load	Year 5 Normal Load	Year 6 ★
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Questions
Comments
Concerns

Early Tenure Policy



CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Certificate for Sustainable and Climate Resilient Schools

06-24/25-ICC- - November 12, 2024 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Certificate for Sustainable and Climate Resilient Schools detailed in proposal [24-2295](#) be approved.

RATIONALE: Designed for professionals in the educational workforce, this certificate addresses the increase of sustainability work occurring in educational settings. Administrators, faculty and staff are being asked to coordinate sustainability efforts at their educational settings to address social and environmental responsibilities. This certificate supports educational professionals in the workforce to become sustainability leaders. The courses are designed to provide applicable knowledge and skills to promote equity and sustainability in educational settings.

Upon completion of the certificate, an individual will have acquired foundational knowledge, creative abilities, and practical skills to reduce environmental impacts and associated costs for an educational setting, to promote health and wellness for students and staff, and to advance climate justice and sustainability.

The Certificate for Sustainable and Climate Resilient Schools supports educational professionals in becoming sustainability leaders. The current trend for school campuses is to be sustainable and climate ready. In September 2021, the US Department of Education released Executive Order 14008: [Climate Adaptation Plan](#). This plan examines the prioritization of equitable access to healthy, safe, sustainable, 21st-century learning environments and sustainability learning that equips students to face the challenges of the future. This certificate will assist school districts in educating their workforce to meet the goals of the [K12 Climate Action Plan](#). This certificate will support currently proposed California legislative work [SB394](#) - Master Plan for Healthy, Sustainable and Climate-Resilient Schools, led by Ten Strands in partnership with Undaunted K12 and others.

Upon completion of the certificate, an individual will have acquired foundational knowledge, creative abilities, and practical skills to reduce environmental impacts and associated costs for an educational setting, to promote health and wellness for students and staff, and to advance climate justice and sustainability. Key learning outcomes are mechanics of proposal writing and the political and social aspects of "grantsmanship," with a focus on skills to identify sources of grant funding to address social and environmental justice, modeling of sustainability education that fosters critical, ethical, and relational thinking.

This certificate supports Institutional Learning Outcomes 1 and 2.

- The certificate program utilizes the International Sustainability Society of Professionals curriculum, and students are prepared to complete the Sustainability Excellence Associate (SEA) credential exam.
- Students are prepared to submit a Green Ribbon Schools Award for their educational setting. The U.S. Department of Education's Green Ribbon Schools (ED-GRS) awards recognition to schools, school districts, and Institutes of Higher Education for excellence in resource efficiency, health and wellness, and environmental and sustainability education.

This program will be offered through the College of Extended Education and Global Engagement and will be launched through self-support funding. The program will be expected to run on a self-supporting basis after the second offering/year.

Related Courses:

- [EDUC 510: Foundations of Sustainability \(4\) Proposal #24-2332](#)
- [EDUC 520: Grant-writing for Change \(4\) Proposal # 24-2333](#)
- [EDUC 530: Leadership for Sustainability and Climate Resilience \(4\) Proposal # 24-2335](#)

Enrollment Management & Student Success

Continued Senate
Conversation: On
Campus Living
Requirement
Cal Poly
Humboldt.



➤ Follow-up from Feedback

- Addition of a **General Exemption** request to the standard exemptions shared previously
- **New Commitment:** at least annual updating to Senate from Housing and Dining regarding service indicators, changes, etc.
- Invitation to **join the Dining Advisory Committee:** contact Todd Larsen at tal374@humboldt.edu - this committee and the **Residence Hall Association** provide shared governance for housing and dining - also, **Student Fee Advisory Committee** reviews rates with multi-year planning
- **Second-year programming** : Seeking involvement on an advisory group to build out this residential programming and curriculum - if interested, contact Donyet King at dlk5@humboldt.edu

➤ Additional Info

- **2022 Housing Survey:** survey and market analysis revealed impact of campus housing on student success - unsure if Senate ever saw this
 - **76%** of respondents in 2022 said availability of **housing was important/very important to their decision to attend**
 - Housing satisfaction reported ranged from 71% (Campus Apartments) to 89% (College Creek), with **all but Campus Apartments at 82%+**
 - **66%** reported having difficulty finding a place to live
 - **45% reported that renting off-campus had a moderate or severe negative impact on their academic pursuits** (up from 42% in 2019 and 31% in 2016)
 - **78%** of respondents in 2022 and **84%** in 2019 said campus housing had a **positive impact on their academics**

➤ Additional Info (cont.)

- **Campus FTFT Undergrad Cohorts, 2-year retention**

Housing	Fall 19	Fall 20	Fall 21	Fall 22
Off Campus	97	280	96	118
	49.5%	56.4%	57.3%	62.7%
On Campus	718	252	513	812
	61.7%	63.5%	61.6%	64.4%

Source: IRAR

- **2025-26 Meal Plans** *(scroll to bottom for 25-26 combined housing and meal rates)*
 - Meal components range from \$1,208/semester (\$12.77/meal) to \$3,212/year (\$8.51/meal)
 - **85% of our current housing residents** have a meal plan - including 57% of those who are NOT currently required to do so

› Housing Exemption Planning

- **Exemption process:** will be submitted via the **myHousing portal**, opening alongside the housing application in February
 - Adding a **General Exemption request** in addition to the approved ones previously shared
 - Will **leverage available data** where possible (e.g., age, address) but will require supporting documentation for some (e.g. study abroad, dependent children, etc.)
 - Exemption **approvals rolling Feb-July** for Fall 2025
 - Exemption request deadline: **July 1**

> Questions & Conversation



Office of the President

DATE: September 11, 2024

TO: Provost Jenn Capps, Co-Chair, University Resources and Planning Committee
 Professor Jaime Lancaster, Co-Chair, University Resources and Planning Committee
 Professor Jim Woglom, Chair, University Senate

FROM: President Michael Spagna 

SUBJECT: 2024-2025 University Resources and Planning Committee Budget Recommendations

I want to thank the University Resources and Planning Committee (URPC) for the thoughtful and forward thinking [2024-25 budget recommendation](#) for Cal Poly Humboldt. The URPC recommendation does a great job at highlighting many of the successes and nuances we face in navigating the current budget landscape.

While we now have clarity on some of the unknowns from Spring, many still remain, and we continue to proactively plan. Adjustments to the recommendation were needed in order to maintain a balanced budget in 2024-25. Below is a summary of the revenue and expenditure adjustments.

Revenue Budget

Revenue Budget - Incremental Changes	URPC Recommendation	Change	Final Budget
Prior Year Revenue Budget	158,666,757	-	158,666,757
State Appropriation Increases	6,653,000	2,609,000	9,262,000
State Approp. Reduction - Enrollment Recalibration (-3%)	(1,919,000)	-	(1,919,000)
State Tuition Increase from Growth	1,271,000	145,000	1,416,000
6% Tuition Rate Increase	1,867,000	-	1,867,000
Other Tuition, Fees & Revenue Adjustments	236,073	788,527	1,024,600
Polytechnic Funding	-	7,824,000	7,824,000



State Appropriation Increases

The state appropriation (\$128.9 million) has been updated to align to the final [CSU Budget Memo](#). The \$2.6m change from the URPC recommendation represents additional Chancellor's Office (CO) program earmarks, partial funding for compensation and benefit cost increases and state university grant (SUG) commitments. See Expenditure Budget section below for information on CO program earmarks and SUG.

Enrollment / Tuition Revenue

Cal Poly Humboldt's enrollment is growing for the third straight year. Currently, we are expecting 1+% growth for Fall 2024, which is not as high as initially anticipated, but reflects progress and sets the stage for continued growth. With more modest enrollment growth, and anticipated enrollment recalibration through 2026-27, we have taken a much more conservative approach to our budgeted enrollment target and are planning for a Fall 2024 headcount of 6,131. While there are signs of modest year over year growth, current trends are trailing our projected resident full time equivalent students (rFTES) increase of 2.6% incorporated into our planning. Given this variability as we identify new trends, we have proactively set aside funding to help cover potential enrollment shortfalls.

We continue to be considerably below our CSU funded annual Resident Full-Time Equivalent Student (FTES) target of 7,375. Given the current trajectory to be lower than the -10% enrollment recalibration threshold, we anticipate our enrollment target (and associated state appropriation funding) will be reduced by 5% in 2025-26 which is projected to result in our state appropriation being reduced by \$3.4m.

Cal Poly Humboldt Operating Fund - Baseline Enrollment Projections	2023-24 Budget	2023-24 Actuals	Final 2024-25 Budget
Academic Year Enrollment Projections			
Resident FTES	5,035	4,942	5,262
WUE FTES	200	206	200
Out-of-State FTES	75	74	75
International FTES	20	17	20
Total Academic Year FTES	5,330	5,239	5,557
<i>Total Academic Year Headcount</i>	<i>5,595</i>	<i>5,726</i>	<i>5,836</i>

Cal Poly Humboldt Operating Fund - Baseline Enrollment Projections	2023-24 Budget	2023-24 Actuals	Final 2024-25 Budget
Academic Year Resident FTES	5,035	4,942	5,262
Summer Resident FTES	235	226	200
Total Annual Resident FTES	5,270	5,168	5,462
<i>% Below System Target</i>	<i>30.7%</i>	<i>32.0%</i>	<i>25.9%</i>

Other Adjustments

See "Department Allocated Fee/Revenue" and "Polytechnic Budget" expenditure budgets section below for more information related to these revenue adjustments.

Expenditure Budget

Expenditure Budget - Incremental Changes	URPC		
	Recommendation	Change	Final Budget
Prior Year Expenditure Budget	158,666,757	-	158,666,757
Compensation & Benefit Costs	14,068,263	376,252	14,444,515
Financial Aid	(250,000)	1,767,000	1,517,000
Required Costs & Priorities		-	
Department Allocated Fee/Revenue	236,073	738,527	974,600
CO Program Earmarks	206,000	1,296,000	1,502,000
University Wide Costs (Utilities: \$700k, Insurance: \$500k)	1,200,000	-	1,200,000
2023-24 Campus Priorities (Stabilize Athletics One-Time Funding)*	935,000	(819,000)	116,000
2024-25 Campus Unallocated Base	-	225,485	225,485
Polytechnic Expenses	-	7,824,000	7,824,000
Reduction Planning	(8,287,263)	(41,737)	(8,329,000)
Total Expenditures Budget	166,774,830	11,366,527	178,141,357

Financial Aid

The ~\$1.7m increase in financial aid is attributed to the State University Grant (SUG) program. The SUG program provides need-based awards to eligible undergraduate and graduate/post baccalaureate students. Traditionally, there is more need than SUG available, so CSU campuses are only guaranteed 95% of the previous year's SUG amount and the remaining 5% is redistributed to campuses with the most unfulfilled need. In 2024-25, system-wide SUG increased due to funding from the tuition rate increase and tuition from funded enrollment growth.

In 2024-25, rather than an expected 5% redistribution decrease, Cal Poly Humboldt demonstrated an unfulfilled need and received additional state appropriation to partially cover SUG awarded to students. The remaining unfunded portion is covered by campus enrollment growth and tuition rate increases revenue.

Department Allocated Fee/Revenue

Other budgeted revenue and expenses, such as cost recovery or fee revenue (e.g. materials, services, & facilities (MSF) fee) that directly support an area's instruction or operations.

CO Program Earmarks

A summary of CO allocations received intended to support activities and programs.

CO Program Earmarks	URPC		
	Recommendation	Change	Final Budget
Project Rebound	180,000	130,000	310,000
Accommodations (Support for Students with Disabilities)	26,000	-	26,000
Graduation Initiative & Student Success (GI2025)	-	419,000	419,000
Title IX & Anti-Discrimination Programs	-	500,000	500,000
NAGPRA & Cal NAGPRA Compliance	-	150,000	150,000
Veteran Tuition Waivers	-	97,000	97,000

Total Expenditures Budget**206,000****1,296,000****1,502,000****2023-24 Campus Priorities**

With the refined 2024-25 budget outlook, the campus prioritized limiting allocations to mandatory campus needs due to the shift in the enrollment trajectory. Therefore, the university did not allocate any base funding for ADA accommodations. The CO earmark and campus one-time allocation will support the projected resources needed for CDRC to manage ADA accommodations in the academic year. Due to the intercollegiate athletics Operating Fund (HM500) budget being the primary source of funding for personnel, the university allocated \$116,000 to ensure the department aligned with URPC and campus parameters to avoid layoffs.

Polytechnic Budget

It is with great excitement I share with you our accelerated [Polytechnic Year 4 Funding Request](#) was approved! Our transition efforts are reflected by the robust capital projects, the modest enrollment growth, and the implementation of polytechnic academic programs last fall. While we are grateful for the continued investment in our transformation, our build of polytechnic needs to align with our scaled growth which requires us to be fiscally prudent in our transformational efforts.

Ongoing Polytechnic Budget	Final Budget
Academic Programs Buildout	3,860,000
Student Recruitment and Retention	1,925,000
Communications, Marketing, and Branding	1,072,000
Infrastructure	967,000
Total Expenditures Budget	7,824,000

Reductions

The University has achieved the URPC recommended \$8.3m reduction for the 2024-25 fiscal year. Each division will present during the fall semester on the specifics of their reductions to the campus community. While challenging, through broad engagement and proactive planning we now have a balanced budget. The thoughtfulness and assessment to minimize impacts to students and colleagues is to be commended. Thank you for your continued commitment to our University as we navigate challenging times.

CSU Budget Planning

At a system level, budget planning for 2024-25 is well underway and the CSU will be finalizing the 2024-25 budget request to the State at the September Board of Trustees (BOT) meeting. The Governor's final budget indicated a few positive but also concerning items which are important for the campus to work through strategically and collectively. The Governor signaled the potential of multi-years of deferred compact and a \$397m reduction to the CSU state appropriation for 2025-26. At the next CSU BOT meeting, the CSU is presenting a proposed budget. The approved budget will be a critical resource in our collective budget planning when we kick off 2025-26 budget planning the week of September 16th.