

University Senate

Meeting Minutes for Tuesday, December 3, 2024

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

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

Members Present

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

Members Absent

Cappuccio, Holliday, Singleton, Tillinghast

Guests

Carmen Bustos-Works, Adrienne Colegrove-Raymond, Deserie Donae, Bethany Gilden, Cameron Allison Govier, Bella Gray, Kendra Higgins, Mike Le, Peggy Metzger, Patrick Orona, Raven Palomera, Kimberly White, Jeanne Wielgus

Announcement of Proxies

Peggy Metzger for Holiday, Cruz for Singleton

CFA Interruption Statement

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

Approval and Adoption of Agenda

M/S (McGuire/A. Thobaben) to amend the agenda to remove the items 7.1, 11, and 13.

Motion to amend the agenda passed without dissent.

M/S (Lancaster/Perris) to adopt the agenda as amended.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from November 12, 2024

M/S (Virnoche/Sterner) to approve the minute from November 12, 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 on the General Consent Calendar.

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

No Report.

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)

UPC has been looking at the Policy on Policies.

University Resources and Planning Committee (URPC)

Written report attached

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

At the last AS Board meeting, AS passed revised bylaws and policies. This reduced the AS Board from 19 to 8. They passed a resolution of disapproval of Governor Newsom's veto as AB 2586. They have a new Administrative VP, and President Singleton is stepping down at the end of the semester.

California Faculty Association (CFA)

CFA met with President Spagna to talk about some of the health care issues with Delta Dental and about childcare services.

Office of Diversity, Equity, and Inclusion (ODEI)

No report

Emeritus and Retired Faculty and Staff Association (ERFSA)

No report

Labor Council

No report

Staff Council

Staff Council is having their quarterly report-out tomorrow at noon.

President's Administrative Team (PAT)

President Spagna reported planning a joint venture between the University Senate and the Associated Students about an affordability summit for students in the spring to tackle cost of attendance and ensure that our students graduate with little or no debt.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Senator Aghasaleh made the following remarks:

Thanks for giving me a few minutes to share something that's been weighing on me, and I know others in the community feel the same. I'm a regular listener of KHSU 90.5, and normally, I'm really proud of what this public station brings to Humboldt. However, I've been shocked and honestly disappointed to hear *The Talk Humboldt with Tom and Keith* airing, with former President Tom Jackson, Jr. as a co-host eight months after campus lost confidence in his leadership.

Let's not forget, it was back in April that the Cal Poly Humboldt faculty took the unusual but necessary step of passing a "no confidence" vote against Jackson. This was not some casual decision. It followed a pretty intense moment on campus. When students peacefully protested for Palestinian lives in Siemens Hall, President Jackson's administration responded by calling in a large, armored police presence. This wasn't a simple call to campus security; multiple law enforcement agencies showed up in full body armor and riot gear, escalating things to the point where students and faculty were actually injured. This was not just a lapse in judgment—it was a complete failure in leadership.

The resolution from the faculty, passed in April, lays it all out. The call for Jackson's resignation came because his actions showed a huge disconnect from the values of our campus. His approach didn't support the students or foster safety—it did the opposite. Furthermore, Jackson resigned in the summer of 2024. For KHSU to continue to give him a platform, as though nothing happened, feels like a slap in the face to everyone affected by that incident, and honestly, to our whole community.

KHSU is supposed to represent Humboldt. So why are we still hearing Jackson's voice, after everything? Continuing to broadcast him as if he still speaks for us is confusing, frustrating, and feels disrespectful to everyone who was here during that time. For many of us, hearing his voice on air is a reminder of his failure and the harm caused, not only to those directly involved in that day but to the campus as a whole.

I'm asking KHSU to reconsider this programming choice. Our public station should be a place where we feel represented, not where we're reminded of past harm. Thanks for listening, and I hope we can move forward with voices that actually align with the values of our community.

President Spagna reported that KHSU will be pulling those broadcasts, and will hopefully be doing a feature on the Pelican Bay programs.

Senator Ramsier made the following remarks:

I just want to bring an issue to attention that I've become aware of recently, and I'm not sure how many other folks on campus realize this.

We all know that The Faculty Association fought hard for raises that were put in place this academic year. One of the things that happened is the ranges for each of the lecturer categories were changed. So, we have Lecturer A, B, C, and each of those lecturer categories has a salary range, lowest to highest. Within those ranges, faculty get placed at certain salaries with steps above the minimum. So, if we bring on a new lecturer, their experience is evaluated and they're placed a certain amount above the minimum, depending on their years of experience.

What happened when the salary adjustments came into play is that the floor was raised. The lowest that you could be was raised for each of the lecturer categories. What that effectively did was erase all of the steps. If you were a little bit above the minimum, you weren't moved up still a little bit above the minimum. It just raised everyone to the lowest point. So what we essentially have now is lecturers who've been teaching for five, ten years that are now at the very bottom salary of their lecturer category.

We have no way to resolve this. When we approve salaries for the year, department chairs get those salary placements in April for the following Fall. When we got these in April, they didn't have the salary increases in them yet. So, we still saw the tiering amongst our lecturers as it was at that time. Then the new salary adjustments came in place for the Fall, we didn't see those forms again. We had no idea there was an issue. Now I'm noticing this when I see the salary placements for my lecturers coming into Spring. Lecturers that have just started are at the same rate as people who've been teaching with us for five, six, seven, ten years.

We're told that we can't fix the salaries because you can't make a salary adjustment mid-year. So now we have a lot of inequities amongst our lecturers and no way to fix it for this year. We can fix it for one-year employees starting next Fall, but apparently we can't fix it for employees who are on three-year contracts until their next three-year contract is up. At least this is what we're being told. I've tried to bring this up and work with APS on it. There's been some movement on some folks that haven't taught for a while, but I think this is a systemic issue.

I think lecturers are noticing a raise and might not even realize that they're at the bottom now and they used to not be. I think departments that don't have enough lecturers to notice this tiering might not realize what happened. I just wanted to bring this to attention. I am told that there is one way we can address it, and that's if the President of the University creates a policy to address this at a University—not an individual—level. President Spagna, I didn't know if you're aware of this, but this is what I'm being told. That's all I have to say. Thank you.

Resolution on Amended Priority Registration Policy (04-24/25-APC – December 3, 2024 – Second Reading)

Senator Evans spoke about the resolution, saying little to no changes have been made from the first reading. He said that the conversation about adding additional groups to priority registration, and that change wasn't made. The policy allows any group of students to request to have early registration.

Senator Evans spoke in favor of the resolution, saying it will help students seeking to participate in shared governance. Senator Virnoche spoke in favor, saying she supports anything we can do to help students navigate schedules to be involved in leadership. Chair Woglom spoke in favor of the resolution, saying that it addresses one of the first concerns brought up by AS this year.

Senate vote to approve the Resolution on Amended Priority Registration Policy ***passed without dissent.***

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

Nays: none

Abstentions: Capps, Cappuccio, Holliday, Silvaggio, Tillinghast

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

Discussion Item: Campus Climate & Wellbeing Stewards

Chair Woglom and Kathy Hudson gave the attached presentation. Chair Woglom emphasized that after-action reports will be released, but it appeared there would be no formal investigation by the university, as was requested in resolution 28-23/24-EX, passed at the May 7, 2024 meeting.

Provost Capps suggested that, after these after-action reports are released, review them with various groups on campus to write responses to them and send these responses to the President. This could include how these events impacted people, and their recommendations. Senator Benavides-Garb said that ODEI has been leading similar listening groups, so has the capacity to lead or assist this.

Senator Burkhalter said the after-action reports are legally mandated and will likely say that the university's actions were legal. They are very unlikely to provide any answers that we're looking for.

Senator Aghasaleh said that it's important to include people who were harmed early in the decision making process for this, so that they feel like this is about healing and not about absolving the administration. They added that not doing the independent investigation sets a dangerous precedent.

M/S (Virnoche/Burkhalter) to adjourn

Meeting adjourned at 4:47 PM

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Individual Course Change

[FISH - 474 - 24-2677 - Course Change/Reactivation Form](#) - Proposed change: Change course title from "Conservation Genetics of Fish and Wildlife" to "Conservation Genomics of Fish and Wildlife" to align with contemporary terminology in the field.

New CBMP Critical Race, Gender and Sexuality Studies BA + Environment & Community MA

[BA in Critical Race, Gender, and Sexuality Studies + MA in Environment and Community - 23-2336](#).
Existing CBMP being submitted with the Environment and Community elevation.

Environmental Science and Management Program Changes

[24-2489 - Environmental Science and Management, Environmental Planning and Policy, B.S. - Change Concentration/Emphasis Requirements](#) - Combine the 'Ecology and Management' group of restricted electives (choose 1) and 'Approved Electives' group (choose 1) into a combined list of restricted electives called "Approved Upper Division Electives" with a note that says: Complete two courses from the preapproved list below in consultation with major advisor. Substitutions must be pre-approved by major advisor. The two elective courses must add up to at least 6 units. This change to the ESM Planning and Policy concentration will give students more flexibility with their upper division electives, by streamlining two groups of restricted electives into a single group of restricted electives. NB: In the original proposal that the Associate Dean approved, GEOL 308 was listed as an elective; however, GEOL 308 will not be offered regularly, so ESM has swapped GEOL 303 into the list rather than GEOL 308. GEOL approves this swap.

[24-2508 - Environmental Science and Management, Geospatial Science Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - Add GSP 272 to lower division requirements as an alternative ("or") to GSP 270 to provide students more course options and decrease time to graduation.

[24-2510 - Environmental Science and Management, Ecological Restoration Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - Replace graduate-level WSHD 558 (advanced climate change and land use) with undergrad level WSHD 458 (Climate Change and Land Use) in the list of Approved restricted electives. The WSHD 558 was a typo in the curriculum, so this will fix the error.

[24-2507 - Geospatial Analysis Minor - Change Minor Requirements](#) - Add GSP 272 as an alternative ("or") to GSP 270 to provide students more course options and decrease time to graduation.

Mathematics Minor Change

[Mathematics Minor - Change Minor Requirements - 23-2418](#): 1. Change the requirement "MATH 245" to "MATH 210 or MATH 245." 2. Change minimum number of upper division units from 6 to 7. First

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change makes the minor more accessible to CHEM, ENGR, and PHYX majors; second change is a more honest description of the requirements.

Mechanical Engineering Program Change

[Mechanical Engineering, B.S. - Change Core Requirements - 23-2528](#) - **Proposed Changes:** 1) Remove ENGR 322 (4 units); 2) Add one unit to each of these courses: ENGR 317, ENGR 417, ENGR 464, and ENGR 430 (new course number for ENGR 430 will be ENGR 340); 3) Remove the "Life Science Elective" requirements from the 'Major Elective Program' requirements (reduces major elective requirement by 3 units, thereby reducing required major units from 96 to 93); 4) Add CS 444 to the list of "Engineering Design List B" electives; 5) Change a few prerequisites for greater flexibility; and 6) Change ENGR 465 to 365.

[ENGR - 210 - Solid Mechanics: Statics - Course Change - 23-2527](#) - Add PHYX 109 as a prerequisite. This was accidentally left off of the last course change proposal. Updated prerequisites will be MATH 109 or MATH 109C or Calculus I and PHYX 109.

[ENGR - 317 - Dynamic Systems and Vibrations - Course Change - 23-2535](#) - **Proposed Changes:** Increase units from 3 to 4 by adding one lecture hour per week (previously 2 hours per week); increasing prereq content taught in this UD course. Change prerequisites: remove MATH 210, ENGR 205, and PHYX 211; add ENGR 326 (Prerequisites will be: ENGR 210 and ENGR 326).

[ENGR - 330 - Mechanics and Science of Materials - Course Change - 23-2538](#) **Proposed Changes:** Change MATH 210 from a prerequisite to a corequisite for greater flexibility, Prerequisites will be CHEM 109 and ENGR 210; corequisite will be MATH 210.

[ENGR - 331 - 23-2539 - Course Change - Thermodynamics and Energy Systems I](#) **Proposed Changes:** Add ENGR 205 as prereq; change MATH 210 from prereq to coreq. Updated requirements will be PHYX 109 and ENGR 205 as prerequisites and CHEM 109 and MATH 210 as corequisites.

[ENGR - 417 - Heat and Mass Transport Processes - Course Change - 23-2529](#) - **Proposed Changes:** 1) Increase units from 3 to 4 by adding one lecture hour per week to cover previous prerequisite content in this upper division course. 2) Remove ENGR 322 as prerequisite and change ENGR 326 from a corequisite to a prerequisite; updated prerequisites will be ENGR 326, ENGR 331 and ENGR 333.

[ENGR - 421 - Advanced Numerical Methods for Engineers I - Course Change - 23-2542](#) - **Proposed Changes:** Remove ENGR 313 and ENGR 326 as prerequisites; add ENGR 416 OR ENGR 417 as prerequisites. Updated prerequisites will be ENGR 416 or ENGR 417.

[ENGR - 430 - Manufacturing I - Course Change - 23-2540](#) - **Proposed Changes:** 1) Increase units from 3 to 4 via one additional lecture hour per week to cover previously-prerequisite content; 2) Change prerequisites **from** ENGR 123 and ENGR 2330 **to** ENGR 123, ENGR 205 and ENGR 330; removing major-specific prereq; 3) Change course number from ENGR 430 to ENGR 340.

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[ENGR - 433 - Advanced Manufacturing Processes - Course Change - 23-2543](#) - **Proposed Changes:**

Remove ENGR 430 corequisite (this course is changing number to ENGR 340) and add ENGR 340 (4 units) (previously ENGR 430, 3 units) as a prerequisite. Also removing prereq for majors only.

[ENGR - 464 - Measurements, Instrumentation, and Control - Course Change - 23-2544](#) - **Proposed**

Changes: 1) Increase units from 3 to 4 via one additional lecture hour per week to cover previously-prerequisite content. 2) Remove ENGR 322 and ENGR 326 prerequisites (prerequisites will be only ENGR 317 and PHYX 315); remove majors-only prereq.

[ENGR - 465 - Machine Design - Course Change - 23-2541](#) - **Proposed Changes:** 1) Remove prerequisites ENGR 322, ENGR 317, and ENGR 226; add ENGR 340 (4 units)(changed from ENGR 430, 3 units); remove majors-only prereq; sole prerequisite will be ENGR 340. 2) Change the course number from ENGR 465 to ENGR 365.

[ENGR - 468 - Materials Processes - Course Change - 23-2545](#) - **Proposed Changes:** Remove prerequisite ENGR 210; add prerequisite ENGR 205; remove majors-only prereq. Updated prerequisites will be ENGR 205 and ENGR 330.

Philosophy Program Change

[24-2675 - Philosophy, B.A. - Change Core Requirements](#) - **Proposed Changes:** Add two new Philosophy courses--PHIL 305W - Bioethics and PHIL 308 - Philosophy of Technology--to UD elective options. No change to major unit requirements. **Rationale:** These two classes address emerging and conflicted issues in the arena of science and technology, from the philosophical perspective. They provide students in a polytechnic context to reflect critically on the science- and technology-based futures that they are preparing for.

[PHIL - 305W - 22-2083 - New Course - Bioethics](#). New UD Arts/Humanities (Area 3) course. **Course Description:** A close study of issues in medical practice, research and technology. Possible topics include abortion, cloning, surrogacy, the responsibilities of service providers, and other issues of health justice. **Rationale:** Insofar as we are now a polytechnic university, it is important to offer curriculum that interrogates moral and ethical issues in relation to technology as it bears on health care, reproductive care, and end-of-life care. This course is designed to serve that purpose.

[PHIL - 308 - 21-1658 - New Course - Philosophy of Technology](#). New UD Arts/Humanities (Area 3) course. **Course description:** Critical examination of philosophical issues surrounding the concept of technology, such as: The nature of technology, Does/can technology dehumanize? Ethical, social and political issues about technology and political subjects. **Rationale:** The proposal represents the Philosophy Department's effort to provide curricula that supports the mission of the polytechnic.

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CAL POLY HUMBOLDT

University Senate Written Reports, December 3, 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): 11/20/24

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

Priority Registration Policy

The committee reviewed a request made during the first reading to add SI leaders to day one registration groups. The committee determined that SI leadership should utilize the existing policy framework to request priority registration status. The policy will go for a second reading in the December 3 Senate meeting without any additions.

Course Numbering Policy

The Committee is reviewing and revising the Course Numbering Policy to align the language and enumeration with the upcoming CSU systems changes in General Education. Committee member Alderson will research policies at other campuses and consult with the Graduate Council regarding courses in blended programs.

The Committee will meet again on December 4, 2024.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: no report

Constitution and Bylaws Committee


Submitted by Rouhollah Aghasaleh, CBC Chair

CBC Members: Sarita Ray Chaudhury , Jill Anderson, Kimberly Stelter, Kristan Lamb, Chris Harmon, Wysdem Singleton

Meeting Date(s): Nov 18, 2024

CoC Subcommittee: Chris Harmon, Provost Capps (delegate: Kim White), VP Holliday (delegate Peggy Metzger), VP Gordon (delegate Tawny Fleming), Hallie Lepphaille , Whitney Ogle , Stephanie Burkhalter , Kimberly Stelter, Wysdem Singleton (advisor: Kendra Higgins).

Meeting Details: The Committee and CoC sub-committee have generated the following documents regarding MPP Hiring and drafted a Committee Policy for the Senate comments. Please, see this folder and contact the Chair with questions, suggestions, or concerns.

 Shared w/ Senate

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): 11/13 (meeting cancelled 11/20)

Meeting Details: The committee reviewed feedback from the first reading of the draft of the early tenure language revision for Appendix J.

- Made a few minor edits to the language and added a timeline to the slide deck
 - Discussed plan for the second reading.
 - Developed a plan to support the proposal when it goes out for faculty vote. We will include an introductory paragraph and the slide deck to allow faculty to explore the process and application of the proposed changes in greater depth.
 - Reviewed the draft Post Tenure Review policy and determined the need of an accompanying for before sending to the chairs for feedback.
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Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair

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

Meeting Date(s): Tuesday, November 19, 2024

Meeting Details:

Agenda Item	Notes
A. Approval of the minutes from the meeting of November 5, 2024	
B. Approval of Meeting Agenda for 11/19/24	
C. Discussion and Voting - Process Check <ul style="list-style-type: none"> ○ Norms and Guidelines ○ APP Question for Consideration: Formal voting? 	
D. Information Item: <ul style="list-style-type: none"> ○ Environment and Community - Master of Arts - 23-2314 - Concentration Elevation will be submitted to CO <ul style="list-style-type: none"> i. Approved resolution: Environment and Community Masters of Arts - Approved by Senate on March 26, 2024 and recorded in the Senate Minutes ○ Blended Program Resolution Draft: CRGS and E&C will be moving to senate <ul style="list-style-type: none"> i. BA in Critical Race, Gender, and Sexuality Studies + MA in Environment and Community - 23-2336 - New CBMP Proposal (Approved by ICC last year, has been sitting at senate) 	
E. Consent and Voting Action Calendar - Voting Items Discussion + Voting	
Consent Calendar: <ul style="list-style-type: none"> ● FISH - 474 - 24-2677 - Course Change/Reactivation Form - Proposed change: Change course title from "Conservation Genetics of Fish and Wildlife" to "Conservation Genomics of Fish and Wildlife" to align with contemporary terminology in the field 	
Voting Action Calendar Direct Link - Discussion + Voting	
Anthropology Changes <ul style="list-style-type: none"> ● ANTH - 330 - 24-2622 - Course Change - Method and Theory in Biological Anthropology - Proposed Changes: 1) Update course description to better match course content. 2) Change grade mode to give students more choices. 3) Change c-classification from C2 to C5 to match the way the course has been taught since it began and to match other ANTH seminar courses. 4) Add UD Area 5 certification. 	

Agenda Item	Notes
<ul style="list-style-type: none"> ● ANTH - 350 - 24-2634 - Course Change - Method and Theory in Archaeology - Proposed Changes: 1) Update course description to provide more detail about what the course entails. 2) Remove an unnecessary prerequisite. 3) Add UD Area 5 GE designation. 	
<p>Discussion item: Course Numbering System</p> <ul style="list-style-type: none"> ● Consideration: Policy revision needed to meet our current needs? ● Course Numbering Policy 	<p>Related to ANTH changes</p>
<p>Environmental Science and Management Program Changes 24-2489 - Environmental Science and Management, Environmental Planning and Policy, B.S. - Change Concentration/Emphasis Requirements - Combine the 'Ecology and Management' group of restricted electives (choose 1) and 'Approved Electives' group (choose 1) into a combined list of restricted electives called "Approved Upper Division Electives" with a note that says: Complete two courses from the preapproved list below in consultation with major advisor. Substitutions must be pre-approved by major advisor. The two elective courses must add up to at least 6 units. This change to the ESM Planning and Policy concentration will give students more flexibility with their upper division electives, by streamlining two groups of restricted electives into a single group of restricted electives. NB: In the original proposal that the Associate Dean approved, GEOL 308 was listed as an elective; however, GEOL 308 will not be offered regularly, so ESM has swapped GEOL 303 into the list rather than GEOL 308. GEOL approves this swap.</p> <ul style="list-style-type: none"> ● 24-2508 - Environmental Science and Management, Geospatial Science Concentration, B.S. - Change Concentration/Emphasis Requirements - Add GSP 272 to lower division requirements as an alternative ("or") to GSP 270 to provide students more course options and decrease time to graduation. ● 24-2510 - Environmental Science and Management, Ecological Restoration Concentration, B.S. - Change Concentration/Emphasis Requirements - Replace graduate-level WSHD 558 (advanced climate change and land use) with undergrad level WSHD 458 (Climate Change and Land Use) in the list of Approved restricted electives. The WSHD 558 was a typo in the curriculum, so this will fix the error. ● 24-2507 - Geospatial Analysis Minor - Change Minor Requirements - Add GSP 272 as an alternative ("or") to GSP 270 to provide students more course options and decrease time to graduation 	<p>Carried over from 11/5/24 Meeting</p>
<p>Mathematics Minor Change Mathematics Minor - Change Minor Requirements - 23-2418:</p> <ul style="list-style-type: none"> ● Change the requirement "MATH 245" to "MATH 210 or MATH 245." ● Change the minimum number of upper division units from 6 to 7. ● First change makes the minor more accessible to CHEM, ENGR, and PHYX majors; second change is a more honest description of the requirements. 	
<p>Mechanical Engineering Program Change</p> <ul style="list-style-type: none"> ● Mechanical Engineering, B.S. - Change Core Requirements - 23-2528 - Proposed Changes: 1) Remove ENGR 322 (4 units); 2) Add one unit to each of these courses: ENGR 317, ENGR 417, ENGR 464, and ENGR 430 (new course number for ENGR 430 will be ENGR 340); 3) Remove the "Life Science Elective" requirements from the 'Major Elective Program' requirements (reduces major elective requirement by 3 units, thereby reducing required major units from 96 to 93); 4) Add CS 444 to the list of "Engineering Design List B" electives; 5) Change a few prerequisites for greater flexibility; and 6) Change ENGR 465 to 365. ● Related Proposals: 	

Agenda Item	Notes
<ul style="list-style-type: none"> ○ ENGR - 210 - Solid Mechanics: Statics - Course Change - 23-2527 - Add PHYX 109 as a prerequisite. This was accidentally left off of the last course change proposal. Updated prerequisites will be MATH 109 or MATH 109C or Calculus I and PHYX 109. ○ ENGR - 317 - Dynamic Systems and Vibrations - Course Change - 23-2535 - Proposed Changes: Increase units from 3 to 4 by adding one lecture hour per week (previously 2 hours per week); increasing prereq content taught in this UD course. Change prerequisites: remove MATH 210, ENGR 205, and PHYX 211; add ENGR 326 (Prerequisites will be: ENGR 210 and ENGR 326). ○ ENGR - 330 - Mechanics and Science of Materials - Course Change - 23-2538 Proposed Changes: Change MATH 210 from a prerequisite to a corequisite for greater flexibility, Prerequisites will be CHEM 109 and ENGR 210; corequisite will be MATH 210. ○ ENGR - 331 - 23-2539 - Course Change - Thermodynamics and Energy Systems I Proposed Changes: Add ENGR 205 as prereq; change MATH 210 from prereq to coreq. Updated requirements will be PHYX 109 and ENGR 205 as prerequisites and CHEM 109 and MATH 210 as corequisites. ○ ENGR - 417 - Heat and Mass Transport Processes - Course Change - 23-2529 - Proposed Changes: 1) Increase units from 3 to 4 by adding one lecture hour per week to cover previous prerequisite content in this upper division course. 2) Remove ENGR 322 as prerequisite and change ENGR 326 from a corequisite to a prerequisite; updated prerequisites will be ENGR 326, ENGR 331 and ENGR 333. ○ ENGR - 421 - Advanced Numerical Methods for Engineers I - Course Change - 23-2542 - Proposed Changes: Remove ENGR 313 and ENGR 326 as prerequisites; add ENGR 416 OR ENGR 417 as prerequisites. Updated prerequisites will be ENGR 416 or ENGR 417. ○ ENGR - 430 - Manufacturing I - Course Change - 23-2540 - Proposed Changes: 1) Increase units from 3 to 4 via one additional lecture hour per week to cover previously-prerequisite content; 2) Change prerequisites from ENGR 123 and ENGR 2330 to ENGR 123, ENGR 205 and ENGR 330; removing major-specific prereq; 3) Change course number from ENGR 430 to ENGR 340. ○ ENGR - 433 - Advanced Manufacturing Processes - Course Change - 23-2543 - Proposed Changes: Remove ENGR 430 corequisite (this course is changing number to ENGR 340) and add ENGR 340 (4 units) (previously ENGR 430, 3 units) as a prerequisite. Also removing prereq for majors only. ○ ENGR - 464 - Measurements, Instrumentation, and Control - Course Change - 23-2544 - Proposed Changes: 1) Increase units from 3 to 4 via one additional lecture hour per week to cover previously-prerequisite content. 2) Remove ENGR 322 and ENGR 326 prerequisites (prerequisites will be only ENGR 317 and PHYX 315); remove majors-only prereq. ○ ENGR - 465 - Machine Design - Course Change - 23-2541 - Proposed Changes: 1) Remove prerequisites ENGR 322, ENGR 317, and ENGR 226; add ENGR 340 (4 units)(changed from ENGR 430, 3 units); remove majors-only prereq; sole prerequisite will be ENGR 340. 2) Change the course number from ENGR 465 to ENGR 365. ○ ENGR - 468 - Materials Processes - Course Change - 23-2545 - Proposed Changes: Remove prerequisite ENGR 210; add prerequisite ENGR 205; remove majors-only prereq. Updated prerequisites will be ENGR 205 and ENGR 330. 	
<p>Philosophy Program Change</p> <ul style="list-style-type: none"> ● 24-2675 - Philosophy, B.A. - Change Core Requirements - Proposed Changes: Add two new Philosophy courses--PHIL 305W - Bioethics and PHIL 308 - Philosophy of Technology--to UD elective options. No change to major unit requirements. Rationale: These two classes address emerging and conflicted issues in the arena of science and technology, from the philosophical perspective. They provide students in a polytechnic context to reflect critically on the science- and technology-based futures that they are preparing for. ● PHIL - 305W - 22-2083 - New Course - Bioethics. New UD Arts/Humanities (Area 3) and GWAR course. Course Description: A close study of issues in medical practice, research and technology. Possible topics include abortion, cloning, surrogacy, the responsibilities of service providers, and other issues of health justice. Rationale: Insofar as we are now a polytechnic university, it is important to offer curriculum that interrogates 	

Agenda Item	Notes
<p>moral and ethical issues in relation to technology as it bears on health care, reproductive care, and end-of-life care. This course is designed to serve that purpose.</p> <ul style="list-style-type: none"> ● PHIL - 308 - 21-1658 - New Course - Philosophy of Technology. New UD Arts/Humanities (Area 3) course. Course description: Critical examination of philosophical issues surrounding the concept of technology, such as: The nature of technology, Does/can technology dehumanize? Ethical, social and political issues about technology and political subjects. Rationale: The proposal represents the Philosophy Department's effort to provide curricula that supports the mission of the polytechnic. 	
<p>Chancellor's Office Academic Plan (AMP) (Carmen)</p> <ul style="list-style-type: none"> ● 10 year focus and projection of future programming <ul style="list-style-type: none"> ○ Strategic planning ○ Submitted twice annually: January and Summer ● Course Projections discussed and reviewed at APP <ul style="list-style-type: none"> ○ Moving Forward: Applied Humanities - Bachelor of Arts - 24-2526 - Projected Degree Proposal ○ In Process: Critical Agriculture Studies - Bachelor of Arts - 25-2676 ○ Funding Considerations: Forestry - Master of Forestry - 24-2652 - Projected Degree Proposal; Geographic Information Systems - Master of Science - 24-2658 - Projected Degree Proposal 	Information Item
<ul style="list-style-type: none"> ● Media Arts BFA - New Degree - 23-2385 - Proposal updates in process due to concerns that emerged from our discussion on 11/5. These are being addressed. <ul style="list-style-type: none"> ○ Will return to ICC for the 12/10/24 Meeting ● International Education Week: Updates to course syllabus requested will return to consent calendar when submitted. IEW Colloquium ● ICC Resolution International Studies, B.A. (Core) - Suspend Program - Waiting for meet and confer ● Religious Studies Minor - Change Minor Requirements - 24-2686 Will be discussed at ICC meeting on 12/10 in conjunction with the History Package 	Information Item: Updates
<p>F. Reports & Updates - 5 Minutes Each:</p> <ul style="list-style-type: none"> ○ AP/Curriculum ○ CDC ○ GEAR ○ APP ○ APC ○ General ICC 	

University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members:

Meeting Date(s):

Meeting Details: no report

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair

Members:

Meeting Date(s):

Meeting Details: no report

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU standing committee meetings and plenary met November 13-15, 2024 in Long Beach. Senator Burkhalter participated online and Senator Virnoche participated in person. *The next ASCSU plenary will take place January 15-16, 2024.*

Resolutions and Other Documents For Campus Feedback

[These resolutions](#) were presented for feedback from Senators and communication to campuses. The sponsoring committee(s) will revise these resolutions and likely return them to as action items (second readings) at the January 2025 Plenary.

- ☰ 3720 APEP Endorsing Csu Math Council FOR CAMPUS FEEDBACK
- ☰ 3721 FA Resolution On Csu-Wide Budget Transparency FOR CAMPUS FEEDBACK
- ☰ 3722 JEDI Commendation For State Designation Of California Black-Serving Institutions A...
- ☰ 3723 AA First-Year Seminars FOR CAMPUS FEEDBACK
- ☰ 3725 APEP Csu Ge Vs. Calgetc In Csu Policy FOR CAMPUS FEEDBACK

These resolutions were passed at the November 2024 plenary

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

- AS-3710-24/AA Resolution On The Interim Time, Place, And Manner Policy
- AS-3712-24/APEP CSU Response To Delays In The Free Application For Federal Student Aid (Fafsa) Process

- AS-3713-24/JEDI Revision To The Faculty Trustee Nomination And Selection Criteria And Process
- AS-3719-24/Exec In Memoriam Of Dr. Boris Ricks WAIVER
- AS-3724-24/AA CSU Chancellor's Office Student Success Survey For The Year Of Engagement WAIVER

The Chancellor's Office provided responses to resolutions passed in earlier plenaries [May 2024](#); [September 2024](#) In response to AS-3684-24/JEDI/FA: **Academic Senate of the CSU Commends Pell Grant Eligible B.A. Program at Pelican Bay State Prison**, the Chancellor's Office acknowledged the commendation for the implementation of the Cal Poly Humboldt B.A. Program at Pelican Bay State Prison.

Message from ASCSU Chair Betsy Boyd re: Ratification of ASCSU Bylaws Change

As required by the [ASCSU Constitution](#) and according to the process set out in [AS-3715](#), campuses have completed ratification votes on the proposed [amendments](#) to the Constitution adding 3 dedicated lecturer seats. I am pleased to announce that on every campus a majority of votes were in favor of the amendments and a majority of the total votes systemwide were in favor. This exceeds the requirement that "Ratification shall require a majority of the total vote cast in a systemwide referendum and a majority of the votes cast at each of a majority of the campuses." [VII.2]

The amendments have therefore been ratified and now move to consideration for approval by the CSU Board of Trustees.

In anticipation of Board approval, we ask that campuses begin work on any updates to your local processes to elect representatives to the lecturer electorate. If the Board approves the amendments, the electorate will convene in the spring and, by April 15, 2024, select the 3 designated lecturer faculty who will join the ASCSU in Fall 2025. Please see the proposed [amendments](#) for details about eligibility.

Guests who met with the ASCSU During the Plenary

Al Liddicoat, Interim Vice Chancellor, Human Resources, and Hayley Schwartzkopf, Assistant Vice Chancellor, Civil Rights Programming and Services, Sarah Fried-Gintis, Systemwide Director of Academic and Staff Human Resources

Update on Conduct of Concern policy and Title IX ongoing work

- [Civil Rights Vision Mission Values Flyer Final_9.13.24.pdf](#)
- Need to be mindful of location of places for reporting: Some students do not feel that these processes are for them because of where these offices are located, such as in HR offices and or administration buildings (even though 76% of complaints are from students).
- The draft OCC policy has been revised to be less legalistic and to provide a tighter definition of other conduct of concern: conduct that is disruptive but might not warrant (professional) discipline. Made it clear in the document that policy applies to all employees in the CSU. Draft guidance will be shared with ASCSU as soon as it is ready. Past Chair Steffel serves as the ASCSU representative on that committee. Working toward presenting documents to BOT in January and the Joint Legislative Audit Committee (JLAC) by the end of January.
- The guidelines provide directions that allow campuses to plan and implement within their own processes. Some campuses have ombuds and others have reporting through human resources. We have not yet figured out how we evaluate and hold accountable the campuses for implementing OCC.
- Just having a system-wide case management system is going to help with accountability: the Cozen O'Connor report indicated that those past broken links contributed to problems with accountability.
- The OCC does not create new policy in that the content conveys guidelines for work that should already be a part of campus response to issues that arise through human resources and other complaint processes.
- We all need to do the work to make sure people feel "taken care of" in the process: from the tone of templates and all written correspondence to all the interactions.
- Request to eliminate any parts of the process that make it overly complicated and would hinder reporting.
- Hope to have more "trained mediators" available across the system.
- We are required to keep records for 7 years. Establishing a "pattern" considers time between complaints.
- Thanked ASCSU and Faculty Affairs committee in particular for all the guidelines feedback drawing on campus experiences.

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

- **Time, Place, and Manner (TPM):** Continuing the conversation from last time. We were responding to requirements for a system policy from the legislature. We wanted "systemness" in policy. There have been four meetings with bargaining units so far. Each

campus is required to designate a campus-level lead on the TPM policy and they are doing “lunch and learn”. This will be on the November BOT agenda.

- **State Level Government Affairs Engagement** - respecting expansion of doctoral degrees by limiting to professional doctorates, but not pursuing creation of PhD programs.
- **Certificates** - Other institutions are leaning into certificates and certifications as students earn their degrees.
- **Direct Admission Pilot** - Riverside County school system. CSU is offering to qualified candidates direct admission to 10 campuses - removing application barriers.

California Faculty Association Executive Board Member Steven Filling

CFA is hosting a separate “people’s” BOT meeting across the street on the green during the first day of the Board of Trustees meeting in part to object to the treatment of CFA leaders and members during BoT meetings such as the practice during public comment to cut microphones at 60 seconds; being directed to use outside porta potties and not allowed to fill water bottles from drinking fountains in the building.

Marty Alvarado, SOVA Partner, and Lauren Dibble, SOVA Project Director, Strategic Planning for the CSU.

CSU Strategic Plan - Listening Session with ASCSU

SOVA is a national organization for capacity building in higher education and paying attention to the human dimension. Deliver plans to the BOT by September 2025. This is one of their first listening sessions. More info at <https://www.calstate.edu/Strategic-Planning-for-the-CSU>

Jennifer Baszile, Associate Vice Chancellor of Student Success and Inclusive Excellence & Chancellor’s ex-officio representative to the ASCSU, and Dilcie Perez, Deputy Vice Chancellor of Academic and Student Affairs & Chief Student Affairs Officer,

Update on “Year of Engagement”

- **How This Came About:** May 2023 - GI 2025 group was nearing its completion. Need to determine the next iteration of student success initiative. What emerged was more intentional and meaningful engagement and planning for the next steps (Staff, faculty, student experiences with GI 2025 - retrospective full population survey). No other institution is doing this level of research with so many constituencies and across so broad (intersegmental, post graduation, multiple campuses). The CSU strategic planning process is separate for now.
- **Goal 1: Systemwide definition of student success**

- **Goal 2: Create a sustainable and effective student-success framework**
 - **Look Back:** What worked with GI 2025 efforts and why it worked (in x context).
 - Survey created and deployed by Deloitte Consulting

Senators expressed concern that an outside firm-[Deloitte](#)-was used when there are plenty of faculty experts in survey design on the topic of student success who could have at least been consulted. Given the current budget situation facing the CSU, it seems important to not spend funds on outside consultants. The instrument that Deloitte created did not include any elements of student success that were academic; rather Deloitte focused their survey on what kinds of supportive interventions, such as provision of basic needs, made it possible for students to continue to pursue their CSU education.

Associated Students

Submitted by Wysdem Singleton, AS President

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

Meeting Date(s): November 15th and 22nd 2024.

Meeting Details:

At the most recent meeting of the Associated Students Board of Directors, significant updates and decisions were made. Firstly, the board successfully passed its revised bylaws and policies, ensuring that the organization's governance structures remain up-to-date and reflective of current needs.

Additionally, the board approved two impactful resolutions, both introduced by the Legislative Vice President:

1. **Resolution No. 2024-22-01:** This resolution formally expresses the Associated Students' disapproval of Governor Gavin Newsom's veto of Assembly Bill 2586, also known as the *Opportunity for All Act*. The resolution underscores the organization's commitment to advocating for inclusive policies that support equity and opportunity for all students.
2. **Resolution No. 2024-30-02:** Titled *An Act to Repeal Outdated and Improperly Passed Resolutions Affecting Bylaws and Governing Documents*, this resolution aims to streamline and improve the integrity of the organization's governing documents. By repealing outdated or improperly enacted resolutions, Associated Students seeks to ensure its policies are clear, consistent, and aligned with current organizational goals.

Furthermore, Associated Students welcomed a new Administrative Vice President, Celena Linares, to the executive team. This appointment marks an important step in strengthening leadership within the organization. It was also announced that President Singleton will be stepping down from their role at the end of the semester.

California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

Office of Equity, Diversity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: No Report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: no report

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

Staff Council

Submitted by Senator Sulaina Banks

Members:

Meeting Date(s):

Meeting Details: no report

University Resources and Planning Committee

Submitted by

Jaime Lancaster, URPC Faculty Co-Chair.

Members

Jenn Capps, Jaime Lancaster, Rosanna Overholser, Dave Janetta, Ramesh Adhikari, Steven Margell, Nate Cacciari-Roy, Jeffrey Cane, Mike Fisher, Chrissy Holliday, Mark Johnson, Wysdem Singleton, Samuel Ramos, Sarah Long, Patrick Orona, Melanie Bettenhausen, Kevin Furtado, Kendra Higgins, Michael Le, Brigid Wall.

Past Business

Divisional updates

Last Spring, the URPC asked representatives from each of the seven campus divisions to present to the URPC and campus about their priorities, plans for budget reductions, and possible implications. This semester, we have invited them back to hear about the results of the budget reduction. Leadership from each division is joining us to talk about the reductions taken, the reduction process, and the impact on their division.

So far, we've heard from the President's Office, Administrative Affairs, Enrollment Management and Academic Affairs. You can view their presentations by following the above links.

Current Business

Last year, the URPC established a set of guiding principles to use when making budget recommendation decisions. Following those principles are a set of reduction planning parameters that will guide our recommendations when facing budget reductions. These principles and parameters are listed below.

URPC Guiding Principles

Resource allocation planning and decisions will be data-informed, incorporate an equity lens, and align with the Purpose, Vision, Core Values & Beliefs of the University.

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

URPC Reduction Planning Parameters

The following parameters will guide reduction planning efforts:

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

Upcoming Business

Defining Budgetary Priorities

The URPC has been working on a list of budgetary priorities that can be used when comparing budgetary alternatives. Jaime attended the PAT meeting on 11/18/24 to collaborate with that group on these priorities and is looking forward to taking their ideas back to URPC.

Divisional Updates

Your next opportunity to engage with the URPC is Friday, December 6, when we will hear from the division leads of Advancement and Athletics.

Campus community members wishing to attend the divisional presentations and participate in the Q&A following each brief presentation are invited to join us via Zoom [here](#). Looking forward to seeing you when we get back from break for the final set of presentations.

Hey Cal Poly Humboldt,

I hope y'all had a restorative break. I slept so much. Maybe too much. I think I skipped a whole day in there somewhere, and the email pile is commensurate.

My chair report today reflects the thinking of a small group of colleagues, consisting of Associated Students President Wysdem Singleton, Athletics Advisory Student Representative Megan Janikowski, Staff Council Chair Kathy Hudson, Provost Jenn Capps, and myself. We are calling our team "Campus Climate and Well-Being Stewards."

Our intention herein, and in the Senate meeting later today, is to prep y'all for a series of collaborative conversations and actions that we hope to help foster in the coming months in relation to the protests and related events that occurred on and off campus in the weeks following April 20th, 2024, and to seek material feedback regarding how the campus community would like for us to proceed, prior to any actions of conversations being undertaken.

I'm going to start by setting the stage of what has occurred thus far. Much of the writing that follows borrows heavily from notes taken by our colleague Dr. Lisa

At the onset of the Fall semester, President Spagna convened an ad hoc working group that initially and intentionally consisted of the

- President's Administrative Team (PAT): a group of Cal Poly Humboldt administrative institutional leadership;
- Two Student Representatives: Associated Students President Wysdem Singleton and Student Athlete Advisory Committee President Megan Janikowski,
- Staff Council Chair Kathy Hudson;
- and two members of the faculty, Provost Chair Advisory Council representative Dr. Lisa Tremain, and myself as Senate Chair

Our charge, as we understood it, was to assist the President in understanding what took place in weeks following April 20th and to plan for how we might engage the campus in meaningful dialogue about the protest and related actions that impacted the campus community.

This ad hoc working group met three times in the early weeks of the semester (9/16, 9/26, and 10/3). During those convenings, members of the PAT leadership, led by VPs Holliday and Gordon, presented structures and policies relevant to the protest and its handling as they had existed and how these structures were expected to work during an emergency. This included presentations on the Emergency Operations Center (EOC) structure and processes and the student code of conduct, inclusive of updates regarding ongoing student conduct cases/deliberations.

Following the last of these meetings, Dr. Tremain conveyed feedback to President Spagna, Adrienne Colegrove-Raymond (a vocal leader on campus and in those meetings), and myself via email, that faculty members she had shared the content of those meetings and discussions

with had been concerned by the makeup of the ad hoc group (largely consisting of the administrative team that had led aspects of the protest response in the Spring) and the content of the proposed presentations (this is less polite and more editorial than Lisa framed it, but, defensive, boilerplate reductions of harmful experiences).

In response to this feedback, President Spagna sought to decentralize and reframe the initiative to engage the campus community in dialogue around experiences from the Spring of 2024. He encouraged the development of the “Campus Climate and Well-Being Stewards” (we made up the name via email chain) as a group that would help to work out the logistics of dialogue, rather than lead the initiative in a top-down way.

He described his intention in a broader reset email on October 29th, 2024, entitled “Empowerment through Inclusivity, Transparency, and Communication”:

Campus Climate and Well-Being Stewards: A group of faculty, staff, and student leaders whose charge is to find and engage outside facilitators this semester to begin community conversations, reflections on the events of April, and working together to build trust and affirm care across our community. These reflections will involve broad information sharing of after-action reviews; conversations about lessons learned; and action planning for supporting future efforts. This group is meant to be responsive to the needs of campus constituencies and is not a standalone decision-making body. The members will help to gather campus feedback and then develop programming and logistics based on what is expressed. Please don't be shy with thoughts and feedback.

Since October 29th, our group has met four or five times. These meetings have been emotionally charged and meaningful, but our progress towards action items has been admittedly slow. We are already at the beginning of December, and though I swear we have been working on it, there has not been thorough and public accounting for the events of the Spring. With that said, we want to give the following updates/thoughts:

- Beginning with the Senate Meeting on December 3rd, and continuing through multiple meetings with constituencies across campus, we will be asking for help in determining what kind of facilitated dialogue we hope to affect with outside facilitators. Kathy Hudson has done really thoughtful work to consider what questions should be asked in informing our discussions.
- This dialogue will include discussion of the After Action Report of the Emergency Operations Center (“employees who represent departments from across campus” who are “tasked with making recommendations on operations, planning, logistics, administration, and communications to the decision-making body called the Policy Management Group (PMG)”) and After Action Report of the Incident Command (a group “composed of trained staff and law enforcement officials who are tasked with coordinating university emergency services, whose first priority is public safety”).

These reports are required by law in order to be compliant with the Standardized Emergency Management System (SEMS) of California, and the National Incident Management System (NIMS). They represent two very specific and automatically biased interpretations of the events that are written in the manner of legally required government documents, and, as such, will automatically be unsatisfying to readers with personal stakes and alternative views. They should not drive our campus' understanding of the events. They will be released at some point during these discussions, because submission of reports without broad transparency is never ethically advisable, but we hope to think of them as two of many records of these experiences, and not our institutional position on what happened.

- This is mostly from jim: I think we need to “rip a band-aid off”. During the May 7th Senate meeting (it was a doozie, if you’ll remember) the Senate overwhelmingly passed a “Sense of the Senate Resolution on An Independent Investigation into University Decision Making related to the April 22, 2024 Protest Actions”, which was then supported through votes by the ASCSU and ERFSA. No resources have been allocated to such an investigation, and it is increasingly unlikely that such an investigation will be forthcoming, and
- Thus it falls to us, all of us, to develop and enshrine an understanding of the shared impact, inclusive of qualitative documentation of personal experience, of what happened this Spring. We as a Senate then need to make sure that strongly written, binding policy disallows the mistakes that allowed harm to happen to our community on so many levels.

I know that’s a lot. A colleague recently asked me “why are we doing this?”, and, honestly, I don’t think I have a good answer yet. I just know that I want to live in a community that cares for each other and works towards educating each other so that we can improve our shared world, and I don’t think we can get there without having talked through these hard things.

Thanks to all y’all for all you do to make this University run for each other,
jim (with lots of help from Lisa and the Campus Climate and Well-Being Stewards)

**CAL POLY HUMBOLDT
University Senate**

Resolution on an amendment to the Priority Registration Policy

04-24/25-APC —December 3, 2024 — Second 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 04-24/25-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

- 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 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

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

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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
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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:

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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

Campus Climate & Well-Being Stewards

An Introduction

Where Things Started

- At the onset of the Fall semester, President Spagna convened an ad hoc working group that initially and intentionally consisted of the
 - President's Administrative Team (PAT): a group of Cal Poly Humboldt administrative institutional leadership;
 - Two Student Representatives: Associated Students President Wysdem Singleton and Student Athlete Advisory Committee President Megan Janikowski,
 - Staff Council Chair Kathy Hudson;
 - and two members of the faculty, Provost Chair Advisory Council representative Dr. Lisa Tremain, and myself as Senate Chair
- Charge: to assist the President in understanding what took place in weeks following April 20th and to plan for how we might engage the campus in meaningful dialogue about the protest and related actions that impacted the campus community.
- This ad hoc working group met three times in the early weeks of the semester (9/16, 9/26, and 10/3). During those convenings, members of the PAT leadership, led by VPs Holliday and Gordon, presented structures and policies relevant to the protest and its handling as they had existed and how these structures were expected to work during an emergency. This included presentations on the Emergency Operations Center (EOC) structure and processes and the student code of conduct, inclusive of updates regarding ongoing student conduct cases/deliberations.

Feedback from Campus Community

- Following the last of these meetings, Dr. Tremain conveyed feedback to President Spagna, Adrienne Colegrove-Raymond (a vocal leader on campus and in those meetings), and myself via email, that faculty members she had shared the content of those meetings and discussions with had been concerned by the makeup of the ad hoc group (largely consisting of the administrative team that had led aspects of the protest response in the Spring) and the content of the proposed presentations (this is less polite and more editorial than Lisa framed it, but, defensive, boilerplate reductions of harmful experiences).
- In response to this feedback, President Spagna sought to decentralize and reframe the initiative to engage the campus community in dialogue around experiences from the Spring of 2024. He encouraged the development of the “Campus Climate and Well-Being Stewards” (we made up the name via email chain) as a group that would help to work out the logistics of dialogue, rather than lead the initiative in a top-down way.

October 29th, 2024: Announcement

A group of faculty, staff, and student leaders whose charge is to find and engage outside facilitators this semester to begin community conversations, reflections on the events of April, and working together to build trust and affirm care across our community. These reflections will involve broad information sharing of after-action reviews; conversations about lessons learned; and action planning for supporting future efforts. This group is meant to be responsive to the needs of campus constituencies and is not a standalone decision-making body. The members will help to gather campus feedback and then develop programming and logistics based on what is expressed. Please don't be shy with thoughts and feedback.

Work of the Stewards Thus Far

Since October 29th, our group has met four times. These meetings have been meaningful and emotional, with progress on action items slower than we'd hoped. Now that it's December, we realize there still hasn't been a thorough, public accounting of the events from the Spring, even though we've been working on it. With that in mind, here are our updates and thoughts:

- Engaging Outside Facilitators
 - To address IC and EOC After Action Reports, along with other documentation
 - To help us tell/document our shared stories so that they are inclusive of all perspectives
- jim point: External Investigation
- Advise the Senate in developing strongly written, binding policy that disallows the mistakes that allowed harm to happen to our community on so many levels

Kathy's Cat/ Thoughtful Work on Facilitated Discussions

Preparation Before Selecting Facilitators

Define Issues and Objectives

1. Why Are We Doing This?

- To ensure people feel heard and validated.
- To demonstrate that the administration listens and responds to concerns.
- To build a culture of ongoing communication and equity.

2. What Do We Want to Achieve?

- Short-term: Identify key themes and concerns from all campus groups (students, staff, faculty, administration).
- Medium-term: Develop actionable plans based on the feedback.
- Long-term: Establish continuous dialogue as part of campus culture.

3. Scope of the Discussions

- **In Scope:** Campus protests and responses, equity issues, communication gaps, power dynamics, and campus culture improvement.
- **Out of Scope:** Individual grievances unrelated to broader campus issues, external political topics unrelated to campus dynamics.

Setting Facilitators Up for Success

Define the Facilitator's Role

- Be explicit about goals for each session:
 - Ensure participants feel heard.
 - Surface actionable themes.
 - Facilitate respectful and inclusive discussions.
- Provide clear expectations about post-session outcomes, such as summaries, themes, or plans.

Prepare Facilitators

- Offer a briefing on campus dynamics, key issues, and sensitivities.
- Provide a written summary of the session scope and objectives.

Engaging Campus Groups

1. **Pre-Discussion Communication**

- Notify all groups about the process, goals, and how they can participate.
- Provide a timeline and regular updates.

2. **Post-Discussion Follow-Up**

- Share summaries and actionable next steps.
- Maintain transparency about how feedback is integrated into plans.

Sustaining Momentum

1. **Formalize Continuous Dialogue**
 - Establish regular forums for discussion (quarterly or biannually).
 - Create standing committees or working groups to sustain efforts.
2. **Institutional Commitment**
 - Develop a clear statement of purpose endorsed by campus leadership.
 - Allocate resources for ongoing dialogue and implementation of ideas.
3. **Action Plan**
 - Prioritize initiatives based on feedback.
 - Share progress reports to demonstrate accountability and maintain trust.