

University Senate

Meeting Minutes for Tuesday, February 11, 2025

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

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

Members Present

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

Members Absent

Deshazier, Perris, Tillinghast

Guests

Kacie Borquez-Hall, Carmen Bustos-Works, Joice Chang, Adrienne Colegrove-Raymond, Ravin Craig, Jeff Crane, Deserie Donae, Thomas Elliott, Bethany Gilden, Cameron Allison Govier, Bella Gray, Kendra Higgins, Nicole Jean Hill, Peggy Metzger, Cyril Oberlander, Justus Ortega, Raven Palomera, Cade Webb, Kimberly White, Jeanne Wielgus

Announcement of Proxies

Banks for Deshazier, Virnoche for Perris

CFA Interruption Statement

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

Approval and Adoption of Agenda

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

Motion to adopt the agenda passed without dissent.

Approval of Minutes from January 28, 2025

M/S (Virnoche/Miller) to approve the minute from January 28, 2025.

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)

Nominations for next year have been open for a week and will be open for two more weeks.

Constitution and Bylaws Committee (CBC)

CBC is finalizing a draft of a policy on MPP hiring procedures.

Faculty Affairs Committee (FAC)

FAC is going through the feedback they've received so far on the Post-Tenure Review Policy, and a new version will be coming out soon.

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

Written report attached

University Resources and Planning Committee (URPC)

URPC has had good attendance at their open forums, and has divisional presentations at upcoming URPC meetings that are open to the campus.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

No report

California Faculty Association (CFA)

CFA met with the President and Provost and talked about the Healthcare Task Force, about the possibility of getting an alternative to Delta Dental, child care, and the looming hiring chill.

Office of Diversity, Equity, and Inclusion (ODEI)

Written report attached

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

Reports, Announcements, and Communications of the Chair

Written report attached

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

There were no speakers for the Open Forum.

Report on WSCUC Accreditation Work

Carmen Bustos-Works is almost done with the working draft of the WASC report, which will then be open to feedback from the campus. The final report will likely be written over the Summer, and there will be compensation for faculty working on it then. It's due to WASC on September 25th.

Resolution on Committee Governance and Oversight Policy (11-24/25-CBC – February 11, 2025 – Second Reading)

Senator Lepphaille discussed the changes that were made since the first reading, including an appeals process and a transparency and communication section being added.

Senator Evans asked about the logistics involved in committees being compliant with the transparency and communication section. Senator Sterner stated that the Senate Office already does this work for most committees. Senator Miller asked about committees that don't have clearly defined members. Senator Harmon said committees should meet this section in the way that's best for them, and Senator Sterner added that this policy applies to campus level committees, not informal or department-level groups. Cameron Allison Govier added that the Senate committee pages don't list contact people.

Senator Geck spoke in favor of the resolution, adding that a list of members doesn't have to be a complete list of names, it could also be a description. The contact person should be the person with power on the committee. Senator Harmon spoke in favor of the resolution, saying that the policy is not overly prescriptive and allows committees to keep doing what they're doing.

Senate vote to approve the Resolution on Committee Governance and Oversight Policy *passed*.

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

Nays: Evans, Perris, Virnoche

Abstentions: Capps, Lancaster, Silvaggio, Tillinghast

Resolution to Recommend Machine Learning Certificate (13-24/25-ICC – February 11, 2025 – Curriculum Reading)

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

Senate vote to approve the Resolution to Recommend Machine Learning Certificate ***passed without dissent.***

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

Nays: none

Abstentions: Capps, Holliday, Silvaggio, M. Thobaben, Tillinghast

Resolution to Recommend Data Cleaning and Visualization Certificate (14-24/25-ICC – February 11, 2025 – Curriculum Reading)

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

Senate vote to approve the Resolution to Recommend Data Cleaning and Visualization Certificate ***passed without dissent.***

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

Nays: none

Abstentions: Capps, Lepphaille, Silvaggio, Tillinghast

Resolution to Recommend Database and Data Analysis Certificate (15-24/25-ICC – February 11, 2025 – Curriculum Reading)

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

Senate vote to approve the Resolution to Recommend Database and Data Analysis Certificate ***passed without dissent.***

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

Nays: none

Abstentions: Capps, Silvaggio, Tillinghast

Resolution to Recommend the Combined Program Pathway for the Environmental Studies Bachelors of Arts with the Environment and Community Masters of Arts (16-24/25-ICC – February 11, 2025 – Curriculum Reading)

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

Senate vote to approve the Resolution to Recommend the Combined Program Pathway for the Environmental Studies Bachelors of Arts with the Environment and Community Masters of Arts ***passed without dissent.***

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

Nays: none

Abstentions: Burkhalter, Capps, Silvaggio, Tillinghast

TIME CERTAIN: 4:15-4:30 PM – Information Item: Health Taskforce Update

Justus Ortega gave the attached presentation.

Senator Ramsier asked if there's a certificate for people with a bachelors that isn't in pre-med to prepare them for medical school, and if there's some capacity for limited residency locally for people in medical school. Justus Ortega said that there's so much coursework for pre-med that it would exceed what certificates normally are. It is also possible that UC Davis is looking for a branch in northern California, so anything is possible. Provost Capps added that there is a residency program currently at St. Joseph's, and some kind of post-bachelors should be possible.

President Spagna added that this work has shown lawmakers why the CSU shouldn't be facing cuts.

TIME CERTAIN: 4:30-4:45 PM – Information Item: LGBTQIA+ Cultural Center

Ravin Craig gave the attached presentation.

There was a discussion about how this will be excellent for recruitment and retention.

Information Item: Budget Updates

Vice President Fisher walked through the documents and information available on the URPC page of the Budget Office's website at <https://www.humboldt.edu/budget/urpc>

M/S (Harmon/Fisher) to adjourn.

Meeting adjourned at 5:02 PM

University Senate
Integrated Curriculum Committee approved 02/04/25
Consent Calendar

February 11, 2025

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Consent Calendar

[INTL - 410W - 23-2390 - Course Change - Global Issues Analysis](#). (1) Course description change; (2) Grade Mode changed from Required Letter Grade to Optional Grade Basis; (3) Remove prerequisite courses; (4) Add exclusion of Freshmen/First Year Students; (5) Add Sustainability-Related attribute.

Provost and Vice President for Academic Affairs

ADMINISTRATIVE MEMORANDUM

VPAA 24-02

June 12, 2024

Subject: Academic Calendar 2024-2025

Fall Semester 2024

| | | |
|--|------------|-----------------------|
| Academic Year and Fall Semester Begin | M | August 19 |
| Advising, meetings, orientation, testing, etc. | W-F | August 21-23 |
| Classes Begin | M | August 26 |
| <i>Labor Day Holiday</i> | <i>M</i> | <i>September 2</i> |
| <i>Veterans Day Holiday</i> | <i>M</i> | <i>November 11</i> |
| <i>Fall Break</i> | <i>M-F</i> | <i>November 25-29</i> |
| Classes End | F | December 13 |
| Final Examinations | M-F | December 16-20 |
| Fall Commencement | F | December 20 |
| Weekend Work Day | S | December 21 |
| Evaluation Day | M | December 23 |
| Grades Due (by 11:59 pm) | M | December 23 |
| Fall Semester Ends | M | December 23 |

Spring Semester 2025

| | | |
|--|------------|--------------------|
| Spring Semester Begins | W | January 15 |
| Advising, meetings, orientation, testing, etc. | W-F | January 15-17 |
| <i>Martin Luther King Day Holiday</i> | <i>M</i> | <i>January 20</i> |
| Classes Begin | T | January 21 |
| <i>Spring Break</i> | <i>M-F</i> | <i>March 17-21</i> |
| <i>Cesar Chavez Day Holiday</i> | <i>M</i> | <i>March 31</i> |
| Classes End | F | May 9 |
| Final Examinations | M-F | May 12-16 |
| Commencement | S | May 17 |
| Evaluation Day | M | May 19 |
| Grades Due (by 11:59 pm) | W | May 21 |
| Spring Semester and Academic Year End | W | May 21 |

Summer Semester 2025

| | | |
|--------------------------|----------|-----------------|
| Summer Semester Begins | R | May 22 |
| Memorial Day Holiday | M | May 26 |
| Juneteenth Holiday | R | June 19 |
| Independence Day Holiday | F | July 4 |
| Classes End | F | August 8 |
| Grades Due (by 11:59 pm) | W | August 13 |
| Summer Semester Ends | W | August 13 |

Instructional Days

| | |
|--------------|------------|
| Fall | 73 |
| Spring | 73 |
| Total | 146 |

Academic Work Days

| | |
|--------------|------------|
| Fall | 85 |
| Spring | 85 |
| Total | 170 |

Recommended by the University Senate:

Approved by the CSU: June 7, 2024

Signed by the President:



Provost and Vice President for Academic Affairs

ADMINISTRATIVE MEMORANDUM

VPAA 23-##

[DATE]

Subject: Academic Calendar 2025-2026 (Draft)

Fall Semester 2025

| | | |
|--|------------|-----------------------|
| Academic Year and Fall Semester Begin | M | August 18 |
| Advising, meetings, orientation, testing, etc. | W-F | August 20-22 |
| Classes Begin | M | August 25 |
| <i>Labor Day Holiday</i> | <i>M</i> | <i>September 1</i> |
| <i>Veterans Day Holiday</i> | <i>T</i> | <i>November 11</i> |
| <i>Fall Break</i> | <i>M-F</i> | <i>November 24-28</i> |
| Classes End | F | December 12 |
| Final Examinations | M-F | December 15-19 |
| Fall Commencement | F | December 19 |
| Evaluation Day | M | December 22 |
| Grades Due (by 11:59 pm) | T | December 23 |
| Fall Semester Ends | T | December 23 |

Spring Semester 2026

| | | |
|--|------------|--------------------|
| Spring Semester Begins | W | January 14 |
| Advising, meetings, orientation, testing, etc. | W-F | January 14-16 |
| <i>Martin Luther King Day Holiday</i> | <i>M</i> | <i>January 19</i> |
| Classes Begin | T | January 20 |
| <i>Spring Break</i> | <i>M-F</i> | <i>March 16-20</i> |
| <i>Cesar Chavez Day Holiday</i> | <i>T</i> | <i>March 31</i> |
| Classes End | F | May 8 |
| Final Examinations | M-F | May 11-15 |
| Commencement | S | May 16 |
| Evaluation Day | M | May 18 |
| Grades Due (by 11:59 pm) | W | May 20 |
| Spring Semester and Academic Year End | W | May 20 |

Summer Semester 2026

| | | |
|--------------------------|----------|-----------------|
| Summer Semester Begins | R | May 21 |
| Memorial Day Holiday | M | May 25 |
| Juneteenth Holiday | F | June 19 |
| Independence Day Holiday | F | July 3 |
| Classes End | F | August 7 |
| Grades Due (by 11:59 pm) | W | August 12 |
| Summer Semester Ends | W | August 12 |

Instructional Days

| | |
|--------------|------------|
| Fall | 73 |
| Spring | 73 |
| Total | 146 |

Academic Work Days

| | |
|--------------|------------|
| Fall | 85 |
| Spring | 85 |
| Total | 170 |

Recommended by the University Senate:

Approved by the CSU:

Signed by the President:



Provost and Vice President for Academic Affairs

ADMINISTRATIVE MEMORANDUM

VPAA 25-##

[DATE]

Subject: Academic Calendar 2026-2027 (Draft)

Fall Semester 2026

| | | |
|--|------------|-----------------------|
| Academic Year and Fall Semester Begin | M | August 17 |
| Advising, meetings, orientation, testing, etc. | W-F | August 19-21 |
| Classes Begin | M | August 24 |
| <i>Labor Day Holiday</i> | <i>M</i> | <i>September 7</i> |
| <i>Veterans Day Holiday</i> | <i>W</i> | <i>November 11</i> |
| <i>Fall Break</i> | <i>M-F</i> | <i>November 23-27</i> |
| Classes End | F | December 11 |
| Final Examinations | M-F | December 14-18 |
| Fall Commencement | F | December 18 |
| Evaluation Day | M | December 21 |
| Grades Due (by 11:59 pm) | W | December 23 |
| Fall Semester Ends | W | December 23 |

Spring Semester 2027

| | | |
|--|------------|--------------------|
| Spring Semester Begins | W | January 13 |
| Advising, meetings, orientation, testing, etc. | W-F | January 13-15 |
| <i>Martin Luther King Day Holiday</i> | <i>M</i> | <i>January 18</i> |
| Classes Begin | T | January 19 |
| <i>Spring Break</i> | <i>M-F</i> | <i>March 15-19</i> |
| <i>Cesar Chavez Day Holiday</i> | <i>W</i> | <i>March 31</i> |
| Classes End | F | May 7 |
| Final Examinations | M-F | May 10-14 |
| Commencement | S | May 15 |
| Evaluation Day | M | May 17 |
| Grades Due (by 11:59 pm) | W | May 19 |
| Spring Semester and Academic Year End | W | May 19 |

Summer Semester 2027

| | | |
|--------------------------|----------|-----------------|
| Summer Semester Begins | R | May 20 |
| Memorial Day Holiday | M | May 31 |
| Juneteenth Holiday | F | June 18 |
| Independence Day Holiday | M | July 5 |
| Classes End | F | August 6 |
| Grades Due (by 11:59 pm) | W | August 11 |
| Summer Semester Ends | W | August 11 |

Instructional Days

| | |
|--------------|------------|
| Fall | 73 |
| Spring | 73 |
| Total | 146 |

Academic Work Days

| | |
|--------------|------------|
| Fall | 86 |
| Spring | 85 |
| Total | 171 |

Recommended by the University Senate:

Approved by the CSU:

Signed by the President:



CAL POLY HUMBOLDT

University Senate Written Reports, February 11, 2025

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art + Film), Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (Faculty-Mathematics, APC Chair), Jacob Garcia (AS-External Affairs Rep.), 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): 2/6/25

Meeting Details: APC welcomes new student representative Jacob Garcia. The committee met and discussed two organizational matters: the current faculty seat vacancy will be filled in Fall 2025, and the current chair accepted a nomination to continue for AY 2025-26. The Course Numbering Policy revision and resolution were finalized and will proceed to SenEx for input on February 18 and to the Senate for a first reading on February 25. Work continues on revisions to the Graduate Credit for Undergraduates policy and resolution.

Next meeting: 2/20/25

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s): 01/27/25

Meeting Details: The committee met to discuss the open positions and the best way to approach the vacancies that have higher priority. The committee discussed deadlines for the nominations and planning for filling vacancies. The committee discussed the situation of the Intercollegiate Athletic Advisory Committee. As of now, we do not know if the committee still exists and meets regularly. The information in the website is out of date.

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

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

Meeting Date(s): 1/22

Meeting Details: The committee worked on finalizing the language to accompany the Post Tenure review policy, to send out to faculty for feedback.

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: Tadd Sexton, AS Legislative Vice President | Curriculum and Catalog Specialist: Cameron Allison Govier | Curriculum and Assessment Analyst: Khristan Lamb

Meeting Date(s): Tuesday, February 4, 2025

Meeting Details:

| Agenda Item | Items to Note |
|---|---------------|
| A. Approval of the minutes from the meeting of January 21, 2025 | |
| B. Approval of Meeting Agenda for 02/04/25 | |

| Agenda Item | Items to Note |
|--|------------------------|
| <p>C. Information Item/Reminder: Integrated Curriculum Committee (ICC) Curriculum Development Planning 2025 Please share and encourage completion of the form to gather information about current and planned curriculum development for this submission cycle.</p> | |
| <p>D. Consent and Voting Action Calendar - Voting Items Discussion + Voting</p> | |
| <p>Consent Calendar:</p> <ul style="list-style-type: none"> ● INTL - 410W - 23-2390 - Course Change - Global Issues Analysis. (1) Course description change; (2) Grade Mode changed from Required Letter Grade to Optional Grade Basis; (3) Remove prerequisite courses; (4) Add exclusion of Freshmen/First Year Students; (5) Add Sustainability-Related attribute. | <p>Approved</p> |
| <p>Voting Action Calendar Direct Link - Discussion + Voting</p> | |
| <p>Data Science Certificates: 3 Certificate, stackable, students must start with the Data Cleaning/Visualization certificate as a prereq for the other certificates</p> <ul style="list-style-type: none"> ● Data Cleaning and Visualization Certificate - Certificates of Study - 24-2462: PROGRAM: 2025-26 New Minor/Certificate Form: The Cal Poly Humboldt Data Cleaning and Visualization Certificate provides foundational concepts in computational thinking, computer programming, data cleaning and data visualization which are transferable and relevant across disciplines and industries. <ul style="list-style-type: none"> ○ Rationale: Data is ubiquitous and the field of data science has applications in nearly every other domain. Developing data cleaning and visualization skills is a way to set our graduates apart in a competitive workforce and build their technical portfolio. As a specific example, the field of biology has transformed where many experiments require analyzing and interpreting large biological datasets (e.g., genomics, metabolomics, etc.). These datasets can be messy and need to be cleaned before a meaningful analysis can be conducted. Visualizing data is helpful for extracting insights and clearly communicating results to stakeholders. ● Database and Data Analysis Certificate - Certificates of Study - 24-2474: PROGRAM: 2025-26 New Minor/Certificate Form: The Cal Poly Humboldt Database and Data Analysis Certificate provides an opportunity to work through the entire data storage, retrieval and analysis pipeline in an applied context, integrating data cleaning, exploratory analysis, visualization, predication and validation. <ul style="list-style-type: none"> ○ Rationale: Data is often stored in a relational database and the ability to manage and query such structures is highly sought after in many careers. Additionally, a common in-depth data analysis pipeline (including cleaning, exploratory analysis, visualization and prediction) is implemented agnostic to a specific field (i.e., the same pipeline could be applied to genomics data or to election data to extract insights). Familiarity with this pipeline equips our students to tackle a variety of data-driven problems and to bring value to an organization. ● Machine Learning Certificate - Certificates of Study - 24-2475: PROGRAM: 2025-26 New Minor/Certificate Form: The Cal Poly Humboldt Machine Learning Certificate provides an opportunity for students to study foundational statistics and linear algebra and then integrate ideas from these subjects in a study of supervised and unsupervised machine learning algorithms. Machine learning is used for prediction and forecasting and is applicable to nearly every discipline. <ul style="list-style-type: none"> ○ Rationale: Machine learning is the ability of computers to detect patterns in data and use that information to make predictions. Applications of machine learning appear in recommendation systems, facial recognition, disease detection, etc., and will continue to change our world in profound ways. Machine learning expertise is a highly valued industry skill. There exist a | <p>Approved</p> |

| Agenda Item | Items to Note |
|--|-----------------|
| <p>number of certificates offered from institutions like MIT, UC Berkeley, UT Austin, UW. We would like to offer our Humboldt students training in this exciting and rapidly growing subset of AI.</p> | |
| <p>CBMP:</p> <ul style="list-style-type: none"> ● BA Environmental Studies + MA Environment and Community - 24-2464 - PROGRAM: 2025-26 New Combined Bachelor's & Master's Pathway Proposal Form: Existing CBMP being submitted with the Environment and Community elevation. | Approved |
| <p>E. Reports & Updates - 5 Minutes Each:</p> <ul style="list-style-type: none"> ○ AP/Curriculum ○ CDC ○ GEAR ○ APP ○ APC | |
| <p>F. Program Review Peer Review (Mark)</p> <ul style="list-style-type: none"> ○ Process ○ Assignments ○ From Mark after the meeting: 2024 Computer Science Bachelor of Science Action Plan (2).pdf | |

University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members: Sulaina Banks, Heather Honig, Kijung Ryu, Stephanie McKindley

Meeting Date(s): 02.04.25

Meeting Details: UPC welcomes new student representative Stephanie Mckindley. We continue to grapple with the Policy on Policies, Procedures, and Guidelines and have started working on a draft. We hope to have something to vote on by the end of the semester.

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair

Members:

Meeting Date(s):

Meeting Details: no report

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The next ASCSU plenary takes place March 12-March 14. ASCSU is planning a conference for faculty on March 15, 2025, which should have a virtual component for attendance. We will update you as we have more details.

At least two CSU campus senates have passed resolutions against the drastic cuts proposed to the Sonoma State University budget. The ACSCU was cc'd on a letter sent by the CSU World Languages Council to Sonoma State interim president Emily Cutrer stating its opposition to the cuts.

The Chancellor's Office made an announcement on 2/4/25 regarding the launch of a systemwide AI initiative created in partnership with the Governor's Office and major tech corporations (see this [link](#) for announcement). While we were aware that the CO was working on an AI initiative of some sort, the size and scope of this proposed venture is a surprise to us. The CFA has already noted some of its objections, particularly as they might apply to faculty in the classroom being coerced to incorporate AI in their teaching. We will monitor this as it's further developed, but it seems that the CO will be directly providing access to ChatGPT-EDU for all CSU students regardless of faculty views and how much power faculty have to shape how this initiative appears on our campus seems up in the air. You can find out more from [this presentation](#) recorded at the January CSU Board of Trustees meeting.

As of 1/31/25 the systemwide guidance on "Other Conduct of Concern" has been completed by systemwide HR, in response to the recommendations of Cozen O'Connor and at the direction of the California State Auditor. In sharing the document with the ASCSU, the interim vice chancellor for Human Resources, Al Liddicoat, notes, "... this work is not new to the CSU. Rather, it has always been handled by human resources, faculty affairs, and student affairs administrators, as well as employee supervisors. The guidance simply clarifies expectations of each university in order to ensure timely responses and appropriate collaboration between personnel and offices. The guidance represents substantial collaborative and community-driven work with dozens of other stakeholder groups and hundreds of employees and students." There is no link yet to the document on the [Systemwide HR office home page](#), so in the short-term if you would like a copy of this document, email Stephanie at stephanie.burkhalter@humboldt.edu and she will send you a pdf copy.

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

Initiatives

Campus Climate Survey: ODEI is in the initial stages of developing a campus climate survey. Appropriate partners will be contacted in the coming months.

Campus Pride Index (CPI): The CPI report has been completed by Staff Equity Fellow Elias Pence, and is in review by the ODEI team.

Diversity, Equity, Inclusion, and Accessibility (DEIA) Grant Program: The DEIA Grant Program Request for Proposals is now open. Pending funding availability for the 2025/2026 Academic Year, the DEIA Grant program will fund programs and projects aligned to DEIA with grant awards up to \$5,000. Students, faculty, staff, and student organizations are eligible to apply. Please see the [DEIA Grant Program webpage](#) for the full RFP, funding restrictions, and instructions to apply on the InfoReady portal. Application submissions are due by 5 pm on March 28, 2025.

Diversity Report: In collaboration with IRAR and the Student Success Equity Fellow, Dr. Jianmin Zhong, ODEI continues to redevelop the biennial institutional Diversity Report, which is slated to be released to the campus community next Fall 2025. The Diversity Report will serve as a synchronic indicator-in-time about student success metrics, and faculty and staff representation. The last Diversity Report was published in 2014.

National Association of Diversity Officers in Higher Education (NADOHE): Cal Poly Humboldt is an institutional member of NADOHE.

- Annual Conference, March 5-8, 2025, Chicago, IL: The Institutional Anti-Racism Action Plan Task Force’s proposal to the NADOHE annual conference was accepted as an hour-long concurrent session presentation. Members of the presenting panel are all members of the IARAP Task Force:
 1. Joseph Diémé, Professor of World Languages and Cultures
 2. Michele Miyamoto, Associate Director of ODEI
 3. Fernando Paz, Campus and Community Development Coordinator, ODEI
 4. Stephanie Souter, Research Analyst, Institutional Research, Analytics, and Reporting
 5. Pearl Podgorniak, ODEI Strategic Initiatives Coordinator, ODEI
- This week, NADOHE joined as the lead plaintiff in a federal lawsuit against the Trump administration. The lawsuit, filed by Democracy Forward, challenges President Trump's “reckless and unconstitutional executive orders, which seek to dismantle the principles of diversity, equity, and inclusion.”

Seal of Excelencia Application Committee: The application committee has resumed meeting bi-weekly during the Spring ‘25 semester to prepare an application for *Excelencia* in Education’s national certification, Seal of *Excelencia*. The committee will maintain its charge to create an inspired and engaged process to systematically assess Cal Poly Humboldt’s unique strengths in serving our Latinx population as a designated Hispanic-Serving Institution. The application is due on June 2, 2025. The Seal of *Excelencia* Application Committee is composed of twelve Cal Poly Humboldt colleagues, including:

1. Carmen Works, AVP of Academic Programs (Co-chair)
2. Rosamel Benavides-Garb, AVP of Diversity, Equity, and Inclusion (Co-Chair)
3. Angelina Ramirez Peirano, Administrative Support Coordinator, ODEI
4. Aolany Navas-Griggs, Director of Admissions
5. Bethany Gilden, Interim Chief of Staff
6. Chelsea Mooney, Associate Director of Strategic Communications
7. Fernando Paz, Campus and Community Development Coordinator, ODEI
8. Jenn Capps, Provost

9. Mark Wicklund, Director of Institutional Assessment
10. Mitch Mitchell, Dean of Students
11. Pearl Podgorniak, ODEI Strategic Initiatives Coordinator, ODEI
12. Stephanie Souter, Research Analyst, Institutional Research, Analytics, and Reporting

ODEI Walk and Talk Project: In alignment with the Institutional Pillars of Inclusive Excellence, ODEI members, Michele Miyamoto and Fernando Paz, are engaging in conversations with the leadership and teams of non-academic units. The ODEI Walk and Talk Project is an opportunity for each non-instructional unit to engage in reflection and dialogue about how DEIA is advanced in each department.

Collaborations

Affirmative Action Plan Presentation: In partnership with Human Resources, Academic Personnel Services, and ODEI, representatives from each unit provided a presentation to the Executive Cabinet on December 16, 2024, to inform them of the specific action steps Humboldt uses to recruit and retain diverse employees, in alignment with federal, state, and CSU laws and policies.

Community Conversations World Cafe: ODEI was invited to participate in the world cafe sessions convened by the Campus Stewardship and Well Being Group. ODEI staff members helped facilitate three of the four sessions.

Faculty and Staff Listening Circles: In partnership with Human Resources, Academic Personnel Services, Counseling and Psychological Services and Staff Council, ODEI continues to offer monthly Listening Circles to faculty and staff with a dedicated cohort of facilitators representing multiple units. The purpose of the Listening Circles is to share space and build collegial rapport among colleagues while talking and listening deeply to each other. Listening Circles are offered both in person and remotely on the first Thursday of every month. A faculty and staff PMC message is sent out to campus with the date, time, location, and Zoom link the week prior to the meeting.

ODEI Continues its Work in the Hiring Process: In collaboration with Human Resources and Academic Personnel Services.

- **Addressing Unconscious Bias (AUB) in the Hiring Process Training:** All members of Humboldt search committees are required to take AUB training before serving on a search committee. The in-person AUB training certifies participants for two years before renewal for search committee service. Campus members who have taken the online CSU Learn AUB webinar must recertify by attending the in-person workshop after one year. In-person AUB training is offered bi-weekly.

To register, access the CSU Learn webpage, which is accessible through the myHumboldt homepage Faculty/Staff Resources drop-down menu. 93 campus employees have completed the in-person AUB workshop since August 9, 2024.

- **Equity Advocacy in the Hiring Process Orientation:** All faculty and staff are eligible to become Equity Advocates in the hiring process after completing the Addressing Unconscious Bias (AUB) training. ODEI has placed Equity Advocates on seven faculty search committees for positions starting in Fall 2025. ODEI has a pool of Staff Equity Advocates eligible for search committee service and has placed three on staff search committees. Staff Equity Advocates are optional for hiring committees.
- Chairs of search committees are invited to contact ODEI to discuss AUB training and Equity Advocate placement on your search committee at any phase of the process.

Senior Diversity Officers (SDO) Retreat: Dr. Rosamel Benavides-Garb attended the SDO Retreat at Fullerton, January 4-8, 2025 and was invited and accepted to be a member of the leadership steering committee of the SDO Council.

- CSU-SDO Steering Committee institutions and representation:
 1. Dominguez Hills: Bobbie Porter
 2. East Bay: Kathleen Wong (Lau)
 3. Fullerton: Cecil Chik
 4. Humboldt: Rosamel Benavides-Garb
 5. Los Angeles: Andre Ellis
 6. San Marcos: Aswad Allen
 7. Chancellor's Office: Dilcie Perez
 8. Chancellor's Office: Judith Millsap

WASC/WSCUC Accreditation: ODEI is involved in the WASC accreditation essay writing, focused on Essay 1: Defining Institutional Mission and Acting with Integrity, and Transparency, and contributing to Essay 4: Creating an Institution Committed to Quality Assurance and Improvement.

Events

BIPOC Affinity Kickback: ODEI, in partnership with Human Resources, and Academic Personnel Services, held a BIPOC Affinity "Kickback" lunch at the Social Justice Equity, and Inclusion Center (SJEIC) on December 16, 2024. Approximately 40 members of our BIPOC campus community attended the lunch to gather in celebration of the end of the semester.

Campus and Community Safety Lunch: ODEI staff members met with representatives from the University Police Department and Equity Arcata to further collegial dialogue about organizational priorities. The monthly lunches serve to enhance individual and organizational communication and understanding of priority areas respective to organization, and to find alignment in shared priorities.

Equity Arcata and ODEI: On December 6, 2024, the ODEI Leadership Team met with the City of Arcata City Manager, Merrit Perry, to onboard the new City of Arcata Equity Manager, Mo Harper-Desir, to the work of Equity Arcata.

ODEI Winter Retreat: ODEI held its staff Winter Retreat on January 9-10, 2025 to strategically align its goals and priorities for the Spring 2025 semester and to internally prepare for the change in federal administration.

Presentations: ODEI has provided the following presentations to campus organizations since the start of the spring semester:

- Committee on Accessibility, Accommodation, and Compliance, Ethics of Care Workshop, 1/16/25
- Professional Development Day, in partnership with Admissions and EOP/SSS, 1/17/25
- Equity and ODEI presentation for the Learning Center Equity Project for student employees, 1/17/25

Social Justice Summit: ODEI will participate in the 31st annual Social Justice Summit (SJS), an event produced annually by the student members of SJEIC. This year's SJS theme is *Cultures Within Our Communities: The Advocacies We Stand For*.

ODEI-facilitated events include:

- Designing Collective Engagement for Institutional Anti-Racism: A Co-Creative Approach, Tuesday, March 4th, from 10am - 11am in the Goodwin Forum
- Addressing Implicit Bias with Roberto Mónico, date, time, and location TBA

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details:

Humboldt-ERFSA Small Grant Program for Tenure-track Faculty, Lecturers, and Staff:

Applications are due by Thursday, March 27, 2025, at 3 p.m. PST.

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

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.

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

February 13, 2025: Connie Stewart, Cal Poly Humboldt Executive Director of Initiatives, University Advancement. **“Health Initiatives in Rural Areas”**. Connie has the honor of hosting the North Coast Health Leadership Team, a group of Health and Human Services Chief Executive Officers from Humboldt and Del Norte Counties. She will give an update on some of the health-related projects happening in the region and ways to engage in advocacy to help. Connie will also touch on some of the other projects she’s working on including broadband access and the Blue/Green workforce.

March 13, 2025: Lisa E. Feldman, Assistant United States Attorney, Cyber and Intellectual Property Crimes Section, U.S. Department of Justice, United States Attorney’s Office. **“Cyber and Intellectual Property Crimes”**. Assistant U.S. Attorney Lisa Feldman will be speaking about the latest sophisticated cyber-crimes and how to avoid them. She will also discuss cases involving intellectual property crime.

April 10, 2025: Sarah Lasley, Cal Poly Humboldt Art & Film Assistant Professor. **“No-budget Independent Filmmaking for Change”**. *Humboldt-ERFSA 2023 Grant Recipient* Sarah Lasley will discuss her latest no-budget film "Welcome to the Enclave", an experimental short that screened at 27 international film festivals, 4 of them Oscar-qualifying, won multiple awards, and was reviewed in major media publications. She will also present her upcoming film "Climate Control" which was created in close collaboration with her Cal Poly Humboldt Film students. Two of these students traveled to Germany with her, with the generous support of her 2023 ERFSA grant, to shoot the documentary portion of the film.

May 8, 2025: Maxwell Schnurer, Communication Department Chair and Transformative Restorative Education Center (TREC); **Mark Taylor**, MSW, Project Rebound; **Steve Ladwig**, TREC; **Sidney Asfrzadeh**, TREC. **“Cal Poly Humboldt BA at Pelican Bay State Prison”**. Cal Poly Humboldt currently offers a Bachelor of Arts degree in Communications at Pelican Bay State Prison. The presenters will discuss what it is like to teach university level courses to students at California highest security prison.

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

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

President Spagna and Adrienne Colegrove-Raymond visited the Yurok Tribe to revisit the current MOU and solicit addendum partnership goals to increase the value of the MOU for the Tribe.

ACADEMICS

Check out some cool work out of ITS. They recently built a High-Performance Research Network (HPRN) to enable researchers to share large datasets at higher speeds. This infrastructure allowed our researchers and students to access computational resources across the country through the National Research Platform (NRP). We contribute to the NRP, thanks to NVIDIA server donations facilitated by Bori Mazzag and Dale Oliver. Since bringing the first node online on the NRP, we've supported 60 different namespaces from across the country, representing unique research projects from institutions such as Caltech (LIGO), Stanford University (Kundaje Lab), University of Wisconsin (IceCube), and UC San Diego (SunCAVE).

To put it into perspective, the resource Contribution from One Node is equivalent to:

- 27,600 graphics processing unit (GPU) hours (equivalent to 3.1 years of GPU time)
- 251,000 Central Processing Unit (CPU) hours (equivalent to 28.6 years of CPU time)

Career Expo & Volunteer Fair: Thursday, February 13, 11 am-3 pm, West Gym

Please get the word out to our students about our largest career fair of the year happening *February 13, 2025*. The career fair is open to all majors and class levels and assists students seeking summer jobs, volunteer opportunities, internships, and post-graduation employment. A list of registered employers can be found on the campus job board [Handshake](#). Additional perks of attending the career fair include a free professional headshot photo booth and lunch.

Please Check out the Spring 2025 Decolonizing Sustainability Speaker Series!

This speaker series aims to highlight and unpack intersections of settler colonialism, white supremacy, and systems of power/privilege/oppression within the discourse and rhetoric of contemporary sustainability, environmental, and climate change movements. This series is intended to serve as a deep dive into problematic and harmful discourse(s) of sustainability with the goal of moving toward a decolonial sustainability movement that amplifies Indigenous sovereignty and traditional ecological knowledge. The series includes the following:

Indians on Indian Lands

Dr. Nishant Upadhyay

Thursday, February 13, 2025

5:00-6:30 pm

Native American Forum (BSS 162)

Paul Bunyan and Settler Colonial Greenwashing

Dr. Nilyokamigaabaw Deondre Smiles

Thursday, February 20, 2025

5:00-6:30 pm

Native American Forum (BSS 162)

Climate Justice as Freedom

Dr. Julie Sze

Thursday, April 10, 2025

5:00-6:30 pm

Native American Forum (BSS 162)

INCLUSIVE EXPERIENCE

Cultural Centers: The Division of Enrollment Management and Student Success is undertaking planning for the enhanced future of our Cultural Centers for Academic Excellence. We know the Centers provide significant support for our students, enhancing their sense of belonging and their ultimate success, through a mixture of programming, advising, mentorship, and leadership development. As we work to increase their impact through the expansion of our Asian American, Native Hawaiian & Pacific Islander services, as well as an LGBTQIA+ Center and Dreamer Center, the time is right to ensure Cal Poly Humboldt is supporting our Centers and the students they serve appropriately. We have invited campus

and community colleagues into the conversation, to help us build the plan for their future - while campus is currently in a state of budget reduction, we know we must develop a plan that allows us to strategically prioritize this important work in the coming years. VP Holliday and members of her team will continue to provide updates to the Senate as plans develop.

INFRASTRUCTURE

KHSU Emergency Programming: While we currently lack the technical capability to broadcast from campus in the event of an emergency, we are determined to provide this public service to our community. CapRadio, the organization that manages KHSU, is working with us to quickly develop a detailed procedure for local broadcasting, and we will report when that procedure is complete and tested.

INNOVATION AND SUSTAINABILITY

Enrollment Target Progress: January's report on our progress towards Fall 2025 enrollment goals can be found [here](#). While we are lagging a bit in application volume compared with recent years, those numbers are expected to grow as we approach the March 2 application deadline, and the lag is most likely due to the stability of our application deadline this year (Dec. 2 and March 2, as opposed to multiple intervening dates between the two), as we tend to see bursts of activity as deadlines approach. From February to May, the majority of activity within Enrollment Management is focused on yield, and early deposit indicators are strong. At the time of the January report, we were 127 deposits (+26%) ahead of the same time last year, and that trend has continued. As of Feb. 6, we were ahead 161 deposits (+27%) YTD. Significant work continues to drive both applications and yield, and details are included in the report. The next report is scheduled for March 3.

New Fly-in Program: We are thrilled to introduce Humboldt's first Fly-In Program, Rising Umoja Students of Humboldt (R.U.S.H), happening February 27–March 1. This initiative invites a group of Black-identified admitted students and their parents/guardians to experience our university firsthand. The program includes academic sessions with Black-identified faculty, engagement with the Umoja Center for Pan African Student Excellence, and cultural events in collaboration with Black Humboldt. Leveraging CSU funds from our Black Student Success Initiative, students' flights will be partially covered, and accommodations will be provided, ensuring a seamless visit. Parents/guardians will participate in resource panels to support their student's transition to university life. Together, we'll showcase Humboldt as a welcoming and supportive community for future scholars. For more details, please reach out to the Admissions team.

Hey Cal Poly Humboldt!

Hope all are well.

At the beginning of this year, in my first chair's report for the September 7th meeting, I asked that we collaboratively commit to transparency, democracy, and kindness. I wanted to do a quick check in on our progress towards those aims at slightly past the halfway point of the year. Most of what I'm going to offer is anecdotal, but I think it's important we acknowledge and celebrate the moments when things feel like they are shaping up the way we aspire to.

I'll start with transparency. A week ago Interim VP Fisher brought his proposed campus message regarding budget updates and an upcoming hiring chill to a number of representatives of campus constituencies via email, and then to SenEx for discussion prior to publication of the document. A week prior to that, VP Holliday reached out to representatives of campus constituencies by phone as it became apparent that the mold growth in Campus Apartments necessitated relocating the students in those housing units. Somewhere around the same time, the committee working on the draft of our WASC self study document worked at length to determine the most inclusive means of garnering feedback prior to rolling out a more complete draft to the campus.

While all three of these examples might seem trivial from the perspective of a consistently interpersonally trusting campus (like, "why are you celebrating things working the way they should, generally?"), in light of where we were when we started this academic year, they feel like a big deal to me. Having a chance to talk about these impactful things prior to getting word of them in a campus wide blast or through the rumor mill feels good. I appreciate those who are committing to modelling transparency in our business processes, and acknowledge that doing so adds work to their plates and takes time from their respective schedules. What I hope is that, through this modelling, we get to a place where accessible information sharing and consultative deliberation is so reflexive and commonplace across campus that it feels like a consistent norm.

Similarly, in terms of democratic engagement, I want to speak to the recent Community Conversations, sponsored by the Campus Climate and Well-Being Stewards, and conducted in conjunction with the Student Athlete Advisory Committee, Associated Students, the University Senate, Staff Council, and broader community members in the Library. As a "Steward", I've been working with elected representatives of each of the above listed organizations to figure out how best to interface with their constituencies regarding the Campus' Protest Response in April of 24.

We spent a long time (maybe too long? I can talk too much in meetings sometimes...) figuring out what these conversations would look like, and, in keeping with any collaborative project, I don't think any of us were 100% confident that what we ended up doing was "right". We received meaningful feedback from SenEx and the Senate regarding these designs, much of which we were able to accommodate prior to the meetings, and some of which we continue to mull and worry about.

Which is all to say, I was probably as skeptical as anyone else regarding the efficacy of these events going into them, and I still harbor concerns about how best to improve our processes going forward so as to avoid causing harm. In spite of my doubts and hesitancy, I am a full-throated convert, in that, regardless of design flaws, these conversations were impactful and important. Brilliant colleagues volunteered their time as table leaders in these spaces to create small group contexts in which people could honestly and openly reflect on their experiences and express themselves. In these groups, listening to our students, our staff, our faculty, we heard stories of individual pain and systemic failure that had become abstracted by detachment and time. We heard our community say in multiple voices “I was scared/I’m still scared”, “I was abandoned without resources”, and perhaps most jarringly, “I don’t feel safe to express myself on this campus”. While hearing these perspectives voiced cannot be the conclusion of this process of introspection and community investigation, the time spent listening and talking was personally meaningful and affecting to me and others who needed to hear these things.

I describe these events in relation to democracy for two reasons. First, I appreciate how many folk with disparate and dissenting viewpoints came together to talk about a hard thing. This, in and of itself, was something. Second, we are just starting to figure out how to unpack, understand, archive, and legislate, not only regarding the events of last Spring, but also in regards to emerging injustices we have to prepare ourselves to confront together. There is still a lot of work to be done, and we need to provide each other input and guidance on how to do that work. Please, talk to us (not just the Stewards, or the Senate, but whoever your trusted representative might be) and tell us how we can do better, how we can move towards mutual trust. Email me (or whoever) and tell us who we should meet with next, what format we should pursue, what unanswered questions you have, and how we should begin to analyze and disseminate findings. Help us, critique us, inform us, so that this process is actually inclusive and democratic.

Finally, in terms of kindness, I have been inspired by the laudable care for each other in the last several weeks. I am so excited about the work being done to develop and roll out our Dreamer and LGBTQIA+ centers, and the much needed support that these spaces will provide. I can’t wait to engage with the “Forest of Caring” project that colleagues are developing across campus. Finally, I have been struck by the seemingly heartfelt desire to build trust across constituencies on campus. I don’t know how trust (an ephemeral feeling) can be definitely achieved, but I think if we continue to pursue it in good faith, to articulate our needs, and to care about meeting those needs, that might be a good start.

This was a long, fluffy one, sorry y’all,
jim

**CAL POLY HUMBOLDT
University Senate**

Resolution on Committee Governance and Oversight Policy

11-24/25-CBC — February 11, 2025 — Second Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President adoption of the attached policy regarding Committee Governance and Oversight.

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 Committees¹, 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.

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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 broader 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

¹ A University Committee is a deliberative body that includes representation from multiple Divisions, established to discuss, advise, or make decisions on matters impacting the broader 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.

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 should 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 recommendation 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.

3.6. Transparency and Communication: All committees shall maintain a current and publicly accessible humboldt.edu webpage to share governing documents, a list of members, and a designated contact person.

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. Appeal: Committees appealing their dissolution shall submit a formal request to the Senate Executive Committee, providing a written statement and relevant documentation. The Senate Executive Committee will review the appeal, considering the committee's alignment with institutional goals and effectiveness. After deliberation, the committee may uphold, reverse, or modify the dissolution decision, and the final outcome will be determined by the supervising authority and communicated in writing.

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 |
|-----------------------------|--|
| University Committee | <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 broader 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> |
| Standing Committee | <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. Example: University Resources and Planning Committee (URPC).</p> |
| Ad Hoc Committee | <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. Example: Search Committee.</p> |

| | |
|----------------------|--|
| 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. |

| Term | Initial Definition | Revised Definition |
|-----------------------------|---|---|
| University Committee | 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. |
| Standing Committee | 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. Example: University Resources and Planning Committee (URPC). |

| | | |
|--------------------------------|--|---|
| <p>Ad Hoc Committee</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. Example: Search Committee.</p> |
| <p>Task Force</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). Example: Graduate Studies Task Force.</p> |

| | | |
|-----------------------------|--|---|
| <p>Working Group</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. Example: Polytechnic Implementation Working Group.</p> |
| <p>Team</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. Example: Emergency Operations Team.</p> |

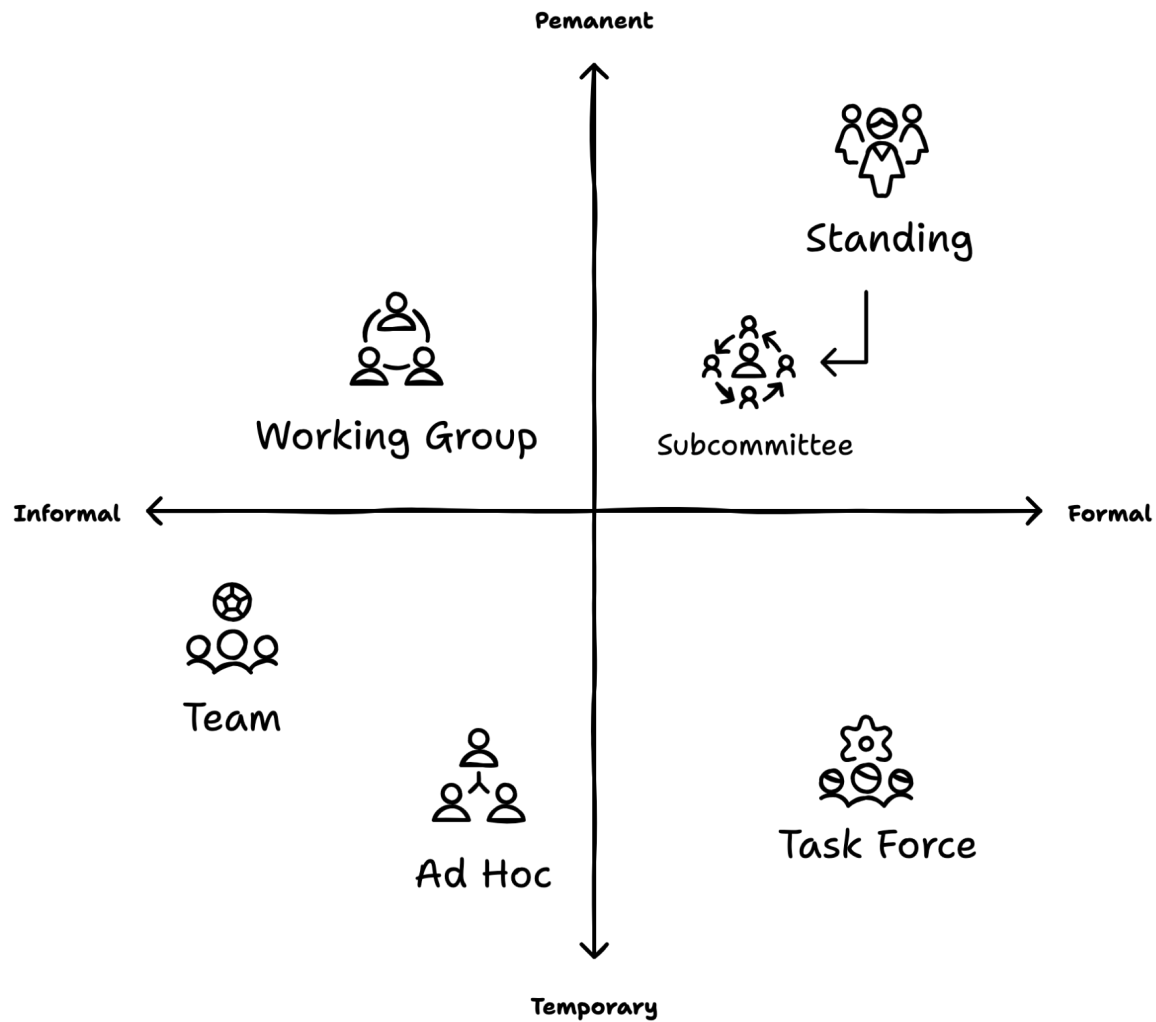
| | | |
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| <p>Subcommittee</p> | <p>A permanent subgroup or specialized division of a larger committee, consisting of campus and/or community members, tasked with examining specific aspects or components of the committee's mandate. Subcommittees focus 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. Example: The Committee on Committees is a Subcommittee of the Constitution and Bylaws Committee.</p> |
|----------------------------|--|---|

| Term | Composition | Activity | Status (being active) Reporting | Performance Reporting | Mission | Example |
|-----------------------------|---|---|--|--|--|--|
| University Committee | 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. |
| Standing Committee | 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. |
| Ad Hoc Committee | 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. |
| Task Force | 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. |

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| | community members; urgent focus. | | conclusion to the Committee on Committees (COC). | | | |
| Working Group | 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. |
| Team | 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. |
| Subcommittee | 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 Machine Learning Certificate

X-24/25-ICC- - February 11, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Machine Learning Certificate detailed in proposal [24-2475](#) be approved.

RATIONALE: Machine learning is the ability of computers to detect patterns in data and use that information to make predictions. Applications of machine learning appear in recommendation systems, facial recognition, disease detection, etc., and will continue to change our world in profound ways. Machine learning expertise is a highly valued industry skill. There exist a number of certificates offered from institutions like MIT, UC Berkeley, UT Austin, UW. We would like to offer our Humboldt students training in this exciting and rapidly growing subset of AI.

Humboldt has launched a new Data Science major but currently does not have a way to target students in other majors who would like to obtain marketable data science skills other than offering our courses as electives with no coherent program. Moreover, it is challenging to communicate to individual students which specific courses would be most helpful for specific career skills (this is usually done between students and advisors and requires the advisors to know the course specific content, the current field which is rapidly evolving, and what our department offers).

By selecting coursework and packaging it into a tangible certificate that students can list on a resume, we will better be able to serve our students. Additionally, our data science courses weave the theme of “Data for Good” throughout– this is directly in line with Humboldt’s commitment to environmental and social justice and is good both for the University and for our students.

Specific to the Machine Learning Certificate, students will have the opportunity to learn essential concepts from statistical analyses and linear algebra, as well as supervised and unsupervised learning models for tasks such as forecasting and prediction. Machine learning has relevance to nearly every domain imaginable. For example, biologists use machine learning in medical image recognition tasks (Esteva, 2017), ecologists can use machine learning to predict species distribution or population dynamics (Pichler, 2023), economists can use machine learning in policy analysis (Athey, 2019), and political scientists can forecast election results with machine learning algorithms (Myilvahanan, 2023). Familiarity with concepts from this field prepares our students to enter a workforce or graduate program that values technical skills and also allows students to “look under the hood” to understand how many systems they already interact with are operating (e.g., autocomplete when texting).

References:

- Athey, Susan, and Guido W. Imbens. "Machine learning methods that economists should know about." *Annual Review of Economics* 11 (2019): 685-725.
- Esteva, Andre, et al. "Dermatologist-level classification of skin cancer with deep neural networks." *nature* 542.7639 (2017): 115-118.
- Mylvahanan, Karthick, et al. "A Study on Election Prediction using Machine Learning Techniques." *2023 Third International Conference on Artificial Intelligence and Smart Energy (ICAIS)*. IEEE, 2023.
- Pichler, Maximilian, and Florian Hartig. "Machine learning and deep learning—A review for ecologists." *Methods in Ecology and Evolution* 14.4 (2023): 994-1016.

Certificate Description:

The Cal Poly Humboldt Machine Learning Certificate provides an opportunity for students to study foundational statistics and linear algebra and then integrate ideas from these subjects in a study of supervised and unsupervised machine learning algorithms. Machine learning is used for prediction and forecasting and is applicable to nearly every discipline. Prerequisites: Data Cleaning and Visualization Certificate, MATH 101T or MATH 102 or an equivalent high school class or a specific ALEKS placement score of 78-100.

Includes the Following Courses:

- MATH 107 Introduction to Linear Algebra (3 units): Euclidean spaces, matrices and matrix arithmetic, solving systems of equations, and eigenvalues and eigenvectors. Emphasis on applications and use of computation.
- STAT 109 Introductory Biostatistics (4 units): Descriptive statistics, probability, random variables, discrete and continuous distributions, confidence intervals, contingency tests, regression and correlation, tests of hypothesis, analysis of variance. Emphasis: methods and applications used in the biological and natural resource sciences.
 - May be substituted for an advisor approved alternative.
- DATA 322 Machine Learning for Data Science (4 units): A broad introduction to machine learning, datamining, and statistical pattern recognition. Topics include: (i) Supervised learning (ii), Unsupervised learning and (iii) Best practices in machine learning. The course draws from numerous case studies and applications, with a practical rather than theoretical emphasis.

Humboldt currently offers the courses we are suggesting in each certificate. They are all courses in the Mathematics Department or the Computer Science Department. There is currently excess capacity in these courses, so this is an efficient way to use existing courses.

Related Certificates:

- [Data Cleaning and Visualization Certificate - 23-2462](#)
- [Database and Data Analysis Certificate - 23-2474](#)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Database and Data Analysis Certificate

X-24/25-ICC- - February 11, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Database and Data Analysis Certificate detailed in proposal [24-2474](#) be approved.

RATIONALE: Data is often stored in a relational database and the ability to manage and query such structures is highly sought after in many careers. Additionally, a common in-depth data analysis pipeline (including cleaning, exploratory analysis, visualization, and prediction) is implemented agnostic to a specific field (i.e., the same pipeline could be applied to genomics data or to election data to extract insights). Familiarity with this pipeline equips our students to tackle a variety of data-driven problems and to bring value to an organization.

Humboldt has launched a new Data Science major but currently does not have a way to target students in other majors who would like to obtain marketable data science skills other than offering our courses as electives with no coherent program. Moreover, it is challenging to communicate to individual students which specific courses would be most helpful for specific career skills (this is usually done between students and advisors and requires the advisors to know the course specific content, the current field which is rapidly evolving, and what our department offers).

By selecting coursework and packaging it into a tangible certificate that students can list on a resume, we will better be able to serve our students. Additionally, our data science courses weave the theme of “Data for Good” throughout– this is directly in line with Humboldt’s commitment to environmental and social justice and is good both for the University and for our students.

Specific to the Databases and Data Analysis Certificate, students will have the opportunity to learn how data is stored and accessed and to work through multiple projects using a common data science pipeline. The projects give students a chance to demonstrate written and oral communication, teamwork, and quantitative reasoning, and directly build a portfolio of work that can be shown to potential employers.

Certificate Description:

The Cal Poly Humboldt Database and Data Analysis Certificate provides an opportunity to work through the entire data storage, retrieval, and analysis pipeline in an applied context, integrating data cleaning, exploratory analysis, visualization, predication, and validation.

Prerequisites: Data Cleaning and Visualization Certificate, MATH 101, or an equivalent high school class or a specific ALEKS placement score of over 65.

Includes the Following Courses:

- STAT 109: Introductory Biostatistics (4 units): Descriptive statistics, probability, random variables, discrete and continuous distributions, confidence intervals, contingency tests, regression and correlation, tests of hypothesis, analysis of variance. Emphasis: methods and applications used in the biological and natural resource sciences.
 - May be substituted for an advisor approved alternative.
- CS 325 Database Design (4 units): Introduction to database design and implementation. Relational model, entity-relationship model, and diagrams, converting a model to a schema, elementary Structured Query Language (SQL), normalization.
- DATA 311 Applied Data Analysis (4 units): This team- and project-based course provides an opportunity to work through the entire data analysis pipeline in an applied context. Three modules cover (1) cleaning and exploring data, (2) visualizing data and (3) prediction, validation, and uncertainty estimation. Students will advance written and verbal communication skills by reporting their findings.

Humboldt currently offers the courses we are suggesting in each certificate. They are all courses in the Mathematics Department or the Computer Science Department. There is currently excess capacity in these courses, so this is an efficient way to use existing courses.

Related Certificates:

- [Data Cleaning and Visualization Certificate - 23-2462](#)
- [Machine Learning Certificate - 23-2475](#)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Data Cleaning and Visualization Certificate

X-24/25-ICC- - February 11, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Data Cleaning and Visualization Certificate detailed in proposal [24-2462](#) be approved.

RATIONALE: Data is ubiquitous, and the field of data science has applications in nearly every other domain. Developing data cleaning and visualization skills is a way to set our graduates apart in a competitive workforce and build their technical portfolio. As a specific example, the field of biology has transformed where many experiments require analyzing and interpreting large biological datasets (e.g., genomics, metabolomics, etc.). These datasets can be messy and need to be cleaned before a meaningful analysis can be conducted. Visualizing data is helpful for extracting insights and clearly communicating results to stakeholders.

Humboldt has launched a new Data Science major but currently does not have a way to target students in other majors who would like to obtain marketable data science skills other than offering our courses as electives with no coherent program. Moreover, it is challenging to communicate to individual students which specific courses would be most helpful for specific career skills (this is usually done between students and advisors and requires the advisors to know the course specific content, the current field which is rapidly evolving, and what our department offers).

By selecting coursework and packaging it into a tangible certificate that students can list on a resume, we will better be able to serve our students. Additionally, our data science courses weave the theme of “Data for Good” throughout– this is directly in line with Humboldt’s commitment to environmental and social justice and is good both for the University and for our students.

Certificate Description:

The Cal Poly Humboldt Data Cleaning and Visualization Certificate provides foundational concepts in computational thinking, computer programming, data cleaning and data visualization which are transferable and relevant across disciplines and industries. Co-requisite: MATH 101.

Includes the Following Courses:

- DATA 111 - Introduction to Programming and Computational Thinking for Data Science (4 units): Intertwines three perspectives: inferential thinking, computational thinking, and real-world relevance. Explore real data to understand relationships and patterns while learning critical skills in computer programming and basic statistical inference.

- CS 111 - Computer Science Foundations 1 (4 units): Introductory programming covering problem decomposition, control structures, simple data structures, testing, and documentation. Students design and implement a number of programs.
- DATA 271 - Data Wrangling and Visualization (4 units): Provides an intensive, hands-on introduction to data wrangling, cleaning and visualization using a contemporary programming language. Learn the fundamental skills required to acquire, transform, manipulate, and visualize data in a computing environment that fosters reproducibility. The overall goal is to create actionable data from raw sources and then perform exploratory analysis. These steps will include importing data, viewing data diagnostically, identifying outliers, imputing data, cleaning data, calculating basic statistics and creating informative plots.

Humboldt currently offers the courses we are suggesting in each certificate. They are all courses in the Mathematics Department or the Computer Science Department. There is currently excess capacity in these courses, so this is an efficient way to use existing courses.

Related Certificates:

- [Database and Data Analysis Certificate - 23-2474](#)
- [Machine Learning Certificate - 23-2475](#)

CAL POLY HUMBOLDT
University Senate

**Resolution to Recommend the Combined Program Pathway for the Environmental Studies
Bachelors of Arts with the Environment and Community Masters of Arts**

XX-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 Environmental Studies Bachelors of Arts with the Environment and Community Masters of Art detailed in proposal [24-2464](#) 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 Environmental Studies Bachelors of Arts with the Environment and Community Masters of Art.

Major Academic Plans outlining the combined pathway:

[5-year MAP ENST BA + MA in E&C](#)

[3-year Transfer ENST BA + MA in E&C](#)

Related Combined Program Pathway:

[23-2336](#) (BA in Critical Race, Gender, and Sexuality Studies + MA in Environment and Community)

Cal Poly Humboldt Health Taskforce - Update 2/11/25



➤ The Provost Charge

- Determine new academic degree programs in health to address workforce and polytechnic phase two (2026) goals.
- Review existing academic degree programs in and related to health.
- Identify opportunities to improve access to healthcare in Humboldt County through partnerships with the Redwood Coast Collaborative K-16 Grant and local community groups.

Membership:

Jamie Jensen (SW), **Kayla Begay** (NAS), **Eden Donahue** (Nursing), **Jill Anderson** (Kins), **Jenny Cappuccio** (Chem), **Jianmin Zhong** (Bio), **Janelle Adsit** (English), **Rose Francia** (TRIO), **Cameron Govier** (Curriculum), **Liz Laura** (United Indian Health Services), **Chris Snyder** (Open Door Community Health), **Trisha Cooke** (Open Door), **Justus Ortega** (CPS), Brodie Lyon (Pre-Med student), **Elizabeth Keener** (K-16 Health Pathways)

➤ AIM 1: New academic degree programs

- **Identify Health Workforce needs regionally, across California, and nationally.**
 - Obtained regional, state, and national workforce data (Jan-May 2024)
 - Surveyed community partners- assess workforce demand and priorities (February 2024)
 - Held community partner listening sessions (March 2024)
- **Developed a rubric for evaluating possible new Health-related Bachelor's degree, Master's Degree, minor and/or certificate. (February)**
 - Workforce demand
 - Student demand
 - Cal Poly Fit
 - Competitive outlook
 - Resource implications- faculty, facilities, equipment, cost, etc.



➤ **Community Health, BA** (Health Advocacy/Health Nav/ Patient Adv.)

- Equips students with multiple frameworks for practicing a justice-oriented approach to community health. The Community Health program **examines how social and physical environments intersect with personal behavior and how these factors impact access to and utilization of health promoting programs.**
- **Career pathways:** Community Health Worker, Health Education Specialist, Patient Care Coordinator / Treatment Coordinator, Patient Advocate, Patient Service Representative, Patient Access Specialist, Nonprofit Administrator, Medical Interpreter/Translator
- **Possible Launch- 2026**
- **Possible Related Certificates**
 - Community Health Worker
 - Wellness Coach



➤ Health & Medical Sciences, BS (Pre-Med, Pre-PT, Pre-OT, Pre-PA)

- Provides students with a robust foundation in health sciences, preparing them for various careers in the healthcare industry or for advanced studies in professional health programs, including medicine, dentistry, pharmacy, physical therapy, and occupational therapy.
- **Career pathways:** Physician, Physical/Occupational Therapist, Physician Assistant, Nursing, Chiropractor, Clinical Lab Scientist, Clinical Research Coordinator.
- **Possible Launch- 2026**
- **Possible Related Certificates**
 - Clinical Medical Assistant
 - Pharmacy Technician
 - Clinical Research coordinator



➤ Nursing, MS

- Designed to **prepare registered nurses with baccalaureate degrees for advanced roles in community health, nursing education, and clinical settings** with a focus on the advanced development of professional nursing practice within a rural community, which would include preparation for leadership, quality improvement, and advocacy roles.
- **Career pathways:** Nursing leadership (manager), Nursing education (teaching), advanced clinical practice.
- **Possible Launch- 2027**



➤ **Speech-Language Pathology, MS**

- Provides students pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner.
- **Career pathways:** Speech-Language Pathologists (SLPs) • Speech-Language Pathology Assistant (SLPA) • Academic Coach/Tutor (for persons with disabilities) • Applied Behavior Analysis (ABA) Therapist • Audiologists • Clinical Consultant • School Audiometrist • Therapy Aide
- **Possible Launch- 2028**
- **Possible Related Minors or Certificates**
 - Child Development Pre-SLP Minor
 - Speech-Language Pathologist Assistant
 - Speech-Language Pathologist Credential
 - Bilingual Speech-Language Pathology Advanced Certificate



➤ Spanish Health Care Interpretation, Minor

- **Combines expertise in Spanish language and multilingual translation and interpretation with a justice-oriented approach to community health.** While gaining the knowledge and skills to facilitate culturally and linguistically appropriate services within the clinical settings, students in this program also examine the systemic changes needed to support the health and wellbeing of marginalized populations.
- **Career pathways:** All Health-Related careers
- **Possible Launch-** 2026



➤ AIM 2: Supporting Existing Degree Programs

- **Assess program strengths and challenges**
 - Obtained regional, state, and national workforce data
 - Surveyed program leads and students

- **Developed strategic plan for support**
 - Revising Curriculum and expanding capacity as needed
 - Coordinating program resources
 - Strengthen hands-on clinical service and research opportunities
 - Strengthen “pathways” with High school (dual enrollment) and regional community college (ADT)
 - Develop and implement marketing and communication plans for new and existing health programs



➤ Supporting Existing Degree Programs



- **Develop and Implement a Marketing and Communication Plan (existing and New programs)**
 - Create and/or update printed marketing materials
 - Create a centralized “Health Programs” Hub/Portal website- shows all available programs and highlights hands-on learning.
 - Create/rebuild as needed specific Health program websites
 - Establishing healthcare pre-advising strategies for authentic outreach to area local high school students engaged in healthcare pathways.

- **Develop a Robust Advising Network**
 - Professional Advisor for first/second-year interested in career and academic health pathways.
 - Dedicated specific health program faculty advisors.
 - Develop infrastructure to support Health-related Minor advising.
 - Coordinate Cal Poly Humboldt advising with high school counselors and community college advising.
 - Develop comprehensive health pathway advising material such as MAPS that includes academic coursework, experiential learning, student engagement activities, and postgraduate planning.
 - Establish Registrar/DARS Health Program “Student Group” coding system

➤ Supporting Existing Degree Programs

- **Curriculum Development**

- Ensure all curriculum for program/pathways meets post-graduate, licensure, and certification requirements; includes all experiential learning recommendations/requirement
- Update MAPS and curricular numbering
- Develop PBLC class (SCI 100 or HED 100) to include different “career” opportunities
- Develop a variety of health-related certificates
- Have a clear and well-organized “experiential learning” (internships, etc.) placement program for health programs
- Develop bridge program agreements with post-graduate schools (e.g. Avenue M- UC DAVIS, Pacific University, etc.)



➤ **AIM 3: Supporting local healthcare /Aligning pathways**

- **Align high school, community college, and Cal Poly Humboldt curriculum**

- Dual Enrollment /Concurrent enrollment programming
 - Develop dual enrollment curriculum for new and existing health programs
 - Establish a cost-effective AND sustainable dual enrollment system at Cal Poly Humboldt
 - Establish pathways programs for NorCal high school districts (Humboldt, Del Norte, Trinity Lake, Siskiyou, Modoc)
- Align community college pathways (e.g. ADT) to Cal Poly programs- CR, Mendocino, Siskiyou, Shasta...and beyond!
- Build concurrent enrollment opportunities for regional Community College students
- Possible summer programs- research and service experiences, classes
- Campus visits, guest lectures in classes, shared health lecture series (professional panels, student panels)
- Explore local health-focused scholarship opportunities (e.g. Rancherias and Indigenous students)

- **Align Cal Poly Humboldt programs to Post-graduate programs**

- Health Science- UC Davis Avenue M (CR → CPH → UC Davis)
- CPH Pre-Pharmacy → Pacific U. / West Coast U.
- Develop new bridge programs where possible



➤ Supporting local healthcare /Aligning pathways

- **Develop Health Certificate programs (CEECE)**

- Clinical Medical assistant
- Clinical research coordinator
- Pre-SLP (prep for SLP MS program)
- Speech-Language Pathology Assistant
- Bilingual Speech-Language Pathology Advanced
- Wellness Coach II
- Medical scribe
- PT aide
- Health management/leadership

- **Develop Community Engagement Activates**

- Local Health lecture series @ Health Ed Hub
 - Professionals, professors, students and community
- Integrate student experience with service to the community
 - Fall Prevention Program, Fitness/wellness testing, Concussion program
 - Health Fairs
 - Clinical hours (SLP, SW, Psych, Health Science)
- Develop robust marketing and communication plan related to community engagement (letting them know “we are here for you”)

➤ **Next Steps- Spring 2025**

- **NEW Programs: Submit to Academic Master Plan and/or ICC**
- **AIM 2 and AIM 3 Recommendations:**
 - Gather feedback from stakeholders
 - Final recommendations to Provost
- **Health Education Hub- Health Career Speaker Series**
(target audience: high school, CR, and Cal Poly students)
- **Health Care Access Taskforce:**
 - **Goal:** Develop short and midrange ideas to increase access to Health Care for Cal Poly Humboldt faculty, staff, students, and the surrounding community with a focus on access to Primary Care Physicians, Specialist, Dentists, etc.
 - **Membership:** Jenn Capps, Michelle Caisse, Eden Donahue, Jamie Jensen, Justus Ortega, Tony Silvaggio, Connie Stewart

Health quote of the day

“Well-being is about the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities. Most importantly, it’s about how these five elements interact.” – Tom Rath

Cal Poly
Humboldt.

Queer Center for Academic Excellence

Cal Poly Humboldt Gender Diversity Taskforce

Elias Pence

Advisor - EOP

Mira Friedman

Lead for Health Education - Health and Wellbeing Services

Ravin Craig

Director of Student Life

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2 3



Problem Statement

Currently, we have a large underserved LGTBQ Student population as well as missed LGBTQ specific recruitment opportunities.

Historical overview/Background

- ✦ Efforts since the early-mid 2000s to gain a staff member
- ✦ Stated as a possible expansion to the current CCAE Model

Stakeholders

- ✦ LGBTQIA + Staff and Faculty
- ✦ Student Groups - Eric Rofes Multicultural Queer Resource Center
- ✦ Allies and off campus community



Campus Data

LGBTQ student data is complicated for a few reasons,

- it needs to be thought of intersectionally
- it is difficult to collect and impacted by stigma and time

This data was collected at the point of student application.



Sexual Orientation 2023.2

Owner: Academic Affairs - IRAR - Page 1

~ Expertly Handcrafted ~
 Inst. Research, Analytics, and Reporting
 ~ Freshness Date ~
 10/19/2023 4:58:21 PM [DM_ERSS]
 Data Glossary
<https://irar.humboldt.edu/Data-Glossary>

Important Considerations

When viewing this dashboard, it is crucial to recognize that these data display sexual orientation in the distinct context of the California State University System. The CSU application prompts students to choose from eleven distinct categories to express their sexual orientation. It is crucial to acknowledge that the available categories do not fully capture the diversity within our student body.

At Cal Poly Humboldt, we recognize that one's sexual orientation may be fluid, diverse, and dynamic. These data represent a snapshot of a particular moment (e.g., at the time of CSU application or when a student updates their information in their Student Center).

About this dashboard

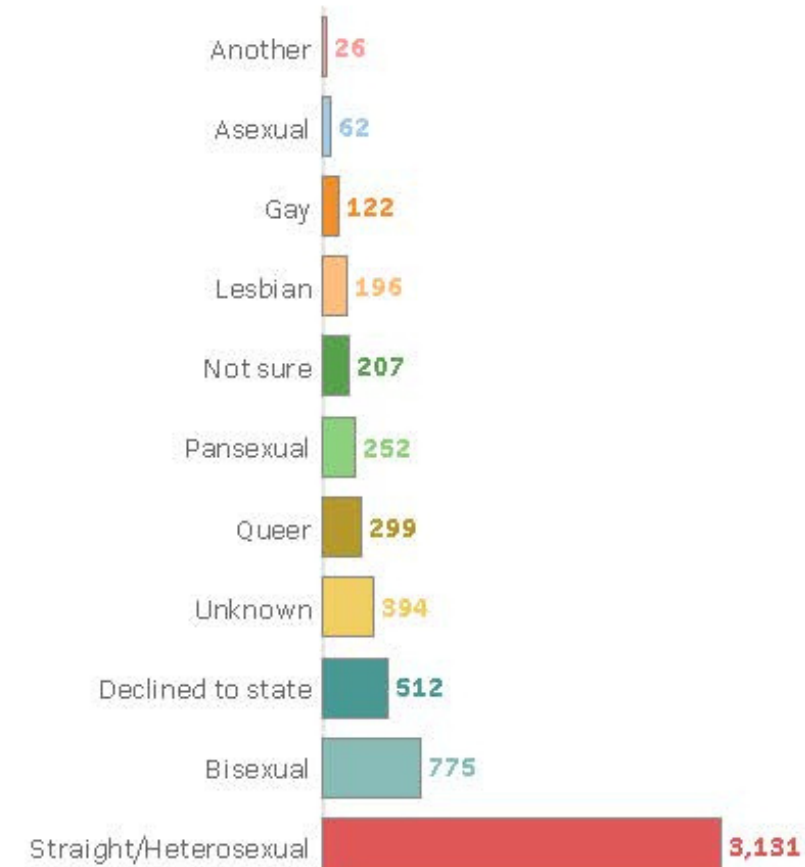
This data dashboard is intended to help make visible Cal Poly Humboldt's queer student community. The dashboard was developed by the Cal Poly Humboldt Office of Institutional Research, Analytics, and Reporting as a starting point. Future editions will incorporate campus and community feedback. If you would like to be part of that effort, please email IRAR@Humboldt.edu.

Sexual Orientation

Sexual orientation refers to a person's emotional and sexual attraction towards another person, and the resulting behavior and social affiliation (American Psychological Association, 2015). These data are collected as per Section 66010.2 of the Education Code, amended by CA AB-620 in 2011.

The CSU application and student center ask the question, "Do you consider yourself to be" to gather this information. This question has been on the CSU application in its current form since fall 2018. However, the ambiguity of this question may affect its content validity, which measures how accurately a question covers all aspects of the topic it aims to measure.

Fall 2023 Headcount



California State University Categories

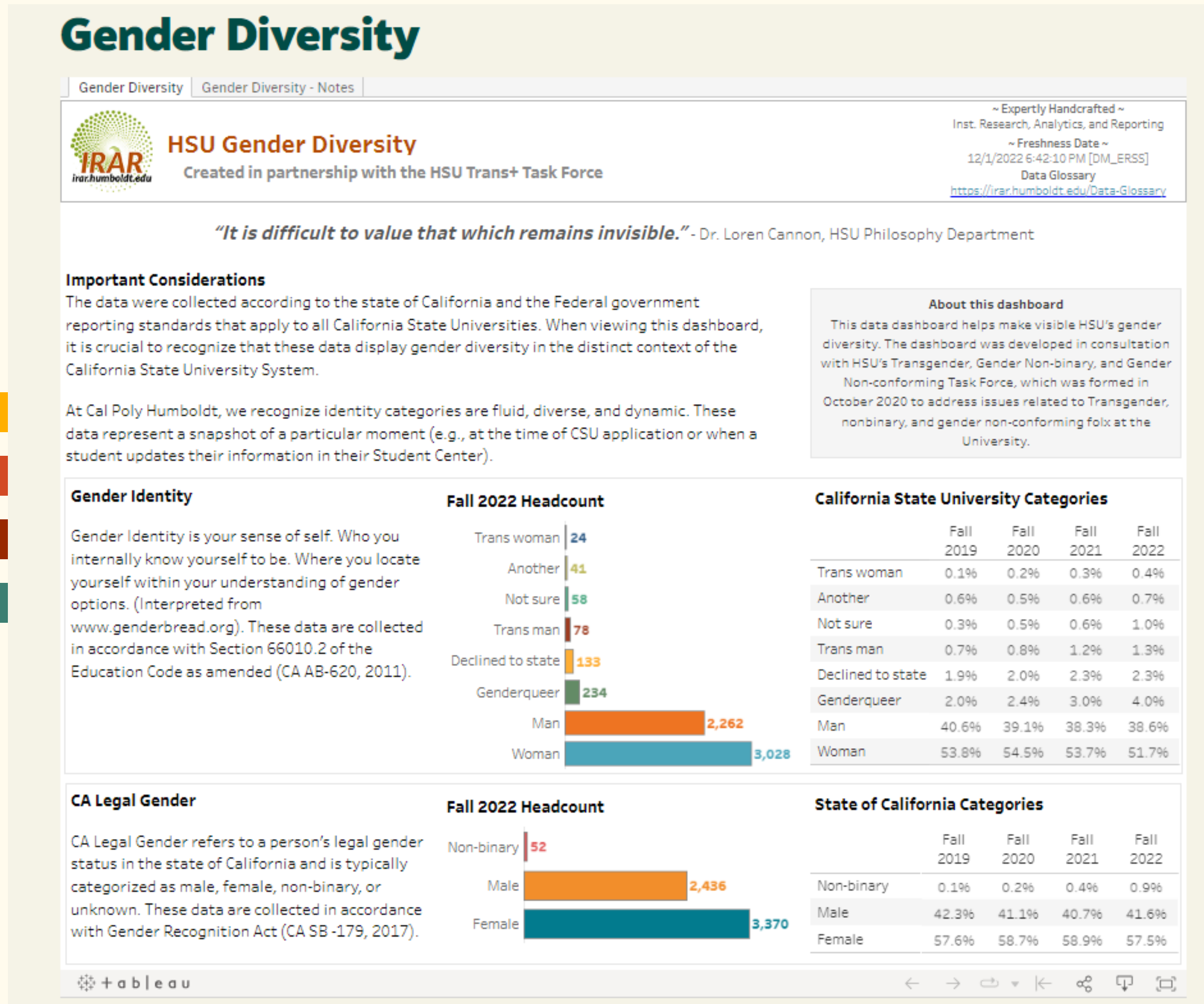
| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Another | 0.2% | 0.3% | 0.3% | 0.3% | 0.4% | 0.4% |
| Asexual | 0.4% | 0.6% | 0.7% | 1.0% | 1.1% | 1.0% |
| Gay | 1.0% | 1.3% | 1.5% | 1.7% | 1.9% | 2.0% |
| Lesbian | 0.9% | 1.2% | 1.7% | 2.0% | 2.9% | 3.3% |
| Not sure | 1.3% | 1.9% | 2.3% | 2.6% | 3.1% | 3.5% |
| Queer | 1.4% | 2.1% | 2.4% | 3.2% | 4.0% | 5.0% |
| Pansexual | 1.9% | 2.6% | 2.8% | 3.2% | 3.7% | 4.2% |
| Declined to state | 5.0% | 6.6% | 7.4% | 8.2% | 8.1% | 8.6% |
| Bisexual | 4.7% | 6.2% | 7.4% | 9.7% | 12.1% | 13.0% |
| Unknown | 43.1% | 26.9% | 15.6% | 9.2% | 7.8% | 6.6% |
| Straight/Heterosexual | 40.2% | 50.4% | 57.9% | 58.9% | 54.9% | 52.4% |

Campus Data - Facts

LGBTQ student data is complicated for a few reasons,

- it needs to be thought of intersectionally
- it is difficult to collect and impacted by stigma and time

This data was collected at the point of student application.



Campus

Data

1706 Students based on applications
Identify as LGBTQ (where the Q is
Queer) - **about 28%**

381 Identify as Trans, gender queer, or
non-binary - **About 6%**

These numbers have risen annually
since the data has been collected

This is a significant portion of our
campus population that will be served
by a center

Currently our centers serve about 35%
of our student population

Barriers to Success - Facts

LGBTQIA Students face specific barriers to succeed in higher education

| Macro - National Laws & Climate | Meso | Micro |
|---|---|---|
| Banning Trans Students In Sports | Local Community Church Groups | Complicated/Negative Family Interactions |
| "Bathroom Bills" | Campus lack of bathrooms | More likely to move far from home (4x)* |
| Denying/Criminalizing Health Care | Limited community mental/physical health services | Bullying/harassment by peers and faculty/staff |
| Job Discrimination | Difficulties finding/keeping housing | Higher numbers of sexual assault/violence |
| Prohibiting changes to gender on official documents | Mental health issues | Difficulty finding/maintain community (3rd space) |



Other Campuses

Full-time professional staff

CAPS/Health liaison

Physical Space on Campus

Internships

Inclusive Restrooms

Project Retro: What Did Not Go Well

<https://www.calstate.edu/impact-of-the-csu/diversity/Pages/LGBTQ-Centers.aspx>



Assumptions

◆◆◆ Anecdotal Information

Recruiting/Enrollment

Many LGBTQ students are looking to go to school further from home.

As the furthest northern CSU this is a significant recruiting opportunity.

Students are already choosing our institution because of policy changes.

Retention/Support

We have a statistically significant number of LGBTQ Students already in attendance. Those numbers are likely to grow.

By not providing them with similar or even more advanced services and resources we risk losing them to transfers and drop outs.



What can we do?

What options do we have to fill this need?

Continue the current model/add LGBTQ supportive measures to cultural centers

This is not a strong solution, however we could add student support positions to the current cultural center models that focus on queer outreach

LGBTQIA+ Resource Center

In the vein of the other cultural centers, a professional coordinator and academic advisor dedicated to supporting the needs of an intersectional population. Supporting and expanding the work of the centers. Coordinate a campus and community stakeholders group, assist in recruitment efforts and provide wrap around services that are culturally relevant.

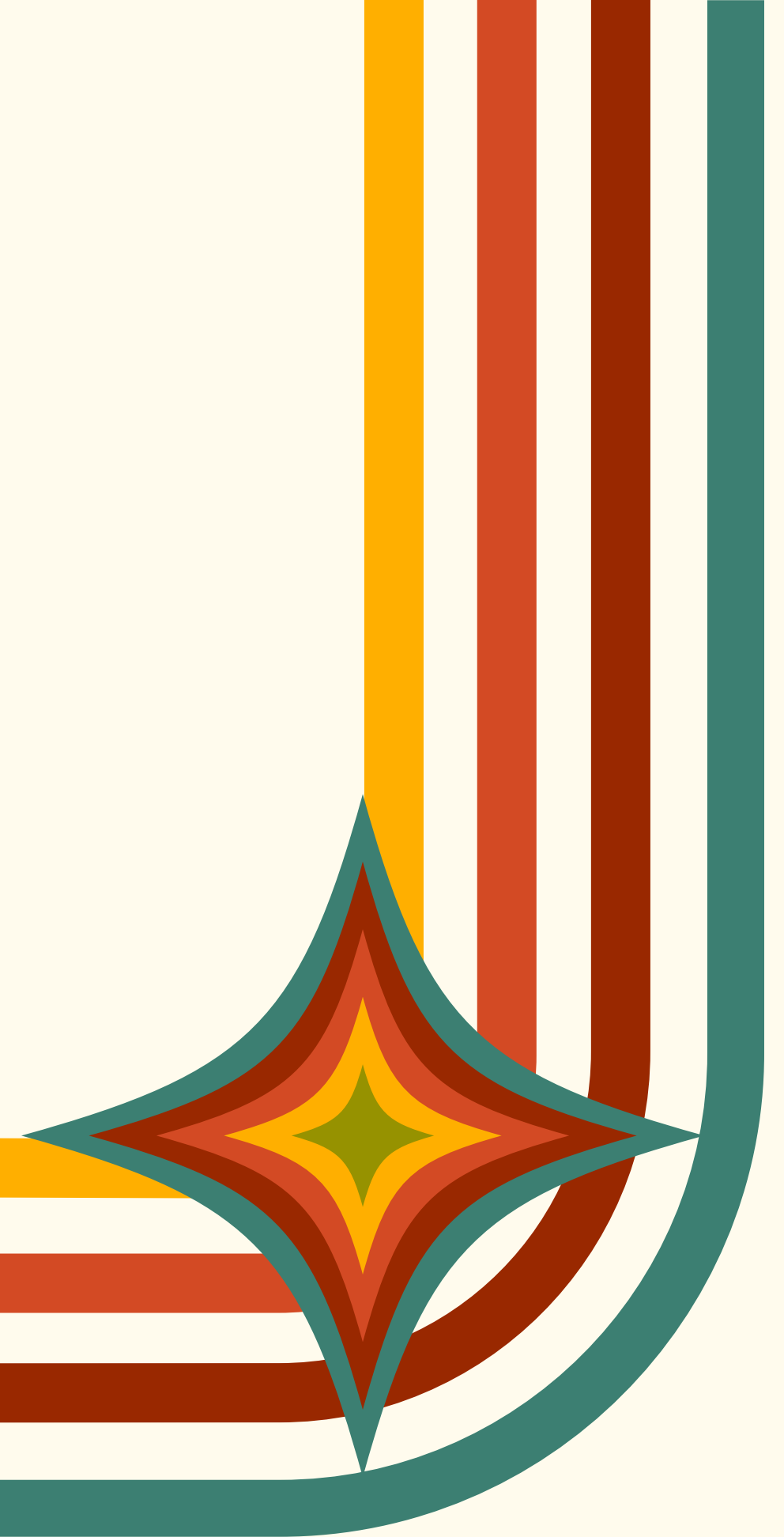
LGBTQIA Support Coordinator

Housed in the SJEIC this position would support the work of existing programs and focus on programing and recruitment.

Recommendation

LGBTQ Resource Center

- Provide a “home” space for LGBTQ Identified Students/staff/faculty
- Provide curriculum and classroom inclusivity training
- Mentoring of student leaders and activist
- peer-to-peer support for coming out, questioning identity, dealing with family dynamics, accessing resources, and managing crisis
- Academic, scholarship, and employment support
- Recruitment efforts for an underserved community
- Internships, fundraising, and student travel





Invisible Work

Needs from ERC Staff

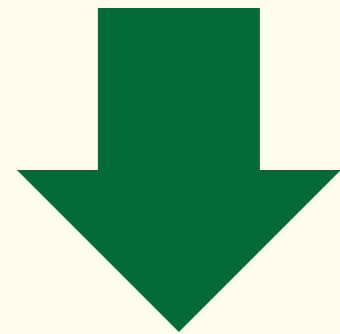
Students are STUDENTS and are often asked to do the following

The pressure to provide this support weighs on students and unpaid staff/faculty.

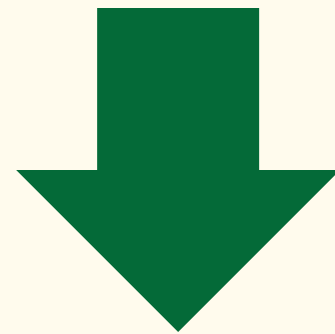
- ✦ Deal with budgets/hiring
- ✦ Provide support to peers through Title IX/CARE processes
- ✦ Meet and advise students
- ✦ Network to community and other universities
- ✦ Advocate for the needs of the population
- ✦ Find professional development and career opportunities that are specific to the community



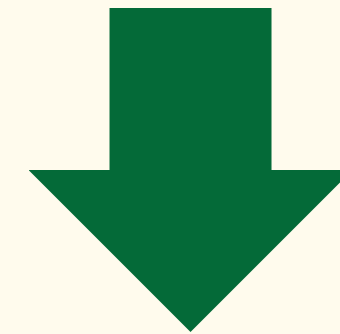
LGBTQ Resource Center



*Eric Rofes Center for
Multicultural Queer
Resources*



Queer Student Union



Gender Diversity Task Force

**Similar to the other centers the LGBTQ center would support these programs
and expand on the resources they provide**