

## University Senate

### **Meeting Minutes for Tuesday, January 28, 2025**

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 2:04 pm. A quorum was present.

#### **Members Present**

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

#### **Members Absent**

Deshazier, Lancaster, Tillinghast

#### **Guests**

Chelsea Belden, Carmen Bustos-Works, Troy Butolph, Nate Cacciari-Roy, Joice Chang, Leah Choi, Adrienne Colegrove-Raymond, Jeff Crane, Yaneyry Delfin Martinez, Andrea Delgado, Thomas Elliott, Bethany Gilden, Bella Gray, Chris Guillen, Enoch Hale, Kendra Higgins, Nicole Jean Hill, Cheyenne Hoffman, Kathy Hudson, Kenna Kay Hyatt, Erin Kelly, Mike Le, Heather Madar, Aylea Maxwell-Miller, Josh Meisel, Peggy Metzger, John Meyer, Libbi Miller, Monty Mola, Cindy Moyer, Cyril Oberlander, Dale Oliver, Raven Palomera, Fernando Paz, Brenda Perez-dirks, Nick Pettit, Jenni Robinson Reisinger, Sasheen Shailee Raymond, Michihiro Sugata, Isaac Torres, Jasmin Torres, Lisa Tremain, Brigid Wall, Cade Webb, Kimberly White, Jeanne Wielgus, Michelle Williams, and five other guests

#### **Announcement of Proxies**

Banks for Deshazier, Aghasaleh for Lancaster

#### **CFA Interruption Statement**

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

#### **Approval and Adoption of Agenda**

M/S (Aghasaleh/A. Thobaben) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

#### **Approval of Minutes from December 17, 2024**

M/S (McGuire/A. Thobaben) to approve the minute from December 17, 2024.

Motion to approve the minutes passed without dissent.

### **Consent Calendar from the Integrated Curriculum Committee**

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

### **General Consent Calendar**

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

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

M/S (Virnoche/McGuire) to accept the reports as written.

Motion to accept the reports passed without dissent.

ASCSU added to their report that Sonoma State had a lot of speakers at the last Board of Trustees meeting saying that the recent cuts they're facing came as a complete surprise. They encouraged us to continue the shared governance process with the budget that we've been doing.

### **Reports, Announcements, and Communications of the Chair**

Written report attached

### **TIME CERTAIN: 2:15-2:30 PM – Information Item: Resources for our Undocumented Students and DREAMER Center**

Andrea Delgado, Brenda Perez, and Yaneyry Delfin Martinez gave the attached presentation.

Senator Virnoche asked who the appropriate contact is. Anthony Casas is the main point of contact, with Dave Hickox as the back-up. What to do outside business hours is still being developed.

### **Information Item: Green & Gold Guarantee**

Vice President Holliday gave the attached presentation. She added that this is only available to incoming students because the research shows that is the only way it is sustainable.

Senator Cruz asked if this will keep pace with tuition increases, and VP Holliday replied yes, which is why a specific amount isn't listed.

### **Resolution on Committee Governance and Oversight Policy (11-24/25-CBC – January 28, 2025 – First Reading)**

Senator Aghasaleh discussed the resolution.

Senator Banks asked about the Committee on Committees' authority to end a committee, especially if a committee is opposed to that. Senator Aghasaleh said that CoC should be recommending, not making a decision, and that it's the authority that oversees the committee that would make that decision. They agreed to clarify that in the resolution. Senator Virnoche suggested adding the option for an appeal.

### **Resolution to Recommend History, B.A. - History of Religions - New Concentration Proposal (12-24/25-ICC – January 28, 2025 – Curriculum Reading)**

Senator Sterner discussed the resolution. Senator Sterner spoke in favor of the resolution, saying that it keeps in line with the current scholarly activities in History and Religious Studies. Senator Geck spoke in favor of the resolution, saying History is excited to have Religious Studies.

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

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

*Nays:* none

*Abstentions:* Capps, Jannetta, Silvaggio, Tillinghast

**Information Item: Call for Faculty Nominations: Faculty/Staff Advisory Team for the Free Speech Support & Resource Team**

Joice Chang presented about a new advisory team forming to work with the FSSRT, formerly the Community Engagement Team. It will be made up of mostly faculty and staff representatives: one faculty from each College and the Library, the Senate Chair, the Labor Council Delegate, Staff Council Chair, and an administrator representative. The call for faculty nominations will go out soon, and nominees are required to provide a candidate statement.

**TIME CERTAIN: 3:15-5:00 PM – Campus Wellbeing & Stewardship Group Community Discussion**

M/S (McGuire/Virnoche) to suspend the rules of the Senate to allow Enoch Hale & Cyril Oberlander to run a community discussion.

Motion to suspend the rules passed without dissent.

Senator Aghasaleh made the attached comments.

Enoch Hale & Cyril Oberlander lead a community discussion about the events of last April.

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**Meeting adjourned at 4:56 PM**

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**Consent Calendar**

**History Program and Course Changes**

[History, B.A. \(Core\) - Change Core Requirements - 23-2312](#). Add HIST 209 to required LD courses.

Remove HIST 110 and HIST 111 from required LD courses. Remove geographical "Areas". Add newly proposed UD Area D/Area 4 +1 courses to approved electives list: HIST 303/303R, HIST 304/304R, HIST 307A/307B/307R, HIST 308/308R, HIST 309/309R. Add RS 105 to list of survey courses, and also add seven upper-division RS courses to "History Areas" options to incorporate new History of Religions Concentration.

[23-2348 - History Minor - Change Minor Requirements](#) - In alignment with the changes to the History B.A. core and concentration, adding HIST 209 to minor requirements and moving away from geographic categories with the addition of several new UD history courses.

[History, B.A. - Change Concentration/Emphasis Requirements - 23-2293](#). 1) Change subprogram name to "History, General History Concentration B.A." to distinguish it from the History Education and (new) History of Religions concentrations. 2) Change the existing "geographic" requirements (US vs. Europe vs. World) and focus instead on "coursework" requirements (Research/Writing courses). 3) Add HIST 209 (Critical History) as a core requirement. Rationale: Updates will make the program both more rigorous and simpler, by increasing the research/writing requirements and simultaneously deleting the increasingly arcane geographic requirements. The latter have become more and more tenuous as the department shrinks. The requirement of HIST 209 should have no effect on History majors' time-to-graduation, because it will double-count as a GEAR course. PLOs have been updated pursuant to conversations with the Director of Assessment.

[History, B.A. - New Concentration - History of Religions - 24-2525](#) - **Please note Resolution to approve new concentration alongside proposal package.** Religious Studies is becoming a third History concentration in response to enrollment pressures, Chancellor's Office pressure on low-degree-conferring majors, and college-level reorganization. The Religious Studies, B.A. will be discontinued. As part of both History's and Religious Studies' most recent program reviews, students expressed a desire for a larger variety of courses; this combination will provide more options for History majors within any of the three concentrations. Enrollment is expected to remain in line with recent RS enrollment trends; modest growth in RS course enrollment is anticipated, as HIST majors are permitted to count those courses toward their HIST degree, and, in turn, a modest increase in HIST course enrollment is anticipated, with students who would have been RS majors joining the HIST major cohort. RS courses are also being incorporated into the History, B.A. Core as part of this change.

[History, Education Concentration, B.A. - Change Core Requirements - 24-2588](#). Change to Core (increasing units from 28-31) and removal of GEOG 365 as a concentration course option.

[HIST - 209 - 22-1939 - New Course - Critical History: Theory and Historiography](#). (3 units) Requesting 1B (Critical Thinking) Certification. History already has a wildly successful sophomore seminar (HIST

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210, Historical Methods) that serves as an introduction to the major. However, there is simply too much material to cover in one 4-unit course (as witnessed by high DFW rates and general apprehension by students). Therefore, we propose to split off the historiography/theory parts into a separate course, while leaving the research methodology (and hands-on research project) to HIST 210. Program requirement change to the History, B.A. Core.

[HIST - 303 - New Course - Three Revolutions: Haiti, Mexico, Cuba - 24-2342](#) - Course description:

Explore and compare revolutionary contexts, processes, and outcomes. Examine the ways in which these events shaped gender and sexuality, artistic expression, and national identities. Rationale: This course has been offered 3 times with good enrollments. It will flesh out the Latin American offerings in the department and provide an upper division, GE Area 4 elective for History majors, minors, and students from other majors as well. The topic is compelling and the thematic approach was recommended by our last program review.

[HIST - 303R - New Course - Three Revolutions: Depth Experience - 24-2349](#) - Course Description:

Provides a research component for History majors enrolled in History 303, as well as exposure to the scholarship of Digital Humanities; HIST 303 required corequisite for History majors. Rationale: This 1 unit add-on is required of History majors so that they earn their required 4 units for each upper division history class. It provides a research experience in the topic.

[HIST 304 - New Course - Drinking and Drunkenness in the Early Modern Atlantic World - 23-2345](#) -

Description: This seminar explores the social, cultural, medical/body, gender, economic, racial, material, colonial, and political histories of drinking in the Atlantic world from the Renaissance to the turn of the nineteenth century. Special emphasis is placed on the economic history of producing and distributing alcohol, the social history of the alehouse/tavern/public house, the history of the body and drunkenness, drinking and gender, drinking and violence/disorder, the introduction of tobacco in Europe, the caffeine revolution, the gin craze, rum and the slave trade, alcohol and Native Americans, the politics and taxation of alcohol, and early temperance movements. Rationale: Drinking is a terrific way to explore various aspects of cultural history. Course success as Special Topics offering. Course is another good UD Area D option.

[HIST - 304R - New Course - Drinking and Drunkenness Research Seminar - 23-2346](#) - Description and

rationale: This research seminar is designed to offer a fourth unit of credit for History 304, which is three units and a co-requisite. History 304 satisfies university general education requirements for "Area D" (for 3 units), and History 304 and 304R together also fulfill History major "R" requirements (for 4 units). In addition to the coursework requirements of History 304, students in History 304R must also carry out a research project based on primary sources. Students must locate and read at least two book-length primary sources beyond the assigned readings as evidence for their research papers.

[HIST - 307A - New Course - History of Science from the Renaissance to Alexander von Humboldt - 23-1947](#) -

Description: This course surveys the history and historiography of science, medicine, ideas, and scholarship (intellectual history) from the Renaissance until the turn of the nineteenth century: Renaissance classical humanism, the scientific revolution, and Enlightenment. Special emphasis is placed on witchcraft/demonology, alchemy, the patronage of scholarship, intellectual infrastructure (the invention of the scholarly journal and the research university), the history of the

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body, and the pseudo-science of race in the eighteenth century. This course satisfies History Department major requirements and either Area 5 or Area 4 General Education requirements. Rationale: This new GE course will support the Cal Poly transition, offer a relevant Area 4 course for STEM majors, and offer a relevant Area B course for social science majors. This course has been offered as a "special topics" course.

[HIST - 307B - New Course - History of Science Since Alexander von Humboldt - 23-2343](#) - Description: his course introduces students to modern environmental and economic history through an examination of changing modes of energy production, distribution, and consumption over the last 200 years. It focuses on the initial advent of hydrocarbon power in the coal-fired era of the nineteenth century, and the transition to petroleum and natural gas as the primary fuels of global industrial civilization in the twentieth. In addition, we will examine the history of concepts of "nature", "society", "the ecology", "the environment" and "energy" through the reading of primary scientific sources and popular cultural ones. While I take ecological and climatological ideas (and the methods used to generate them) seriously and afford them the epistemological respect they deserve, it is important to study the social causes behind changing models of the natural world, and models of the human species' interactions with it. Rationale: This new GE course will support the Cal Poly transition, offer a relevant Area D course for STEM majors, and offer a relevant Area B course for social science majors. This course has been offered as a "special topics" course.

[HIST - 307R - New Course - History of Science: Research Seminar - 23-2344](#) - Description: Research seminar designed to offer a fourth unit of credit for History 307A or 307B, which is three units and a co-requisite. History 307 satisfies university general education requirements for "Area B" or "Area D" (for 3 units), and History 307A/B and 300R together also fulfill History major requirements (for 4 units). In addition to the coursework requirements of History 307A/B, students in History 307R must also carry out a research project based on primary sources. Students must locate and read at least two book-length primary sources beyond the assigned readings as evidence for their research papers.

[HIST - 308 - New Course - History of Women in the United States - 24-2317](#) - Description: Examines the history of women in the United States from the era of European colonization to the present. Considers intersections of historical constructs of femininity with racial, ideological, and socioeconomic forces. Rationale: 1. There is no history of women in the U.S. course anywhere in the catalog. It would add depth and breadth to the learning experience for all students, particularly the following programs: History, CRGS, WS, and perhaps English, Psychology, Political Science. It offers an opportunity for GE Area D and DCG-Domestic credit. 2. Together with HIST-308R (1 unit research seminar), this course would help History majors fulfil their requirement to take "R" courses and Area Courses. 3. Students are very interested in the history of women and gender in the U.S. 4. Currently, issues of gender and sexuality are of high importance in public discourse, especially since the Supreme Court's historic overturn of Roe v. Wade in 2022. History Ed students in particular would benefit from a solid background in the history of women in the U.S. as they prepare to educate young people about issues that matter to them. 5. The context of laws censoring what can be taught about history in other states heightens the need for courses like this in California.

[HIST - 308R - New Course - History of Women in the United States, Research Seminar - 24-2318](#) -

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Description: Embedded writing workshop. Students write a 10-12 page research paper. Includes: primary and secondary literature review, library research methods, analysis, organization, and peer editing. Rationale: History majors who concurrently enroll in HIST 308 and HIST 308 R are able to count HIST 308 toward the History major requirement to take 8 units of "R" courses and 28 units of Area Courses.

[HIST - 309 - New Course - Environmental History of Latin America - 23-2363](#) - Description: Explore how peoples have thought about, lived with, utilized, and transformed the environment in Latin America. Examine the impact of history on the environment and the environment on history, within a variety of contexts and countries. UD GE Area D certification. Rationale: Part of programmatic re-imagining of the History major to provide more thematic options, and to create regular offerings attractive to other majors via GE credit, which will in turn facilitate progress toward graduation.

[HIST - 309R - New Course - Environmental History of Latin America Depth Experience - 23-2380](#) - Description: Research seminar for History majors enrolled in History 309: Environmental History of Latin America. Rationale: History majors must take UD electives for 4 credits. This 1 unit add-on provides that via a research seminar. The topic is proposed in response to the last program review and the recommendation for more thematic courses.

[AHSS - 201 - 24-2635 - Course Change - Technology: Evolution, Robots and A.I.](#) - Proposed Changes: Change Area E course AHSS 201: Evolution, Creation, and the Robot Apocalypse to LD GE Humanities (3B) RS 102: Evolution, Creation, and the Robot Apocalypse. Change course description to: Are science and religion enemies, partners, or strangers? Galileo, Newton, Darwin, and Einstein encourage critical thinking about human relationships with animals and machines. College success skills will be developed in this course.

### **Religious Studies Program Changes**

[Religious Studies, B.A. - Discontinue Program - 24-2685](#). Religious Studies has joined forces with History, and has proposed a History of Religions concentration under the History major (including the entire RS curriculum). In addition, all RS courses will be included in the proposed Applied Humanities major program. There is no need for a teach-out plan, as all existing RS courses will continue to be offered. Students who have already declared the RS major under the existing BA will have no obstacles to completing their degree. Therefore, we are proposing here to discontinue the Religious Studies BA program.

[24-2686 - Religious Studies Minor - Change Minor Requirements](#) - Proposed Changes: Removing AHSS 201 (Evolution, Creation, and the Robot Apocalypse, Area E GE) from minor requirements; adding RS 102 (Evolution, Creation, and the Robot Apocalypse, Area 3B GE) in its place (RS 102 is the new version of AHSS 201) as a lower-division elective from a "choose two" bin.

# CAL POLY HUMBOLDT

University Senate Written Reports, January 28, 2025

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art + Film), Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Jacob Garcia (AS-External Affairs Rep.), Dave Jannetta (Faculty Art + Film), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee). *Vacant: AS Student 2nd Rep*

Meeting Date(s): 1/22/25

Meeting Details: The committee is working on a revision to the Course Numbering Policy.

The committee will meet again on February 6, 2025.

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## Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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## Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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## **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): 1/29, 2/5

Meeting Details: The committee shared the draft Post Tenure Review policy to all tenure track faculty for feedback. On February 5, we worked on reviewing the feedback received on the Post Tenure review draft policy.

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## **Integrated Curriculum Committee**

Submitted by Sara Sterner, ICC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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## **University Policies Committee**

Submitted by Chris Harmon, UPC Chair

Members: Heather Honig, Tawny Fleming, Michelle Williams, Kijung Ryu, Sulaina Banks, William Cook

Meeting Date(s): Every other Tuesday at 10AM aligned with SenEx

Meeting Details: UPC is short an AS representative. We continue to grapple with the Policy on Policies, Procedures, and Guidelines. The goal is to improve the clarity and understanding of the policy creation/approval process by enhancing transparency without being administratively burdensome.

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## **University Resources and Planning Committee**

## Meeting Date:

1/17/2025

## 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, Eduardo Cruz, Sarah Long, Patrick Orona, Melanie Bettenhausen, Kevin Furtado, Kendra Higgins, Michael Le, Brigid Wall.

## Meeting Agenda:

1. Welcome and purpose of today's planning meeting (Jenn)
2. Introduce Carla Wharton- new Director of Budget & Financial Planning
3. Review of scope and purview of URPC (Jaime)
4. Update on Budget (Governor's revised budget, etc.) (Sarah L.)
  - o <https://ebudget.ca.gov/>
5. Budget Recommendation planning
  - o Timeline
  - o [Link](#) to last year's recommendation to use as a template

## Upcoming Business

We have a busy semester planned. In addition to hosting the regular Budget 101 + Budget Update Open Forum, we'll be hearing from division leaders about their reduction plans and the anticipated consequences. We will then undertake the challenging and important work of crafting the budget recommendation for the 2025-2026 Academic Year.

The schedule of our meetings and events is attached below:

URPC (SBS 405 & Zoom)	Topic & Timeline
Thursday, Feb 6, 11:30-1:00, SAC 131	Budget 101+ Budget Update Open Forum
Friday, February 21, 2 hour	Divisional Reduction Plan Presentations Admin Affairs, President, Advancement, Athletics
Friday, February 28, 2 hour	Divisional Reduction Plan Presentations Academic Affairs, EMSS, Univ Wide
Friday, March 7, 1.5 hour	Working Session on Budget Recommendation, Update on roadshow progress.
Friday, March 14, 1.5 hour	Working Session On Final Draft, issue to Sen Ex
Tuesday, March 25	Sen Ex Review
Friday, March 28, 1 hour	Review Sen Ex Comments
Tuesday, April 1	Senate First Reading
Friday, April 4, 0-1.5 hour (depending on Senate comments)	Working Session on Senate Comments
Tuesday, April 15	Senate Second Reading

Friday, April 18	Reserve for any work on Senate comments
Friday, May 2	Reserve just in case

## Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU met for its January standing committee meetings and plenary session, January 15, 16, and 17. These meetings took place online given the ongoing challenges with fires in the Los Angeles area. *The next ASCSU plenary will take place March 12-14, 2025.*

### First Reading 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 March 2025 Plenary. Of note are:

- [AS 3731-25/APEP/JEDI Support For The University Of California Proposal To Create Area H - Ethnic Studies Within High School Admissions Criteria](#)

This resolution expresses the ASCSU's support for the proposal and accompanying course criteria for a non-additive ethnic studies admissions requirement currently under consideration at the UC Academic Assembly. In conjunction with the UC, we also urge that relevant CSU stakeholders consider adopting a similar admissions requirement.
- AS 3728-25/APEP [Resource Needs to Effectively Support the Articulation System Stimulating Inter-institutional Student Transfer \(ASSIST\) in Supporting Student Success](#)

### January 2025 Resolutions Passed

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

#### 1. AS-3725-24/APEP CSU GE vs. Cal-GETC In CSU Policy

Calls for the Chancellor's Office to establish a workgroup to resolve inconsistencies in current CSU General Education policy language related to Cal-GETC and CSU GE Breadth

#### 2. AS-3723-24/AA/JEDI First-Year Experiences

The ASCSU requests that the Chancellor's Office promote the creation of three-unit, first-year, seminar-style experiences (FYE) at each CSU. Research evidence documents that FYE significantly improves retention, belonging, and graduation—especially for students of color, first-generation students, students with conditional admission, and students with undeclared majors—and often introduces students to life-long learning. FYE should be academically rigorous, offered as small classes, and taught by well-trained faculty. FYE might be housed in departments but should also be available to first-time first-year students who have not declared their majors.

### **3. AS-3721-24/FA On CSU-Wide Budget Transparency**

Advocates for campus audits to be conducted by credible, external, auditing firms such as KPMG and for the auditors to provide opportunities for dialogue with stakeholders as part of shared governance. Furthermore, the resolution asks that a publicly available CSU transparency portal be developed displaying expenditures and cash transfers. The Chancellor's Office is encouraged to establish quarterly conference calls to review expenditures and the budgets after the close of each fiscal quarter. Finally, the ASCSU urges the CSU to restore any discontinued annual reports.

### **4. AS-3718-24/APEP Financial Aid Processes are Under-Resourced: Need for Support**

Urges the Chancellor's Office to provide sufficient resources to campus financial aid offices to address equity issues and ensure the timely processing of financial aid packages for students, which are essential for student recruitment, retention, and success, especially for underrepresented student groups.

### **5. AS-3730-25/APEP Addressing Exclusion of the Mathematics for Elementary School Teachers Course(s) from Cal-GETC Standards**

Advocates for the re-assessment of Mathematics for Elementary School Teachers course content and its inclusion in Cal-GETC. It also requests the exclusion of verbiage that implies Mathematics for Teachers course content is limited to elementary school level mathematics

### ***Notes on 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**, Director

- Civil Rights Program Reviews happening on several campuses.
- Civil Rights Data Dashboard - that can be disaggregated by campus will go live soon and each campus will be asked to link to the dashboard. Senator question/requests: further disaggregation needed to explore if particular groups are disproportionately impacted; guardrails for restorative justice interventions; and trend data - this year will be the baseline as it's the first year with cross-system common operationalization of measures.
- Expecting LGBTQ targeting by the federal government - especially athletes - and anticipating work to protect students.

**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

- 52 community members known across campuses have lost homes in the LA fires. Many more have been displaced.
- Meeting with Senior Diversity Officers across the system about [changing political environment](#): implications for CAPS, undocumented students, gender affirming care - and training and education across the system. How to mitigate without breaking laws. Student concerns with information provided on FAFSA: CO has been meeting with state officials and made available to students from mixed-status families the state CADAA aid form; they might not have access to aid like Pell. There is some lack of awareness of the range of statuses of undocumented people - many have legal permits to work . The Chancellor's Office has communicated with Presidents regarding “legally” what CSU must do to comply with federal laws and executive orders. Focus on creating holistic support teams anticipating future: training to get that information to students, faculty, and staff who may be called to advocate for themselves or others. A question was raised about guidance for when students and staff are too afraid to come to campus.
- AI Task Force (Past ASCSU Chair Steffel served): We can not develop just one AI system policy, but we can develop guidelines for the system. AI workforce board is in development which aims to create a space for dialogue between tech industry partners and higher education. There is an ongoing AI digital divide within system in AI; for example, some campuses are rolling out [AI-related tools](#); others do not have capacities to develop and act.

**Update on Year of Engagement: Dilcie Perez**, Deputy Vice Chancellor, Academic & Student Affairs, Chief Student Affairs Officer, **Bob Caron, Deloitte and Anna Jablonski, Deloitte**,

- After Deloitte deployed survey 1, they received 1 million survey responses + responses at many other engagement points
- What they learned:
  - [Redefine “student success”](#)
  - Leverage the CSU size (“systemness”)
  - Focus on teaching and learning (academic side) as part of the solution
  - Use data
  - Remove barriers to student resources

**CSU support and resources for students, staff and faculty who are undocumented or have mixed status families. Ray Murillo**, Assistant Vice Chancellor, Student Affairs Equity & Belonging.

- **Students:** 80% of those seeking services and support are students

- **Definitions:** The umbrella term is “undocumented.” AB540 is not exclusive to undocumented students; DACA - is a deferment from deportation (protective) and a work authorization for undocumented - applications are no longer being approved;
- **Mixed Status:** Estimated 20,000 students in the system who have a partner or parent who is undocumented.
- [CSU Resources Page](#) for undocumented folks has been updated including **updated systemwide FAQ** . Responses are different based on who brings the subpoena or warrant and to whom you refer that official. Each campus must designate one person for all outreach should there be these enforcement actions. Faculty and staff should say “I am not authorized to respond and will connect you with - designated campus contact.” If immigration agent forces their way in, step aside and call UPD. Employees should not disclose student information as that would be FERPA violation.
- **CO to Campuses Coordination:** CO leadership meeting with all campus senior diversity officers to coordinate action and communication
- **CSU Learn Undocu training** - currently being updated.
- Other resources: [Fear and Learning at Hoover Elementary](#) ( Laura Simon). [1982 Plyler v Doe](#).

**CO [External Relations and Communications](#):** **Greg Saks**, Vice Chancellor, External Relations & Communications, **Jeff Cullen**, Assistant Vice Chancellor Federal Relations, **Nathan Dietrich**, Assistant Vice Chancellor Advocacy & State Relations, Federal and State Legislative, & **Eric Bakke**, Director, State Relations

- Each campus has a [legislative contact](#) (AVC Jeff Cullen)
- Advocacy and state relations update [email](#) (AVC Nathan Dietrich)
- Delays in tax filing in disaster areas will create greater budget uncertainty
- Federal legislation is going to use funding to force compliance on bills coming through (e.g. [H.R. 28 passed in House](#) requiring birth gender requirement for women athletes)
- November bond that passed excluded UC and CSU from resources to address deferred maintenance. Behind the scenes the Senate was pushing to include the UC and CSU, but the Assembly was opposed and prevailed.
- They are sharing with legislators the distinctions/needs between UC and CSU students. Also highlighting really different revenue streams and proportions. When the state has more money, it may be easier to leverage those distinctions.
- Guidance for collaboration with CO legislative advocates: how can they have a more regular communication with ASCSU? Suggests all politics are local - so encouraging senators share our expertise locally and that will funnel up.

**Mandara Savage**, Assistant Vice Chancellor, Professional and Continuing Education (PACE)

- [EO 1099](#), Article 7 Enrollment Limitations Update - Open University - Self Supporting Courses

**Mildred García**, Chancellor of the CSU -

- [Remarks & Q&A](#) (AI Generated from Transcript)

**Tara Al-Rehani**, CSSA Vice President of Systemwide Affairs, CSSA Liaison Report on 1st Plenary of 2025 scheduled for January 25-26, 2025 with the following focus:

- Vote on affordable housing white paper and related proposal for increased housing for those from foster, and/or history of homelessness
- Affordable materials and texts
- Discussion on Year of Engagement
- Title IX continues to be a priority
- TPM - continue work with CO and focus on safety
- Student trustee application still open

### **Committee Reports**

- **Academic Affairs Committee** - A Few Documents of Interest
  - [CA Master Plan for \(Career\) Education](#)
  - CA Higher Education [Paradigm Shift](#) (if pursued would dramatically change CA higher education)
  - [Applied and Professional Doctoral](#) Program Guidelines
- **Academic Preparation & Education Programs (APEP) Committee**
  - Work on AB 101 and changes to A-G (H) admissions requirements - integration of Ethnic Studies admission requirement in high schools. Also related work considering AP African American Studies credit for CSU Ethnic Studies .
- **Faculty Affairs Committee**
  - Costs of consultants, branding and marketing, system enrollment management, assigned time for service.
- **Fiscal & Governmental Affairs (FGA) Committee**
  - Resolution on budget transparency.
- **Justice, Equity, Diversity, and Inclusion (JEDI) Committee**
  - Update on CO work on undocumented students, faculty, and staff – systemwide resources and training. Upcoming resolutions on naming of campus spaces, scholasticide in Gaza and how CSU may help, vulnerabilities with new federal administration.

**State Budget Information: In Governor’s January budget proposal, CSU is facing 7.95% (\$375.2 million) cut and further postponement of Governor’s compact 5% budget increase to 27-28.**

These links include the Higher Education section of the budget and Summary Charts.

- Budget Link:

<https://ebudget.ca.gov/2025-26/pdf/BudgetSummary/HigherEducation.pdf>

- Summary Charts:

<https://ebudget.ca.gov/2025-26/pdf/BudgetSummary/SummaryCharts.pdf>

**Charles Toombs**, CFA President, Liaison Report

- Governor is the one that could change the budget. Lobbying is key right now and leveraging “equity” paper.

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## **Associated Students**

Submitted by Eduardo Cruz, AS President

Members:

Meeting Date(s):

Meeting Details: no report

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## **California Faculty Association**

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

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## **Office of Equity, Diversity, and Inclusion**

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: no report

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## Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details:

### **In-person Spring 2025 Humboldt-ERFSA Meetings at Baywood Golf and Country Club, 3600 Buttermilk Ln, Arcata , CA 11:30 lunch; Noon: presentations**

February 13, 2025: ERFSA Luncheon: **Connie Stewart**, Cal Poly Humboldt Executive Director of Initiatives, University Advancement

March 13, 2025: ERFSA Luncheon: **Lisa E. Feldman**, Assistant United States Attorney, Cyber and Intellectual Property Crimes Section, U.S. Department of Justice, United States Attorney's Office.

April 10, 2025: ERFSA Luncheon: **Sarah Lasley**, Cal Poly Humboldt Art & Film Assistant Professor.

May 8, 2025: ERFSA Luncheon: **Maxwell Schnurer**, Communication Department Chair and Transformative Restorative Education Center (TREC); **Mark Taylor**, MSW, Project Rebound; **Steve Ladwig**, TREC; **Sidney Asfrzadeh**, TREC.

### **March 27<sup>th</sup> Humboldt-ERFSA Grant applications deadline**

<https://www.humboldt.edu/emeritus-and-retired-faculty/grant-program-tenure-track-faculty-lecturers-and-staff>

#### **Small Grant Program for Tenure-track Faculty, Lecturers, and Staff**

Applications are due by Thursday March 27, 2025, at 3 p.m. PST. Late applications *will not* be reviewed.

Sponsored by the Humboldt-Emeritus and Retired Faculty and Staff Association, grant awards are intended to help tenured-track faculty, lecturers, and staff with *less than 5 years* employment at Cal Poly Humboldt seeking to expand professional qualifications.

Proposals must relate to teaching effectiveness, scholarly or creative activity, and/or service to the University, profession, or the community.

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## Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

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## Staff Council

Submitted by Kathy Hudson, Staff Council Chair

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

Meeting Date(s): 1/22/2025

Meeting Details:

### Summary of Staff Council Meeting

#### Staff Council Goals for 2024-2025

- **Elevate Staff Voice on Campus:** Advocate for staff interests and increase staff engagement in decision-making through open forums, surveys, and partnerships with university leadership.
- **Increase Connection with Staff:** Enhance opportunities for staff to connect through events such as networking mixers, town halls, and department-based discussions.
- **Alignment with University Senators and Campus Committees:** Strengthen collaboration with University Senators and ensure inclusive staff representation on committees.
- **Inclusive Staff Representation:** Promote diversity and equity by recruiting representatives from underrepresented departments, hosting targeted listening sessions, and expanding representation across campus units.

#### University Resource Planning Committee (URPC) Update from Steven Margell

- **Budget Context:**
  - Enrollment recalibration has led to budget reductions.
  - The Governor's budget defers funding for salary increases to 2027-28.
- **Engagement Opportunities:**
  - Upcoming open forum on the campus budget scheduled for February 6, 2025, from 11:30 a.m. to 1:00 p.m. (hybrid format with Zoom link available).

## Additional Updates:

- **Campus Culture Conversations:** A World Café-style forum on January 29, 2025, will provide staff with a safe space to discuss recent campus protests and communication gaps. Feedback will inform future campus initiatives.
- **Staff Council Representation:** The Staff Council Chair will rejoin the President's Cabinet to advocate for staff concerns directly.

## Committee Reports

1. **Governance Committee (Scott Harris, Chair):**
    - Updating standard operating guidelines to ensure consistency and efficiency in council operations.
    - Educating committee chairs on the process for filling staff committee seats through Staff Council.
  2. **Recognition and Events (Stephanie Souter, Chair):**
    - **Staff Recognition Awards:** Scheduled for March 2025 to recognize outstanding staff contributions. Thirty-one nominations have been received, and the review and scoring process is underway. Winners will be announced at the March ceremony.
  3. **Staff Engagement (Xelha Puc, Chair):**
    - **Staff Connect Events:**
      - February 14, 2025: Valentine's Day event featuring activities such as networking, games, and raffles.
      - June 2025: Staff Appreciation Week with three days of activities, including team-building exercises, recognition lunches, and wellness workshops.
  4. **CSU Collaboration (Kathy Hudson, Humboldt Rep):**
    - Continuing to advocate for systemwide collaboration and lay the groundwork for a staff seat on the CO Board of Trustees.
  5. **Years of Service and Staff Appreciation Event (Ad-Hoc):**
    - Scheduled for June 5, 2025, at the Arcata Community Center.
    - This event will celebrate staff members who have achieved significant milestones in their service to the university and foster community among staff.
- 

## Executive Cabinet

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  
Connie Stewart - Executive Director of Initiatives

**COMMUNITY** - Women's and Men's Basketball - Faculty/Staff Appreciation Night February 6th at 5:30 & 7:30 respectively

## **ACADEMICS**

**Shout Out:** Awesome Professional Development Day on Friday, January 17! Thanks to Enoch Hale, Chrissy Holliday, Stephanie Souter, and all of the incredible faculty and staff who participated in Professional Development Day last Friday. The focus on recruitment was very well received and the engagement and wisdom shared was awesome.

**Well Done:** Research Project with Rangeland Science: The ITS Research Support Team partnered with Rangeland Science and Management professor Justin Luong and his research group on a project to automate the measurement of leaf perimeters and areas from digital scans. Automation was achieved using OpenCV with Python. The custom program, featuring a user-friendly graphical user interface, processes each leaf individually, providing accurate perimeter and area measurements. This solution significantly reduced the time required for measurements, and closely matched previous results obtained manually.

## **INCLUSIVE EXPERIENCE**

### **Students**

**Green & Gold Guarantee:** We recently announced the Green & Gold Guarantee, our university's new program geared towards ensuring access and affordability for students. Learn more about the program [here](#). In a nutshell, it provides a guarantee that tuition and mandatory fees will be covered for students who meet specific financial criteria, beginning with those who enter in Fall 2025. This program is all about reducing uncertainty about whether college is affordable for a prospective student – and, as long as they maintain full-time enrollment and earn at least a 2.0 GPA, they know they will have the funds available to them for four years as a first-time student, or two years as a transfer. Read more in our [recent press release](#), and be sure to share information about this with prospective students – knowing their tuition and mandatory fees will be covered here at Humboldt may be exactly what a student needs to help them decide college is possible, and we are the right fit.

**Direct Admissions:** Cal Poly Humboldt and Eureka City Unified School District (ECS) have created a partnership to simplify the college admissions process for local high school students. The partnership, centered around a new direct admissions program, will provide students with streamlined access to Cal Poly Humboldt and support their journey to higher education. The

Memorandum of Understanding allows the University to provide better support to students in regards to their ultimate qualification for enrollment at a CSU, ensuring ongoing communication and guidance throughout their high school attendance, with the ultimate goal of making sure Humboldt County students are prepared to enter a four-year institution if they desire, ensuring their college decision is based on what is best for them, and not accidental based on a lack of knowledge. Read more in our [recent press release](#).

**Student for the Day Immersion Program:** EMSS is excited to introduce Student for the Day, an immersive program designed by Admissions for Fall 2025 applicants to experience life at Cal Poly Humboldt over President's Week, which we know is a holiday week for many of our state schools. Taking place on February 17 and 18 in partnership with our academic colleagues, this initiative provides prospective students with a firsthand look at academics, campus culture and the Humboldt experience. Applicants will attend real classes aligned with their declared majors or areas of interest, gaining valuable insight into our academic environment. They will also participate in personalized admissions sessions, guided tours, and independent exploration time between activities. While students engage in the classroom, parents/guardians will be guided separately, ensuring an authentic student experience.

**Immediate Access Course Materials Program:** Congratulations to our first three courses that launched Cal Poly Humboldt's Immediate Access course materials program this Spring. Faculty members Nate Swenson (SOIL 260), Li Qu (BA 250) and Maysan Mousaviraad (Engr 417) are our first adopters to help students have course material access by day one of class. Check out the FAQs on Immediate Access [here](#).

**Student Fee Advisory Committee:** The [Student Fee Advisory Committee \(SFAC\) web page](#) has been updated to provide streamlined access to the fee request process, as well as explanation of various fee categories and [historical information](#) about current fees, including fee change approvals. In the current 2024-25 cycle, changes have been approved for the Campus Union fee, Health Facility Fee, Health Services fee, GEOL 474 Field Trip fee, International Service Learning Programs, MSW self-support fee, and Housing rent rates- all details are available on the [site](#), detailed by fee category and type. The committee is co-chaired by the Associated Students president and the University's Vice President for Enrollment Management & Student Success. Current [membership](#), meeting agendas, and minutes are also available on the site.

## INFRASTRUCTURE

### Collaboration with the City of Arcata

Cal Poly Humboldt and the City of Arcata recently collaborated on a *Rebuilding American Infrastructure with Sustainability and Equity (RAISE) Grant*, administered by CalTrans. The University received word last week that this award, in the amount of \$14,934,000, was funded. The project will reconstruct the existing US 101 and Sunset Avenue interchange with two roundabouts. This project will also provide pedestrian and bicycle access, new bus stops, signage, lighting, ADA improvements, as well as

connections to the adjacent Class I trail system. Construction will begin in 2026. This is a critical connection point for the University and our new Hinarr Hu Moulik Student Housing.

Hey Cal Poly Humboldt!

Happy Spring Semester! I hope y'all are well, that you had some restorative time to engage with the people and activities you love, and that your respective gigs are starting smoothly. I missed y'all.

As I've mentioned (incessantly, to anyone who'll listen), this is my last semester serving in the role of Senate Chair and General Faculty President. As such, I have been reflecting on what we've accomplished during my tenure, and what I wish we could still make happen in the brief remainder.

Briefly, we have 8 senate meetings remaining prior to the end of the Spring Semester; just 8 meetings with which we can affect institutional policy change prior to the installation of a new University President. I don't want to insinuate preemptively here that the incoming President won't be a just and righteous leader for our campus, but, as has been stated by a number of folx, writing thoughtful policy and guidelines that set out our community's expectations and norms can help to overtly guide that leadership.

Normally, I think of the Senate Chair role as being a multi partial facilitator of shared governance practices on campus, and thus generally opt to help shepherd policy creation rather than direct it, but we are facing a time crunch and the stakes are high, so I'm going to suggest some things that could help, in hopes of getting the proverbial ball rolling. Feel free to ignore or admonish as y'all see fit:

1. **360 Administrative Climate Surveys:** Many of y'all likely heard about Dean Jeff Crane's voluntary Climate Survey for his leadership role at the College of Arts, Humanities, and Social Sciences conducted in Fall '24. I remember thinking when I heard it was going to happen that it was an act of bravery and trust from Dean Crane. After thinking about it more, I think such assessment needs to be a consistent and continuous norm for all administrative personnel on campus. We preach the expectation of assessment in our K-16 schools, in our curricular models, in our RTP processes, and then we celebrate the importance of assessment to ensure that our practices are working, but do not require climate surveys of our leadership. That doesn't make sense. Self-reflection is healthy. I can see why this might be scary; people sometimes say mean things in anonymous contexts, and that hurts. Further, such surveys might have implications related to employment (more to come on that next). But the Administrative Constituency needs to have evidence of what people think of their practices. If we operate in a void, without feedback or input, we risk making harmful, misinformed assumptions about the expectations of our community.
2. **Tenured/Student Representation on All Committees:** A recurring concern I have heard in numerous contexts over the last few months is the danger of making materially impactful decisions in a room full solely of at-will employees and their bosses. Frankly, when people are worried that they might lose their employment if they say or do the "wrong" thing, that reality is bound to factor into decision-making. No matter how purely

ethical we hope to be in our jobs, if there is a possibility we will have to move, relocate our kids' schools, or suffer financial impacts depending on what we say, that can have a chilling effect on speech and subsequent action. As such, I would suggest that we make sure that there is a tenured employee or student representative in every decision-making context on campus. I can envision arguments that others will have against this suggestion, but it is the only way I can think of to subvert this dynamic. We need folks who are structurally protected in relation to their careers to be there to speak up.

3. **ODEI Leadership in the Executive Cabinet:** This one is short: I think we need DEI considerations voiced consistently in the Executive Cabinet. Our contemporary context requires such perspective and input constantly.
4. **Development of Inclusive, Institutional Self Assessment Structures for On Campus Incidents:** I'm stealing this one directly from the [Review of the Eureka Police Department's Response to Protests in April](#). We should "*develop a formal critical or major incident review process that involves a meeting of Department leaders convened after a critical incident, in which a broad range of issues are considered and identified, and which results in clearly defined and documented action items with expectations for follow-up and effective feedback.*" We shouldn't have to request an investigation of things that happen on our campus and await a response that may never come; we should have a structure in place for conducting inquiries ourselves. We have smart, thoughtful, critical people across our campus, with appropriate subject matter knowledge and experience, and I'm fairly confident we could and should do this.

Ok. Those are my low hanging fruit examples. I've got others, but I think I am probably pushing the parameters of my gig as it is.

In a final note, we will have representatives of our burgeoning Dreamer Center at our Senate Meeting tomorrow to discuss resources and guidelines for supporting our Dreamer Students. Please keep an eye and ear out for that content. Protecting the safety and wellbeing of our students, inclusive of their educational opportunities and futures is the paramount shared responsibility of educators. Let's make sure we are all informed and duly prepared to do just that.

Peace,  
jim





# **Cal Poly Humboldt Dream Center Goals Spring 2025**

# ➤ Goals in Progress

- Open Letter in El Leñador
- A resource “menu” of all currently available resources
- A reference guide to all applicable state laws, local measures, and CSU policies
- A series of Know Your Rights workshops for students, staff, and faculty to be held on campus
- Resources for students to find research/internship/job opportunities
- Professional Development resources that focus on the needs of undocumented students, staff, and faculty.
- Center Director Search (planned)

# **Short Term Asks**

- **Liaison List** – Tania Marin-Zeldin is currently working on this, but the process could be expedited if more people were involved.
- **Know Your Rights training across campus** – CHIRLA workshops to come in February

# ➤ **KNOW YOUR RIGHTS ACROSS CAMPUS**

- Fostering a Sanctuary space for our undocumented community on campus
- The Dreamers Center syllabus is an example of the importance of approaching the immigration policies on campus
- The acknowledgment of a safe space in a physical and relational level
- Providing spaces for an informed and educated discussion about immigration
- Highlighting and producing knowledge based on the local experience to improve local policies
- The legal framework in place is a platform to understand and study the dynamics around the work of the DC

# Green & Gold Guarantee

Affordability and  
certainty in the  
college decision  
process



# ➤ What is a college Guarantee or Promise program?

Generally, they:

- **Make a promise regarding affordability**
  - Free tuition and mandatory fees for specific populations
- **Provide clarity for prospective students and families**
  - Financial qualification known at FAFSA (or state app) submission
  - Eliminate concerns around paying for tuition and fees
  - Make it obvious for those who CAN afford college tuition
- **Enhance enrollment and retention**
  - Previous experience; research; programs in all 50 states
  - Student progress = financial certainty

# ➤ What has the research shown?

These types of programs:

- Enhance **retention and completion** rates for covered students
- Drive commitment to college and change college-going behavior
- Expand **access for underrepresented** groups
  - Multiple studies have shown impacts for minority, first generation populations
  - Drives FAFSA completion
- **Increased enrollment after launch**
  - 15-22% increase over time, averaging 3% per year
  - Demonstrated to enhance yield rates even more than applications

See references on resources slide

# ➤ **What else has research shown?**

How we build it matters:

- **Don't make admission a requirement to learn more**
  - Market it broadly before application and deposit
  - Most impactful if eligibility is known before admission
- **Amount of new aid isn't strongly important**
  - Aid amounts vary and are shown to have little statistical effect
  - Certainty of free tuition is the key driver



# › The Guarantee

- Covers **tuition and mandatory campus fees**
  - **Four** years for first-year students, **two** years for transfer
- Eliminates concerns about **future** tuition increases (retention)
- Covers **gap** after federal and state grant aid
  - Provides room for other scholarships/aid to support **other costs**
- Addresses concerns around value/affordability in a **simplified** manner

# ➤ Eligibility

- New **first-year or transfer** undergrad for Fall 2025
- **CA resident** or qualify for in-state tuition
- Complete **FAFSA or CADAA** by state priority deadline (**March 3**)
  - Student Aid Index of 9000 or less
  - Pell eligibility for FAFSA filers
- Deposit by **May 1**
- Enroll in **12+ units** /semester, stateside, undergraduate enrollment
- Renewal criteria (*SAP/2.0 GPA, FAFSA/CADAA annually, etc.*)

# › How will we make it

## • **successful?**

### • ~~January launch~~ for Fall 2025 impact

- Focus this cycle = yield impact
- Potential for application impact yet, given March deadline
- Direct messages to current prospect, inquiries, applicants and admits
  - Web presence, special materials, family mailing

### • **Marketing blitz to follow**

- Campus, then community awareness
  - Spring welcome, Senate, enrollment partners, CSU support
- Press release and interviews
- Ads, digital strategies, 3E support

# Resources

- University's Green & Gold [web page](#)
- Forbes [article](#) on Promise programs
- Billings, M. S., Gándara, D., & Li, A. Y. (2021). [Tuition-free promise programs: Implications and lessons learned](https://doi.org/10.1002/cc.20485). *New Directions for Community Colleges*, 2021, 81–95.  
<https://doi.org/10.1002/cc.20485>
- Li, Amy & Gándara, Denisa. (2020). [The Promise of “Free” Tuition and Program Design Features: Impacts on First-Time College Enrollment](https://doi.org/10.2307/j.ctvxw3phv.13). 10.2307/j.ctvxw3phv.13.
- Burland, E., Dynarski, S., Michelmore, K., Owen, S., & Raghuraman, S. (2022). [The power of certainty: Experimental evidence on the effective design of free tuition programs \(No. w29864\)](#). National Bureau of Economic Research.

# > Questions?



**CAL POLY HUMBOLDT  
University Senate**

**Resolution on Committee Governance and Oversight Policy**

XX-24/25-CBC — January 29, 2025 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President / Provost that adopt the attached policy regarding the Committee Governance and Oversight; and be it further,

**RATIONALE:** Effective committee governance is essential for fostering transparency, accountability, and collaboration across the University. However, the absence of guidelines for the initiation, operation, and dissolution of committees can lead to inefficiencies, redundancy, and unclear roles. This resolution establishes a comprehensive policy to regulate committee practices under the oversight of the Committee on Committees (CoC). By providing clear procedures for creating, maintaining, and phasing out committees, the policy promotes consistency, transparency, and alignment with institutional goals. It also ensures that resources are allocated equitably, committee directories are accurate and accessible, and reporting mechanisms are in place to evaluate committee effectiveness. This governance structure strengthens accountability and enables committees to function as effective, collaborative entities that meet the evolving needs of the University.

## Committee Governance and Oversight Policy [Policy Number] Constitution and Bylaws Committees

**Applies to:** Faculty, staff, students,

This policy establishes guidelines for creating, operating, and dissolving University Committees<sup>1</sup>, overseen by the Committee on Committees (CoC). It ensures alignment with the University's mission, emphasizes accountability through reporting and transparency, and provides a structured process for maintaining an accurate committee directory and adapting to evolving needs.

**Supersedes:** N/A.

### **Purpose of the Policy**

This policy aims to outline the guidelines for the initiation, maintenance, and phasing out of committees within the University. The Committee on Committees (CoC) serves as the governing body responsible for overseeing the functionality of University committees, annually approving their initiation, functionality, and phasing out.

### **Table of Contents**

Policy Body

Appendix I- University Committee Definition Guide

### **Definitions**

#### **University Committee**

A University Committee is a deliberative body that includes representation from multiple Divisions, established to discuss, advise, or make decisions on matters impacting the entire university community. University Committees are distinguished by their broad scope, formal structure, and focus on fostering inter-divisional collaboration and coordination. Committee is an umbrella term for the following types of committees.

#### **Standing Committee**

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<sup>1</sup> A University Committee is a deliberative body that includes representation from multiple Divisions, established to discuss, advise, or make decisions on matters impacting the entire university community. This Policy does NOT apply to the committees that are housed in one division only or their impact is limited to one division.

Template Updated: February 28, 2024

A Standing Committee is a permanent or semi-permanent body established by the university, shared governance, or through legislation to address ongoing or recurring issues within its jurisdiction. These committees operate under a clearly defined mandate with specified responsibilities and authority delegated by the institution's governing body or administration. Standing Committees are integral to the university's governance structure and are expected to produce sustained long-term outcomes. Example: University Resources and Planning Committee (URPC).

### **Ad Hoc Committee**

An Ad Hoc Committee is a temporary body formed to address a specific, short-term, and non-recurring issue or purpose. These committees are composed of members selected for their relevant expertise and are dissolved upon the fulfillment of their defined objectives. Ad Hoc Committees provide flexibility for tackling unique challenges or opportunities. Example: Search Committee.

### **Task Force**

A Task Force is a temporary group established to address urgent or time-sensitive issues requiring immediate attention and resolution. Task Forces are action-oriented, often empowered to make recommendations or implement solutions within a set timeframe. They may operate independently of existing committee structures but must report their creation and conclusions to the Committee on Committees (COC). Example: Graduate Studies Task Force.

### **Working Group**

A Working Group is a temporary assembly of members brought together to collaborate on specific tasks, projects, or initiatives. Working Groups are often formed within the context of an existing committee structure and focus on challenges requiring detailed research, exploration, or preparation of recommendations. Working Groups' outcomes are typically advisory in nature and may evolve into proposals for broader action. Example: Polytechnic Implementation Working Group.

### **Team**

A Team is an action-oriented group composed of individuals working together to achieve specific, practical objectives. Teams are characterized by their flexibility, informal structure, and focus on accomplishing clearly defined tasks or supporting broader departmental or divisional goals. Teams typically operate without a fixed term and can assemble or disband as needed. Example: Emergency Operations Team.

### **Subcommittee**

A Subcommittee is a specialized, permanent subgroup of a larger committee, tasked with examining particular aspects of the committee's broader mandate. Subcommittees conduct in-depth analysis or research and report their findings and recommendations to



the parent committee. Subcommittees enhance the efficiency of their parent committees by addressing focused areas of concern. Example: The Committee on Committees is a Subcommittee of the Constitution and Bylaws Committee.

## **Policy Details**

### **1. Purpose**

The purpose of this policy is to outline the guidelines for the initiation, maintenance, and phasing out of committees within the University. The Committee on Committees (CoC) serves as the governing body responsible for overseeing the functionality of University committees, annually approving their initiation, functionality, and phasing out.

### **2. Committee Initiation**

**2.1. Proposal Submission:** Any entity of the University community may submit a proposal for the initiation of a new committee to the CoC. The proposal should include the purpose, scope, goals, and expected outcomes of the committee.

**2.2. Review and Approval:** The CoC shall review all proposals for committee initiation and make a decision on their approval based on their alignment with the University's mission, strategic priorities, and existing committee structure. Approval will follow nominal Senate bylaws.

**2.3. Composition:** Upon approval, the CoC shall make recommendations regarding the composition of the new committee, considering relevant expertise, diversity, and representation from various stakeholders and partners within the University community.

### **3. Committee Maintenance**

**3.1. Leadership:** Each committee shall designate a chair or co-chairs responsible for leading meetings, facilitating discussions, and ensuring progress towards the committee's goals.

**3.2. Meetings:** Committees are expected to hold regular meetings as scheduled by their respective chairs. Meeting agendas and minutes should be documented and made accessible to all committee members.

**3.3. Reporting:** Supervising authorities shall gather annual reports from Committee chairs and provide regular updates to the CoC on the activities, achievements, and challenges faced by their committees.

**3.4. Resources:** The University shall provide necessary resources, including administrative support and budget allocation, to facilitate the work of committees.

**3.5. Directory Maintenance:** The CoC shall work with the Senate Office to establish and maintain an online comprehensive directory of all University committees. This directory shall include, at a minimum, the name, purpose, membership, and current operational status of each committee, and shall be updated annually to ensure accuracy. The CoC shall communicate updates through Senate reports.

#### **4. Committee Phasing Out**

**4.1. Evaluation:** The CoC shall perform an annual review of all University committees to determine their operational status, specifically evaluating whether each committee is active or inactive.

**4.2. Recommendation:** Based on the evaluation, the CoC may recommend to the supervising authority whether a committee should be continued, modified, or dissolved.

**4.3. Decision:** The CoC shall make the final decision regarding the phasing out of committees, taking into consideration the recommendations provided and the University's evolving needs.

**4.4. Phasing-out Process:** If a decision is made to dissolve a committee, the CoC shall oversee the phasing-out process to ensure a smooth transition, including the documentation of the committee's work and the transfer of any ongoing responsibilities.

**5. Amendments:** Any amendments to this policy shall be proposed, reviewed, and approved by the University Senate.

**6. Implementation:** This policy shall be communicated to all University stakeholders and implemented effectively upon approval by the CoC.

**8. Compliance:** All University committees and stakeholders are expected to comply with this policy and adhere to its guidelines.

**Related Policies:** N/A

**Expiration Date:** N/A

#### **History**

Committee on Committees: 01/22/2025  
Reviewed by University Senate: MM/DD/YYYY  
Approved by Provost/President: MM/DD/YYYY

## Appendix I- University Committee Definition Guide

Term	Definition
<b>University Committee</b>	<p>A University Committee is a deliberative body that includes representation from <i>multiple Divisions</i>, established to discuss, advise, or make decisions on matters <i>impacting the entire university community</i>. University Committees are distinguished by their broad scope, formal structure, and focus on fostering inter-divisional collaboration and coordination. Committee is an <i>umbrella term</i> for the following types of committees.</p>
<b>Standing Committee</b>	<p>A Standing Committee is a permanent or semi-permanent body established by the university, shared governance, or through legislation to address ongoing or recurring issues within its jurisdiction. These committees operate under a clearly defined mandate with specified responsibilities and authority delegated by the institution’s governing body or administration. Standing Committees are integral to the university’s governance structure and are expected to produce sustained long-term outcomes. <b>Example:</b> University Resources and Planning Committee (URPC).</p>
<b>Ad Hoc Committee</b>	<p>An Ad Hoc Committee is a temporary body formed to address a specific, short-term, and non-recurring issue or purpose. These committees are composed of members selected for their relevant expertise and are dissolved upon the fulfillment of their defined objectives. Ad Hoc Committees provide flexibility for tackling unique challenges or opportunities. <b>Example:</b> Search Committee.</p>

<b>Task Force</b>	A Task Force is a temporary group established to address urgent or time-sensitive issues requiring immediate attention and resolution. Task Forces are action-oriented, often empowered to make recommendations or implement solutions within a set timeframe. They may operate independently of existing committee structures but must report their creation and conclusions to the Committee on Committees (COC). <b>Example:</b> Graduate Studies Task Force.
<b>Working Group</b>	A Working Group is a temporary assembly of members brought together to collaborate on specific tasks, projects, or initiatives. Working Groups are often formed within the context of an existing committee structure and focus on challenges requiring detailed research, exploration, or preparation of recommendations. Working Groups' outcomes are typically advisory in nature and may evolve into proposals for broader action. <b>Example:</b> Polytechnic Implementation Working Group.
<b>Team</b>	A Team is an action-oriented group composed of individuals working together to achieve specific, practical objectives. Teams are characterized by their flexibility, informal structure, and focus on accomplishing clearly defined tasks or supporting broader departmental or divisional goals. Teams typically operate without a fixed term and can assemble or disband as needed. <b>Example:</b> Emergency Operations Team.
<b>Subcommittee</b>	A Subcommittee is a specialized, permanent subgroup of a larger committee, tasked with examining particular aspects of the committee's broader mandate. Subcommittees conduct in-depth analysis or research and report their findings and recommendations to the parent committee. Subcommittees enhance the efficiency of their parent committees by addressing focused areas of concern. <b>Example:</b> The Committee on Committees is a Subcommittee of the Constitution and Bylaws Committee.

Term	Initial Definition	Revised Definition
<b>University Committee</b>	A Committee that has representation from more than one Division, convened to deliberate, advise, or make decisions on matters affecting the entire university community. University Committees ensure collaboration and coordination across different Divisions. The Committee on Committees maintains records and advises regarding the status of all University Committees.	A University Committee is a deliberative body that includes representation from multiple Divisions, established to discuss, advise, or make decisions on matters impacting the entire university community. University Committees are distinguished by their broad scope, formal structure, and focus on fostering inter-Divisional collaboration and coordination. Committee is an umbrella term for the following types of committees.
<b>Standing Committee</b>	A permanent or semi-permanent committee composed of campus and/or community members, established within the university structure (e.g., University Senate) or legislation to address ongoing or recurring issues. Standing committees possess defined responsibilities and authority delegated by the institution's governing body or administration. Example: URPC.	A Standing Committee is a permanent or semi-permanent body established by the university, shared governance, or through legislation to address ongoing or recurring issues within its jurisdiction. These committees operate under a clearly defined mandate with specified responsibilities and authority delegated by the institution's governing body or administration. Standing Committees are integral to the university's governance structure and are expected to produce sustained long-term outcomes. <b>Example:</b> University Resources and Planning Committee (URPC).

<p><b>Ad Hoc Committee</b></p>	<p>A temporary committee formed for a specific, short-term, and non-recurring purpose or to address a particular issue within the university, comprising campus and/or community members. Ad hoc committees are created as needed and dissolved once their objectives are fulfilled. Example: Search Committee.</p>	<p>An Ad Hoc Committee is a temporary body formed to address a specific, short-term, and non-recurring issue or purpose. These committees are composed of members selected for their relevant expertise and are dissolved upon the fulfillment of their defined objectives. Ad Hoc Committees provide flexibility for tackling unique challenges or opportunities. <b>Example:</b> Search Committee.</p>
<p><b>Task Force</b></p>	<p>A temporary committee or group is comprised of campus and/or community members, established to address urgent or time-sensitive issues requiring immediate attention and resolution. Task forces are empowered to act decisively and have a limited duration focused on achieving specific objectives. Task forces can be initiated outside of existing committee structures, but should be reported to the COC upon creation and conclusion. Example: Graduate Studies Task Force.</p>	<p>A Task Force is a temporary group established to address urgent or time-sensitive issues requiring immediate attention and resolution. Task Forces are action-oriented, often empowered to make recommendations or implement solutions within a set timeframe. They may operate independently of existing committee structures but must report their creation and conclusions to the Committee on Committees (COC). <b>Example:</b> Graduate Studies Task Force.</p>

<p><b>Working Group</b></p>	<p>A long-term and temporary assembly of campus and/or community members formed to collaborate on specific tasks, projects, or initiatives within the university. Working groups are typically created to address challenges, conduct research, or develop recommendations for further action. Working Groups are initiated inside of an existing committee structure. Example: Polytechnic Implementation Working Group.</p>	<p>A Working Group is a temporary assembly of members brought together to collaborate on specific tasks, projects, or initiatives. Working Groups are often formed within the context of an existing committee structure and focus on challenges requiring detailed research, exploration, or preparation of recommendations. Working Groups' outcomes are typically advisory in nature and may evolve into proposals for broader action. <b>Example:</b> Polytechnic Implementation Working Group.</p>
<p><b>Team</b></p>	<p>A collaborative group composed of campus and/or community members, typically working together on specific projects, initiatives, or goals that benefit a department, division, or shared interest within the university. Unlike committees or task forces, teams focus on practical, action-oriented tasks, often working within a more flexible structure. Teams may operate informally and without a set term, assembling and disbanding as needed to accomplish particular outcomes or to support broader university efforts. Example: Emergency Operation Team.</p>	<p>A Team is an action-oriented group composed of individuals working together to achieve specific, practical objectives. Teams are characterized by their flexibility, informal structure, and focus on accomplishing clearly defined tasks or supporting broader departmental or divisional goals. Teams typically operate without a fixed term and can assemble or disband as needed. <b>Example:</b> Emergency Operations Team.</p>



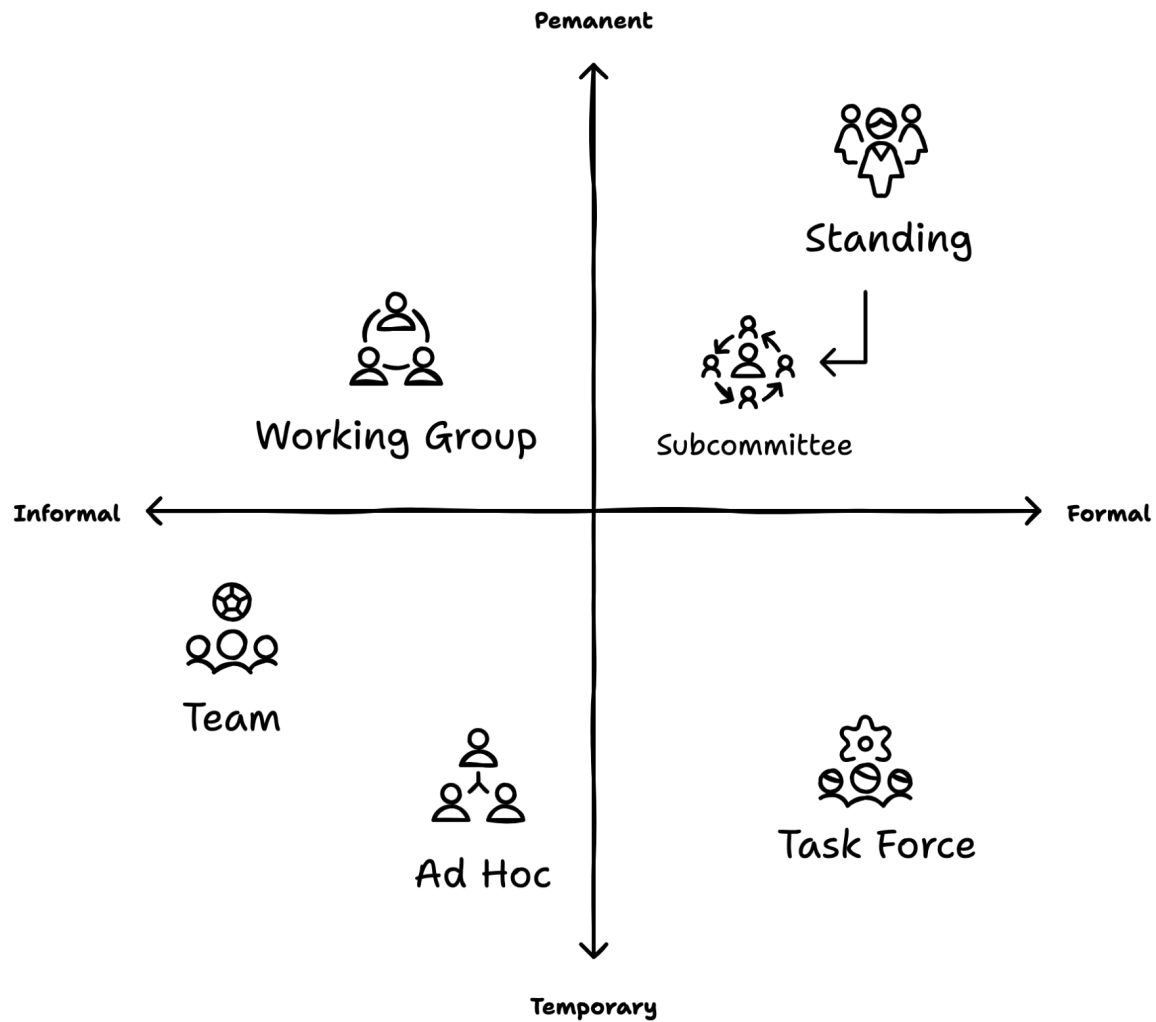
<p><b>Subcommittee</b></p>	<p>A permanent subgroup or specialized division of a larger committee, consisting of campus and/or community members, tasked with examining specific aspects or components of the committee's mandate. Subcommittees focus on in-depth analysis or detailed research within particular areas of expertise, reporting back to the main committee with findings and recommendations. Example: Committee on Committees is a nested Subcommittee of the Constitution and Bylaws Committee.</p>	<p>A Subcommittee is a specialized, permanent subgroup of a larger committee, tasked with examining particular aspects of the committee's broader mandate. Subcommittees conduct in-depth analysis or research and report their findings and recommendations to the parent committee. Subcommittees enhance the efficiency of their parent committees by addressing focused areas of concern. <b>Example:</b> The Committee on Committees is a Subcommittee of the Constitution and Bylaws Committee.</p>
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<b>Term</b>	<b>Composition</b>	<b>Activity</b>	<b>Status (being active) Reporting</b>	<b>Performance Reporting</b>	<b>Mission</b>	<b>Example</b>
<b>University Committee</b>	Representation from multiple Divisions, inclusive of campus and/or community members.	Deliberative; decision-making or advisory in scope.	Varied- see below for each category.	Varied- see below for each category.	To deliberate on and advise matters affecting the entire university community.	Committee on Committees.
<b>Standing Committee</b>	Composed of members appointed permanently or semi-permanently by the governing body.	Recurring and ongoing responsibilities.	Reports to the Committee on Committees (COC), and to the institution's governing body or administration.	Reports to the initiating authority, administrative body, or shared governance according to the Committee on Committees (COC) records.	To address recurring and ongoing governance or operational issues within the university.	University Resources and Planning Committee.
<b>Ad Hoc Committee</b>	Members selected for their expertise; temporary and non-recurring.	Specific short-term tasks or issues.	Reports to the initiating authority. Does NOT report to the Committee on Committees (COC).	Reports to the initiating authority.	To address a particular issue or purpose within a limited timeframe.	Search Committee.
<b>Task Force</b>	Action-oriented group of campus and/or	Immediate, time-sensitive issues.	Campus-wide task forces report their creation and	Reports to the initiating authority.	To act decisively on urgent or time-sensitive tasks.	Graduate Studies Task Force.

	community members; urgent focus.		conclusion to the Committee on Committees (COC).			
<b>Working Group</b>	Campus and/or community members, typically nested in existing committee structures.	Collaboration on specific projects or initiatives.	Reports to the parent committee or initiating structure.	Reports to the parent committee or initiating structure.	To explore challenges or opportunities requiring research or coordination for future action.	Polytechnic Implementation Working Group.
<b>Team</b>	Members with shared goals, typically at a departmental or divisional level.	Practical and action-oriented tasks.	Reports to the parent committee or initiating structure.	Reports to the parent committee or initiating structure.	To collaborate on specific tasks or goals, operating flexibly to meet needs.	Emergency Operations Team.
<b>Subcommittee</b>	Permanent members drawn from and reporting to a parent committee.	Specialized, in-depth examination of key areas.	Reports to the parent committee.	Reports to the parent committee.	To conduct focused research or address specific aspects of the parent committee's mandate.	Committee on Committees Subcommittee.



# University Committee



**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recommend History, B.A. - History of Religions - New Concentration Proposal**

12-24/25-ICC – January 28, 2025 – Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the History, B.A. - History of Religions (PROGRAM: 2025-26 New Concentration Form (Chancellor's Office)) detailed in proposal [24-2525](#) be approved.

**RATIONALE:** The History of Religions concentration will provide students with a firm historical foundation in how individuals, communities, and societies have developed beliefs and behaviors, meaning and purpose, throughout time and around the world. Students will demonstrate religious literacy, recognizing and understanding diverse cultural expressions as they appear in contexts of religious traditions, sacred texts, international and domestic politics, the arts, and their own interpersonal relationships.

With differing world cultures coming into contact ever more frequently in every field of endeavor, the study of religions and worldviews proves highly relevant. It allows students to discover, examine and gain insight into and sensitivity toward the socio-politico-religious similarities and differences in world cultures. This program provides excellent preparation for a wide range of career paths, including education, healthcare, and law.

Religious Studies is becoming a unique concentration under the History Department as a response to enrollment pressures, Chancellor's Office pressure on low-degree-conferring majors, and college-level reorganization.

- As part of both the History and Religious Studies Departments most recent program reviews, students expressed a desire for a larger variety of courses: this combination will provide that, for history majors within any of the three concentrations.
  - General History Concentration
  - History Education Concentration
  - History of Religions Concentration

**Related Courses and Proposals:**

- [23-2312 - History, B.A. \(Core\) - Change Requirements](#)
- [23-2293 - History, General History Concentration, B.A. - Change Concentration/Emphasis Requirements](#)
- [History, Education Concentration, B.A. - Change Core Requirements - 24-2588](#)

Good afternoon,

I want to take a moment to express my appreciation and also offer an apology for some of my previous reactions to the formation of the Campus Wellbeing and Stewardship Team. Looking back, I realize I may not have handled things as gracefully as I could have. For example, I engaged with Jim's adorable kitty photos with tears, I responded to the membership of this team with frustration, and I carried myself with a certain grumpiness and judgmental tone. For all of that, I am truly sorry.

I also want to thank the Team for responding to my request for information. The two reports shared last week were incredibly enlightening. Before reading them, I had the impression that something truly terrible had occurred in the quad. But now I see it was all just a minor misunderstanding—nothing more than a few small hiccups.

I've learned a lot. For instance, I now understand that the members of the Emergency Operations Center are highly trained professionals. I regret that I once underestimated their expertise. In fact, I now wish they weren't so humble. If only they would share their names, we could properly celebrate their incredible accomplishments—perhaps with personal gifts or awards to honor them.

What impressed me most in the reports was the level of self-reflection shown by the center. It's remarkable how thoughtfully they've assessed their performance. Where I once thought they made serious mistakes that endangered lives, I now see it was just a matter of minor shortcomings—issues that can easily be addressed with better communication and a few small improvements.

As a gesture of respect and gratitude, I'd like to offer a gift to commemorate their achievements. It's a framed photograph of me, taken in a moment orchestrated by their diligent work. The photo, captured around 3 a.m. on Tuesday, April 30, 2024, was published by *Redheaded Blackbelt* with the following caption: *A Humboldt County Corrections officer escorts Rouhollah Aghasaleh, Ph.D. and Assistant Professor at Cal Poly Humboldt with his hands restrained to a law enforcement van that transported him to jail.* [Photo by Mark McKenna]

As a result of their phenomenal work, I became the most accomplished teacher I could imagine in my whole career overnight. What'd be more rewarding for a teacher than being able to comfort their students in jail?

So, whoever and wherever you are, thank you!

President Cruz, Chair Woglom, Chair Hudson, and Provost Capps, I'd be honored if you would accept this gift on behalf of the Emergency Operations Center and share my gratitude with them. I hope this image serves as a lasting reminder of their incredible accomplishments and the invaluable work they've done.

Thank you.

The photo, captured around 3 a.m. on Tuesday, April 30, 2024, was published by *Redheaded Blackbelt* with the following caption: *A Humboldt County Corrections officer escorts Rouhollah Aghasaleh, Ph.D. and Assistant Professor at Cal Poly Humboldt with his hands restrained to a law enforcement van that transported him to jail.* [Photo by Mark McKenna]  
<https://kymkemp.com/2024/05/01/tension-and-demands-persist-following-mass-arrests-early-tuesday-morning-at-cal-poly-humboldt/>