

University Senate

Meeting Minutes for Tuesday, December 17, 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, Burkhalter, Capps, Cruz, Deshazier, Evans, Fisher, Geck, Harmon, Holliday, Jannetta, Lancaster, Lepphaille, McGuire, Miller, Pachmayer, Perris, Ramsier, Silvaggio, Spagna, Stelter, Sterner, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Members Absent

Benavides-Garb, Cappuccio

Guests

Sandra Brekke, Carmen Bustos-Works, Joice Chang, Jeff Crane, Bethany Gilden, Cameron Allison Govier, Chris Guillen, Kendra Higgins, Khristan Lamb, Peggy Metzger, Michele Miyamoto, Michele Myamoto, Cyril Oberlander, Patrick Orona, Raven Palomera, Jenni Robinson Reisinger, Connie Stewart, Kristin T., Brigid Wall, Kimbely White, Mark Wicklund, Launa Wyrđ

Announcement of Proxies

Michele Myamoto for Benavides-Garb

CFA Interruption Statement

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

Approval and Adoption of Agenda

M/S (Sterner/Evans) to amend the agenda to add item 19: Resolution to Recommend BFA in Media Arts: 2025-26 New Degree Proposal (10-24/25-ICC – December 17, 2024 – Curriculum Reading)

Motion to amend the agenda passed without dissent.

M/S (Miller/Aghasaleh) to adopt the agenda as amended.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from December 3, 2024

M/S (Aghasaleh/Ramsier) to approve the minute from December 3, 2024.

Motion to approve the minutes passed without dissent.

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

The attached item on the General Consent Calendar was approved by general consent.

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

AEC is working on getting an election together for the Lecturer Representatives to the ASCSU, and is just waiting for the directions from ASCSU on that.

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

FAC is working on the language for the post-tenure review process, and will be submitting a draft policy after the winter break for feedback from faculty.

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

No report

University Resources and Planning Committee (URPC)

No report

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

The AS budget applications are live and the IRA budget applications are live tomorrow.

California Faculty Association (CFA)

CFA appointed their bargaining team last week. They are continuing to negotiate with CSU management about the Time, Place, and Manner policy.

Office of Diversity, Equity, and Inclusion (ODEI)

No report

Emeritus and Retired Faculty and Staff Association (ERFSA)

Written report attached

Labor Council

No report

Staff Council

No report

President's Administrative Team (PAT)

Written report attached

Senator Harmon asked what would happen to the Campus Apartment building once it's closed. VP Fisher said it will be demolished later this year. It will clear the way for the Housing Dining Health Project, which will begin construction in 2027.

Provost Capps reported that there's been a lot of conversations on campus about how to support Dreamer students. There are two Advancement funds that people can donate to:

<https://giving.humboldt.edu/our-funds?combine=dreamer>

President Spagna reported that the Late Night Breakfast even last night was really wonderful and served over 700 students.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Senator Burkhalter made the following comments:

I wanted to talk about KHSU and its role in the emergency after the earthquake. I happened to be in Eureka when the earthquake happened, running an errand. I went back to my house and then I had to go pick up my dogs because they were being evacuated from the daycare. When I did that, I had KHSU on trying to figure out where I should go. As soon as I tried to get out of Eureka, it was a total roadblock. The 7th Street was completely packed with cars, you couldn't get to 101. As soon as I got to 101, I saw coming back into the town the ambulances. There have been several accidents and ambulances couldn't get through.

During this entire time, I'm listening to KHSU and they're just playing their canned national programming. There was actually nothing like, "we've just had an emergency, stay off the roads, here's where you can go if you need to get to high ground". Nothing about what we should do. So I figured out how to get myself home, so personally, I was fine. But I think in an emergency, we really do need to use KHSU. That's where I was tuned into. That's where I was waiting for instructions. And if we can't use that, we need another place to go for the community.

The second thing I want to say is I'm concerned that if we're not using KHSU like that, we might be violating our license. So, I just wanted to bring that to people's attention, that that was just completely absent during the emergency. Yes, we really scaled down KHSU because it was very expensive. Okay. But now it might be too scaled down to even meet its requirements under a license and what the community needs in an emergency. Thank you.

Connie Stewart responded to Senator Burkhalter's comments:

I just wanted to point out with KHSU, we have a limited staff right now. However, we have had conversations with the station. The person who runs the station here passively asked the question, should we go on air and take over the station? They did not realize how serious the tsunami warnings were. We have corrected that. If it happens again, we will actively take over the station and run the air. I just wanted everyone to know we've been having conversations with that.

Also, I just wanted to say, and I think some of you know my history, I would not have graduated from Humboldt State University had there not been a KHSU. I'm very passionate about this. There are a group of us who would like to start working on figuring out how to get more local programming on. If you're interested in participating in that group, please send me an email. I'll put my email in the chat. Because we'd love to have your thoughts and engagement on that as well. So thanks, everyone.

Report on WSCUC Accreditation Work

Mark Wicklund reported that the institutional report preparation is proceeding. They are meeting for a report writing retreat in January, and Carmen Bustos-Works added that the report will then be shared with the whole campus community for feedback.

Mark Wicklund noted that WASC was considering removing the words "diversity, equity, and inclusion" from the 2023 standards, but just announced that it wouldn't be making that change.

Discussion Item: Campus Climate & Wellbeing Stewards

Provost Capps gave the attached presentation.

Chair Woglom highlighted that if we do want to do an investigation then we need to figure out what we want to know. He asked for the big questions that are lingering, so that we can compile and figure out how we can get the answers for them. He also asked for recommendations on how we can change our campus such that it's not structurally stacked against the health, safety, and comfort of our students, and what rules need to be enshrined to make this a better campus.

Senator Aghasaleh stated they would like to see people who were more directly involved in the events of April to be on the stewards committee, and that the biggest outstanding questions are about the EOC, who is on it, and how they made the decisions they did. Everything else about the protests was widely documented and live streamed.

Resolution to Update the Language in the Faculty Handbook Regarding Early Tenure (05-24/25-FAC – December 17, 2024 – Second Reading)

Senator McGuire discussed the changes to the resolution since the first reading, highlighted in yellow. She stated that this provides clarity on the early tenure process and clear guidelines to be followed. One specific limit it will add is that an associate professor coming in with two years of service credit will not be eligible for early tenure, since they will have already maximized their acceleration to tenure.

Senator Ramsier spoke against the resolution, stating that there's several areas that are unclear. Section F. 5. b. i. isn't clear if a faculty can put their files in during that year or after that year. Also, the language

around service credit isn't clear, and when this goes to the General Faculty for a vote, many people might not understand that they're voting to not allow early tenure for faculty with two years of service credit. This is concerning, because it essentially makes service credit not count for much, if a faculty can go up for tenure after four years anyway. Lastly, having the specificity of "24 WTUs of teaching", when the Deans approve the faculty workloads, could lead to a faculty being given a workload that makes them ineligible for early tenure. We should replace all this language with just stating that early tenure can be done a maximum of two years early, which would resolve these concerns. There's also no difference between going up one year early and two years early, which will make going up two years early the default. We should specify that going up two years only is for extraordinary circumstances.

Senator Evans spoke in favor of the resolution, saying that his experience on the UFPC has shown how it's badly needed. There's options for department criteria to specify what early tenure means for their department. In the case of someone coming in with two years of service credit, there's so much to do before you can get tenure, they shouldn't be worried about minimizing the amount of time.

Senator Miller spoke in favor of the resolution, saying it has gone through years of review and input. The language can seem confusing because there's no standard way that faculty do their jobs and move through the RTP process. This came from the FAC looking at how faculty from marginalized communities are being treated equitably. They will go up for early tenure and get denied, because we don't have specific language, and this will be a much clearer pathway. Someone with two years of service credit still has the benefit of that service credit, and would still go up in their fourth year since being hired. The statistics are that it is predominantly white men who are coming in with service credit. Early tenure is a way of addressing that inequity.

Senator Harmon spoke in favor of the resolution.

M (Aghasaleh) to send the resolution back to committee. There was no second.

Senate vote to approve the Resolution to Update the Language in the Faculty Handbook Regarding Early Tenure ***passed***.

Ayes: Aghasaleh, Benavides-Garb, Burkhalter, Cruz, Deshazier, Evans, Fisher, Geck, Harmon, Holliday, Jannetta, Lancaster, McGuire, Miller, Perris, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: Ramsier, Silvaggio

Abstentions: Banks, Capps, Cappuccio, Lepphaille, Pachmayer, Tillinghast

Sense of the Senate Resolution on Support for "Associated Students of Cal Poly Humboldt in Disapproval of Governor Gavin Newsom's Veto of Assembly Bill 2586 (Opportunity for All Act)" (07-24/25-EX – December 17, 2024 – First Reading)

Senator Cruz gave the history of the resolution.

M/S (Aghasaleh/Miller) to waive the first reading.

Motion to waive the first reading passed without dissent.

M/S (Aghasaleh/Harmon) to refer the resolution to the Executive Committee for revision.

Motion to refer the resolution passed without dissent.

Information Item: The Academic Plan (AMP)

Senator Sterner reported that the Academic Plan (AMP), a biannual plan that is submitted to the Chancellor's Office, is being drafted by Carmen Bustos-Works and the Curriculum team for submission to the Chancellor's office by January 7 (with encouragement to submit early). The AMP supports strategic considerations of new curriculum and curricular impact with a 10 year focus and projection of future programming. This drafting process has included discussion and review with the APP (Academic Planning & Programs Committee - formerly AMP) subcommittee of the ICC.

Information Item: CSU General Education Requirements for Fall 2025 and General Education and All-University Requirements (GEAR) Changes on Campus

Senator Sterner reported that it is the GEAR Committee's recommendation that the new GEAR updates will be rolled out in the following manner:

- All new students beginning in Fall 2025 and moving forward will follow the new revised GEAR naming conventions for GE subject Areas.
- All continuing students will automatically have their GEAR designation shifted in their DARS to this new model.
- Continuing students will be able to opt out of this automatic change in discussion and consultation with their Academic, Program, or Department Advisers.
- We can read more about the changes on the GEAR Website.

Resolution to Recommend the Combined Program Pathway for the Criminology & Justice Studies Bachelors of Arts with the Public Sociology Masters of Arts (08-24/25-ICC – December 17, 2024 – Curriculum Reading)

Senator Sterner discussed the resolution. Senator Virnoche spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend the Combined Program Pathway for the Criminology & Justice Studies Bachelors of Arts with the Public Sociology Masters of Arts ***passed without dissent.***

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

Nays: none

Abstentions: Banks, Capps, Cappuccio, Pachmayer, Ramsier, Silvaggio, Tillinghast

Resolution to Recommend the Combined Program Pathway for the Sociology Bachelors of Arts with the Public Sociology Masters of Arts (09-24/25-ICC – December 17, 2024 – Curriculum Reading)

Senator Sterner discussed the resolution. Senator Virnoche spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend the Combined Program Pathway for the Sociology Bachelors of Arts with the Public Sociology Masters of Arts ***passed without dissent.***

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

Nays: none

Abstentions: Banks, Capps, Cappuccio, Pachmayer, Ramsier, Silvaggio, Tillinghast

Resolution to Recommend BFA in Media Arts: 2025-26 New Degree Proposal (10-24/25-ICC – December 17, 2024 – Curriculum Reading)

Senator Sterner discussed the resolution. Senator Jannetta and Senator Virnoche spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend BFA in Media Arts: 2025-26 New Degree Proposal ***passed without dissent.***

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

Nays: none

Abstentions: Banks, Capps, Cappuccio, Pachmayer, Ramsier, Silvaggio, Tillinghast

M/S (Harmon/Miller) to adjourn

Meeting adjourned at 5:02 PM

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Anthropology Course Changes

[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 course. 4) Add UD Area 5 certification. 5) Change course number to 301.

[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. 4) Change course number to 300.

Business Administration Course Changes

[BA - 431 - 24-2641 - Course Change - Global E-Commerce Entrepreneurship](#) - Remove BA 370 prereq. BA 370 remains UD core requirement for Business students.

[BA - 432 - 24-2642 - Course Change - Leading Sustainable Businesses](#) - Remove BA 370 prerequisite. BA 370 remains UD core requirement for Business students.

[BA - 433 - 24-2643 - Course Change - Service Venture Management](#) - Remove BA 370 prerequisite. BA 370 remains a UD core requirement for Business students.

Individualized Degree Plan Program Changes

[Interdisciplinary Studies, Individualized Degree Plan Concentration, B.A. - Change Core Requirements - 23-2234](#). Replace SP 210 with SP 201 - to reflect GE certification of course. Replace SP 492 with SP 492W - to reflect GWAR certification of course. Add optional credit for prior learning course series, SP 350 and 351. **Note:** This proposal should have gone through with the SP 210/201 proposal that was approved at ICC on 11/05 and is part of the package of SP courses listed above that have already been approved at University Senate.

Leadership Studies Course Change

[LDRS - 451 - 24-2604 - Course Change - Capstone in Leadership](#). Proposing certification as a GWAR course. Numbering change from LDRS 451 to LDRS 451W.

English Program Change

[English, B.A. - Change Concentration/Emphasis Requirements - 23-2211](#). Replace ENGL225

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with ENGL327 (making former lower-division course an upper-division elective) in Language Study and Bilingualism extended study area (elective courses for the major). Add ENGL450 and ENGL460 to Creative Production and Practice extended study area (elective courses for the major).

[Teaching English as a Second/Foreign Language Minor - 23-2392 - Change Minor Requirements.](#)

One of the required courses (ENGL 225) is being deleted and replaced with ENGL 327.

[ENGL - 225 - 23-2171 - Course Suspension - Linguistic Diversity and Language Analysis.](#) Course

being replaced with ENGL 327.

[ENGL - 327 - 23-2172 - New Course - Linguistic Diversity and Language Analysis.](#) This change

is based on the redesign of the B.A. English major that we completed with a Fall 2022 launch date. In this redesign, the course was moved into the extended study area of the major. The course needs to transform (course ENGL 225 is being suspended) to the upper division level to be appropriate for extended study.

[ENGL - 417 - 23-2174 - Course Change - Second Language Acquisition.](#) Prerequisites being

changed to recommended preparation. Deletion of ENGL 225 to be replaced with ENGL 327. The change to recommended preparation required the addition of a sentence to the Course Description.

[ENGL - 436 - 23-2175 - Course Change - Career Preparation for Teaching English as a Second/Foreign Language.](#) Prerequisites need to be updated due to a course change.

Prerequisite courses became Recommended Preparation.

Dance, Music and Theatre Changes

[DANC - 101T - 24-2692 - New Course - Critical Thinking in the Performing Arts - Description:](#)

Students develop skills in critical thinking and apply these to issues about the performing arts, artistic works, arts advocacy, and student success. Topics and creative activities focus on the identification, evaluation, and construction of arguments. **Rationale:** This course is designed for the Performing Arts branch of the Creative Coast PBLC, and will include applying critical thinking skills to both transition curriculum topics and performing arts topics. Approved GE Critical Thinking (1B). Originally proposed as new DMT course prefix, but that was not approved, so proposing as three cross-listed courses: DANC 101T, MUS 101T and TA 101T.

[MUS - 101T - 24-2691 - New Course - Critical Thinking in the Performing Arts - Description:](#)

Students develop skills in critical thinking and apply these to issues about the performing arts, artistic works, arts advocacy, and student success. Topics and creative activities focus on the identification, evaluation, and construction of arguments. **Rationale:** This course is designed for the Performing Arts branch of the Creative Coast PBLC, and will include applying critical thinking skills to both transition curriculum topics and performing arts topics. Approved GE Critical Thinking (1B). Originally proposed as new DMT course prefix, but that was not approved, so proposing as three cross-listed courses: DANC

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101T, MUS 101T and TA 101T.

[TA - 101T - 24-2693 - New Course - Critical Thinking in the Performing Arts](#) - **Description:**

Students develop skills in critical thinking and apply these to issues about the performing arts, artistic works, arts advocacy, and student success. Topics and creative activities focus on the identification, evaluation, and construction of arguments. **Rationale:** This course is designed for the Performing Arts branch of the Creative Coast PBLC, and will include applying critical thinking skills to both transition curriculum topics and performing arts topics. Approved GE Critical Thinking (1B). Originally proposed as new DMT course prefix, but that was not approved, so proposing as three cross-listed courses: DANC 101T, MUS 101T and TA 101T.

Spanish Program Change

Revamping SPAN program to grow the major b/c currently flagged as low-degree conferring. 33 Proposals = 3 program changes (SPAN BA, SPAN Minor, Spanish Media Minor) + 14 course deletions + 14 course changes + 2 new courses. Program changes generally reduce required units and add flexibility and transparency. Course deletions are cleaning up courses that have not been offered in a long time due to limited enrollment and teaching capacity. Course changes are reducing units from 4 to 3, shuffling prereqs, making prereqs into recommended prep, and adding GE designations (Humanities, DCG non-dom) for SPAN 105. Two new courses are topics courses that provide depth and variety to the curriculum in lieu of the 14 deleted courses; they can be repeated for credit numerous times.

[Spanish. B.A. - Change Core Requirements - 23-2478](#). 33 Proposals; low degree-conferring major; actions to grow the major:

- 3 Program changes
 - SPAN BA
 - Incorporate language development courses into the major
 - Add residency abroad requirement for transparency
 - Reducing UD major units for more flexibility for study abroad, minors, and double-majors
 - Used to be 13 UD courses, 49 units. Now 36-45 units:
 - 1-4 LD language development courses (3-12 units)
 - 4 Core classes (12 units)
 - 3 Electives classes (9 units)
 - Residency abroad (12 units)
 - SPAN Minor
 - Reducing from 28 units to 18-27 units:
 - 3-12 LD
 - 12 Core (includes new course SPAN 403)
 - 3 UD electives
 - Add list of approved electives (includes new SPAN 351)

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- SPAN Media Minor
 - Increase from 21 to 22 units
 - Lots of courses changed from 4 to 3 units, so adding UD required core course (SPAN 308S, used to be an elective) to reclaim lost units in minor.
 - Adding SPAN 408S and SPAN 435 to electives list
- 14 Course changes
 - Reduce all 4-unit courses to 3 units (C4 lecture, 3 hours per week; used to be 4 hours lecture per week)
 - Change some prereqs to recommended preparation; change some prereqs to account for deleted courses
 - A name change to account for deleted courses (in a 2-part series)
 - Add GE designation for SPAN 105: Humanities, DCG non-dom
- 14 Course deletions; courses haven't been able to be offered regularly due to low student enrollment and limited teaching capacity in department.
- 2 New courses
 - Topics courses to provide variety and breadth to students' knowledge; carousel of content from 14 deleted courses.
 - SPAN 351, Topics in Literature & Cultural Studies
 - Elective in SPAN BA, SPAN Minor, and 3 concentrations of International Studies BA.
 - Every semester, rotating topics; can be repeated up to 5 times for credit (15 units)
 - SPAN 403, Topics in Hispanic Civilization
 - Part of SPAN BA & Minor core
 - Spring
 - Can be repeated up to 4 times for credit (12 units)

[Spanish Media Minor - 23-2479 - Change Minor Requirements](#). Because SPAN BA changes are reducing units from 4 to 3 for many courses, the number of required Spanish units in the minor is reducing; want to therefore add one required UD course to reclaim those lost units from minor. Increasing minor units from 21 to 22. 1) Moving SPAN 308S from UD elective to minor core; 2) Adding SPAN 408S and SPAN 435 to UD elective list.

[Spanish Minor - 23-2480 - Change Minor Requirements](#). Reducing units for minor from 28 to 18-27. 1) Expanding LD language development course options, 2) changing 4 UD core courses to remove deleted courses and add a new course, 3) adding a list of approved UD electives for greater clarity.

[SPAN - 105 - 23-2321 - Course Change - Spanish Language and Culture I](#). **Proposed changes:** 1) reduce from 4 to 3 units (C4 lecture, 3 hours per week), 2) certify as GE Area 33B: Humanities and DCG: Non-Domestic.

[SPAN - 106 - 23-2322 - Course Change - Spanish Language and Culture II](#). **Proposed change:** reduce from 4 to 3 units (C4 lecture, 3 hours per week).

[SPAN - 107 - 23-2323 - Course Change - Spanish Language and Culture III](#). **Proposed change:**

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Reduce from 4 to 3 units (C4 lecture, 3 hours per week).

[SPAN - 108 - 23-2324 - Course Change - Level III Heritage Speakers](#). **Proposed change:**

Reduce from 4 to 3 units (C4 lecture, 3 hours per week).

[SPAN - 108S - Level III Heritage Speakers - Course Suspension/Deletion - 23-2487](#). Suspending course as part of program curriculum redesign.

[SPAN - 207 - 23-2325 - Course Change - Spanish Language and Culture IV](#). **Proposed change:**

Reduce from 4 to 3 units (C4 lecture, 3 hours per week).

[SPAN - 208 - 23-2326 - Course Change - Level IV Heritage Speakers](#). **Proposed changes:** 1) reduce from 4 to 3 units (C4 lecture, 3 hours per week), 2) Change SPAN 108 from prerequisite to recommended preparation.

[SPAN - 208S - Level IV Heritage Speakers - Course Suspension/Deletion - 23-2488](#). Suspending course as part of program curriculum redesign.

[SPAN - 310 - 23-2516 - Course Change - Spanish Advanced Oral Skills](#). **Proposed change:**

Remove SPAN 208S as recommended preparation because this course is being deleted. Updated recommended preparation will be SPAN 207 or SPAN 208.

[SPAN - 311 - 23-2327 - Course Change - Spanish Level V, Advanced Grammar and Composition](#).

Proposed changes: 1) Reduce from 4 to 3 units (C4 lecture, 3 hours per week), 2) change prerequisite "SPAN 208 or equivalent, or IA" to recommended preparation "SPAN 207 or SPAN 208 or equivalent, or IA."

[SPAN - 321 - Advanced Writing Skills - Course Suspension/Deletion - 23-2364](#). Course suspension as part of program curriculum redesign.

[SPAN - 325 - 23-2493 - Course Change - Grammar: Regional Studies](#). **Proposed change:**

Change prerequisites from "SPAN 107 or 108S, minimum of three semesters of college-level Spanish language instruction or equivalent" to recommended preparation "SPAN 107 or SPAN 108, minimum of three semesters of college-level Spanish language instruction or equivalent" because SPAN 108S being deleted.

[SPAN - 335 - 23-2495 - Course Change - Reading and Writing: Regional Studies](#). **Proposed**

change: Changing prerequisite from "SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent" to recommended preparation "SPAN 107 or SPAN 108, minimum of three semesters of college-level Spanish language instruction or equivalent" because SPAN 108S being deleted.

[SPAN - 340 - 23-2328 - Course Change - Critical Reading in Spanish](#). **Proposed changes:** 1)

This course was taught as a two-course sequence and the second course (SPAN 341) is being deleted. So, changing course title from Critical Reading in Spanish I to Critical Reading in Spanish. 2) Changing from prereq SPAN 207 or IA to recommended prep SPAN 207 or SPAN 208 or equivalent, or IA.

[SPAN - 341 - Critical Reading in Spanish II - Course Suspension/Deletion - 23-2365](#). Course

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suspension as part of program curriculum redesign.

[SPAN - 342 - Cervantes - Course Suspension/Deletion - 23-2367](#). Course suspension as part of program curriculum redesign.

[SPAN - 343 - The Golden Age - Course Suspension/Deletion- 23-2368](#). Course suspension as part of program curriculum redesign.

[SPAN - 344 - Modern Hispanic Theater Workshop - Course Suspension/Deletion - 23-2369](#). - Course suspension as part of program curriculum redesign.

[SPAN - 345 - 23-2329 - Course Change - Hispanic Cinema](#). **Proposed changes:** 1) Reduce from 4 to 3 units (C4 lecture, 3 hours per week), 2) change prerequisite SPAN 340 or IA to recommended preparation.

[SPAN - 346 - Borges and the Contemporary Spanish American Short Story - Course Suspension/Deletion - 23-2371](#). Course suspension as part of program curriculum redesign.

[SPAN - 347 - The "Boom" of the Latin American Novel - Course Suspension/Deletion - 23-2393](#). Course suspension as part of program curriculum redesign.

[SPAN - 348 - Contemporary Hispanic Poetry - Course Suspension/Deletion - 23-2394](#). Course suspension as part of program curriculum redesign.

[SPAN - 349 - Contemporary Spanish Novel - Course Suspension/Deletion - 23-2395](#). Course suspension as part of program curriculum redesign.

[SPAN - 351 - 23-2473 - New Course - Topics in Literature and Cultural Studies](#). New 3-unit C-04 topics course. This course will replace a number of the courses being suspended. Course is repeatable 5 times, with rotating topics being offered.

[SPAN - 365S - 23-2497 - Course Change - Field Experience: Regional Studies](#). **Proposed change:** Changing prerequisite of SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent to recommended preparation.

[SPAN - 401 - Hispanic Civilization: Spain - Course Suspension/Deletion - 23-2370](#). Course suspension as part of program curriculum redesign.

[SPAN - 402 - Hispanic Civilization: Latin America - Course Suspension/Deletion - 23-2366](#). Course suspension as part of program curriculum redesign.

[SPAN - 403 - 23-2396 - New Course - Topics in Hispanic Civilization](#). New 3-unit C-04 topics course. This course will replace two courses (SPAN 401 and SPAN 402) that are being suspended. Course is repeatable 4 times and will have a rotation of topics.

[SPAN - 435 - 23-2331 - Course Change - Spanish Applied Linguistics](#). **Proposed changes:** 1) Reducing from 4 to 3 units (C4 lecture, 3 hours per week), 2) making prerequisites (SPAN

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311 or IA) recommended preparation.

[SPAN - 492 - Senior Project - Course Suspension/Deletion - 23-2486](#). Course suspension as part of program curriculum redesign.

New Addition to International Education Week (IEW) Colloquium

[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.

- [ANTH - 387 - 24-2566](#)
- [COMM - 387 - 24-2565](#)
- [ECON - 387 - 24-2563](#)
- [GEOG - 387 - 24-2567](#)
- [HIST - 387 - 24-2568](#)
- [INTL - 387 - 24-2562](#)
- [PSCI - 387 - 24-2564](#)



Patrick Malloy <pmm19@humboldt.edu>

Housing Name

Michael D Fisher <michael.fisher@humboldt.edu>

Tue, Dec 17, 2024 at 1:51 PM

To: James F Woglom <James.Woglom@humboldt.edu>

Cc: Michael Fisher <michael.fisher@humboldt.edu>, Patrick Malloy <patrick@humboldt.edu>

The new housing complex at Craftsman Mall has a new name! The USFAC has reviewed and approved a recommendation from Residence life in collaboration with University leadership and the Wiyot Tribe. The recommendation comes from the Student Resident Advisors (RA's) and Residence Hall Association (RHA) members who were asked to provide words that describe how they feel about campus housing, this generated a word cloud that was provided to our tribal partners for a collaborative name recommendation. The Wiyot tribe used an internal process to create a traditional phrase that reflects the campus word cloud and was passed by the Wiyot Tribal council. The name is **Hinarr Hu Moulik** (Our House/Home). Phonetic spelling is: "hee-NOD huh MOO-leek". You can also hear it in the link: <https://qrco.de/bfUd3O>. **Hinarr Hu Moulik** would be the name for the complex, **Hinarr Hu Moulik East** and **Hinarr Hu Moulik West** would delineate the buildings.

Let me know if you would like me to elaborate. also if you would like me to speak on this. i would be happy to

MIKE FISHER | Acting Vice President - Administration & Finance | CASp

CAL POLY HUMBOLDT | 1 Harpst Street Arcata, CA 95521

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[Quoted text hidden]

CAL POLY HUMBOLDT

University Senate Written Reports, December 17, 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, AVP Academic Programs designee). Vacant: One Faculty Rep; AS Student 2nd Rep

Meeting Date(s): 12/4/24 and 12/11/24

Meeting Details: The committee conducted a comprehensive review of course numbering policies across CSU campuses and identified several key policy revision goals. These included modernizing terminology (replacing terms like "freshman" with "first-year"), aligning General Education (GE) language and labels with the new CSU GE area designations, eliminating the requirement for GE-certified courses to use a middle digit of 0 in their course numbers, and removing language about enrollment restrictions and instructional methods from the course numbering policy. AVP Bustos-Works described workload issues associated with the middle digit 0 requirement. After thorough discussion, the committee reached consensus to proceed with these revisions, particularly focusing on eliminating both the middle-digit requirement for GE courses and the enrollment/instructional specifications from the course numbering policy.

The Committee set its Spring 2025 meeting times for Wednesdays at 3PM. The Committee will meet again on January 22, 2025.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: No report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: No report

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Members:

Meeting Date(s):

Meeting Details: No report

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

ICC Fall 2024 Overview: This semester by the numbers:

ICC Fall 2024 Totals	
New Course	37
Course Deletion	42
GEAR	62
APP	75

CDC	164
Direct to Consent Calendar	33
Advanced to Full ICC Committee	207
Advanced to Senate	202
Complete through ICC & Senate	144
Not complete through ICC	63
Total Proposals reviewed by ICC	272

- As the "nuts and bolts" subcommittee of the ICC, the CDC reviews most of the curricular proposals that are submitted. This committee, chaired by Lucy Kerhoulas reviews proposals from the perspective of both course operationalization and program cohesion. The ICC leans heavily on their expertise and recommendations as we process proposals.
- A big kudos to Sara Hart and the GEAR Committee for their swift implementation of the new GE pathway alongside continuous development of GEAR as a cohesive, cross-disciplinary program on our campus.
- We are working through the Low-Conferring degree programs that were identified as part of last year's AMP. Examples of this are International Studies, Religious Studies, and Spanish.
- We continue to work towards the planning of academic programs and programing, which includes considerations of long-term planning, resources, and resource management.

Meeting Date(s): 12/10/24

Meeting Details:

Agenda Item	Note
A. Approval of the minutes from the meeting of November 19, 2024	
B. Approval of Meeting Agenda for 12/10/24	
C. Volunteers to take meeting Minutes: 12.10.24-ICC Meeting Minutes - DRAFT	
D. Consent and Voting Action Calendar - Voting Items Discussion + Voting	
Consent Calendar: <ul style="list-style-type: none"> ● BA - 431 - 24-2641 - Course Change - Global E-Commerce Entrepreneurship - Remove BA 370 prereq. BA 370 remains UD core requirement for Business students. ● BA - 432 - 24-2642 - Course Change - Leading Sustainable Businesses - Remove BA 370 prerequisite. BA 370 remains UD core requirement for Business students. ● BA - 433 - 24-2643 - Course Change - Service Venture Management - Remove BA 370 prerequisite. BA 370 remains a UD core requirement for Business students. 	Approved
Voting Action Calendar Direct Link - Discussion + Voting	

Agenda Item	Note
<ul style="list-style-type: none"> ● GEOG - 322 - 24-2599 - Course Change - Geography of California - Proposed Changes: Change course title from "California" to "Geography of California". Change course description from "Spatial interpretation of economic, political, social, and physical forces at work to forge California. Behavioral aspects of processes leading to change. Geography majors must also take GEOG 322M when offered" to "US and California government and policies are introduced with an emphasis on how institutions are spatial drivers of economic, political, and social landscapes in the state of California. <ul style="list-style-type: none"> ○ Meets requirements in "US Constitution and California State and Local Government" established by CA legislature." ○ Proposing American Institutions: Constitution/American Inst: State/Local Government ONLY GEAR certification. This course examines the geographic impact of various federal and state policies—such as those related to public lands, housing, and transportation—on California's contemporary landscape. 	Held for further discussion
<ul style="list-style-type: none"> ● Interdisciplinary Studies, Individualized Degree Plan Concentration, B.A. - Change Core Requirements - 23-2234. Replace SP 210 with SP 201 - to reflect GE certification of course. Replace SP 492 with SP 492W - to reflect GWAR certification of course. Add optional credit for prior learning course series, SP 350 and 351. Note: This proposal should have gone through with the SP 210/201 proposal that was approved at ICC on 11/05 and is part of the package of SP courses listed above that have already been approved at University Senate. 	Approved
<ul style="list-style-type: none"> ● LDRS - 451 - 24-2604 - Course Change - Capstone in Leadership. Proposing certification as a GWAR course. Numbering change from LDRS 451 to LDRS 451W. 	Approved
CBMP <ul style="list-style-type: none"> ● Resolution for Senate: ICC Resolution 12-10-24 Blended Program - Sociology, BA + Public Sociology, MA.pdf ● Resolution for Senate: ICC Resolution 12-10-24 Blended Program - Criminology & Justice Studies, BA + Public Sociology, MA.pdf 	Approved
English Program Change <ul style="list-style-type: none"> ● English, B.A. - Change Concentration/Emphasis Requirements - 23-2211. Replace ENGL225 with ENGL327 (making former lower-division course an upper-division elective) in Language Study and Bilingualism extended study area (elective courses for the major). Add ENGL450 and ENGL460 to Creative Production and Practice extended study area (elective courses for the major). ● Teaching English as a Second/Foreign Language Minor - 23-2392 - Change Minor Requirements. One of the required courses (ENGL 225) is being deleted and replaced with ENGL 327. ● ENGL - 225 - 23-2171 - Course Suspension - Linguistic Diversity and Language Analysis. Course being replaced with ENGL 327. ● ENGL - 327 - 23-2172 - New Course - Linguistic Diversity and Language Analysis. This change is based on the redesign of the B.A. English major that we completed with a Fall 2022 launch date. In this redesign, the course was moved into the extended study area of the major. The course needs to transform (course ENGL 225 is being suspended) to the upper division level to be appropriate for extended study. ● ENGL - 417 - 23-2174 - Course Change - Second Language Acquisition. Prerequisites being changed to recommended preparation. Deletion of ENGL 225 to be replaced with ENGL 327. The change to recommended preparation required the addition of a sentence to the Course Description. 	Approved

Agenda Item	Note
<ul style="list-style-type: none"> ● ENGL - 436 - 23-2175 - Course Change - Career Preparation for Teaching English as a Second/Foreign Language. Prerequisites need to be updated due to a course change. Prerequisite courses became Recommended Preparation. 	
<p>Music Changes</p> <ul style="list-style-type: none"> ● DANC - 101T - 24-2692 - New Course - Critical Thinking in the Performing Arts - Description: Students develop skills in critical thinking and apply these to issues about the performing arts, artistic works, arts advocacy, and student success. Topics and creative activities focus on the identification, evaluation, and construction of arguments. Rationale: This course is designed for the Performing Arts branch of the Creative Coast PBLC, and will include applying critical thinking skills to both transition curriculum topics and performing arts topics. Approved GE Critical Thinking (1B). Originally proposed as new DMT course prefix, but that was not approved, so proposing as three cross-listed courses: DANC 101T, MUS 101T and TA 101T. ● MUS - 101T - 24-2691 - New Course - Critical Thinking in the Performing Arts - Description: Students develop skills in critical thinking and apply these to issues about the performing arts, artistic works, arts advocacy, and student success. Topics and creative activities focus on the identification, evaluation, and construction of arguments. Rationale: This course is designed for the Performing Arts branch of the Creative Coast PBLC, and will include applying critical thinking skills to both transition curriculum topics and performing arts topics. Approved GE Critical Thinking (1B). Originally proposed as new DMT course prefix, but that was not approved, so proposing as three cross-listed courses: DANC 101T, MUS 101T and TA 101T. ● TA - 101T - 24-2693 - New Course - Critical Thinking in the Performing Arts - Description: Students develop skills in critical thinking and apply these to issues about the performing arts, artistic works, arts advocacy, and student success. Topics and creative activities focus on the identification, evaluation, and construction of arguments. Rationale: This course is designed for the Performing Arts branch of the Creative Coast PBLC, and will include applying critical thinking skills to both transition curriculum topics and performing arts topics. Approved GE Critical Thinking (1B). Originally proposed as new DMT course prefix, but that was not approved, so proposing as three cross-listed courses: DANC 101T, MUS 101T and TA 101T. 	Approved
<p>Spanish Changes</p> <ul style="list-style-type: none"> ● Brief Overview: Revamping SPAN program to grow the major b/c currently flagged as low-degree conferring. 33 Proposals = 3 program changes (SPAN BA, SPAN Minor, Spanish Media Minor) + 14 course deletions + 14 course changes + 2 new courses. Program changes generally reduce required units and add flexibility and transparency. Course deletions are cleaning up courses that have not been offered in a long time due to limited enrollment and teaching capacity. Course changes are reducing units from 4 to 3, shuffling prereqs, making prereqs into recommended prep, and adding GE designations (Humanities, DCG non-dom) for SPAN 105. Two new courses are topics courses that provide depth and variety to the curriculum in lieu of the 14 deleted courses; they can be repeated for credit numerous times. <ul style="list-style-type: none"> ○ Spanish, B.A. - Change Core Requirements - 23-2478. 33 Proposals; low degree-conferring major; actions to grow the major: ○ Spanish Media Minor - 23-2479 - Change Minor Requirements. Because SPAN BA changes are reducing units from 4 to 3 for many courses, the number of required Spanish units in the minor is reducing; want to therefore add one required UD course to reclaim those lost units from minor. Increasing minor units from 21 to 22. 1) Moving SPAN 308S from UD elective to minor core; 2) Adding SPAN 408S and SPAN 435 to UD elective list. 	Approved

Agenda Item	Note
<ul style="list-style-type: none"> ○ Spanish Minor - 23-2480 - Change Minor Requirements. Reducing units for minor from 28 to 18-27. 1) Expanding LD language development course options, 2) changing 4 UD core courses to remove deleted courses and add a new course, 3) adding a list of approved UD electives for greater clarity. ○ See Voting Action Calendar for Additional Related Proposals 	
<p>Revisit: WLC - 387 - 24-2235: Intl Educ Week Colloquium</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ■ Cross-listed with: ANTH 387, COMM 387, ECON 387, GEOG 387, HIST 387, INTL 387, PSCI 387 ○ Rationale: It is unclear why this course was not created when we created the other cross-listed courses - it should have been. World Languages faculty and students regularly attend and participate in IEW. And WLC faculty have periodically organized and led IEW. 	Approved with syllabus update suggestion
<p>E. Reports & Updates - 5 Minutes Each:</p> <ul style="list-style-type: none"> ○ AP/Curriculum ○ CDC ○ GEAR ○ APP ○ APC 	

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
ASCSU held its interim committee meetings on Friday, December 13 via zoom.

The call for applications for the position of Faculty Trustee for 2025-2027 has gone out to all of the campuses. The deadline for applications is 11:59pm February 3, 2025. The Faculty Trustee serves as the faculty representative on the CSU Board of Trustees, which in effect is a full-time position. Once the candidates submit their applications, there is a process of review of candidates by the ASCSU Faculty Trustee Recommending Committee after which at the March plenary the ASCSU interviews candidates and votes to select two faculty nominees from the candidates. The nominee names and packets are reviewed by the Governor and he makes the final selection. The term begins on July 1, 2025. You can read the most recent Faculty Trustee reports [here](#) and find out more about the qualifications and process [here](#). Let us know if you are interested in learning more about the position and we can provide you with more information and the pathway to apply.

Associated Students

Submitted by Eduardo Cruz, AS President

Members:

Meeting Date(s):

Meeting Details: No report

California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: No report

Office of Equity, Diversity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: No report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Below are the presenters for Humboldt-ERFSA's Spring Program. The events take place at Baywood Golf and Country Club and begin at 11:30 a.m. You are welcome to attend.

February 13: Connie Stewart, Executive Director, CPH Foundation Initiatives

March 13: Lisa Feldman, Assistant U.S. Attorney of the Cyber, and Intellectual Property Section

April 10: Sarah Lasley, Assistant Professor, Film & ERFSA 2024 Grant winner

May 8 Maxwell Schnurer, Chair, Communication Dept, Steven Ladwig/Mark Taylor, Project Rebound

We are having a fundraiser for our Grant Program which is designed to provide vital funding to promising early-career faculty and staff members, allowing them to pursue their research, develop new curricula, and contribute to their fields in meaningful ways. By investing in these talented individuals, we not only empower their professional growth but also enhance the educational experiences of our students and the wider community.

The Humboldt-ERFSA Grant Program is only possible through your donations and the Humboldt Area Foundation & Wild Rivers Community Foundation investments of the funds.

Please make your donation directly to Humboldt Area Foundation & Wild Rivers Community Foundation. *You may donate online at

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

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: No report

Staff Council

Submitted by Senator Sulaina Banks

Members:

Meeting Date(s):

Meeting Details: No report

President's Administrative Team

Michael Spagna, President

Bethany Gilden, Chief of Staff

Jenn Capps, Provost and VP for Academic Affairs

Michael Fisher, VP for Administration & Finance and CFO

Chrissy Holliday, VP for Enrollment Management & Student Success

Mark Johnson, VP for University Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics & Recreational Sports

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

ENROLLMENT MANAGEMENT & STUDENT SUCCESS

Monthly Enrollment Target Progress reporting

The first [Enrollment Target Progress report](#) of the Fall 2025 recruitment cycle was released Dec. 9. While application volume is not as robust as we would have hoped to date, it is anticipated to grow in the coming months and is still significantly higher than in many previous years. We are showing strong growth in admits and deposits, compared to last year, which aligns with our focus on improving the yield of our applicant and admit pools. The Enrollment Target Progress team will provide a monthly report to campus until fall, and also meets regularly to plan needed interventions to course-correct progress to targets, as needed.

Campus Apartments

Campus has long discussed the intent to stop utilizing Campus Apartments for student housing, and its closure was included in the housing plan that included the new housing units at the Craftsman site. The Spring 2025 semester will be the last semester of student housing at Campus Apartments, and it will not be an option for students applying in February for summer or fall housing. Maintenance and upkeep of the apartments continues to present significant and costly challenges, and the opening of new units for Fall 2025 means we will be able to deliver on the intent in housing pro formas, and take the apartments offline.

Students currently living in Campus Apartments who want to return to campus housing after spring will be given priority for other low-cost housing on our campus, such as double room occupancy at Cypress (same cost as Campus Apartments) or College Creek bunk bed doubles (\$64 higher per semester than Campus Apartments). Those returning residents who select College Creek will also have the option as to whether they purchase a meal plan.

ACADEMICS

Assigned Time for Exceptional Service to Students

Application materials for Assigned Time for Exceptional Service to Students must be submitted by *11:59 p.m. on Monday, January 20th, 2025*. Please send your materials via email to aps@humboldt.edu with the subject line "AY 25/26 Assigned Time for Exceptional Service Application." Required materials include a narrative not to exceed two (2) pages and a current curriculum vitae (CV). Additional information is provided in the call for applications.

Fall 2024 COMPASS / INRSEP Honoring Ceremony

The Fall 2024 COMPASS / INRSEP Honoring Ceremony will be held at the Great Hall on Wednesday, December 18th at 2 pm. Fall 2024 Graduating Seniors in the Indian Natural Resources, Science & Engineering Program (INRSEP), Natural Resource Career Development Program (NRCDP), STEM Pathways and Research Alliance/California State University Louis Stokes Alliances for Minority Participation (CSU-LSAMP@Cal Poly Humboldt), and the McNair Scholars Program are to be honored by staff for all they have achieved. Faculty, staff, students, friends, and family members are invited to attend.

Emeritus Status for Retired Staff and Faculty

Applications for Emeritus status for tenured faculty, lecturers, staff and administrators are due to the Senate Office by February 1, 2025. Cal Poly Humboldt retired faculty, staff and administrators seeking emeritus status should email their nominators the "Informational Template" by January 18, 2025.

Hey Cal Poly Humboldt!

I hope y'all are comfortably working through your respective end-of-the-semester stuff, and getting ready for a little bit of rest and relaxation through whatever form that looks like for y'all. I know I am excited for us to get this last Senate meeting under our belt so that we can begin looking forward to the work of 2025.

I wanted to start my bi-weekly missive this time around with an apology regarding my presentation in relation to the Campus Climate and Well-Being Steward's action plan during the last Senate meeting, pointing to carelessness in both the manner through which I attempted to convey the information, and the content they I conveyed.

First, I am terribly sorry for the poor judgment I demonstrated in the overall tone and format of my presentation. I know that this is, further, not the first time I have made such a misstep in regards to Senate business, and I should have learned from those prior instances. I acknowledge that my actions caused harm, and hope to learn to do better in both my decision-making and meeting facilitation moving forward.

Second, I would like to apologize for the manner in which I characterized aspects of the request for an external investigation in my Senate Chair's report. Briefly, I suggested that because no resources had been forthcoming in response to the Senate's request through its May 7th Sense of the Senate (and other follow up discussions/requests), that no such investigation would likely be possible.

My framing here (beyond the cynicism that inspired it, which I need to work on) was driven by my own flawed conception of what constitutes an "investigation." When I think of investigations, I generally picture lawyers and detectives, usually in trench coats and cool hats. My uninformed bias to that end, combined with a feeling that the University Senate does not have the resources, purview, or wherewithal to conduct an investigation that looks like that, led me to the conclusion that there would be no investigation. Our conversation in the Senate on December 3rd and the following the SenEx have led to further consideration of how we can move forward in investigating the events of April 20th and thereafter, and there will be updates in the coming weeks about how we will work to move forward.

I have just a couple more things:

As was discussed in the last Senate meeting, Wysdem Singleton has resigned from the position of Associated Students President, and Eduardo Cruz will be assuming that position in the Spring. I want to thank Wysdem for the incredible leadership demonstrated throughout the Fall Semester. Beyond AS, Wysdem led me (and I'm sure countless others) through modeling strength, care, unerring listening skills, and moral consistency, and will be sorely missed. I am really glad that Eduardo, another incredible campus leader, will be filling the absence left there, but the sting persists. We'll miss you Wysdem.

Finally, this has been an unconventional year in the University Senate. Weird stuff went on, and a lot of it was really hard to engage with, and in many cases the experiences were stressful or even painful. I wanted to close by thanking all of you (Senators, of course, but also the rest of the campus community who participated in shared governance this year) for each of your persistence and patience, your hard work, your thoughtful engagement, your support, and the love that you demonstrated for this place and this community through all of that. Personally, just knowing that this community was committed to making this place the best possible University for our students and all of our shared constituencies helped to ferry me through the more bummer-y parts of the year. Y'all are amazing and should be deeply proud of the work you do. Thank you.

Finally-finally: I'm late in getting this to Patrick, as is too often the case. Patrick Malloy drags me across the finish line in 9 out of 10 cases, and I can't convey how grateful I am for that. Thank you Patrick, for making the Senate go.

Yay, Cal Poly Humboldt!
jim

Campus Well-Being and Stewardship Team

Senate Update



Campus Well-Being and Stewardship Team

Eduardo Cruz (formerly Wysdem Singleton)- Associated Students President

Megan Janikowski- Student Athlete Advisory Committee President

Jim Woglom- Senate Chair

Kathy Hudson- Staff Council Chair

Jenn Capps- Administrative Representative

> What We Heard

- **Be thoughtful about capturing as many perspectives as possible AND creating a safe environment to express these perspectives.**
- **What about an investigation?**
- **When will we see the existing reports?**
- **Could you please wait until early spring semester to convene these meetings and release these reports.**
- **Uncertainty about the value of engaging external facilitators.**

Dates, Times, and Engagements

January 21, 2025- Campus Communication

January 28, 2025- Senate (Extended meeting)- 2pm-5pm Goodwin Forum (hybrid)

January 28- Athletics- 6:30pm-7:30pm- KA 102 (In-person)

January 29, 2025- Staff Council- 12pm-1pm (hybrid) Great Hall

February 4, 2025- Associated Students- 1:30pm-2:30pm (hybrid)

February 7, 2025- Campus Open forum 11am-1pm for campus- Location- TBD
(hybrid)

> Approach

- **Meetings/Conversations/Forums**
- **Flexible depending on audience**
- **Hybrid or in-person**
- **Structured or open-ended depending on the**
- **Meeting Sponsor(s) recommendation**

> Companion Activities to Approach

- **Online submission portal and/or survey**
- **Listening ear**
- **Speakerbox**
- **History 482: What Happened Here? Oral Histories**
- **Office of Diversity, Equity and Inclusion (ODEI)
Listening Circles**
- **Food**

CAL POLY HUMBOLDT
University Senate

Resolution to Update the Language in the Faculty Handbook Regarding Early Tenure

05-24/25-FAC — December 17, 2024 — Second 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 adding details to Appendix J regarding early tenure will help to clarify the expectations for faculty and provide guidance to personnel committees; and be it further,

RESOLVED: That department criteria and standards documents should be reviewed and updated as necessary to align with this policy; and be it further,

RESOLVED: That prospective faculty shall be made aware of RTP processes, including Early Tenure by the appropriate department chair and Academic Personal Services. and be it further,

RESOLVED: That these changes become effective at the beginning of the 2025 fall semester.

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. **The goal of this updated language is to add clarity to the process of applying for early tenure and evaluating early tenure applications.** This proposed language establishes minimum expectations but allows for departments to further specify or create more rigorous expectations.*

Early Tenure Language

Changes to Faculty Handbook

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

[Text in yellow highlights has been added since first reading]

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 for exceptional performance 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 RTP criteria and standards, 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 deviations from the typical full-time teaching assignment 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. Department or equivalent unit RTP criteria and standards 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 that 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

CAL POLY HUMBOLDT
University Senate

**Resolution to Recommend the Combined Program Pathway for the Criminology & Justice
Studies Bachelors of Arts with the Public Sociology Masters of Arts**

08-24/25-ICC - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the elevation of the Combined Program Pathway for the Criminology & Justice Studies Bachelors of Arts with the Public Sociology Masters of Arts detailed in proposal [23-2290](#) be approved.

RATIONALE: [Combined Program Pathways](#) are intended to support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a master's degree in their area of study. This is accomplished by a bachelor's and master's program systematically identifying a program of study that incorporates up to 12 units of coursework counting towards both the bachelor's and master's degrees. Students in the Combined pathway meet the program learning outcomes of both programs and assessment is completed for each individual program following academic program review procedures.

The proposed combined program brings together Criminology & Justice Studies Bachelors of Arts with the Public Sociology Masters of Arts.

Major Academic Plans outlining the combined pathway:

[5-year MAP BA CJS to MA SOC](#)

[3-year Transfer MAP](#)

Related Combined Program Pathway:

[23-2195](#) (Sociology Bachelors of Arts with the Public Sociology Masters of Arts)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend the Combined Program Pathway for the Sociology Bachelors of Arts with the Public Sociology Masters of Arts

09-24/25-ICC - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the elevation of the Combined Program Pathway for the Sociology Bachelors of Arts with the Public Sociology Masters of Arts detailed in proposal [23-2195](#) be approved.

RATIONALE: [Combined Program Pathways](#) are intended to support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a master's degree in their area of study. This is accomplished by a bachelor's and master's program systematically identifying a program of study that incorporates up to 12 units of coursework counting towards both the bachelor's and master's degrees. Students in the Combined pathway meet the program learning outcomes of both programs and assessment is completed for each individual program following academic program review procedures.

The proposed combined program brings together Sociology Bachelors of Arts with the Public Sociology Masters of Arts.

Major Academic Plans outlining the combined pathway:

[5-year MAP BA & MA in SOC](#)

[3-year Transfer MAP-BA & MA SOC](#)

Related Combined Program Pathway:

[23-2290](#) (Criminology & Justice Studies, BA + Public Sociology)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend BFA in Media Arts: 2025-26 New Degree Proposal

10-24/25-ICC – December 17, 2024 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the BFA in Media Arts (PROGRAM: 2025-26 New Degree Proposal) detailed in proposal [23-2385](#) be approved.

RATIONALE: The BFA in Media Arts major offers hands-on, skill-building experience in digital technologies and develops artists that embrace creative and ethical storytelling. The lower division core provides students with a breadth of experience in audio, still, and moving image production. At the upper division level, it allows students to select a curriculum pathway that builds upon their individual interests as they continue to explore these three facets of media arts production. Students have the option to emphasize in Animation, Design, Film, Photography, or work with an academic advisor to develop a personalized learning plan based on their unique interests and career goals.

Creative digital technologies are integrated into nearly every sector of the workforce and frequent technological innovations in the arts require students to have dexterity in a wide variety of artistic and media areas. The BFA in Media Arts prepares students for employment in the entertainment, business, journalism, music, and art industries. This BFA degree has a robust four-year plan with introductory courses and electives for students to choose from in Art, Film, and Music. The BFA in Media Arts is also designed to meet the needs of transfer students from related fields to graduate in two years and develop a portfolio. Interdisciplinary partnerships and capstone projects provide professional opportunities for students.

The BFA in Media Arts has been developed in response to evolving workforce demands and a growing student interest in careers that require skills across various artistic disciplines within the creative media landscape.

- *Workforce Alignment:* Industries such as media production companies, marketing agencies, educational content providers, and any company with a public facing element are seeking graduates with technical skills AND cross-disciplinary fluency in visual storytelling, audio, and emerging media forms.
- *Existing Foundations:* The BFA in Media Arts effectively expands upon our well-established Art and Film programs without requiring extensive new faculty or facilities. This strategic approach maximizes resources and builds on existing strengths.
- *Student-Centered:* The new BFA offers a more individually curated track for students already drawn to our programs Art + Film but are unsure exactly what discipline they would like to focus on. It will attract and retain students seeking a comprehensive, contemporary media arts education.

- *University Mission:* This program supports Cal Poly Humboldt's focus on building in-demand programs with an emphasis on hands-on learning. It also strengthens the university's position as a regional center for the arts, inclusive of diverse arts traditions and contributions.

Program Learning Outcomes:

1. *Use written, oral, and visual communication to analyze and critique digital media.*
2. *Recognize and evaluate critical and aesthetic issues within the history of media art and contemporary visual arts practice.*
3. *Apply aesthetic judgment, perceptual sensitivity, and critical thinking skills to media arts related issues.*
4. *Demonstrate mastery of specific technical, conceptual and/or critical abilities within each emphasis area.*

Course Work Overview:

- 70 units required to complete the major coursework, including:
 - 38 unit Core Curriculum
 - 32 unit Emphasis in Animation, Design, Film, or Photography
- [BFA in Media Arts 4 Year MAPs](#)
- [BFA Media Arts 2 Year MAPs](#)

Related Courses and Proposals:

- [ART - 279 - 24-2551- New Course - Digital Media I: Animation](#)
- [ART - 319 - 24-2552 - New Course - Digital Media II: Animation Variable Topics](#)
- [Art Studio Minor - Change Minor Requirements - 24-2573](#)
- [Art, Art Studio Concentration, B.A. - Change Concentration/Emphasis Requirements - 24-2574](#)
- [Fine Art, B.F.A. - Change Concentration/Emphasis Requirements - 24-2575](#)