

## University Senate

### **Meeting Minutes for Tuesday, April 29, 2025**

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:03 pm. A quorum was present.

#### **Members Present**

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

#### **Members Absent**

Silvaggio, Stelter, Tello-Linares

#### **Guests**

Cameron Allison Govier, Alex Anderson, Kacie Borquez-Hall, Carmen Bustos-Works, Michelle Caisse, Joice Chang, Leah Choi, Jeff Crane, Jermaine Dowdell, Mira Friedman, Bethany Gilden, Bella Gray, Kendra Higgins, Todd Larsen, Mike Le, Josh Meisel, Peggy Metzger, Cindy Moyer, Patrick Orona, Raven Palomera, Connie Stewart, Kimberly White, Mark Wicklund, Jeanne Wielgus

#### **Announcement of Proxies**

Miller for Stelter

#### **CFA Interruption Statement**

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

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

Chair Woglom stated that the Executive Committee had voted to add Sense of the Senate Resolution on Resources for Graduate Students (26-24/25-EX – April 29, 2025) to the end of the agenda.

M/S (Harmon/Virnoche) to amend the agenda to replace item 17 with Time Certain: 4:40 – Update from President Spagna.

Motion to adopt the agenda as amended passed without dissent.

#### **Approval of Minutes from April 25, 2025**

M/S (Perris/Virnoche) to approve the minute from April 15, 2025.

Motion to approve the minutes passed without dissent.

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

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

### **General Consent Calendar**

The attached Senate Meeting Calendar 2025-2026 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)**

Written report attached

#### **Constitution and Bylaws Committee (CBC)**

No report

#### **Faculty Affairs Committee (FAC)**

Written report attached

#### **Integrated Curriculum Committee (ICC)**

Written report attached

#### **University Policies Committee (UPC)**

Written report attached

#### **University Resources and Planning Committee (URPC)**

No report

#### **Academic Senate of the California State University (ASCSU)**

Written report attached

#### **Associated Students (AS)**

No report

#### **California Faculty Association (CFA)**

No report

#### **Office of Diversity, Equity, and Inclusion (ODEI)**

No report

#### **Emeritus and Retired Faculty and Staff Association (ERFSA)**

Written report attached

#### **Labor Council**

No report

## **Staff Council**

Written report attached

## **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**

Jermaine Dowdell made a statement about the labor violations committed by Sundt Construction and asked that Cal Poly Humboldt not award them projects.

### **TIME CERTAIN: 3:30-3:45 PM – Seating of New Senators & Election of 2025-2026 Senate Officers**

The new Senators were introduced and welcomed:

Leah Choi, Tenure Line Non-Instructional Delegate  
Bella Gray, Labor Council Delegate  
Monty Mola, Tenure Line CNRS Delegate  
Cindy Moyer, Tenure Line CAHSS Delegate

Chair Woglom solicited additional nominations for Officers. There were no additional nominations. Chair Woglom stated that the election for the Chair of the University Policies Committee would be tabled until the first Senate meeting of 2025-2026. The results of the election were:

Senate vote to elect Senator Jayne McGuire as Vice-Chair of the University Senate and Chair of the Faculty Affairs Committee for 2025-2026 ***passed***.

Senate vote to elect Senator Tyler Evans as Third Officer of the Senate & Chair of the Academic Policies Committee for 2025-2026 ***passed***.

Senate vote to elect Senator Jaime Lancaster as Co-Chair of University Resources and Planning Committee for 2025-2026 ***passed***.

Senate vote to elect Senator Rouhollah Aghasaleh as Chair of the Constitution and Bylaws Committee for 2025-2026 ***passed***.

### **Resolution on Periodic Evaluation of Tenured Faculty Unit Employees (23-24/25-FAC – April 29, 2025 – Second Reading)**

Senator McGuire discussed the changes since the first reading. Senators Evans and Tillinghast spoke in opposition to the resolution, saying it was unclear in several parts and that implementation of it would be impractical. Senators Miller spoke in favor of the resolution, saying the unclear language is directly from the CBA. Senator Aghasaleh spoke in favor of the resolution, saying it has gone through a considerable feedback process and addressed much of the concerns raised.

Senator McGuire accepted a friendly amendment from Senator Miller to change "They" at the start of 8.2 to "The appropriate administrator (dean or their designee)".

Senate vote to approve the Resolution on Periodic Evaluation of Tenured Faculty Unit Employees ***passed***.

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

*Nays:* Burkhalter, Cappuccio, Evans, Tillinghast

*Abstentions:* Capps, Lancaster, Ramsier, Silvaggio, Tello-Linares

**Sense of the Senate Resolution Affirming the Responsibility of Cal Poly Humboldt and All Academic Institutions to Uphold Democratic Values and Protect Academic Freedom (24-24/25-EX – April 29, 2025)**

Senators Aghasaleh and Lepphaille gave an overview of the resolution. Senators Tillinghast, Ramsier, and Benavides-Garb spoke in favor of the resolution.

Senate vote to approve the Sense of the Senate Resolution Affirming the Responsibility of Cal Poly Humboldt and All Academic Institutions to Uphold Democratic Values and Protect Academic Freedom ***passed without dissent***.

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

*Nays:* none

*Abstentions:* Capps, Evans, Fisher, Holliday, Silvaggio, Tello-Linares, A. Thobaben

**Resolution on Revising the Policy on Policies, Procedures, and Guidelines (25-24/25-UPC – April 29, 2025 – First Reading)**

Senator Harmon reported on the recent open forum about the resolution and that feedback is being incorporated into the draft for the second reading.

Senator Geck inquired about CSU's authority and the President's authority over University Policies. Senator Harmon replied that we, even the President, are beholden to the CSU's authority.

Senator Evans inquired about the five-year review, and Senator Harmon replied that there hasn't been much discussion around this, and having language in the policy that is not too prescriptive is beneficial. Responsible offices will have the task to review their policies as necessary, but at least every five years.

**Information Item: Meal Plan Success**

Todd Larsen gave the attached presentation.

**Information Item: Oh Snap Student Food Programs**

Mira Friedman gave the attached presentation.

**TIME CERTAIN: 3:15-3:30 PM – Update from President Spagna**

President Spagna sought feedback from members of the University Senate on the *AAC&U Public Statement: A Call for Constructive Engagement*.

**Information Item: AI Presentation**

**Sense of the Senate Resolution on Resources for Graduate Students (26-24/25-EX – April 29, 2025)**

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M/S (Harmon/Fisher) to adjourn.

**Meeting adjourned at 5:17 PM**

California State Polytechnic University Humboldt  
University Senate  
Meeting Calendar for AY 2025-2026

**Fall 2025**

Executive Committee 3:00-5:00 pm in NHE 106		University Senate 3:00-5:00 pm in NHE 102	
August 26, 2025		September 2 2025	
September 9, 2025		September 16, 2025	
September 23, 2025		September 30, 2025	
October 7, 2025		October 14, 2025	
October 21, 2025		October 28, 2025	
November 4, 2025		November 18, 2025	
Fall Break (November 24-28)			
December 2, 2025		December 9, 2025	
December 16, 2025			
Finals Week (December 15-19)			

*Veterans Day on Tuesday, November 11, 2025*

**Spring 2026**

Executive Committee 3:00-5:00 pm in NHE 106		University Senate 3:00-5:00 pm in NHE 102	
		January 20, 2026	
January 27, 2026		February 3, 2026	
February 10, 2026		February 17, 2026	
February 24, 2026		March 3, 2026	
Spring Break (March 16-20)			
March 10, 2026		March 24, 2026	
April 7, 2026		April 14, 2026	
April 21, 2026		April 28, 2026	
May 5, 2026		May 12, 2026	
Finals Week (May 11-15)			

*Cesar Chavez Day on Tuesday, March 31, 2026*

Hey Cal Poly Humboldt!

Hope all are well. I'm so grateful for the work y'all have put into making this year formatively impactful and educative for our students. As we finish up the semester, I've been reflecting on what we have collaboratively accomplished this year, and how far we've come from our shared experiences a year ago. I wanted to point to a couple considerations that have come up in recent meetings.

First, our incoming senators will have the opportunity to elect leadership for our standing committees during today's meeting. Many of the incredible nominees are incumbents who have volunteered to continue the trajectory of their incredible work to date. If/when they are elected, I look forward to seeing them realize some of the institutional projects they have been fostering and stewarding come to fruition. I would also like to encourage them to take on a separate project in their upcoming terms: recruiting and preparing new leadership to succeed them. We have made a commitment over the years to pursue a diverse range of perspectives and considerations in our shared governance body, but we get a bit distracted from that aim at times. Let's all make sure to identify people we see as burgeoning leaders for our campus, and reach out to them about service opportunities. Jorge Monteiro and the AEC have been doing an excellent job at this, but we could all help them by vocally advocating that new folks bring their new ways of thinking to the Senate, such that the policies we create are more reflective of our whole community. Let's start setting up succession planning so that there is some intentionality to who and how the institution is led.

Second, we will be discussing a Sense of the Senate critical of the deeply troubling Federal actions against Higher Education. Sense of the Senate Resolutions describe the position of the Senate in relation to an issue, and do not have any immediate policy implications, and as such, we often think of them as largely symbolic; I have been guilty of downplaying their potential impact in the past. With that said, and without wanting to influence the decision of the Senate, sometimes symbols are really important. Sometimes taking a stance, regardless of its actual weight, is absolutely necessary to define who we are and who we want to be.

We need to speak out, but we also need to be conscious of the present context. The Federal Administration we are speaking out about is historically vindictive and unethical. There is a real possibility that retribution against those who dissent will continue into the future. As such, we must also be prepared to remain vigilant, to anticipate and protect our people against the levers that might be manipulated to harm them. We need to back our speech with constant support for those who might be targeted as a result of that speech. It feels weird to say that in a University in the United States, but I think that's where we are.

Take care of yourselves and each other,  
jim

# **CAL POLY HUMBOLDT**

## **University Senate Written Reports, April 29, 2025**

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

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## **Academic Policies Committee**

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Alexis-Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (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): 4/17/25 and 2/24/25

Meeting Details: APC met on April 17 and April 24, 2025. The committee set meeting times for AY 2025-26 (Wednesdays at 2PM). The committee discussed a GEAR course learning outcomes policy proposal from Mark Wicklund, focusing on EO 1100 mandated recertification and ensuring consistent course learning outcomes across instructors; Tyler followed up with ICC chair Sara Sterner and GEAR chair Sara Hart. The GEAR committee will initiate drafting of a course learning outcomes policy for future APC review. On April 24, the committee continued discussion on the ABC/NC grade mode. There was generally positive feedback from all three Council of Chairs. The committee will pursue drafting a resolution to adopt this grade mode in the fall. There was consensus to propose no unit cap for this grade mode; consultation with Financial Aid was recommended before advancing policy details. APC also began review of program suspension/elimination guidelines from 2002 and 2012, with further discussion planned for May 1.

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## **Appointments and Elections Committee**

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: The committee appointed the candidates after the second call for nominations. A third call will be sent before the end of the Spring semester. The committee wants to emphasize again the difficult to recruit members for the ICC subcommittees.



## Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Meeting Details: no report

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## Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Members: Claire Till, Melanie Michalak, Kimberly Perris, Lisa Tremain, Anthony Silvaggio, Tim Miller, Kimberly White.

Meeting Date(s): April 15 and 22

Meeting Details: The Committee focused on the following work:

- Finalized work on the Post Tenure Review Policy for 2nd reading on 4/29
  - Discussed the faculty implications of the PASS advising program
  - Discussed the UFPC end-of-year report
  - Considered a survey for faculty regarding advising as part of the RTP process.
  - Also discussed surveying faculty to gain awareness of policies for future focus of the FAC.
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## Integrated Curriculum Committee

**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):** 4/22/25

**Meeting Details:**

Agenda Item	Items to Note
A. Approval of the minutes from the <a href="#">meeting of April 8, 2025</a>	
B. Approval of Meeting Agenda for 04/22/25	
<p>C. <b>Information Item:</b></p> <ul style="list-style-type: none"> <li>a. Degree Completion Program Lists for CO (Sara) <ul style="list-style-type: none"> <li>i. <b>CO Definition:</b> <i>Degree completion programs are for undergraduate students who have previously earned college credit but have not completed a baccalaureate degree. These non-ADT programs are tailored to be flexible in accommodating the needs of working adults, transfer students, and/or students who have stopped out. Students in these programs typically are upper-division transfers, having completed up to 70 transferable semester units of lower division major and/or general education courses. Coursework in degree completion programs can be offered online, evening, and accelerated formats with a focus on providing a pathway for students to complete their remaining degree requirements efficiently. These programs usually are tethered with an existing bachelor degree program. Note: Both state-support or self-support are acceptable support modes for degree completion programs. Website: <a href="#">Cal State Online Degree-Completion Programs</a></i></li> <li>ii. Current Programs: (Organizational) Leadership Studies, Nursing (RN→BSN), and IDP</li> <li>iii. Do any others meet this designation? Reach out to Carmen</li> </ul> </li> </ul>	
D. Discussion Calendar - We are working on how best to format this document	
<p>E. Looking Ahead to Next Year (Camie)</p> <ul style="list-style-type: none"> <li>a. <a href="#">Program-related proposals for 2026 as of April 16, 2025</a></li> </ul>	
<p>F. ICC Meeting Guidelines - Procedural Review and Discussion - Continued (Sara)</p> <ul style="list-style-type: none"> <li>a. Guiding Documents: <a href="#">ICC Bylaws</a> + <a href="#">Policy on GEAR Program and Course Certification Requirements</a></li> <li>b. Thinking about our workload and striving toward thoughtful efficiencies that still fully allow for well considered discussions and valuable conversations.</li> </ul> <hr/> <p style="text-align: center;"><u>Take 2: A Few Updates</u></p> <p><b>Discussion Calendar</b></p> <ul style="list-style-type: none"> <li>1. Overview of proposal discussions in the queue <ul style="list-style-type: none"> <li>a. Will share as part of committee reports?</li> <li>b. <a href="#">ICC Discussion Calendar - DRAFT</a></li> </ul> </li> </ul> <p><b>Consent Calendar Vote (Bylaws Section 9.1 p. 7):</b></p> <ul style="list-style-type: none"> <li>c. Whole group approval - Any member of the ICC can pull a proposal from consent <ul style="list-style-type: none"> <li>i. <b>TO PONDER:</b> Are there things that the Curriculum office can just update and they don't need to go to the senate? (i.e. items for clean up) <ul style="list-style-type: none"> <li>1. <a href="#">ICC Straight-to-Consent Calendar Guidelines</a></li> <li>2. Does breaking up some of the proposals for straight to consent reduce the workload of CDC?</li> </ul> </li> </ul> </li> </ul> <p><b>Voting Action Calendar:</b></p> <ul style="list-style-type: none"> <li>d. <b>First Reading (Bylaws 9.2 p. 7) ≈ 30 Minutes</b> <ul style="list-style-type: none"> <li>i. 3-5 minute overview/sharing from shepherd (and/or proposer, if desired)</li> <li>ii. 5-7 minutes of Q&amp;A</li> <li>iii. 10 minutes of discussion; sign up in advance via email, 2 minutes allotted for each speaker</li> </ul> </li> </ul>	<p>Review and Discuss Operationalizing the Bylaws</p>

Agenda Item	Items to Note
<ul style="list-style-type: none"> <li>1. If additional documentation is requested, ICC Chair will follow up with shepherd or proposer, as needed</li> <li>iv. 5-10 minutes of open discussion, as needed</li> <li>e. If no further discussion is needed               <ul style="list-style-type: none"> <li>i. The vote will be called</li> </ul> </li> <li>f. If more discussion is needed - 2 Options:               <ul style="list-style-type: none"> <li>i. A 10 minute discussion extension can be requested                   <ul style="list-style-type: none"> <li>1. The vote will be called</li> <li>ii. Second reading will be requested for the following meeting or a future meeting</li> </ul> </li> </ul> </li> <li>g. Before second reading, ICC Chair will coordinate further communication, collaboration between concerned parties, and/ or responses to committee questions, as needed between meetings               <ul style="list-style-type: none"> <li>i. All questions about GE will defer to and follow the GEAR Policy Guidelines</li> </ul> </li> </ul> <p><b>Second Reading: ≈ 20 Minutes</b></p> <ul style="list-style-type: none"> <li>h. 2 Minute Introduction and Update by ICC Chair/Shepherd</li> <li>i. 8 minutes of discussion; sign up in advance via email, 2 minutes allotted for each speaker</li> <li>j. 5-10 minutes of open discussion, as needed</li> </ul> <p><b>Voting Process:</b> Vote via online ballot, google form Votes will be anonymous, but will be sent to all voting members when the vote is called.</p> <ul style="list-style-type: none"> <li>k. We will vote:               <ul style="list-style-type: none"> <li>i. Yes this proposal/proposal package is ready to launch as curriculum</li> <li>ii. No, not ready to launch, this proposal needs more work</li> <li>iii. Abstain</li> </ul> </li> <li>l. Call for a vote, vote is binding</li> </ul>	
G. <a href="#">Consent and Voting Action Calendar</a> - Voting Items Discussion + Voting	
Consent Calendar: None	
<a href="#">Voting Action Calendar Direct Link</a> - Discussion + Voting	
Voting Calendar: None	Report to Senate
<p>H. <b>Updates and Information from Financial Aid</b> (Peggy Metzger)</p> <ul style="list-style-type: none"> <li>a. <b>Reminder:</b> Certificates of study need lead time to get approval from the federal government for financial aid</li> <li>b. <b>Information Item:</b> At present all of the requests are on hold at Department of Education due to staffing cuts and closures</li> </ul>	
I. <a href="#">GEAR Review and Recommendations</a> Sharing (Mark and Sara H.)	
J. <b>GEAR Policy: Drafting policy around GEAR course learning outcomes</b> (Tyler and Mark)	
<p>K. Reports &amp; Updates - 5 Minutes Each:</p> <ul style="list-style-type: none"> <li>a. AP/Curriculum               <ul style="list-style-type: none"> <li>i. <a href="#">CSU DEGREE PROGRAM PROPOSAL AND APPROVAL PROCESS FLOWCHART</a> (See image below) + <a href="#">pdf document link</a></li> </ul> </li> <li>b. CDC (<a href="#">CDC Assignments 2024 2025</a>)</li> </ul>	

Agenda Item	Items to Note
<ul style="list-style-type: none"> <li>c. GEAR (<a href="#">GEAR Tracking 24-25</a> + <a href="#">GEAR Agenda &amp; Minutes 24-25</a>)               <ul style="list-style-type: none"> <li>i. <a href="#">GEAR Course Certification Form (Rev. 4-2025)</a></li> </ul> </li> <li>d. APP (<a href="#">APP Assignments 2024 2025</a> + Notes Folder: <a href="#">AY 24/25</a>) Written Update (Sara S.):               <ul style="list-style-type: none"> <li>i. Forestry MF Projection will return to APP next week, on track for Summer AMP</li> <li>ii. Last week we revisited GEAR Recertification for <a href="#">ENGR - 215 - 22-1811</a> and <a href="#">CS - 251 - 22-1902</a> which will process through the curriculum pathway following the Sept. 1 due date                   <ul style="list-style-type: none"> <li>1. UPDATE: ENGR will move forward for recertification; CS will not recertify and will have proposals in the fall to update.</li> </ul> </li> </ul> </li> <li>e. APC had a GEAR course learning outcomes policy discussion (Mark Wicklund) - Mark gave the committee an overview of the EO 1100 mandated GEAR recertification process and asked about possible policy around ensuring the Course Learning Outcomes listed in GEAR proposals / recertifications are the learning outcomes delivered in the instruction of the course independent of the instructor. The committee discussed whether or not this policy should be drafted by the GEAR subcommittee of the ICC and vetted by APC for presentation in the Senate. APC has three more meetings; items include ABC/NC Policy discussion, Program Suspension / Elimination Policy revision and a discussion of request to draft a “Basic requirements / expectations for teaching” policy.</li> </ul>	
<b>Next Up:</b> <ul style="list-style-type: none"> <li>● <b>Subcommittee Meetings:</b> April 29, May 13</li> <li>● <b>Full ICC Meetings:</b> May 6               <ul style="list-style-type: none"> <li>○ Online Degrees - Check-in on process</li> </ul> </li> </ul>	
<b>Tabled Items: Keeping Tabs</b> <ul style="list-style-type: none"> <li>● <b>From 4/30/24 Meeting:</b> Appeals process for ICC Decisions: <a href="#">Draft of ICC Appeals process</a> Please feel free to add comments and suggestions.</li> <li>● <b>From 9/10/24 Meeting:</b> Membership/Service Commitments both on ICC and across campus; Key Points from Discussion: larger context of university; need for release time for lecturers; service workload requirements/levels for RTP/Range Elevation; need for student representation. (<a href="#">09.10.24-ICC Meeting Minutes</a>)</li> </ul>	

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## University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members: Heather Honig, Sulaina Banks, Stephanie McKindley, Kijung Ryu, William Cook, Bethany Rappy, Michelle Williams

Meeting Date(s): 04.22.25

Meeting Details: UPC hosted an open forum at its regularly scheduled meeting to discuss the draft revision of the Policy on Policies, Procedures, and Guidelines. The open forum was well

attended, and folks were engaged in the process. Additionally, several folks gave comments on the draft, which are being incorporated into the document. UPC is grateful to all who came and gave comments. We present a first reading of the draft today, which still has many comments or suggestions. UPC will address those comments and suggestions, along with any others we receive today, at our next meeting on 05.06.25. After that is complete, we will (hopefully) have a vetted and final draft ready for a second reading and vote at our last Senate meeting of the semester on 05.13.25

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## **University Resources and Planning Committee**

Submitted by Jaime Lancaster, URPC Co-Chair  
Meeting Details: no report

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## **Academic Senate of the CSU**

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators  
The last meetings of the ASCSU for this academic year will take place May 7-May 9. You can find the resolutions that will be considered for second reading [here](#). Since our last plenary, two additional resolutions have been put forward:

- [Resolution Urging Caution in the Use of Generative Artificial Intelligence](#)
- [Resolution on State Subsidy of Intercollegiate Athletics in a Time of Fiscal Austerity](#)

The next Board of Trustees meeting will be held May 19-21. Find out more about these meetings [here](#).

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## **Associated Students**

Submitted by Eduardo Cruz, AS President  
Meeting Details: no report

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## California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Meeting Details: no report

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## Office of Equity, Diversity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Meeting Details: no report

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## Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

### Humboldt ERFSA last Luncheon Meeting until Fall 2025

#### **In-person Humboldt-ERFSA Meeting at Baywood Golf and Country Club, 3600**

**Buttermilk Ln, Arcata , CA** From Hwy 101 North: Take exit 713 and Continue on Old Arcata Rd, Right on Buttermilk and the Country Club is 2.5 miles up on the left. From Hwy 101 South: Take Bayside Cutoff exit and continue straight until you see Golf Course Rd. on the right-hand side.

**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 Communication’s 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.

<https://www.ijpr.org/show/the-jefferson-exchange/2024-11-25/tues-9-25-california-colleges-provide-pathways-for-inmates-to-earn-college-degrees>

## Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Meeting Details: no report

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## Staff Council

Submitted by Senator Sulaina Banks

**Meeting Date(s):** April 17, 2025, and April 23, 2025

**Meeting Details:**

During Staff Council's open forum meeting on April 17, 2025, staff heard from staff representatives: Steven Margell, University Resources and Planning Committee (URPC), regarding budget recommendation update and anticipated timeline; Patrick Orona, CFS Transition Task Force, regarding a detailed update on the transition to CFS Data Warehouse, which will impact those who use OBI - Finance; Aylea Maxwell-Miller, Staff Councilor, regarding the End of Year Staff Appreciation Events planning; Scott Harris, Staff Councilor, regarding the Staff Council Resolution submitted to the University SenEx which advocates for a CSU System-wide Staff Council Group and a staff seat on the CSU Board of Trustees; and lastly, Sulaina Banks, Staff Senator, regarding the introduction of the University Senate - Staff Senators Feedback [form](#).

Staff Council's nomination form for the two upcoming vacant Staff Senator positions will be going out on Monday, April 28, 2025. The upcoming seats are to replace Sulaina Banks and Hallie Lepphaille.

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## Executive Cabinet Report to University Senate

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

## ACADEMICS

### **Dual Enrollment is back at Cal Poly Humboldt: High School Scholars Program**

Cal Poly Humboldt is excited to bring back Dual Enrollment beginning this *Fall 2025*. The High School Scholars (HSS) Program is aimed at local high school juniors and seniors in Humboldt and Del Norte counties.

- **Cost:** \$25 per semester for up to two courses.
- **Registration Deadlines:** Priority registration for *Fall 2025* is *June 1, 2025*, with the final deadline *August 1, 2025*
- **Location:** On the Cal Poly Humboldt campus

There will also be forthcoming information sessions for prospective students and families to learn more, so stay tuned.

### **2025 Assesstivus Event**

Please join us for our annual Assesstivus event on *Tuesday, May 6th, 2024, from 3:00 to 6:00 pm* at the Sequoia Conference Center, 901 Myrtle Avenue in Eureka. This is our fourth annual celebration and our second joint Cal Poly Humboldt-College of the Redwoods event hosted by Cal Poly's director of assessment, **Mark Wicklund**, and College of the Redwoods Director of Institutional Effectiveness and Research, **Amy Moffat**.

Assesstivus is a lighthearted celebration of assessment work, bringing together colleagues from Cal Poly Humboldt and College of the Redwoods to share best practices, strengthen connections, and recognize the dedication behind continuous improvement. The event serves as an alternative to the compliance-driven side of assessment—focusing instead on collaboration, innovation, and the real impact of our efforts. Through engaging presentations, awards, and plenty of good food and conversation, Assesstivus reminds us that reflection and improvement are not just necessary but also worth celebrating.

#### **Agenda:**

- 3:00 pm food and drinks
- 3:30 pm presentations, awards, and prizes
- 5:30 pm reception with more food and drinks

**Please RSVP** by *Wednesday, April 30, 2025*, by submitting [this form](#).



**CAL POLY HUMBOLDT  
University Senate**

**Resolution on Periodic Evaluation of Tenured Faculty Unit Employees**

23-24/25-Faculty Affairs Committee— April 29, 2025— Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President / Provost that the University adopt the attached policy regarding periodic evaluation of tenured faculty unit employees; and be it further;

**RESOLVED:** That this policy supersedes the Cal Poly Humboldt 2019 Periodic Evaluation of Tenured Faculty Unit Employees (VPAA 04-02b; Updated April 9, 2019).

**RESOLVED:** That faculty may demonstrate accomplishments during the review period by completing the Post Tenure Review form and/or submitting a CV.

***RATIONALE:***

- The periodic evaluation of tenured faculty unit employees' policy was revised to clarify, simplify and digitize the existing policy and process.
- Revisions provide clearer submission requirements for faculty, as well as clearer review processes for Peer Review Committees and Deans.
- Revisions to the policy are in alignment with the CBA and electronic submission practices.
- The policy was revised with the aim of celebrating faculty successes, supporting professional growth, and charting future aspirations.

# Periodic Evaluation of Tenured Faculty Unit Employees

## [Policy Number]

### [Responsible Office Name]

**Applies to:** Tenured and Tenure-track Faculty

**Supersedes:** VPAA 04-02b; Updated April 9, 2019

### Purpose of the Policy

Consistent with the provisions set forth in Section 15 of the Collective Bargaining Agreement (CBA), and the overall mission of Cal Poly Humboldt (Humboldt), the purpose of the Policy on Periodic Evaluation of Tenured Faculty Unit Employees ("post-tenure review") is to provide a mechanism to evaluate tenured faculty on their academic performance, in order to continue the longstanding Humboldt tradition of celebrating excellence in teaching, service and scholarship. All provisions of the Humboldt Policy on Periodic Evaluation of Tenured Faculty Unit Employees are intended to be consistent with the agreement between the Board of Trustees and the CFA. The entire text of the relevant sections of the CBA follows:

#### CBA Provisions 15.35-15.37

#### Periodic Evaluation of Tenured Faculty Unit Employees

- 15.35 To maintain and improve a tenured faculty unit employee's effectiveness, tenured faculty unit employees shall be subject to periodic performance evaluations at intervals of no greater than five (5) years. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator. Such periodic evaluations shall be conducted by a peer review committee of the department or equivalent unit, and the appropriate administrator. For those with teaching responsibilities, consideration shall include student evaluations of teaching performance.
- 15.36 A tenured faculty unit employee shall be provided a copy of the peer committee report of their periodic evaluation. The peer review committee chair and the appropriate administrator shall meet with the tenured faculty unit employee to discuss their strengths and weaknesses along with suggestions, if any, for improvement.
- 15.37 A copy of the peer committee's and the appropriate administrator's summary reports shall be placed in the tenured faculty unit employee's Personnel Action File.

### Definitions

Bias – a conscious or unconscious attitude or stereotype that affects our understanding, actions, and decisions. Implicit, or unconscious, biases often contradict our openly-held beliefs or attitudes, undermining our intentions (Staats, Capatosto, Wright & Jackson, 2016).

## Policy Details (optional)

1. All tenured faculty unit employees shall undergo a periodic evaluation at intervals of no greater than five (5) years.
2. Faculty will be evaluated to ensure continued teaching/librarian/counseling excellence and ongoing involvement in scholarly and creative works and service. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation *unless* an evaluation is requested by either the FERP participant or the appropriate administrator.
3. Evaluations shall be conducted by a Peer Review Committee in each department or equivalent unit, consisting of at least three (3) tenured full-time faculty members, and may consist of the initiating unit's personnel committee or a special committee elected for that purpose. The committee shall elect its own chair.
4. The year before the periodic evaluation is to be conducted, all tenured faculty unit employees scheduled for evaluation shall receive notification from Academic Personnel Services of the upcoming review and a copy of the Cal Poly Humboldt Policy on Periodic Evaluation of Tenured Faculty Unit Employees.
5. The Peer Review Committee of tenured faculty shall review the following evaluative materials, to be submitted by the faculty member
  - (5.1) A [post-tenure review form](#) that lists accomplishments of the tenured faculty unit employee since their last evaluation demonstrating achievements relevant to the criteria for retention, tenure, and promotion given in the Faculty Handbook, Appendix J, Sections VIII and IX;
  - (5.2) Anonymous student feedback of learning experiences from all courses taught since the most recent formal evaluation (e.g. promotion or post-tenure review); the gathering of student feedback will be consistent with Appendix J, Section VII.A.2.
    - The Peer Review Committee shall consider (in alignment with Appendix J) that student feedback is **biased** and research suggests it does not provide an accurate evaluation of teaching effectiveness. However, student feedback can provide an opportunity to reflect on teaching practices and thus is included in this process.
      - "Candidates who find bias in their student feedback (or other content in their file) can appeal to the Dean, in accordance with Article 11 of the Collective Bargaining Agreement."
  - (5.3) Other materials as specified by approved departmental bylaws, if applicable.
6. After finishing the periodic evaluation process, the Peer Review Committee will document a summary of teaching/librarian/counseling effectiveness, scholarly & creative activities, and service, using [the PTR Peer Review form](#). The summary

will provide feedback on the faculty member's performance, recognize their achievements, and, if applicable, offer specific recommendations for professional growth.

7. The faculty member and the appropriate administrator shall be provided with a copy of the Peer Review Committee's report of their evaluation. At all levels of review, before recommendations are forwarded to the subsequent review level, the faculty member may submit a rebuttal statement or response in writing and/or request a meeting to discuss the report within ten (10) days following receipt of the report (CBA 15.5).

#### 8. Administrative Review

(8.1) The appropriate administrator (dean or their designee) shall consider the written statement of the Peer Review committee's findings and the personnel action file of the tenured faculty member.

(8.2) They will provide a final evaluative statement assessing the faculty member's performance in the areas of teaching/librarian/counseling effectiveness, scholarly and creative works, and service.

(8.3) The appropriate administrator (dean or their designee) shall offer to meet with the faculty member to discuss the review, celebrate achievements, and identify resources for professional growth, future goals and aspirations of the faculty member.

(8.4) The faculty member has the right to meet with the department PTR committee and/or dean (or appropriate administrator) to discuss the review.

#### 9. Evaluation Outcomes

(9.1) Professional Achievement. The dean (or appropriate administrator) and/or department PTR committee will recognize exemplary and notable achievements and excellence in teaching/librarian/counseling effectiveness.

(9.2) Professional Growth. Based on the review and meeting (8.3, 8.4), the dean (or appropriate administrator) and/or department PTR committee may make recommendations and/or plan actions and discuss resources for professional growth. Recommendations may be implemented, as feasible, at the departmental, college, or university level.

(9.3) Annual Faculty Workload. The dean (or appropriate administrator), in consultation with the department chair, may consider the outcome of the evaluation when scheduling the faculty member's annual course assignments.

(9.4) If a faculty member does not submit the evaluative materials, the obligations of provisions 15.35-15.37 of the CBA shall be considered unmet. The faculty member will be expected to undergo post-tenure evaluation in the next academic year.

At the end of the post-tenure review cycle, all documents from the review shall be incorporated into the faculty member's Personnel Action File.

**Expiration Date:** (if any; optional)

[Committee Name]: MM/DD/YYYY

Reviewed by University Senate: MM/DD/YYYY

Approved by Provost/President: MM/DD/YYYY

*Template Updated: February 28, 2024*

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

**Affirming the Responsibility of Cal Poly Humboldt and All Academic Institutions  
to Uphold Democratic Values and Protect Academic Freedom**

24-24/25-EX - April 29, 2025

**WHEREAS**, the principles of academic freedom, the open exchange of ideas, and the right of the people to assemble peacefully are enshrined in the First Amendment of the U.S. Constitution and are foundational to the mission of Cal Poly Humboldt University; and

**WHEREAS**, there is an alarming rise of anti-democratic and authoritarian policies in the United States, including attacks on international students and faculty by Immigration and Customs Enforcement (ICE) agents, the detention of individuals such as Mahmoud Khalil<sup>1</sup> (Columbia University-alumnus), Rümeysa Öztürk<sup>2</sup> (Tufts University- student), and several others<sup>3</sup>, who are detained for their political activism or involvement in anti-genocide protests threatens the fundamental rights and freedoms of our academic communities and their detention raises significant concerns regarding civil liberties and academic freedom<sup>4,5</sup>; and

**WHEREAS**, the university upholds an honorable historical precedent for university leadership speaking out against federal policies that undermine democratic values, as demonstrated by Cal Poly Humboldt's (Humboldt State College) former *President Siemens*, who wrote to *President Nixon* in 1970 opposing the repression of student activism and emphasizing the duty of universities to challenge unjust government actions, thereby setting a precedent for active engagement by university administrations in national political matters that directly impact the academic community<sup>6</sup>; and

**WHEREAS**, over 570 Presidents of colleges and universities across the United States have publicly condemned the apprehension and detention of international students, affirming that such actions are antithetical to the values of higher education and calling

on the administration to uphold the constitutional rights and human dignity of all students, regardless of immigration status<sup>7</sup>;

**WHEREAS**, Tufts University has set a precedent for higher education institutions by publicly supporting a detained international student and engaging with federal legal proceedings, demonstrating that university administrations can and should “talk back” to the federal government when the rights, safety, and dignity of their students are at stake<sup>8</sup>; therefore be it

**RESOLVED**, that the Cal Poly Humboldt University Senate condemns any actions that violate the constitutional and civil rights of individuals within our academic communities, including the unlawful detention or intimidation of students and faculty based on their nationality, ethnicity, or political beliefs; and be it further

**RESOLVED**, that the university reaffirms its unwavering commitment to academic freedom, the open exchange of ideas, and the protection of all members of our community from coercion and fear; and be it further

**RESOLVED**, that the university recognizes the moral and ethical responsibility of educators and academic institutions to actively oppose the rise of fascist ideologies and practices that threaten the foundations of democracy and human rights; and be it further

**RESOLVED**, that the university continues to encourage faculty, staff, administrators, and students to engage in informed discourse, advocacy, and peaceful actions that promote justice, equality, and the rule of law; and be it further

**RESOLVED**, that the university commits to providing resources and support for members of the university community who may be affected by policies or actions that undermine their rights or well-being; and be it further

**RESOLVED**, that the university calls upon other academic institutions to join in solidarity to uphold the values of higher education as a bastion against authoritarianism and to collectively resist efforts that seek to erode democratic institutions and civil liberties; and be it further

**RESOLVED**, that this resolution be distributed to:

- President of Cal Poly Humboldt,
- Cal Poly Humboldt General Faculty, Staff, Administrators, and Students,
- Chancellor of the California State University system, Mildred Garcia,
- Academic Senate of the CSU,
- Governor of California, Gavin Newsom
- California State Senators, Senator Alex Padilla and Senator Adam Schiff,
- California's District Representative, Congressman Jared Huffman.

**RATIONALE:**

In response to the “Emergency National Statement to University and College Presidents,” which calls on academic leaders to collectively and legally resist the current administration’s political assault on higher education, emphasizing the need to protect academic freedom, free speech, and due process on campuses nationwide<sup>9</sup>; and in solidarity with our colleagues at Stockton University, who remind us that silence in the face of rising fascism may amount to complicity, we recognize the complex reality many of us face<sup>10</sup>. Silence, though troubling, can often feel safer than speaking out. We understand that voicing dissent carries real risks—risks to our safety, our freedom, our limited institutional resources, and the income that supports our families. Yet, even in the face of these material threats to our collective well-being, we believe it is critical to stand up, speak out, and confront the urgent challenges of this moment.



## Notes:

- [1] "Immigration agents arrest Palestinian activist who helped lead Columbia University protests," Associated Press, March 9, 2025. ([apnews.com](https://apnews.com))
- [2] "Turkish student detained by ICE moved to Vermont before judge's order, government says," Associated Press, April 2, 2025. ([apnews.com](https://apnews.com))
- [3] "Trump administration advances immigration crackdown on foreign student protesters," National Public Radio, March 28, 2025. ([npr.org](https://npr.org))
- [4] "The US government is effectively kidnapping people for opposing genocide," The Guardian, March 28, 2025. ([theguardian.com](https://theguardian.com))
- [5] "ICE Detaining, Deporting International Students, Faculty at Top Universities," Campus Safety Magazine, March 28, 2025. ([campussafetymagazine.com](https://campussafetymagazine.com))
- [6] "Letter to President Nixon From HSC President, Cornelius Siemens," Strike for Peace Collection, 1970. ([strikeforpeace.edu](https://strikeforpeace.edu))
- [7] "Alliance of Over 570 College and University Leaders Condemns the Apprehension and Detention of International Students and Calls on the Administration to Respect Constitutional Rights," Presidents Alliance on Higher Education and Immigration, March 31, 2025. ([presidentsalliance.org](https://presidentsalliance.org))
- [8] "University Declaration for Rümeyşa Öztürk," Tufts University, April 2, 2025. ([tufts.edu](https://tufts.edu))
- [9] "Defend Our Campuses by Contesting—Not Capitulating to—Authoritarianism and Repression," 2025 Emergency National Statement to University and College Presidents, March 24, 2025. ([newenglandscholarsspeak.org](https://newenglandscholarsspeak.org))
- [10] "Silence is Collaboration: Academics Must Speak Out Against Fascism," Stockton University Faculty Letter, April 2, 2025. ([lithub.com](https://lithub.com))

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

**Resolution on Revising the Policy on Policies, Procedures, and Guidelines**

25-24/25-University Policies Committee — April 29, 2025 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President that the Policy on Policies, Procedures, and Guidelines be approved; and be it further,

**RESOLVED:** That the broader University Community, in collaboration with the University Policy Committee (UPC) and Senate Executive Committee (SenEx), adheres to the protocols established by the revised policy in policy review, development, drafting, and implementation; and be it further,

**RESOLVED:** That the policy be broadly disseminated to the University Community to enhance transparency in policy review, development, drafting, and implementation.

**RATIONALE:** During AY 2016/2017, the newly formed UPC and University Senate (formerly Academic Senate) developed the original Policy on Policies, Procedures, and Guidelines to create a clear and consistent process for reviewing, developing, drafting, and implementing University policies. The original charge required that the UPC review the efficacy of the policy at least once a semester for the first three semesters of its implementation, as well as a mandatory review of the policy by the University Senate in Spring 2018. Further, the original policy tasked responsible offices to review their policies and their implementation as needed, but at least every five years. Ostensibly and without fault, prior responsible offices and committees have not consistently carried out such reviews. This proposed policy revision and resolution aims to align the policy with past practices while simultaneously creating transparency in the policy review, development, drafting, and implementation process for the broader university community.

## **Policy on Policies, Procedures, and Guidelines**

**[Policy Number]**

**University Policies Committee**

**Applies to:** Administrators, Faculty, Staff, and Students

**Supersedes:** #17-01

### **Purpose of the Policy**

This policy is intended to ensure that Cal Poly Humboldt shall issue and maintain University policies, procedures, and guidelines using a consistent process and format rooted in transparency and shared governance. It provides continuity and guidance to the university community regarding the process of making and communicating university policies, procedures, and guidelines.

### **Definitions**

**Policies:** Policies are principles established to govern the university's actions, activities, and functions, which are approved through a formal process. They provide guidance/direction on what is done and under whose authority.

**Procedures:** Procedures specify operational and management mechanisms, tasks, or steps required to implement a policy.

**Guidelines:** Guidelines offer recommendations and best practices for executing policies and procedures.

### **Policy Details**

#### **1. Guiding Principles**

- a. The Trustees of the California State University are the ultimate policy-making body of the University. University policy is subordinate to California State University policies, executive orders, and memoranda.
- b. The Senate shall consider new policy proposals concerning the general welfare of the University. It shall also review established policies, consider new policies, and study matters of concern to the University community (University Senate Constitution 2.1) when any one of the following conditions is met:
  - i. Policies that affect the core academic mission, such as curriculum, academic standards, or faculty governance.

- ii. Changes with broad institutional implications, such as admissions criteria, grading policies, or misconduct.
  - iii. Matters that directly affect student, staff, or faculty rights and responsibilities.
  - iv. Structural changes to departments, programs, or degrees.
  - v. Situations where existing governance procedures explicitly require Senate approval.
- c. The Senate does not need to consider new policy proposals when any one of the following conditions is met:
  - i. Administrative or procedural updates that don't impact governance or policy interpretation.
  - ii. Policies affecting a narrow audience without institutional implications.
  - iii. Revisions to ensure compliance with external regulations, where substantive debate isn't necessary.
- d. The President has final authority, which may be delegated, to review and approve policies recommended by the University Senate.
- e. The process for formulating and adopting new policy shall be clearly defined, understandable, transparent, and easy to navigate.
- f. Interested party input and feedback shall be sought and considered when drafting a new policy.

## **2. Proposing a New University Policy**

- a. Any University student, faculty, or staff member may propose a new policy to the University Senate, which shall consider it following the body's constitution and bylaws.
- b. The process for adopting new policy shall be read to apply to all policy changes, including revisions to, or decommissioning of, existing policies.
- c. A new policy proposal should identify a responsible office. If a responsible office is not identified, SenEx shall assign one upon consultation with the relevant interested parties.
- d. New policy proposals shall be referred to a University committee by the Senate Executive Committee (SenEx) for review and recommendation.
- e. The University Committee shall solicit feedback and expertise from relevant parties as appropriate to the subject matter of the new policy proposal.
- f. The University Senate makes policy recommendations to the President, who has the sole authority to approve all new policies and refer them to the responsible office for implementation. The President's response to policy recommendations shall be forwarded to the Chair of the Senate within four business weeks of the President's receipt of the policy recommendations. If the President does not

approve a Senate-recommended policy or approves it in a modified form, the reason shall be communicated to the Senate.

### **3. Implementing a New University Policy**

- a. Upon policy approval by the Office of the President, the responsible office shall be notified promptly. The responsible office shall develop an implementation and communication plan for the policy.
- b. The Office of the President shall index the new policy and publish it on the University Policy website. The Office of the President shall maintain this policy website as well as an archive of obsolete or superseded policies from the website.
- c. In coordination with the Office of the President, the responsible office communicates the policy to the university community and provides training and information about requirements as necessary. The responsible office shall also consult with Academic Personnel Services/Human Resources to determine if the new policy affects the wages, hours, and conditions of employment of any represented employees to ensure proper notice to the appropriate Union. Responsible offices receive feedback on policies and their implementation and ensure that policies are reviewed as needed, but at least every five years.

### **4. Revising or Decommissioning a University Policy**

- a. Responsible offices are charged with periodically ensuring that policies for which they are responsible are reviewed. They may propose to their Vice President or the President that a policy be revised or decommissioned when it is no longer needed or is more effectively combined with or replaced by another policy. Other University students, faculty, or staff may also propose revising or decommissioning a policy. In all cases, these proposals shall be considered by the Senate and the President in the same manner as a new policy proposal.
- b. The Office of the President is responsible for moving a decommissioned policy from the current policies section of the University Policy website to the archive section. The Office of the President, in coordination with the responsible office, shall communicate the change in status to the university community within four business weeks.

### **5. Establishing a University Policy on an Interim Basis**

- a. Rare circumstances may arise that require the urgent adoption of a policy, such as one mandated by an audit or external agency requirement. In such cases, the timeframe may not allow for a complete Senate review. In this circumstance, the President, in consultation with SenEx and University subject matter experts, may approve a University Policy on an interim basis. The President or the Senate Chair shall inform the University Senate as soon as feasible when such a policy is adopted.

- b. Interim policies shall be enacted for six months and may be renewed for an additional six months if the Senate is unable to complete its review of the policy in this timeframe.
- c. A University policy may not be maintained on an interim basis for longer than 12 months.
- d. The process for converting an interim policy to a more permanent policy shall follow the methods described in Section 2.

## **6. Establishing a University Policy on an Emergency Basis**

- a. In rare circumstances, the President may approve a policy on an emergency basis. The policy will not be designated as interim, and it will be effective immediately.
- b. The President will communicate this approval and its rationale to SenEx through the Senate Chair, and the Senate may decide subsequently to review and recommend changes in the approved policy.

## **7. Procedures and Guidelines**

- a. Procedures support the operational implementation of policies; however, not all policies contain procedures. Procedures are generally developed and approved by the responsible office of a given policy.
- b. Guidelines advise how a policy shall be implemented; however, not all policies contain guidelines. Guidelines are generally developed and approved by the responsible office of a given policy.
- c. Procedures and Guidelines must remain consistent with University policies, Federal and State laws, rules, and regulations, and California State University policies, executive orders, and memoranda. Procedures and Guidelines must be specific to the University policy they interpret and be cross-indexed with the relevant policy(s).
- d. Procedures and Guidelines do not need to be published on the University Policy website; however, may be made available upon request, where appropriate, to ensure transparency in policy implementation.

## **8. Cal Poly Humboldt Auxiliary Organization Policies, Procedures, and Guidelines**

- a. Each Cal Poly Humboldt Auxiliary Organization may create its own policies, procedures, and guidelines. Auxiliary Organization policies, procedures, and guidelines must not conflict with University policies, Federal and State laws, rules, and regulations, and California State University policies, executive orders, and memoranda.

- i. A Cal Poly Humboldt Auxiliary Organization agrees to maintain and operate its organization in accordance with all applicable laws, regulations, and CSU & Campus rules, regulations, and policies (CSU Operating Agreement).
- b. New auxiliary Organization policy, procedure, and guideline proposals must be considered by the Senate according to the body's constitution and bylaws if any one condition outlined in Section 1.b is met.
- c. New auxiliary Organization policy, procedure, and guideline proposals do not need to be considered by the Senate; however, must be communicated broadly to the University community if any one condition outlined in Section 1.c is met.

**Related Policies:** (if any; optional)

**Expiration Date:** (if any; optional)

**History** (required)

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

[Committee Name]: MM/DD/YYYY  
Reviewed by University Senate: MM/DD/YYYY  
Approved by Provost/President: MM/DD/YYYY

*Template Updated: February 28, 2024*

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

**Sense of the Senate Resolution on**  
**Resources for Graduate Students**

26-24/25-University Senate Executive Committee — May 13, 2025

**WHEREAS:** Cal Poly Humboldt Graduate Programs are a source of pride and an economic and human resource incubator for the campus and Northern California communities;

**WHEREAS:** Graduate faculty and students have deep histories of serving and collaborating with communities including 11 federally recognized tribes whose ancestral homelands stretch across Humboldt County;

**WHEREAS:** Graduate education alternatives at this level are at least 200 miles from Arcata or accessible only through online modalities;

**WHEREAS:** In Fall 2024 Cal Poly Humboldt enrolled more than 400 master's students representing 7% of the campus total enrollment;

**WHEREAS:** Graduate Programs in the College of Arts, Humanities, and Social Sciences (CAHSS), the College of Natural Resources and Sciences (CNRS), and the College of Professional Studies (CPS) provide much needed advanced research and applied training;

**WHEREAS:** Graduate Programs in CAHSS, CNRS and CPS are a campus hallmark of rich hands-on polytechnic training that attracts outstanding professionals to relocate to Humboldt to advance their careers as they learn and collaborate with Humboldt faculty;

**WHEREAS:** Graduate Programs in CAHSS, CNRS and CPS are a magnet for attracting and retaining faculty who are leading scholars in their fields and drive forward through their work the university vision and purpose to improve the global human condition and our relationship with the environment and who are committed to a just and sustainable world;

**WHEREAS:** Graduate Programs in CAHSS, CNRS and CPS train professionals who stay in this geographically remote area and infuse the campus and local communities with a steady resource of highly trained professionals committed to the values outlined in the Cal Poly Humboldt vision;

**WHEREAS:** Graduate Students in CAHSS, CNRS and CPS provide annually thousands of hours in professional labor that supports undergraduate students, university research and operations, local, county, and state agencies, as well as non-profit and other organizations;



**WHEREAS:** Graduate Students provide across campus skilled teaching, research, and students services labor at substantially lower costs than hiring full-time professionals;

**WHEREAS:** In AY 24-25, in Biology alone, 51 labs were taught by graduate students and in Fall 2025 more than 30 lab sections across Departments are slated to be taught by graduate students;

**WHEREAS:** In 2025 Federal Executive Orders and State Budget cuts have negatively impacted available resources for the California State University;

**WHEREAS:** Historically, the CSU Office of the Chancellor entrusted campuses with local decision making in setting eligibility criteria that best supported their specific student populations and related distribution of State University Grants (SUGS) grants that equalled cost of tuition;

**WHEREAS:** In April 2025 the CSU Office of the Chancellor directed campuses to make significant changes to standardize across all campuses the AY 25-26 financial aid formulas for awarding State University Grants (SUGS) to graduate and undergraduate students;

**WHEREAS:** All CSU Graduate students through FAFSA or CADAA filing must now evidence a Student Aid Index (SAI) score less than or equal to -1,500 to qualify for an AY 25-26 SUG, as compared to the AY 24-25 Cal Poly Humboldt established SAI eligibility score threshold of less than or equal to 9,000;

**WHEREAS:** As of April 2025 graduate coordinators across programs are reporting early volatility in newly admitted graduate students due to an absence of SUGS that would have covered the cost of tuition and no other available funding;

**WHEREAS:** The Office of Financial Aid estimated that 45 graduate students who in AY 24-25 qualified for a SUG did not qualify for the AY 25-26 grant and estimates are not available on the number of newly admitted students who would have qualified for a SUG in prior years;

**WHEREAS:** The Office of Financial Aid doubled to \$100,000 the AY 25-26 graduate federal work study (GFWS) fund available to FAFSA eligible students;

**WHEREAS:** The additional Graduate Federal Work Study funds are critical, but are not comparable to the significant affordability impact of the state “grant” that was also available to undocumented students eligible through the CADDAs;

**WHEREAS:** These changes in aid seriously jeopardize our institutional commitment to upward mobility and equity to the extent that the changes will disproportionately impact first-generation and low-income graduate students who are also more likely to identify as BIPOC; now, therefore, be it

**RESOLVED**, That the University Senate of Cal Poly Humboldt requests that the President increase the number of Teaching Associate (TA) and Graduate Associate (GA) tuition waivers available to support graduate students in AY 25-26; and be it further

**RESOLVED**, That the Senate urges Executive Leadership to identify staffing gaps across campus to be mitigated through the employment of GAs with professional skills and experiences that align with the needs; and be it further

**RESOLVED**, That the Senate requests a rapid deployment of these measures such that they may immediately impact admitted graduate student yield, as well as campus-wide staffing challenges due to budget cuts and ongoing staff turnover; and be it further

**RESOLVED**, That the Senate requests that the President and Provost advocate for local decision making in aid decision making and greater attention to system-wide graduate education; and be it further

**RESOLVED**, That this resolution be distributed to:

Associated Students

Labor Union Representatives for Graduate TAs and GAs

Staff Council

Cal Poly Humboldt Council of Chairs and Program Leaders

Academic Senate of the CSU,

Chancellor Mildred Garcia

CSU Board of Trustees

# Meal Plans: A Positive Impact on Student Success



# ➤ Our Dining Partnership

- Chartwells Higher Education has been our dining partner since January, 2021
- Chartwells services over 300 colleges and universities
- The CSU and Chartwells have a strategic sponsorship agreement with the CSU system
- For continual improvement, we engage with students with regular surveys & focus groups, an advisory committee and online feedback
- We know the meal plan requirements raised Senate questions, so we focus there for this presentation

## ➤ Meal Plans

- Meal plans are paid in advance, and allow students to get food at the J, College Creek Marketplace, the Depot, Bigfoot Burgers, Library Cafe and the Cupboard
- Meal plans are a cost of attendance covered by financial aid
- Meal plans are designed to be flexible, ranging from light to frequent use, with plans for residents and commuters
- Meal plans include:
  - All you can eat swipes in the dining hall
  - Meal exchanges good at any outlet
  - Guest swipes in the dining hall
  - Flex \$ available at any outlet

# ➤ Meal Plan Benefits

In general:

- 75% of students are rarely or never lonely when sitting with others for meals
- 62% of students feel more connected eating in the dining hall
- Students eating in the dining halls at least 11 times a week earned an average GPA of 3.4, while those who ate fewer than 7 communal meals a week earned an average GPA of 3.0
- Meal plans provide access to nutritionally designed menus, created by trained Chefs and Registered Dieticians

\*Above results from Psychology Today 2012

# ➤ Meal Plan Overview

## Current Campus Statistics

- 85% of all residents have a meal plan
- There are 4 choices of meal plans, starting at only \$9.74/day
- Most popular plan is an All Access 7 day plan
- Voluntary meal plan adoption has been increasing each year
- Continuing students are exempt at College Creek and Cypress
- Meal plan exemption request process with CDRC



# ➤ Meal Plan Overview

## Current Statistics

From a recent on -campus survey\*:

- 42% of non-meal plan residents are spending between \$3 and \$24.99/ day on campus in dining outlets
- 76% of non-meal plan residents are spending between \$3 and \$24.99/ day off campus for meals
- 28% of non-meal plan residents are dining at fast food restaurants off campus
- 70% of non-meal plan residents find appealing a meal plan that offers cost-effective pricing, enhanced dining variety, and flexible options including retail dining and mobile-exclusive promotions

\*47 responses, 250 surveyed, 19% response rate



# ➤ Satisfaction With Meal Plans

Campus Surveys Show:

- 62% said dining allows time to spend with friends
- 53% say dining helps students adjust to college life
- 50% say dining helps students feel welcome on campus
- 34% say that campus dining plans help when choosing schools; important for recruitment

\*Above results from Voice to Vision Survey 2024

## ➤ Satisfaction With Meal Plans

- 2 in 5 students say that the campus dining sustainability program has a positive impact on their school pride
  - We've earned the Green Restaurant Association's 4 Stars rating
- 81% say students are satisfied with their meal plans
- 86% with unlimited plans show greatest satisfaction
- Ensures food availability—shown to reduce demand on food pantry

\*Above results from Voice to Vision Survey 2024

## ➤ **Summary**

- Meal plans at Cal Poly Humboldt benefit our students' wellness
- The campus dining program is important for our recruitment & retention
- We continually improve upon our offerings to keep up with student's preferences
- Meal plans are designed for ease of use for our students at all our dining and retail locations
- CDRC will help students with meal plan exemption requests

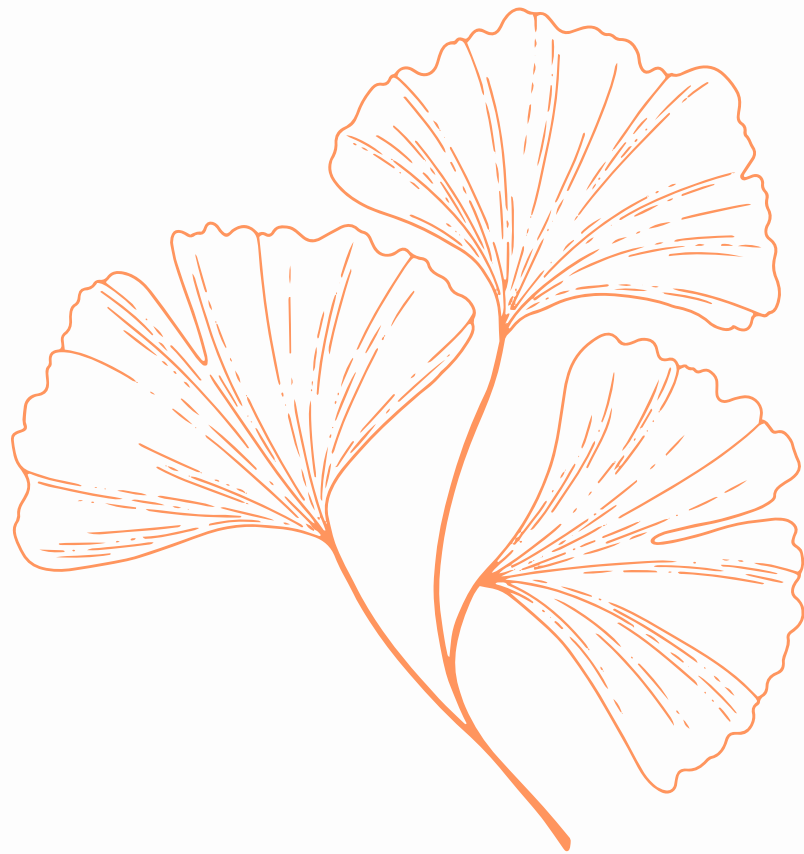
## ➤ Summary

- We'll continue to monitor meal plan satisfaction via surveys and feedback
  - Happy or Not feedback (dining kiosks)
  - Text2Chat feedback
  - Annual surveys
    - Voice to Vision (all campus)
    - OSI (focus groups with students, staff & faculty)
  - Dining Advisory Committee
  - Semi-annual partnership reviews
  - Continued sustainability improvement reviews



**Cal Poly  
Humboldt.**

# Student Health & Wellbeing Services



**Mira Friedman, MSW**

**Lead for Health Education and Clinic Support**

**[mira@humboldt.edu](mailto:mira@humboldt.edu)**

**707-826-5234**

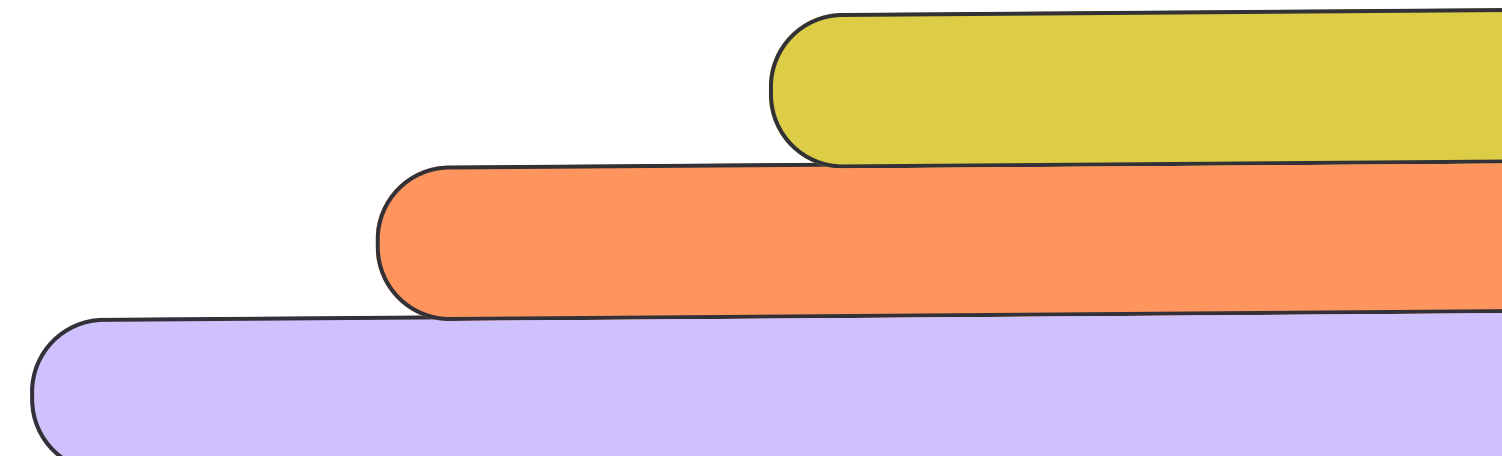


**[wellbeing.humboldt.edu](http://wellbeing.humboldt.edu)**

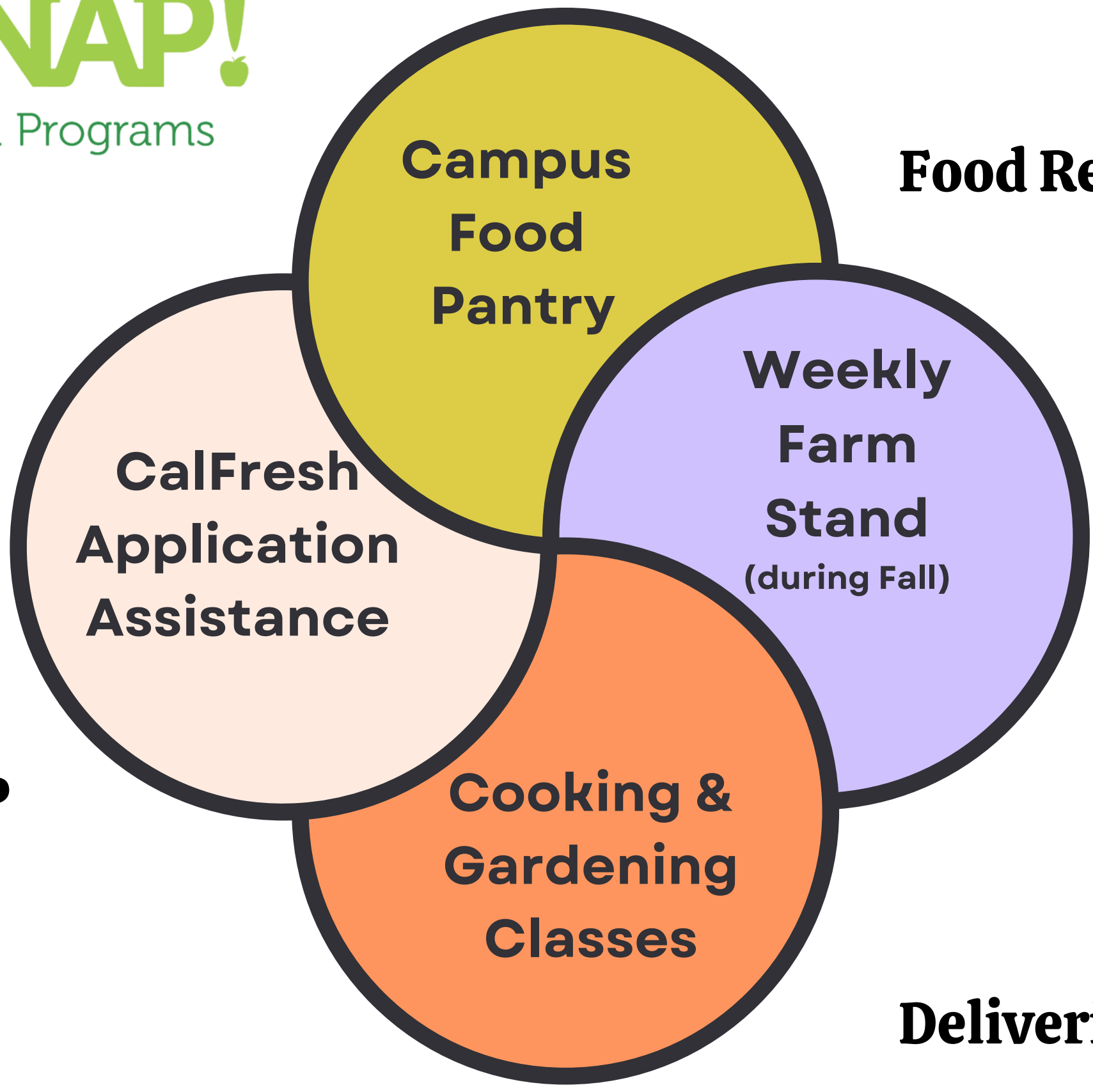
The **mission of Oh Snap** is to increase access to nutritious and culturally appropriate food for all Cal Poly Humboldt students.

Our core values are:

- **Access** – access to good food is the right of every student on campus
- **Equity** – all students should have equal opportunities to access good food
- **Justice** – food for all!
- **Community engagement** – Through local, state and national level partnerships, Oh Snap is working to build an equitable, community-driven campus food system.







**Food Recovery**



**Deliveries**



**OhSNAP  
Pop-Up  
Thrift  
Stores!**



# **57% of Cal Poly Humboldt Students reported low or very low food security**

**National College Health Association 2024**

## **The U.S Department of Agriculture**

**Low food security**—Households reduced the quality, variety, and desirability of their diets, but the quantity of food intake and normal eating patterns were not substantially disrupted.

**Very low food security**—At times during the year, eating patterns of one or more household members were disrupted and food intake reduced because the household lacked money and other resources for food.



# Utilization

26,554 visits 2022-2023      **42%** of Cal Poly Students

29,206 visits 2023-2024      **46%** of Cal Poly Students

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29,206 visits 2023-2024  
**46%** of Cal Poly Students

Ethnicity - Counts					
	2020	2021	2022	2023	2024
African American	26	28	80	79	83
American Indian	4	5	15	18	28
Asian American	26	38	71	102	111
Hispanic/Latino	368	438	858	1,053	1,089
Pacific Islander	0	1	6	8	6
Two or More Races	55	90	174	228	260
Unknown	60	59	111	143	151
White	322	516	1,083	1,505	1,651
<b>Grand Total</b>	840	1,156	2,366	3,097	3,343
Ethnicity - Percentage					
	2020	2021	2022	2023	2024
African American	3.10%	2.40%	3.40%	2.60%	2.50%
American Indian	0.50%	0.40%	0.60%	0.60%	0.80%
Asian American	3.10%	3.30%	3.00%	3.30%	3.30%
Hispanic/Latino	43.80%	37.90%	36.30%	34.00%	32.60%
Pacific Islander		0.10%	0.30%	0.30%	0.20%
Two or More Races	6.60%	7.80%	7.40%	7.40%	7.80%
Unknown	7.10%	5.10%	4.70%	4.60%	4.50%
White	38.30%	44.60%	45.80%	48.60%	49.40%

Ethnicity/Race		Fall 2022	Fall 2023	Fall 2024
URM	African American	3%	3%	2%
	American Indian	2%	1%	2%
	Hispanic or Latino	30%	29%	28%
	Pacific Islander	0%	0%	0%
	Two or More Races	4%	4%	4%
Not URM	Nonresident Alien	1%	1%	1%
	Other/ Unknown	4%	5%	5%
	Asian American	3%	3%	3%
	Two or More Races	3%	3%	3%
	White	50%	50%	52%

NOTE: The counts in these tables represent the number of distinct students. Not number of visits.

First Generation Status - Counts (all students)					
	2020	2021	2022	2023	2024
First-gen	457	580	1,088	1,263	1,294
Not First-gen	358	543	1,223	1,782	2,011
Unknown	25	33	55	52	38
Grand Total	840	1,156	2,366	3,097	3,343
First Generation - Percentage (all students)					
	2020	2021	2022	2023	2024
First-gen	54.40%	50.20%	46.00%	40.80%	38.70%
Not First-gen	42.60%	47.00%	51.70%	57.50%	60.20%
Unknown	3.00%	2.90%	2.30%	1.70%	1.10%
Sex (IPEDS) - Counts (all students)					
	2020	2021	2022	2023	2024
Female	554	722	1418	1775	1873
Male	286	434	948	1322	1470
Grand Total	840	1,156	2,366	3,097	3,343
Sex (IPEDS) - Percentage (all students)					
	2020	2021	2022	2023	2024
Female	66.00%	62.50%	59.90%	57.30%	56.00%
Male	34.10%	37.50%	40.10%	42.70%	44.00%

LATINX First Generation Status - Counts					
	2020	2021	2022	2023	2024
First-gen	287	330	609	687	693
Not First-gen	74	101	238	355	390
Unknown	7	7	11	11	6
Grand Total	368	438	858	1,053	1,089
LATINX First Generation - Percentage					
	2020	2021	2022	2023	2024
First-gen	78.00%	75.30%	71.00%	65.20%	63.60%
Not First-gen	20.10%	23.10%	27.70%	33.70%	35.80%
Unknown	1.90%	1.60%	1.30%	1.00%	0.60%
LATINX Sex (IPEDS) - Counts					
	2020	2021	2022	2023	2024
Female	242	290	538	623	645
Male	126	148	320	430	444
Grand Total	368	438	858	1,053	1,089
LATINX Sex (IPEDS) - Percentage					
	2020	2021	2022	2023	2024
Female	65.80%	66.20%	62.70%	59.20%	59.20%
Male	34.20%	33.80%	37.30%	40.80%	40.80%

NOTE: The counts in these tables represent the number of distinct students. Not number of visits.

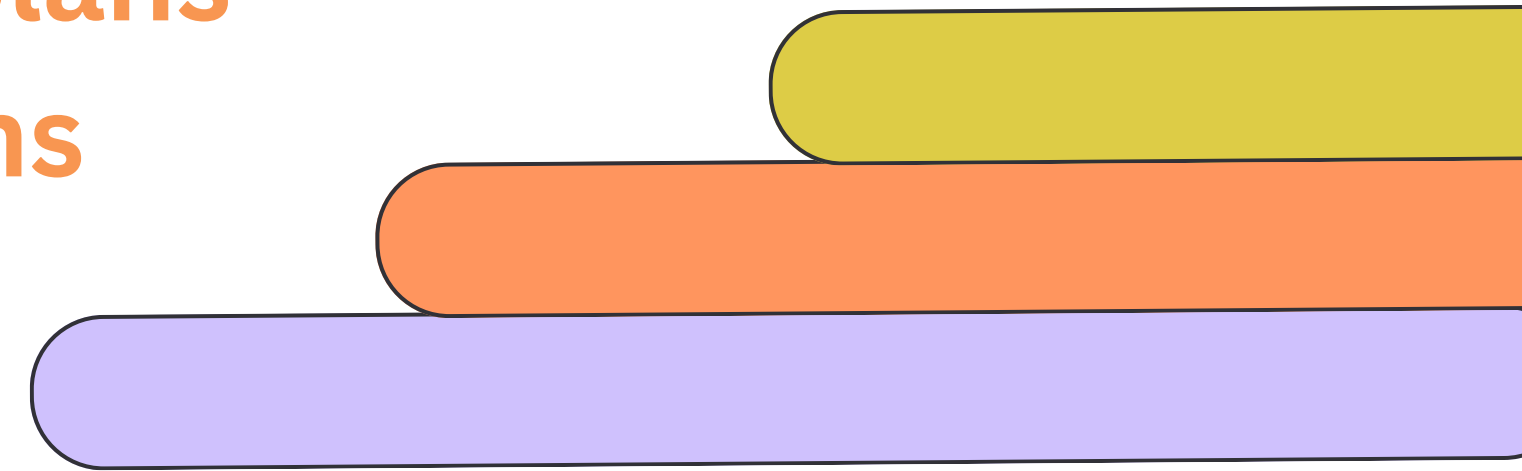
**August 2024 - 4/229/2025 25,202 visits**  
**2,756 students**  
**46% of the fully matricated students**

## **FUN FACTS**

**\*Between 1/2025 - today: 236 have meal plans**

**\*95 have 7day meal plans**

**\*91 have 5day plans**

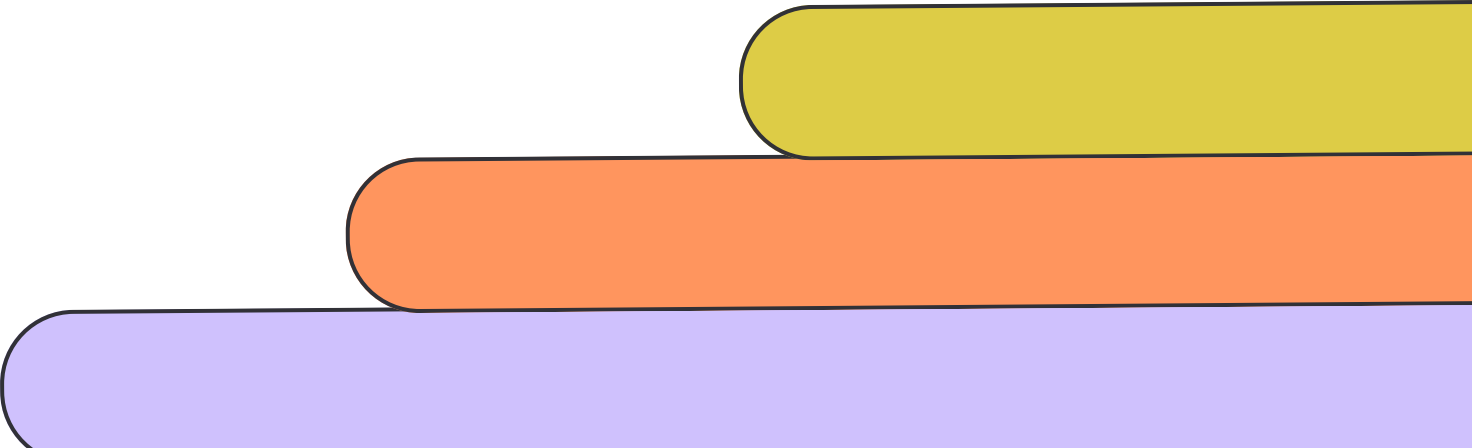


# Funding for Food & Basic Needs

Basic needs: Toilet paper, toothpaste, dish soap, body soap, etc.

2024-2025

Donors	30K
Associated Students	25K
Dean of Students	20K
Chartwells	100k
CalFresh Grant	27k



# Student Voices

“I was going through a very difficult time emotionally, physically, and nutritionally when experiencing housing insecurity and living out of a hotel for 2 months. Oh Snap student staff went above and beyond to ensure myself, my partner, and my emotional support animal were fed. Without their support, my schooling and life would've been a lot more difficult. With their help, I was able to finish my semester with a 3.5 GPA and a more sound mind.”

“Oh Snap is saving my life right now.”

“Thank you guys so much. I've been living in my car.”

“Thank you for one less thing to worry about”

Three overlapping horizontal bars with rounded ends are positioned in the bottom right corner of the slide. The top bar is yellow, the middle bar is orange, and the bottom bar is purple. They overlap such that the purple bar is at the bottom, the orange bar is in the middle, and the yellow bar is on top.



# Thank you!

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