Cal Poly Humboldt.

University Senate

Meeting Minutes for Tuesday, October 14, 2025
Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair McGuire called the meeting to order at 3:02 pm. A quorum was present.

Members Present
Aghasaleh, Allison Govier, Banks, Burkhalter, Cabot, Capps, Cappuccio, Choi, Deshazier, Dschida, Evans, Fisher, Geck, Gray, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Spagna, Stelter, Sterner, M. Thobaben, Tremain, Virnoche, Woglom

Members Absent
Benavides-Garb, Cruz, Harmon, Holliday, A. Thobaben

Guests
Alex Anderson, Michelle Caisse, Iridian Casarez, Joice Chang, Adrienne Colegrove-Raymond, Jeff Crane, Michelle Dostl, Thomas Elliott, Bethany Gilden, Kendra Higgins, Melissa Hutsell, Steve Karp, Khristan Lamb, Heather Madar, Peggy Metzger, Michele Miyamoto, Cyril Oberlander, Sasheen Shailee Raymond, Brigid Wall, Kumi Watanabe-Schock, Kimberly White, JoAnn Yamani

Announcement of Proxies
Michele Miyamoto for Benavides-Garb, Peggy Metzger for Holliday, M. Thobaben for A. Thobaben

CFA Interruption Statement
Senator Dschida read the Interruption Statement from the California Faculty Association.

Approval and Adoption of Agenda
M/S (Dschida/Sterner) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from September 2, 2025
M/S (Pachmayer/Sterner) to approve the minute from September 30, 2025.

Motion to approve the minutes passed without dissent.

Reports, Announcements, and Communications of the Chair
Written report attached

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

Academic Policies Committee (APC)
Written report attached

Appointments and Elections Committee (AEC)
No report

Constitution and Bylaws Committee (CBC)
Written report attached

Faculty Affairs Committee (FAC)
FAC is reviewing the Academic Freedom Policy.

Integrated Curriculum Committee (ICC)
Written report attached

University Policies Committee (UPC)
UPC is reaching out to campus partners for policy reviews.

University Resources and Planning Committee (URPC)
Written report attached

Academic Senate of the California State University (ASCSU)
Written report attached

Associated Students (AS)
Written report attached

California Faculty Association (CFA)
Written report attached

Office of Diversity, Equity, and Inclusion (ODEI)
No report

Emeritus and Retired Faculty and Staff Association (ERFSA)
Written report attached

Labor Council
Written report attached

Staff Council
No report

Executive Cabinet
Written report attached

General Consent Calendar
The attached items on the General Consent Calendar were approved by general consent.

Consent Calendar from the Integrated Curriculum Committee
Senator Sterner pulled the items duplicated in 02-25/26-ICC.

The remaining items on the attached consent calendar from the ICC were approved by general consent.

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community
Senator Stelter read the attached announcement about National Transfer Student Week.

Alex Anderson stated they were unsatisfied with the follow-up from their last comments from September 16th. They also discussed the attached report.

Resolution to Recommend Science, Technology, Engineering, and Mathematics Education MA (02-25/26-ICC – October 14, 2025 – Curriculum Reading)
Senator Sterner stated that this program is part of the polytechnic build-out. One goal is that students in a credential program could add one year to complete this MA.

M/S (Mola/Tremain) to send the resolution back to committee.

Senate vote to send the Resolution to Recommend Science, Technology, Engineering, and Mathematics Education MA back to committee ***passed***.

Ayes (11): Deshazier, McKindley, Cappuccio, Dschida, Evans, Mola, Moyer, Stelter, A. Thobaben, M. Thobaben, Tremain

Nays (8): Allison Govier, Cabot, Capps, Geck, McGuire, Sterner, Virnoche, Woglom

Abstentions (9): Aghasaleh, Banks, Benavides-Garb, Burkhalter, Choi, Fisher, Gray, Holliday, Lancaster

TIME CERTAIN: 4:00-4:30 PM – Information Item: Scholarship Displacement
Peggy Metzger gave the attached presentation.

TIME CERTAIN: 4:30-5:00 PM – Fall 2025 ERFSA Nominations Acknowledgement
Senators and guests read the nominations in acknowledgement of the new ERFSA members.

M/S (Evans/M. Thobaben) to extend the meeting by 5 minutes.

Motion to extend passed without dissent.

Meeting adjourned at 5:04 PM

Submitted by Patrick Malloy

University Senate Chair Report
October 14th, 2025

Hi All,

I hope you enjoyed the activities during Lumberjack Weekend. The block party was a blast, and I really enjoyed seeing P-Funk on our campus – it's about the 5th or 6th time I've seen them in concert :-). What a cool event! I hope to see more events like this here; it really reminds me of my time as an undergraduate, when I could enjoy live music just outside the confines of my dorm room, without having to travel to some big, far-away venue, and pay an arm and a leg for a ticket.

I'd like to give a big shout-out to the Free Speech Team, the CFA, and everyone else who was involved with the events on October 7th. It's a particularly sensitive day for different groups and for different reasons, and I think it is fair to say many folks were nervous about the free speech activities leading up to that day. Then it came, and went. Honestly, it felt like a regular 'ol day at Humboldt. We had some tabling, we had a march, and there was productive dialogue between different groups representing different ideas. I was delighted when I walked across the quad and saw students engaging in civil discourse, without major disruptions to campus life. In fact, I would go as far as saying these types of events are very much a part of our regular campus life. It's why many of our students choose to come here and why many of us love this environment so much. We are activists, leaders, and scholars in social and environmental justice - it's who we are, and to see our campus community engaging in our First Amendment rights brazenly (and peacefully!) in the face of an administration that seems dead set on taking those rights away is a beautiful thing.

I had the pleasure of attending my first ASCSU Senate Chair's meeting on Friday, October 10th. It was lovely meeting the other Senate Chairs, and it's worthwhile to note they are grappling with many of the same issues we are: attacks on free speech and academic freedom, navigating AI in the classroom, dealing with ICE on campus, and so forth. There is a variety of ways our sister campuses engage with shared governance, and I thought it was interesting to hear about. Speaking of shared governance, if you have not read Dean Jeff Crane's article on the subject, you absolutely should! What a great read! I linked it in my report, and I think there is a lot we can learn and model from this article.

Last, you may have noticed I'm not here! I am attending the GI 2025 conference this week in Los Angeles, my first one, and will report out what I learn at the next Senate meeting. In the meantime, y'all are in good hands with 2nd Officer Jayne McGuire at the helm.

Have a great week, everyone!

CH

CAL POLY HUMBOLDT

University Senate Written Reports, October 14, 2025
Standing Committees, Statewide Senators and Ex-officio Members

---

Academic Policies Committee

Submitted by Tyler Evans, APC Chair
Members: Julie Alderson (Faculty-Art), Ayan Cabot (AS Students), Frank Cappuccio (Faculty-Chem), Alexus-Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Frank Fogarty (Faculty-Wildlife), Jacob Garcia (AS Students), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee).
Meeting Date(s): 10/1/25 and 10/8/25
Meeting Details:
10/1: The committee reviewed a draft procedure for discontinuance of academic programs. Members will provide comments for further discussion on October 15.
10/8: Financial Aid and Advising attended to discuss the ABC/NC grade mode proposal. The committee reviewed draft proposal details. Discussion focused on Satisfactory Academic Progress (SAP) implications, financial aid limits on course repeats, and potential issues in majors that accept D grades for requirements. The committee will incorporate this discussion into a draft and discuss it on October 22.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair
Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata
Meeting Date(s):
Meeting Details: no report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair
Members: Kimberly Stelter, Khristan Lamb, Jill Anderson, Eduardo Cruz, Sarita Chaudhury,
Meeting Date(s): 9/29/2025
Meeting Details: Continued benchmark study on ethical investment. Invited ASCSU representatives to discuss CSU-wide policies.
University Advancement deleted the following language from their website after the inquiry:

The Humboldt Socially and Environmentally Responsible Investment Offset Policy (SEROP) drives investment and divestment activity. The Cal Poly Humboldt Foundation continues to abstain from any direct investment in Concerning Sectors (including fossil fuels) and to cut indirect mutual fund investments in Concerning Sectors, which include the **fossil fuel** industry as well as companies that support the fossil fuel industry. Furthermore, the Foundation has expanded its definition of socially concerning sectors to include **aerospace** and **defense**, **alcohol**, **casinos** and **gambling**, and **tobacco**.

The 2024 amendment to the policy does not include the language of “divestment”.

It reads:

The Foundation defines ESR as a positively screened investment philosophy incorporating environmental, social, and governance factors when evaluating investment managers in Large Cap U.S. Equity, Small Cap U.S. Equity, Large Cap Non-U.S. Equity, and Fixed Income. Specifically, such factors may include, but are not limited to:
1. Active stewardship and engagement, promoting sustainable and responsible business models, commitment to equity, and respect for tribal communities;
2. A lower carbon footprint; strong environmental management systems; emissionsreduction; minimization of energy, water use, and waste, and a commitment to standardized environmental reporting; and
3. Voting proxies to support areas such as climate change initiatives, gender pay equity, diverse ownership, and strong inclusive corporate governance.

The Foundation will continue to hold certain investments that cannot be evaluated using ESR standards, including Real Estate (local properties and commingled funds) and Cash Equivalents. When considering real estate funds for investment, the Foundation will generally seek allocations to funds with competitive scores as measured by GRESB (Global Real Estate Sustainability Benchmark). A high GRESB score generally indicates underlying properties are

managed with relatively higher energy efficiency, lower environmental impact, and, where applicable, LEED (Leadership in Energy & Environmental Design) certification. GRESB also considers the real estate fund's parent company, and its own approach to investing, its stakeholders, and community.

This policy replaces and supersedes the Foundation's Socially and Environmentally Responsible Investment Offset Policy, which was adopted in 2013. That policy established the Foundation as one of the leaders in sustainable investing within higher education. It was focused on negative screens and divesting from concerning sectors, while this new policy goes beyond that to focus on positive screens with thoughtful investment in funds that are focused on ESR factors.

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair
Members:
Meeting Date(s):
Meeting Details: No report

Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair
Members: Jill Anderson, Paul Michael Atienza, Morgan Barker, Christine Cass, Joice Chang, Tom Cook, William Fisher, Paul Geck, Chris Guillen, Sara Hart, Alison Hodges, Sei Hee Hwang (CEE Chair Designee), JuEun Lee, Heather Madar*, Bori Mazzag, John Meyer, Cindy Moyer, Justus Ortega, Meenal Rana, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler, Melissa Tafoya, Mark Wicklund; Student Representative: Ayan Cabot, AS Executive Vice President; Curriculum and Catalog Specialist: Cameron Allison Govier; Curriculum and Assessment Analyst: Khristan Lamb
Meeting Date(s): October 7, 2025
Overview of Meeting Details: The committee reviewed and approved several curriculum proposals, including updates to the Anthropology graduate program and the new M.A. in STEM Education, noting strong cross-college collaboration and alignment with updated CSU policy on residency requirements.

- See 11) Resolution to Recommend Science, Technology, Engineering, and Mathematics Education MA (02-25/26-ICC – October 14, 2025 – Curriculum Reading) on the senate agenda

Additional meeting discussion centered on refining procedural practices for curriculum documentation. The committee agreed to shift from requiring individual syllabi to using standardized course outlines for curriculum proposals beginning with the 2026–27 cycle, aligning practice with existing Senate policy. Future syllabus review will occur within departmental program reviews.

Additional topics included progress on revising the ICC decision review process, CSU policy updates regarding graduate-level instruction, and ongoing work within subcommittees on catalog cleanup, general education policy, and grading practices. The next meeting will continue discussion of the course outline template and decision review process.

- See ICC Senate Consent Calendar for approved proposals via Consent and Voting Action Calendars at ICC

Read More:

- **Meeting Agenda:** 10.07.25-ICC Meeting Agenda - Approved (*Humboldt Login Required*)
- **DRAFT Meeting Minutes:** 10.07.25-ICC Meeting Minutes - DRAFT (*Humboldt Login Required*)
- **PolyTechnic Curriculum Priority: The Big 5**
    - Applied Humanities, B.A. New Degree Proposal - 24-2524 (CAHSS)
    - Critical Agriculture Studies & Agroecology New Degree Proposal - 24-2837 (CAHSS)
    - Community Health, B.A. New Degree Proposal - 24-2678 (CPS)
    - Health and Medical Sciences BS - New Degree Proposal - 25-2933 (CPS/CNRS)
    - Science, Technology, Engineering, and Mathematics Education MA - 24-2875 - New Degree Program. (CPS) **Approved at 10/7/25 ICC Meeting**🎉
- **25-26 Curriculum Review Queue:** Curricular Review for 25-26: ICC 2025-26 MCC Proposal Tracking

Note: We are still seeking a CNRS member for CDC. Please encourage anyone you know in CNRS who could join our work on ICC!

University Policies Committee

Submitted by Sulaina Banks, UPC Chair

Members:
Meeting Date(s):
Meeting Details: No report

University Resources and Planning Committee

Submitted by:

Jaime Lancaster, URPC Faculty Co-Chair.

Meeting Date:

October 10, 2025

Members:

Jaime Lancaster, Jenn Capps, Dave Janetta, Ramesh Adhikari, Rosanna Overholser, Steven Margell, Nate Cacciari-Roy, Eduardo Cruz, Nate Herron, Bori Mazzag, Chrissy Holliday, Mike Fisher, Steve Carp, Carla Wharton, Melanie Bennenhausen, Kevin Furtado, Sarah Long, Kendra Higgins

Meeting Agenda:

1. Approval of minutes from 9/26/25
2. 2025 VSIP update
3. Voting item: Review of Budget Oversight Policy changes.
4. DIvisional presentation schedule
5. Discussion and planning of Budget Forum -Scheduled for October 22, 2025 from 12:30pm - 2:00pm in the Goodwin Forum

Key points from the meeting:

VSIP Update from UBO:

The upfront costs of the VSIP program were $1.5 million (one-time operating funds) and the projected *ongoing savings* is between $1.1 and $2.5 million. The final number will depend on how divisions manage their backfill.

This will help us manage approximately 20% of the anticipated budget deficit and has allowed us to avoid layoffs and/or furloughs.

The main downside of the VSIP is the unpredictably distributed loss of institutional knowledge and disruptions to workflow that can impede our ability to carry out important functions in the short term.

Other notes from the update:

- Initial estimates of participation & savings (UBO did scenario analysis to come up with estimates of potential savings). Savings are projected to vary based on the participation rate of eligible employees and the proportion of positions that need to be backfilled.
- Actual participation among eligible employees paid through HM500 funds was 6%; current backfill rate has been 45% so far but is growing. As of 9/22, our maximum potential ongoing savings is about $2.5 million.
- Participation varied by division. Enrollment management had the greatest participation rate (17% of eligible employees), and Academic Affairs had the lowest (3% of eligible employees). Enrollment management has had to backfill 78% of the positions to date, and Academic affairs has backfilled 42% to date. Division leaders will speak to the impact of VSIP to their division in the upcoming divisional presentations.

Divisional Presentations

The URPC will host divisional budget presentations on 10/24 and 11/7 on Zoom during the regularly scheduled URPC meetings at 1:00. Each division will have a time-certain appointment. The campus community is invited to attend via Zoom. Upcoming campus communications will include the zoom link and exact timing of each divisional presentation.

Oct 24: Advancement, University Wide, Administration & Finance, Presidents Office

November 7: Enrollment Management & Student Success, Academic Affairs, Athletics & Recreation

Schedule of meetings for AY 25/26

	URPC CCR & Zoom	Activities/Notes
Fall 2025	August 29 (week 1)	State of budget & enrollment
	September 12 (week 3)	Planning for divisional presentations
	September 26 (week 5)	Discussion of presidents charge
	October 10, 2025 (week 7)	Overview of VSIP impact to date
	October 22, 2025 Budget Forum (week 9)	Forum
	October 24, 2025 (week 9)	Divisional Presentations | Advancement, University Wide, Administration & Finance, Presidents Office
	November 7, 2025(week 11)	Divisional Presentations | Enrollment Management & Student Success, Academic Affairs, Athletic & Recreation
	November 21, 2025 (week 13)	TBD
	December 12, 2025 (week 16)	TBD

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators
ASCSU interim committee meetings take place Friday, October 17.
The ASCSU sent a veto request message to Governor Newsom for AB715, supporting the CFA position on the bill. Newsom signed the bill (find out more here). The ASCSU sent a separate message to Governor Newsom urging him to appoint a faculty trustee based on the 2025 recommendations of the ASCSU. The current faculty trustee, Darlene Yee-Melichar, was not recommended by the ASCSU for a new term, but she is currently serving until a new trustee is appointed. Newsom has not appointed one of the two faculty trustees recommended by the ASCSU earlier this year.

Associated Students

Submitted by Eduardo Cruz, AS President
Members: Administrative and Finance Vice President Nate Heron, Executive Vice President Ayan Cabot, Officer of Student Affairs Riley Hemenover, Officer of Environmental Sustainability Roselyn Montanez, Officer of Social Justice Equity and Inclusion Anna Martinez, Officer of Academic Affairs Stephanie McKindley, and Officer of External Affairs Mary Angelie Mangubat

Associated Students have been hard at work coming to a consensus of what their priorities will be for the 25-26 school year.

Which are:

1. **Student advocacy, organizing, and freedom of speech.**
    a. The Board of Directors is committed to protecting and uplifting the rights of students to advocate for themselves, organize around issues that matter, and exercise freedom of speech. This priority means ensuring that students feel safe and supported when raising concerns, challenging policies, or building collection action. We will also provide resources and platforms for advocacy, ensuring students are empowered to shape the campus environment and influence state and national issues that affect higher education.
2. **Shared Governance reform and student voice expansion.**
    a. We will strengthen shared governance by ensuring students are not just included, but meaningfully engaged in decision-making processes. This involves reforming current structure, clarifying roles, and creating new channels that amplify student voices in Senate, University committees, and administrative conversations. The goal is to secure lasting reforms so that students are seen as equal partners in

shaping policies and practices that directly impact their academic, financial, and social well-being.

3. **Financial transparency on all University funding.**
    a. Students deserve a clear understanding of how their fees and tuition are used. This priority focuses on increasing transparency across all University funding streams, including student fees, state allocations, and auxiliary budgets so that students can understand the spending and hold the institution accountable. We will push for more accessible data and create tools that make complex financials easier for the student body to understand.
4. **Student engagement with Associated Students and accomplish this with the administration and faculty.**
    a. We will actively build stronger connections between Associated Students, the student body, A.S. Funded Programs, the administration, and faculty. This means breaking down barriers, creating consistent opportunities for dialogue, and building partnerships that center students as decision makers. Engagement will happen through classroom presentations, workshops, town halls, and direct outreach. This will make A.S more visible, approachable, and impactful, while ensuring administrators and faculty see students as key collaborators.

We have already started taking action by giving classroom presentations! If you're interested in having Associated Students present to your class, please reach out to us at hsuas@humboldt.edu.

Our Associated Student Grants are now open to support students in three categories:

- **Starting Initiatives**: For new campus projects and student-led initiatives.
- **Registered Student Organization (RSO) Travel Grants**: For Recognized Student Organizations traveling to conferences, competitions, or events.
- **Professional Development Grants**: For all students to help cover the cost of conferences or training opportunities.

Join us for our next Board of Directors Meeting on Friday, October 17th, 2025, from 2:00–4:00 PM in SAC 131 or via Zoom: **Zoom Link** | Meeting ID: 85438739031 | Passcode: 416854

Remaining Board of Directors meetings for the semester:

- October 31st
- November 14th
- December 5th

Finally, we're recruiting for our External Affairs Officer for next semester as our current officer graduates this term and we're also looking for a new Elections Commissioner!

California Faculty Association

Submitted by Ryder Dschida, CFA Humboldt Chapter President
Members: Ryder Dschida, Loren Cannon, Dylan McClure, Roberto Monico, Yvonne Doble, Garret Purchio, Lisa Tremain, Aaron Donaldson
Meeting Date(s): 10/10/2025
Meeting Details:

CFA's executive board met on Friday, 10 October. Announcements:

- CFA will be screening the film *Adjunct* at the Minor Theater on Wednesday, 3 December at 7:00 p.m. This film screening is free to the community. CFA will be reaching out to CR's union to spread the word.
- CFA's retired faculty chair has resigned. CFA is currently searching for a new retired faculty chair.
- CFA Assembly is this weekend, 10/18-10/19. CFA will have updates on the Assembly and resulting resolutions (if any) at the next Senate meeting.
- CFA reminds everyone that this Saturday, 18 October is the No King's Day protest in Eureka from 11-2. A march will start at 11:00 a.m. at the Eureka Co-Op, and move down Fourth Street to the Courthouse.

Office of Diversity, Equity, and Inclusion

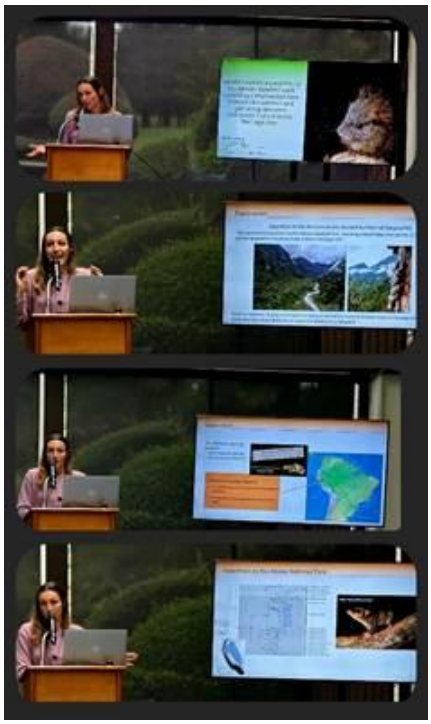
Submitted by Rosamel Benavides-Garb, Campus Diversity Officer
Members:
Meeting Date(s):
Meeting Details: No report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

<u>Next Humboldt-ERFSA Luncheon Meeting will be on November 13, 2025,</u> Guest speakers are **Amy K. Conley**, 2022 Grant Recipient, Education Dept. & **Morgan Barker,** 2023 Grant Recipient, Sustainability Librarian.

Oct. 9th Luncheon Humboldt-ERFSA Speakers **Silvia E Pavan**, 2024 Grant Recipient, Assistant Professor. ”*An exploratory expedition to Rio Abiseo National Park: revealing a mysterious new species of mammal and garnering genomic resources from a World Heritage Site*”



Julie Stewart, Interim OLLI Program Coordinator, *Osher Lifelong Learning Institute*

Labor Council

Submitted by Bella Gray, Labor Council Delegate
Members:

- APC (Unit 4): Tania Marin-Zeldin, Marissa Holguin, Kim Coughlin-Lamphear
- CFA (Unit 3): Ryder Dschida, Loren Cannon, Mario Fernandez,
- CSUEU (Units 2,5, 7, and 9): Edwin Espinoza, Bella Gray
- Teamsters (Unit 6): Phil Bradley

Meeting Date(s): October 14, 2025
Meeting Details: The Labor Council had its first meeting of the semester with President Spagna and his cabinet on Thr, Oct 10. Labor Council's standing meeting is taking place on Oct 14th, and the report will be submitted in time for the next Senate meeting.

Staff Council

Submitted by Senator Sulaina Banks
Members: Scott Harris, Stephanie Souter, Sherry Beasley, Aylea Maxwell-Miller, Xelha Puc, Kathy Hudson, Pearl Podgorniak, Tianna Nourot
Meeting Date(s):
Meeting Details: No report

President and President's Executive Cabinet Report to University Senate

October 14, 2025
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
Steve Karp, 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
JoAnn Yamani - Executive Director of Strategic Communications

MOMENTS OF PRIDE

Enrollment: Once enrollment numbers were finalized for the Fall 2025 semester, we celebrated total headcount growth of 231 students more than last year, almost 4%. Since the fall prior to receiving our polytechnic designation, we have grown by 537 students, or 9.4%. Highlights from the campus enrollment communication included significant increases in new transfer students and local students, an increase of our one-year retention rate to 77.3%, and increases in new students of color, first-generation status, and receiving Pell grants.

Spring offers an excellent opportunity to achieve the annualized enrollment target for our campus. We are well on our way to seeing strong growth from spring as well, with new student applications up by 134 (+15%) compared to last spring, and confirmations up by 93 year-to-date, an increase of 84%.

COMMUNITY

At recent Senate / Sen Ex meetings, we discussed the establishment of a Task Force on Immigration Rights and Support. The purpose of this task force is to develop a coordinated campus network for information sharing, resource development, and collaboration with partner groups.

Background:
Near the end of last academic year and throughout the summer, a set of curated resources and a designated liaison for Immigration and Customs Enforcement (ICE) were established. These resources can be accessed here. Efforts have included:

- Launching a central information website and maintaining it as a featured link on our home page.
- Creating informational cards and flyers to promote available resources and immediate actions for our community.

Current Draft Charge:
The task force will identify and engage existing campus groups to form a unified network for preparation and response. Through this network, the task force will serve as the central hub for:

- Promoting available resources
- Coordinating campus communications
- Hosting presentations and forums
- Gathering and sharing community feedback

ACADEMICS

INCLUSIVE EXPERIENCE

October is Cybersecurity Awareness Month, and this year's theme "Empowering You to Secure 2025 and Beyond," highlights how each member of our campus can strengthen digital security through simple, everyday actions. Throughout the month, Cal Poly Humboldt is engaging students, faculty, and staff with weekly challenges, CSU-wide events, and resources that promote practical cybersecurity habits and shared responsibility. Learn more and explore events, challenges, and resources at its.humboldt.edu/security/cybersecurity-awareness-month

INFRASTRUCTURE

We appreciate our campus community's patience as we complete the final phases of the roofing replacements at Siemens Hall and Harry Griffith Hall. All remaining work and construction related restrictions around these buildings are expected to be finished and cleared within the next two weeks. Once complete, these projects will pave the way for the installation of solar arrays atop these buildings, and across other locations on campus, as part of the development of Cal Poly Humboldt's microgrid, planned for summer 2026.

At our Engineering and Technology Building, we recently celebrated a major milestone, the placement of the final structural element, a large slab of cross-laminated timber (CLT). The deck was signed by members of the project team and many others from across campus who have contributed to the project along the way. With this achievement, construction will now shift focus to interior work and the installation of the building's exterior shell.

INNOVATION AND SUSTAINABILITY

Zero Waste Week 2025: November 3–7

Theme: *Slow Fashion — Rethink, Repair, Reuse, Repeat.*

Join us for a week of sustainability, creativity, and community action! Zero Waste Week 2025 is packed with hands-on workshops, art, film, field trips, and more — all focused on reducing waste and embracing mindful consumption. Let's make waste reduction a campus tradition! For event flyers, sign-up links, and details, visit the Zero Waste Week webpage or follow @greencampus on social media.

Cal Poly Humboldt.

College of Natural Resources and Sciences

October 2, 2025

MEMORANDUM

TO: Jenn Capps, Provost

FROM: Eric M. Riggs, Dean

SUBJECT: Department of Mathematics renaming request

This memo is to communicate our formal request to rename the Department of Mathematics to the Department of Mathematics and Data Science. This proposed change is supported by the College of Natural Resources and Sciences.

On August 20, 2025, the Mathematics faculty voted to change its name, and the department chair communicated this vote and their rationale in a formal memo. The assembled faculty agreed that new departmental name will be Mathematics and Data Science. I concur with this recommendation and have included their rationale below, with which I also agree.

This name change reflects the existing nature of our department's objectives and curriculum following Cal Poly Humboldt's polytechnic transformation. Our department now houses two degree programs: our established Mathematics B.A. and our new Data Science B.S. The proposed name accurately describes the dual nature of our current curriculum offerings. The updated name will also enhance our ability to attract prospective students by clearly communicating our comprehensive offerings in both traditional mathematics and the rapidly growing field of data science. This alignment with current academic and industry trends will broaden our appeal to students seeking education in high-demand STEM fields.

The department chair and faculty noted that in their analysis, nothing in this name change affects other departments or their programs.

I am in favor of this name change taking place as soon as reasonably and possibly effective given the realities of catalog and admissions deadlines and all other university approvals and Senate ratification.

Timothy S. Payer

tsp1@humboldt.edu
Past Position: **Lecturer, Fall 1997 to Spring 2025**
Nominated By: Tyler Evans (evans@humboldt.edu)

Timothy Payer served the Mathematics Department and Cal Poly Humboldt with distinction for over 27 years, dedicating his career to teaching foundational mathematics courses that support student success across multiple disciplines. His primary teaching responsibilities included statistics (STAT 109, STAT 108), bio-calculus (MATH 105), precalculus, and algebra – courses that serve as critical foundations for students pursuing STEM careers.

Tim's teaching excellence was evident in his commitment to student learning and innovative pedagogical approaches. He developed and maintained comprehensive workbooks for each course, investing significant time each summer to update and improve these materials. These workbooks provided students with structured learning templates that complemented his lectures and supported their learning process.

His dedication to student success extended well beyond standard expectations. Tim maintained office hours every day whenever he was not in class, providing students with unprecedented access to support and guidance. This commitment reflected his teaching philosophy that high academic standards must be paired with robust student support.

Tim demonstrated significant technological innovation through his extensive work with the WeBWorK homework platform. Over approximately ten years, he wrote over 100,000 lines of code to create customized problem sets for STAT 109 and MATH 105. This platform provided students with immediate feedback and personalized practice problems, though it required substantial technical expertise to implement effectively. His programming work represented a major investment in educational technology that enhanced student learning through automated homework systems.

Throughout his tenure, Tim contributed to a positive departmental culture characterized by professionalism and collegiality. He participated in professional development workshops on inclusive teaching, demonstrating his commitment to continuous improvement in pedagogical practice. His approach to maintaining academic rigor while providing comprehensive student support exemplifies the teaching excellence valued by Cal Poly Humboldt.

Tim's over 27 years of service to the Mathematics Department, combined with his innovative use of educational technology, dedication to student success, and contribution to departmental culture, clearly demonstrate the meritorious service that merits emeritus status recognition.

Marylyn Paik-Nicely

marylyn.paiknicely@gmail.com

Past Position: **Director, HSU MultiCultural Center (MCC) *now called Social Justice Equity Inclusion Center (SJEIC), August 1997 - June 2015**

Nominated By: Kumi Watanabe-Schock, Emeritus Retired Faculty & Staff Association Executive Committee member (kw1@humboldt.edu)

Marylyn led HSU MultiCultural Center (MCC now called Social Justice Equity & Inclusion Center (SJEIC), a student-initiated program that celebrates and honors the diversity of people. She created a welcoming space where people gather to explore self and identity, experience the cultures and traditions of others, and to educate and empower each other to take action. The MCC planned and organized events and gatherings to bring people together. These events included the Social Justice Summit, Creating Community Receptions, Cup O' Culture, Cultural Graduations and more. One of the most gratifying event for her that continues today is the Campus Dialogue on Race (CDOR0. In the spring of 1998 former President Bill Clinton challenged all universities to have a dialogue about race and to give the government a summary of what each college had done. Marylyn spoke with the Vice President and suggested the campus have a real dialogue about race. The first dialogue on race included about 35 students, faculty, and staff. This event since then grew info a week of workshops, speakers, and dialogues open to not only CPH community but the local community. Marylyn worked closely with students in leadership development, cultural identity exploration, social justice education, activism, and advocacy, event planning and organizing, and much more during her 18 years at CPH.

Margaret Lang

margaret.lang@humboldt.edu

Past Position: **Faculty, Environmental Resources Engineering, Aug 1994 - May 2025**

Nominated By: Eileen Cashman (eileen.cashman@humboldt.edu)

Teaching:

Dr. Lang has taught full-time in ERE for over 30 years and was regularly recognized by students and colleagues as an excellent instructor. Over her teaching career Margaret taught 16 different ERE courses and at all levels from 100-level to graduate courses. She supervised 13 masters' students in the Environmental Systems graduate program's ERE option and served on numerous MS committees for students in Environmental Systems, Fisheries, Forestry/Watershed Management and Geology. Dr. Lang was the department expert on environmental fluid mechanics and hydraulics.

Scholarship:

Dr. Lang has conducted research for over 30 years and was awarded millions in grant funding through Humboldt State University's Sponsored Programs Foundation from agencies such as Caltrans, National Marine Fisheries Service, National Science Foundation and Redwood State and National Parks. These grants supported over 100 undergraduate and graduate student researchers and resulted in many publications and presentations. A few examples are listed below. Dr. Lang continues to have active research grants and it is reasonable to expect her scholarship productivity to continue or even increase with her retirement.

Wunderlich, W., Lang, M., Keating, K., Bandera Perez, W., Oshun, J., The role of peat-forming bofedales in sustaining baseflow in the humid puna. Journal of Hydrology: Regional Studies. https://doi.org/10.1016/j.ejrh.2023.1013

Oshun, J., Lang, M., & Keating, K. (2018, December). Applied interdisciplinary Critical Zone research and water development in the Andean Puna. In AGU Fall Meeting Abstracts. (https://agu.confex.com/agu/fm18/meetingapp.cgi/Paper/438035)

Railsback, S.F., Harvey, B.C., Kupferberg, S.J., Lang, M., McBain, S., and Welsh, H.H.J. 2016. Modeling potential river management conflicts between frogs and salmonids. Canadian Journal of Fisheries and Aquatic Sciences. doi: 10.1139/cjfas-2015-0267

Gauthey, Z., M. Lang, A. Elosegic, C. Tentelier, J. Rives and J. Labonne. (2017) Brown trout spawning habitat selection and its effects on egg survival. Ecology of Freshwater Fish. 26(1) p.133.

Lang, M. and M. Love. (2014) Comparing Fish Passage Opportunity using Different Fish Passage Design Flow Criteria in Three West Coast Climate Zones. Technical Report for National Marine Fisheries Service Contract AB-133F-12-SE-2021.

May, C. L., B. S. Pryor, T. E. Lisle, and M. Lang. (2009), Coupling Hydrodynamic Modeling and Empirical Measures of Bed Mobility to Predict the Risk of Scour and Fill of Salmon Redds in a Large Regulated River, Water Resources. Research, doi:10.1029/2007WR006498.

Service:

Dr. Lang has served on numerous campus committees at all levels throughout her career. Some significant examples of University-level service were Chair of the CNRS Dean Search Committee (to

replace Dean James Howard) and, most recently, the Graduate Studies Task Force to rewrite the Graduate Studies Strategic Plan (2024).

Dr. Lang will continue to be very active in professional service in the field of river restoration and fish passage engineering including co-hosting the 2013 and 2017 International Fish Passage conference and continuing to serve on the annual Fish Passage conference's advisory boards.

I am strongly in support of granting Dr. Lang emeritus status. Her continued affiliation with the School of Engineering will provide great benefits for our programs.

Kim Perris

kdperris66@gmail.com

Past Position: **Nurse with Student Health Center; Director of Nursing, 2004-2016, 2019-2025**

Nominated By: Mary Virnoche (mv23@humboldt.edu)

"Between 2004 - 2016, Dr. Perris served Cal Poly Humboldt as a nurse at the Student Health Center. There, she supported our students by providing compassionate, high-quality healthcare. During this time she began advanced studies in nursing and applied insights to organizational change to services. Her work focused on change that allowed all staff to practice at the top of licensing and maximized health center capacities for serving students.

After a hiatus from Cal Poly Humboldt when Dr. Perris completed her doctorate in nursing, she returned to our our campus from 2019-2025 to serve as Director of Nursing. In that role she lead the curricular and organizational development of the RN to BSN Program, shepherded a successful program accreditation, and brought years of nursing experience into vibrant and engaged nursing classroom spaces. Students loved Dr. Perris! In addition, Dr. Perris contributed to scholarly advances in her field and provided broad service to the campus, her profession, and the local community. Dr. Perris, in her final years, served on the University Senate Faculty Affairs Committee.

Dr. Perris was the community face and welcoming, steady presence of the Cal Poly Humboldt Nursing program during this period. She served as the lead for nursing admissions providing caring, encouraging, and genuine support to prospective students who shared her passion for nursing and advancing their capacities to serve the community. Her work and the success of program students are significant for the healthcare human resources and skilled capacity of our rural community.

In her work, she partnered with College of the Redwoods to establish a concurrent enrollment pathway and paved the way for similar partnerships with other northern region schools, including Lassen Community College.

Throughout her service, she built strong collaborations with community colleges, healthcare organizations, and tribal health agencies—advancing student success, strengthening the nursing workforce pipeline, and enhancing the university's reputation for excellence in nursing education.

Eileen Cashman

ecashman61@gmail.com

Past Position: **ERE Professor (2000-2025), Dept Chair ERE (2010-2013, 2019-2021), Chair School of Engineering (2021-present), Jan 2000 to Aug 17, 2025, beginning FERP Fall 25**

Nominated By: Eric Riggs

Teaching

During her 30+ year teaching career, including over 25 years in Environmental Resources Engineering (ERE) at Cal Poly Humboldt, Eileen Cashman has consistently demonstrated excellence in instruction, receiving regular recognition from both students and colleagues in formal reviews. Her teaching portfolio encompasses 15 different ERE courses spanning all academic levels, from introductory 100-level courses through advanced graduate seminars.

She has made significant curricular contributions through the co-development of foundational courses, including our introductory sequence (Engr 115: Introduction to Engineering and Engr 205: Introduction to Design) and our capstone experience (Engr 492: Engineering Capstone). Additionally, she developed specialized courses in her areas of expertise—Engr 448: River Hydraulics and Engr 455: Engineering Natural Treatment Systems. In collaboration with Native American Studies faculty, she co-developed the curriculum for an innovative master's program in Engineering and Community Practice, reflecting her commitment to inclusive and culturally responsive engineering education.

Her commitment to graduate education is demonstrated through supervision of approximately 15 master's students across the Environmental Systems program (ERE, Mathematics, and Geology options) and the Energy Technology and Policy graduate program. She served on numerous MS committees spanning multiple disciplines, contributing to the interdisciplinary nature of graduate education at the university.

She has established herself as a recognized leader in engineering education through continuous professional development, including Middle Leadership Academy (2024), HydroLearn Fellowship (2022), and Certificate of College Teaching and Learning in Hispanic-Serving Institutions (2018). Her research in engineering education emphasizes equity, inclusion, and culturally responsive pedagogy, with publications in Science Education and Civic Engagement and IEEE Frontiers in Education Conference proceedings. Notably, she authored the Energy Resources chapter for the California state-adopted middle school science textbook, demonstrating impact beyond higher education.

Research

She has conducted research for over 30 years in hydraulics and hydrology, sediment transport, and engineered natural treatment systems. Her research has been supported by grant funding from agencies including the National Science Foundation, Bureau of Land Management, CalRecycle, and Caltrans, supporting over 100 undergraduate and graduate student researchers. Her research credentials include serving as US Fulbright Scholar at Universidade Federal do Oeste do Pará, Brazil (2014), Visiting Research Associate at University of Hull, UK

(2006), and Research Fellow for US Department of Energy/USGS (1991-1996). She currently maintains three active grants from Caltrans, CalRecycle, and BLM (> $1 million in funding) supporting eight students, including two graduate thesis projects, addressing critical challenges in stormwater management, sediment transport dynamics, and innovative waste treatment technologies.

Selected Publications

- Finney, B., and Cashman, E. (2024). Potential for 6PPD-Q Removal from TDA Leachate by Passive Soil Media Filtration. California Department of Resources Recycling and Recovery.
- Cashman, E., Starry O., and M. Sridhar. (2021). Effects of Urbanization on Stormwater Runoff. HydroLearn. https://edx.hydrolearn.org/courses/course-v1:PSU_FIU+001+01/about.
- Frostick, L.E., J.R. Cooper and E.M. Cashman (2007). Understanding the Relationships Among Flow Variability, Sediment Character and Aquatic Ecosystem Quality: A Physical Modelling Approach. ISEH V Fifth International Symposium on Environmental Hydraulics.
- Cashman, E. and Potter, K. (2006). Modelling the impacts of climate variability on sediment transport. Sediment Dynamics and the Hydromorphology of Fluvial Systems, IAHS publication 306.

Service

Throughout her career, she has provided exemplary service to the university, profession, and broader community. Her campus service includes leadership roles such as Co-lead for Polytechnic Academic Programs, Faculty co-lead for Klamath Connection PBLC, and University Faculty Personnel Committee. This service was recognized with the Presidential Distinguished Service Award in 2022 and a nomination for the Wang Family Excellence Award in 2024.

Her external service demonstrates her commitment to the broader engineering and environmental science communities and includes Technical Advisory Committee for Elk River Recovery, Disciplinary Editor, American Journal of Undergraduate Research, and recent reviewer for Fulbright Commission, American Society of Engineering Education, NSF Division of Undergraduate Education, and California Bay Delta Ecosystem Restoration Program

She will continue serving the university during my FERP appointment, including serving as half-time Co-Chair for the School of Engineering for the 2025-26 academic year, ensuring continuity of leadership during this transition period.

Eileen Cashman's 25+ year career at Cal Poly Humboldt has been marked by excellence in teaching, research, and dedicated service. She has contributed to the educational mission through curriculum development, mentorship of over 100 students, and leadership in engineering education research. Her research program has secured substantial external funding while addressing critical environmental challenges. Her service contributions have enhanced both the university and the broader professional community. She has stated that she looks forward to continuing these contributions as an Emeritus Professor, maintaining my research productivity and supporting the university's mission in an emeritus capacity.

Dr. Marianne Ahokas

marianne.ahokas@humboldt.edu
Past Position: **Lecturer, Department of English, 1/16/1996 - 7/31/2025**
Nominated By: Lisa Tremain (lisa.tremain@humboldt.edu)

I am writing to offer my strongest and unreserved support for the nomination of Professor Marianne Ahokas for emeritus status. Professor Ahokas has served the Department of English at Cal Poly Humboldt with distinction for nearly 30 years (1996 - 2025), during which time she has exemplified excellence in teaching, mentorship, and service to the campus community beyond the expectations of her lecturer appointment.

Throughout her long and dedicated career, Professor Ahokas has consistently exceeded departmental standards for teaching effectiveness. Her courses, which range across the sub-disciplines of English—including composition, rhetoric, pedagogy, and capstone work—reflect both intellectual rigor and deep pedagogical care. In 2020, she single-handedly designed the curriculum for the department's innovative and demanding major capstone course, a contribution that will continue to shape students' experiences for years to come.

Beyond her teaching, Professor Ahokas has provided ongoing mentorship to both undergraduate and graduate students, offering guidance rooted in empathy, encouragement, and deep disciplinary knowledge. As a first-generation college graduate herself, she brings a rare and invaluable perspective to her pedagogy, using her background to demystify academic knowledge and make learning accessible, meaningful, and transformative for her students.

Professor Ahokas's teaching evaluations across a decade of recent instruction demonstrate her lasting impact: student ratings consistently average 4.7 (out of 5) or above across all categories, including clear learning objectives, helpful feedback, respectful atmosphere, academic challenge, and real-world applicability. Students have repeatedly described her classes as "interesting and informative," noting how her teaching enables them to build connections, think critically, and develop confidence in their own voices.

Equally important is Professor Ahokas's deep commitment to professional development and collaborative service. As a long-standing contributor to the First-Year Composition Program, she has actively engaged in faculty learning communities and collaborative publishing projects, offering thoughtful insights and reflective practice on topics ranging from neurodiversity and multimodality to AI and translingualism. Her contributions to the scholarly field and to the department have helped foster a culture of curiosity, care, and excellence among her colleagues.

Professor Ahokas has served the English Department not only as a highly effective teacher and mentor but also a cherished presence in the department. Her joyful, generous spirit and unwavering dedication to student success have left an indelible mark on our community. She embodies the values and mission of Cal Poly Humboldt and has done so over the course of a remarkable career spanning nearly three decades.

In recognition of her extraordinary service, leadership, and lasting contributions to the university, I wholeheartedly support the nomination of Professor Marianne Ahokas for emeritus status.

Billie Herman

(w) bjh426@humboldt.edu (p) billiejherman@gmail.com
Past Position: **Project Manager, Lead of the Project Management office (PMO), and Director of the PMO, [7/1/2014] - [7/1/2025]**
Nominated By: Cade Webb (cade.webb@humboldt.edu)

Having served Cal Poly Humboldt for 11 years in the ITS Project Office as Project Manager, Lead, and Interim Director, it has been an honor to contribute to the university's mission and transformation.
Some of the work I am most proud of includes leading the Enrollment Management and Academic Advising transitions to the Slate CRM, where we introduced new practices to strengthen enrollment efforts and created the Advising Hub, the university's first comprehensive advising tool. I also supported initiatives to improve student
business services and helped prepare resources for new programs as Humboldt transitioned to a polytechnic institution.

George Wrenn

george.wrenn@humboldt.edu
Past Position: **Librarian, Lead of Access Services and Collection Development, 07/01/2005**
Nominated By: Cyril Oberlander (co522@humboldt.edu)

Librarian George L. Wrenn has made distinguished contributions to Humboldt through his librarianship, scholarship, and service. In his role as Collection Development Librarian, Head of Information Resource Management, and Faculty Lead for Access Services, he has provided strategic leadership in developing library collections that reflect curricular priorities and promote equity and inclusion. His data-driven approach to acquisitions and budget management has ensured that scarce resources are used effectively to support student and faculty research. Equally important, Wrenn has mentored numerous librarians, staff, interns, and student assistants, fostering professional growth and advancing the library's role as a collaborative and innovative learning environment.

Wrenn's scholarship reflects a sustained commitment to diversity and open educational resources. His work has been featured in national venues such as the Charleston Conference, where his poster and proceedings chapter, Collecting for Diversity in a Smaller Academic Library, demonstrated how smaller institutions can expand representation in their collections. He has co-authored a chapter on inclusive collection assessment with colleagues from Humboldt and contributed to Charleston Voices on affordable learning and OER initiatives. As a grant writer, he has successfully secured funding to diversify library holdings and to expand the Textbooks on Reserve program, directly reducing student costs and advancing educational equity.

Service to the campus and the CSU system has been another hallmark of Wrenn's career. At Humboldt, he has served multiple terms as University Senator, including roles as Parliamentarian and member of the Executive Committee, and has chaired key governance committees such as Constitution and Bylaws, Faculty Affairs, and University Policies. His leadership has advanced important reforms in faculty evaluation, shared governance, and policies. Within the library, he has chaired numerous successful search committees, served on personnel review committees, provided steady leadership in organizational planning, and was consistently there for everyone, and respected by all. At the system level, he has contributed to the CSU Electronic Access to Information Resources and Systemwide Digital Library Content Committees, where he helped shape strategies for resource acquisition and sharing across the 23-campus system.

Taken together, these accomplishments demonstrate Wrenn's excellence as a teacher-librarian, scholar, and university citizen. His leadership in building inclusive collections, his scholarship on diversity and affordability in academic libraries, and his extensive service to campus and system governance have advanced Humboldt's mission and directly benefited students and faculty. He exemplifies the highest standards of professional achievement and collegial service. I would appreciate the opportunity to elaborate extensively with more details, and anecdotes, however, it may be sufficient to say everyone in the library has the deepest respect and appreciation for

all that Librarian Wrenn brought to each day at the library, and everyone has benefited for his professionalism and focus on students and campus community.

Elizabeth Eschenbach

beth.eschenbach@gmail.com
Past Position: **Professor, ERE program lead, ERE department Chair, Jan. 1995 through May 2025**
Nominated By: Eileen Cashman (ecashman61@gmail.com)

Teaching:
Professor Beth Eschenbach has demonstrated exceptional dedication to teaching throughout her 30.5-year career at CPH. She has taught at least 12 different courses over her tenure and has led multiple successful efforts in pedagogical and curriculum development that have had impacts at the department level, university level and beyond. Many graduates have indicated that Professor Eschenbach was important in their educational development, particularly women engineers.

Scholarship:
Professor Eschenbach's main focus of scholarship has been in the area of engineering education, including an emphasis on faculty development. Her accomplishments include being one of the first to publish in the areas of online peer review for engineering teams, feminist pedagogy in engineering, and a literature review of stereotype threat in engineering education. On campus she worked with Mary Virnoche, Department of Sociology, to assess the impact of different interventions providing access to engineering education (Expanding Your Horizons, Introduction to Design at Hoopa High School, NSF S-STEM Scholars and teaching engineering design in K-12). Recently, Professor Eschenbach and Lisa Tremain, Department of English, were awarded an NSF grant for faculty development in engineering in the area of anti-racist writing instruction. She has received conference awards for innovation in faculty development of cooperative learning and feminist pedagogy. Her most impactful/cited engineering education publication is:

Eschenbach, E. A., Virnoche, M., Lord, S. M. & Cashman, E. M. Research to Practice - Proven Practices that can Reduce Stereotype Threat in Engineering Education: A Literature Review in Frontiers in Education Conference (FIE), 2014 IEEE(pp 1-3). IEEE.

Another area of Professor Eschenbach's scholarship is applying optimization to solve environmental problems. Two areas of impact she has had are the reservoir management software RiverWare and in road removal decision making. She helped design the optimization part of RiverWare software in the mid-1990s, and the software is still in use around the world. Another application area is applying optimization to road removal decisions in Redwood National Park. The two students she worked with on this project went on to graduate school. One of them became a water resources engineering professor and the other won an international math modeling competition using the software from the road removal project.

Service:
Service has been a large part of Professor Eschenbach's career. Some of the more notable examples of her university service include: senator on the first University Senate (not the faculty

only senate), CNRS Dean search committee as a junior faculty (hired James Howard), multiple committees for university budget and recruitment, and the space and facility committee.

At the department level, Professor Eschenbach served as department chair for 9 of her 30.5 years at CPH. She developed the Jeffery S. Navarro Mentors Program and ran it for four years. She led the effort for the program to use outcomes assessment for ABET accreditation as an untenured faculty member and then led or was a main contributor to the writing of the major accreditation reports for most of the remaining accreditation cycles. She has served as a student club advisor for most years when she was not department chair.
In the community, Professor Eschenbach led the Expanding Your Horizons conference for over 300 middle school girls four times and the MathCounts competition for middle school mathletes eight times.

As service to her profession, she twice served as the Educational Research Methods Program Chair for the Frontiers in Engineering Education (FIE) Conference, the premier engineering education conference. She also served as FIE Steering Committee Chair for two years and served on the committee for another eight years."

Mary Beth Glenn

meg12@humboldt.edu

Past Position: **Assistant Professor, Associate Professor, and Professor of Anthropology, Aug 18, 1999 - May 22, 2025**

Nominated By: Marissa Ramsier (mas70@humboldt.edu)

On behalf of the anthropology faculty, staff, and students, it is my honor to strongly support the emeritus application of Professor Mary Beth Glenn. Dr. Glenn has been an incredible asset to Cal Poly Humboldt. She has numerous meritorious contributions to teaching, scholarship, and service to Cal Poly Humboldt and more broadly to the CSU, that more than meet the criteria for emeritus status. I summarize just a representative sample here.

TEACHING:

Dr. Glenn has always centered on student success as the foundation for her work. Nearly every initiative that she has undertaken in her academic career has involved students or been done with the purpose of improving classroom and field learning, increasing student involvement, and leveling the playing field for our students. The Anthropology Department notes countless examples of students sharing how inspirational and formative she has been as an instructor, advisor, and mentor, with many students attributing her with their choice of major, ability to graduate, and future successes. Consequently, her classes not only were among the most popular, but they also routinely were enrolled over capacity. Some additional details representing Dr. Glenn's teaching contributions at Cal Poly Humboldt include:

- Student class climate surveys have been consistently outstanding, reflecting exceptional teaching (overall average score is 4.75; comments overwhelmingly positive).
- Developed and taught more than 25 different courses, spanning major-specific, general education, undergraduate, graduate, and across modalities.
- Established and led two overseas field programs: Grenada (1999-2003); Costa Rica (2007-2011).
- Asked to lead an Ethnobotany program, organized by Karuk Elders and Basketweavers (2001-2013).
- Engaged students directly in research, including worked with numerous students in the Biological Anthropology Research Lab and on field research.
- Supervised numerous external student internships (locally, nationally, and internationally)
- Established the first of our now annual Anthropology Student Research Symposium.

RESEARCH:

Dr. Glenn conducts research on a primate that belongs to the most diverse and least studied group of monkeys on the African continent, the guenons. Almost nothing was known about the mona monkey before she started her research more than three decades ago. Her research findings have challenged major theories and assumptions about the role of genetic diversity and inbreeding on evolution and the conservation of mammal populations and has helped bring the guenon group of primates (27 species) scientific attention. Some highlights include

- Published 28 peer-reviewed journal articles and book chapters.
- Published an edited volume, The Guenons – Diversity and Adaptation in African Monkeys (Kluwer Academic/Plenum Publishers, 2002) which was awarded the Outstanding Academic Title: The Best of the Best in Published Scholarship, CHOICE Magazine, Current Reviews for Academic Libraries (2003).
- Research featured in Nature and National Geographic.
- Presented at more than 100 scientific conferences and consortia; chaired 5 major multiple-day symposia on primatology.
- Received numerous grants and contracts for research.
- Maintains active research: latest publication June 2025 (in Conservation Science and Practice).
- Current additional positions:
  - Advisor & Research Fellow, São Tomé and Príncipe Consortium
  - Senior Research Scientist, Windward Islands Research and Education Foundation at St. George's University, Grenada.

SERVICE:

- Served as a Forensic Anthropologist for Humboldt County from 1999-2013 (pro bono).
- Served on more than 30 committees as a faculty member, including the Cabinet for Institutional Change, and the Institutional Change Steering Committee.
- Founded the Cal Poly Humboldt International Resources Committee and helped establish the study abroad office and related initiatives, including international programs review and international student recruitment and retention.
- Received a Red Cross Hero Award for leading a Humboldt Hurricane Disaster Relief Effort that raised $30,000 for the island of Grenada after Hurricane Ivan, 2005.
- Serve on Senior Research Awards Advisory Panels, National Science Foundation; Ad hoc reviewer for numerous journals, publishers, and other granting agencies. Member, IUCN/SSC Primate Specialist Group (2009–2024).
- Have served as a member on 21 external PhD committees.

Tom Manoli

tom.manoli@humboldt.edu
Past Position: **Hazardous Materials Coordinator and Environmental Health and Safety Coordinator, 9/1/1996 - 12/30/2013**
Nominated By: Michelle Dostal, (mjd7001@humboldt.edu)

I would like to nominate Tom Manoli for Emeritus Staff status. Tom's former department personnel committee and Supervisor in his former working unit are no longer employed or in a position to nominate him. As the CNRS Hazardous Materials Technician and then Chemistry Stockroom Manager, I worked closely with Tom and was aware of his job duties and the multiple ways he positively contributed to the mission of Humboldt State University.

Tom was employed by HSU, Dept. of Environmental Health and Safety as the campus Hazardous Materials Coordinator beginning 9/1/1996 and retiring on 12/30/2013. Initially, his focus was to manage the hazardous waste disposal program, perform campus-wide inspections for compliance issues regarding hazardous materials, provide HAZWOPER training at the FRA/FRO level for chemical users, supervise EH&S student employees hired to collect hazardous waste and to consult with faculty and staff on compliance issues concerning any CalOSHA, EPA, state and/or local regulations.

Early on Tom was asked to attain certification as a Hazardous Materials Technician from the California Specialized Training Institute which consisted of 160 hours classroom and practical situation training (CSTI is the training arm of California Emergency Management Agency). This enabled him to respond to and oversee emergency responses to accidental chemical spills and releases on campus. With this certification ,he also provided response guidance to the Campus and Arcata police departments. Because of the possibility of spilled hazardous materials entering public storm sewers, and natural waterways, Tom also provided some hazardous materials response training to Arcata City Public Works employees.

Tom also held the position of Biological Safety Officer because of his undergraduate and graduate degrees in molecular biology, experience as a medical microbiologist, and several years of teaching medical microbiology to pre-nursing students at the College of the Redwoods. In this capacity, he wrote and implemented the Biosafety Plan, reviewed research protocols, inspected laboratory facilities, provided biosafety training, and helped faculty attain the necessary permits for the use of infectious materials in their research.

During Tom's last six years at HS,U he was promoted to Environmental Health and Safety Coordinator. In this position his responsibilities were expanded to include all applicable California Title 8 regulations. In addition, he was responsible for campus compliance with Federal, State and Local regulations concerning air quality, sanitary sewer wastewater and stormwater runoff.

As EH&S Coordinator, Tom was also the Radiation Safety Officer and was responsible for ensuring compliance with all regulations covering radioactive materials and radiation-producing

machines/devices. Tom developed and implemented the Radiation Safety Plan and provided radiation safety training, reviewed research protocols, and issued use permits when applicable. He also worked with California Public Health Radiation Health Branch inspectors when they came to inspect the University's Rad Safety program.

Before retiring, Tom was able to fully implement the OSHA required campus wide, Injury and Illness Prevention Plan (IIPP). Under the requirements of this IIPP, Tom developed and implemented the various specific plans, such as Bloodborne Pathogens Exposure Prevention, Ergonomics in the Workplace, Shop Safety plans for Plant Operations, etc. Working together with Human Resources, Tom helped initiate the campus's first online safety training system that was part of a CSU system-wide safety program.

In addition to the above-described job duties, Tom was committed to performing outreach in the community related to his profession. He volunteered as a judge for the Pacific Union Science Fairs and the County Science Fairs at HSU. Tom offered his expertise and taught classes for the Northern California Safety Consortium. He also participated in and provided feedback in local and county-wide emergency response disaster drills.

Considering Tom's years of dedicated service and his contributions to the HSU/Cal Poly Humboldt mission, I am proud to nominate him for Emeritus Staff status.

Consent Calendar

Anthropology

Applied Anthropology, M.A. - 24-2980 - Change Core Requirements -
Proposed Changes: Add new variable topics course ANTH 579 as an elective option. No changes in overall units. No changes to MAPS/Timelines.

ANTH - 579 - 24-2979 - New Course - Variable Topics in Applied Anthropology.
Rationale: The Applied Anthropology graduate program wants to offer a variable topics option and have the option evident in the catalog/program.

Education

Science, Technology, Engineering, and Mathematics Education MA - 24-2875 - New Degree Program
The MA in STEM Education is a two-year program designed to prepare highly qualified and culturally sustaining STEM teachers in K-12 settings and beyond. During the first year of the program, candidates will complete coursework and practicum experiences required to earn a Preliminary Credential from the California Commission on Teacher Credentialing. During the second year, candidates will engage in seminars that support their ongoing professional development by providing a community of practice, promoting research-based classroom practices, and enabling a structure for action research that promotes a culture of ongoing practitioner inquiry to support student learning.

Related Proposals:
EDUC - 615 - 24-3010 - New Course - Critical STEM Teaching and Learning This course will serve as part of the core of the proposed MA in STEM Education. The course will cover the foundational literature related to teaching and learning in K-12 STEM disciplines, including the introduction of various critical frameworks from which to guide research and practice. Units: 3 units C-05 Seminar. Instruction Mode: Online. Grade Mode: Mandatory Letter Grade. Permission to Enroll: No Special Consent.

EDUC - 616 - 24-3011 - New Course - Practitioner Inquiry in STEM Education This course will serve as part of the core of the proposed MA in STEM Education. The course will cover the foundational literature related to practitioner inquiry in K-12 STEM disciplines, including the introduction of various critical frameworks from which to guide research and practice. Units: 3 units C-05 Seminar. Instruction Mode: Online. Grade Mode: Mandatory Letter Grade. Permission to Enroll: No Special Consent.

EDUC - 617 - 24-3012 - New Course - Curriculum and Theory in STEM Education This course will serve as part of the core of the proposed MA in STEM Education. The course will cover the foundational literature related to curriculum theory in K-12 STEM disciplines, including the introduction of various critical frameworks from which to guide research and practice. Units: 3 units C-05 Seminar. Instruction Mode: Online. Grade Mode: Mandatory Letter Grade. Permission to Enroll: No Special Consent.

EDUC - 618 - 24-3013 - New Course - Science, Technology, and Society This course will serve as part of

the core of the proposed MA in STEM Education. The course will cover the foundational literature related to Science, Technology, and Society studies and the implications of this literature on STEM Education research and practice. Units: 3 units C-05 Seminar. Instruction Mode: Online. Grade Mode: Mandatory Letter Grade. Permission to Enroll: No Special Consent.

Journalism

JMC - 325 - 25-3079 - Course Change - Osprey Magazine Production. Change JMC 120 from a Prerequisite to Recommended Preparation.

National Transfer Student Week is just around the corner, so save the date and get ready for a week of events created to support, celebrate and recognize our transfer student body.

During the 3rd week of October every year, our campus participates in a National Transfer Student Week to celebrate transfer students and the professionals who support them on their educational journey! With a 9.5% increase in transfer enrollment this fall, your support means more than ever. Transfer students are adapting to new systems, campus routines, and fresh academic and social networks. This week is all about celebrating and supporting them!

WHEN: October 20th - October 24th

This year our theme is ***Same Roots, New Growth;*** which represents how transfer students stay true to themselves while branching out to thrive and grow in a new environment. It's about thriving in a new space while still staying grounded in who you are and where you've come from.

Staff & Faculty are also invited to participate. We will have a workshop on how to support transfer students, that will include a student Q&A, presentation and DARs overview. You can also nominate one another to be our transfer champion! Nominate by October 15th.

We encourage you all to help spread the word and support your transfer students this week. We even created a marketing kit that you can use to celebrate with us and showcase students in your departments.

There will be events happening all week; registration and events can be found on our Transfer Week site.

For questions, please email us at tso@humboldt.edu.

Abstract

There is bias towards male performers of music played in the Jolly Giant Commons (JGC) cafeteria. This is an issue which is of annoyance to me, and possibly others whom appreciate female representation. This report intends to present some objective data on the issue.

Limitations

Please note that the following data was based on instances of me personally being in the cafeteria, and on a day I was documenting the music. Furthermore, it is not exhaustive, being only 46 entries.

Data

04 Sep 2025

- 07:36 — Male — Saturday Night's Alright for Fighting — Elton John
- 07:40 — Male — My Girl — The Temptations
- 07:44 — Male — Unknown
- 07:47 — Likely Male — Unknown

05 Sep 2025

- 08:38 — No music noted
- 12:54 — No music (ambient "The Grill" playlist only, possibly louder than usual)

07 Sep 2025

- ~09:13 — Possibly Mr. Blue Sky — ELO — Male
- ~09:17 — Fox on the Run — Sweet — Male
- ~09:20 — Down Under — Men at Work — Male

09 Sep 2025

- 14:50 — Stuck in the Middle with You — Stealers Wheel — Male
- 14:54 — Come and Get Your Love — Redbone — Male
- 15:00–15:05 — Unrecognized — Male
- 15:07 — Don't You (Forget About Me) — Simple Minds — Male
- 16:07 — Unrecognized — Male

10 Sep 2025

- 08:48 — Running Up That Hill (A Deal with God) — Kate Bush — Female
- 17:03 — Come and Get Your Love — Redbone — Male
- 17:06–17:07 — Unrecognized — Male
- 17:11 — Possibly We Are Young — Fun. — Male
- 20:27 — Personal Jesus — Depeche Mode — Male

11 Sep 2025

- 09:13–09:17 — Unrecognized male artists
- 09:23 — Girls — Girl in Red — Female
- 09:25 — Unrecognized — Female
- 13:51 — Come and Get Your Love — Redbone — Male
- 14:03 — Running Up That Hill (A Deal with God) — Kate Bush — Female
- 14:04 — Unrecognized — Male

12 Sep 2025

- 08:47 — Home — Talking Heads — Male
- 13:08 — Unrecognized — Female

13 Sep 2025

- ~09:38–09:57 — Mix of male and female vocalists; one song possibly Buttons — The Pussycat Dolls — Female
- 13:38–13:49 — Series of male artists
- 15:43 — Don’t You (Forget About Me) — Simple Minds — Male
  *Also, at 11:03 — Unrecognized — Male

16 Sep 2025

- 15:19 — Home — Talking Heads — Male
- 15:27 — Unwritten — Natasha Bedingfield — Female
- 15:31 — What Was I Made For? — Billie Eilish — Female (interrupted)

17 Sep 2025

- 19:48 — Never Gonna Give You Up — Rick Astley — Male
  (followed by Take On Me — A-ha — Male)

18 Sep 2025

- 09:00 — Don’t You (Forget About Me) — Simple Minds — Male
- 09:01 — Unrecognized — Male
- 09:04 — We Are Young — Fun. — Male
- 09:09 — My Girl — The Temptations — Male
- 09:12 — Unrecognized — Male
- 13:50 — Home — Talking Heads — Male
- 14:25 — Riptide — Vance Joy — Male

19 Sep 2025

- 07:33 — Unrecognized — Male

01 Oct 2025

- 07:44 — Female — Don’t Speak — No Doubt
- 07:47 — Male — Piano Man — Billy Joel

Conclusion

The list is about 79% male and 21% female. This suggests that gender bias is strong in JGC Cafeteria music. While the music industry has some general bias towards male performers, with many caveats, Humboldt should strive for gender equality in its representation – Part of that is representing songs by women to an equal frequency as those by men.

That said, this report does not delve into analysis of the themes within songs present – which may be a future area of concern. I note that – in my opinion – there is a lack of representation of uplifting or empowering female themes, with “Running Up That Hill” being about suffering and oppression, and “Just a Girl” also being about suffering and oppression.

While this report may not reflect the Jolly Giant Commons (JGC) cafeteria’s music gender representations perfectly, being documented at select times only and with a dataset of only 46 entries, I believe it’s a good starting insight into the issue. I hope this data will motivate a change in JJC cafeteria music, towards a more equal gender representation.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Science, Technology, Engineering, and Mathematics Education MA - 24-2875
02-25/26-ICC – October 14, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Science, Technology, Engineering, and Mathematics Education MA (PROGRAM: 2026-27 New Degree Proposal Form (Chancellor's Office)) detailed in Proposal 24-2875 be approved.

RATIONALE: The purpose of the MA in STEM Education is to prepare highly qualified and culturally sustaining STEM educators to address the lack of science and math educators both regionally and across the nation (Prothero, 2024). Locally, the California State University Mathematics and Science Teacher Initiative (California State University, n.d.) suggests that the state will need at least 33,000 new STEM educators over the next decade. Graduates of the program will earn a Preliminary Credential from the California Commission on Teacher Credentialing and will gain advanced expertise in the field of STEM education through additional coursework and the completion of an action research project. This unique combination will position graduates of the program as teacher leaders and community experts with the skills and knowledge needed to support STEM learning and associated professional pathways in Humboldt County and beyond. The design of this program recognizes the specialized pedagogical content knowledge that STEM educators need to support the success of diverse learners. Students of the program will be introduced to research-based curricular and pedagogical models aligned with California State Standards in STEM Education, as well as to interdisciplinary scholarship that enables the promotion of STEM literacy for all learners. A STEM literate population is an increasingly crucial educational priority in the twenty-first century, especially given Cal Poly Humboldt's mission of "providing the highest quality and affordable college education built on the contributions of diverse students, faculty, and staff in pursuit of a more just and sustainable world".

The two-year program is designed to support candidates during their completion of the requirements for earning preliminary teaching credentials, and through their first year as a practicing teacher. Research has demonstrated that ongoing relationships with universities can greatly enhance first-year teachers' ability to persist in the profession (Thomas et al., 2019). The program functions as a Professional Learning Community, enabling students to develop lasting professional networks that are also linked to retention in STEM teaching careers (Townley, 2020). As Cal Poly Humboldt continues its role as a leader in applied STEM disciplines and professions, this program will help provide the local educational infrastructure needed to support this work.

The MA in STEM Education program is designed to integrate with the existing credential programs at Cal Poly Humboldt, strengthening the university's existing capacity to produce

high-quality K-12 STEM teachers. After completing a credential program, students would be able to complete the remaining courses comprising the core of MA in STEM Education program within one year while teaching full-time. The proposed program consists of 15-units of core courses, combined with 12-units of elective courses aligned with existing credential programs, and a 3-unit capstone course that guides students through the design and implementation of an action research project that can be communicated with relevant practitioners and community stakeholders.

The proposed MA in STEM Education at Cal Poly Humboldt aligns closely with the university's strategic academic priorities, reinforcing its commitment to equity-focused, interdisciplinary, and applied learning. As Cal Poly Humboldt continues to expand its role as a polytechnic institution, the MA in STEM Education will contribute to the development of a highly skilled STEM workforce and address critical regional and statewide educational needs.
Cal Poly Humboldt's transition to a polytechnic university emphasizes hands-on, applied learning and interdisciplinary approaches to problem-solving. The MA in STEM Education reflects this vision by:

- Integrating STEM content knowledge with innovative pedagogy, ensuring graduates can teach STEM subjects effectively in real-world contexts.
- Emphasizing project-based and experiential learning, preparing future educators to teach STEM through inquiry-based and hands-on approaches that mirror Cal Poly Humboldt's broader educational philosophy.
- Supporting regional workforce development by preparing STEM educators who will contribute to the local and state economy by increasing STEM literacy and workforce readiness among K-12 students.

A critical component of Cal Poly Humboldt's strategic plan is engagement with local and Indigenous communities, particularly in rural and under-resourced areas. The university's academic planning emphasizes sustainability, social justice, and interdisciplinary collaboration—all of which are central to the MA in STEM Education. Finally, as part of Cal Poly Humboldt's growth as a polytechnic university, expanding high-quality graduate programs is a key priority. The MA in STEM Education will:

- Enhance the university's graduate education portfolio, attracting students interested in both STEM content and innovative teaching practices.
- Provide opportunities for applied research and action-based learning, allowing graduate students to conduct field-based research on STEM education effectiveness.
- Support teacher leadership and professional development, positioning graduates as instructional leaders who can mentor future educators and contribute to regional school improvement efforts.

The MA in STEM Education aligns with CSU graduate education criteria by ensuring:

- Depth of Knowledge and Research Integration – Coursework will emphasize discipline-specific knowledge while engaging students in educational research and evidence-based practices.

- Graduate-Level Academic Rigor – The program will include critical analysis, independent inquiry, and research-based decision-making, ensuring that graduates can contribute to STEM education scholarship and practice.
- Professional Preparation and Impact – Graduates will be well-positioned to address the shortage of STEM educators, particularly in high-need areas such as rural Northern California, supporting workforce development and K-12 student success.

By offering the MA in STEM Education, Cal Poly Humboldt will prepare educators who not only excel in STEM instruction but also advocate for equitable, innovative, and place-based teaching practices—advancing both the university's mission and statewide educational goals.

Program Learning Outcomes:
Upon graduation from the MA in STEM Education program, students will be able to:

1. *Critically Examine STEM Education Structures: Analyze the historical, philosophical, and contemporary frameworks of STEM education, including how they reinforce or challenge social inequities and dominant narratives.*
2. *Apply Critical Theoretical Frameworks in STEM Education: Utilize diverse theoretical perspectives, such as Critical Race Theory, Feminist Science Studies, and Indigenous Knowledge Systems, to inform STEM teaching, curriculum development, and research.*
3. *Develop Equitable and Inclusive STEM Teaching Practices: Design and implement pedagogical strategies that promote equity, inclusion, and justice in STEM classrooms, integrating culturally responsive and sustaining practices.*
4. *Engage in Practitioner Inquiry and Ethical Research: Conduct systematic research on STEM teaching and learning using action research, self-study, and participatory methodologies while addressing ethical considerations such as power, positionality, and research impact.*
5. *Analyze the Societal Impact of STEM Education, Knowledge, and Innovations: Investigate the cultural, political, and economic influences on STEM advancements, policies, and public engagement, examining issues such as environmental justice, digital divides, and diverse epistemologies.*

Coursework Overview:
The courses in this program involve a combination of 12 elective units, 15 units of core courses, and 3 units associated with the culminating experience, either a project or thesis. The elective units are aligned with three different pathways corresponding to different STEM education professional tracks: Elementary Education, Secondary Education, and Higher Education and Informal STEM Education. During the first year of the program, students will take coursework that satisfies the elective components. In the second year, students from all three elective options will come together as a cohort to complete the core courses. The elective units aligned with the Elementary and Secondary Education programs are a subset of the courses taken by all students to earn multiple-subject or single-subject credential. The majority of students in these pathways will complete all requirements for their credential, and 12 units from that program of study will be applied towards the graduate degree. Total units required to complete the degree: **30 units**

Core Courses (15 units)

EDUC 610- Education and Society, 3 units, OR an upper-division/ graduate course from a STEM discipline aligned with a student's instructional goals, selected in consultation with STEM faculty.
EDUC 615- Critical STEM Teaching and Learning, 3 units
EDUC 616- Practitioner Inquiry in STEM Education, 3 units
EDUC 617- Curriculum and Theory in STEM Education, 3 units
EDUC 618- Science, Technology, and Society, 3 units

Electives (12 units)

Option 1: Elementary Education:

EED 721- Multicultural Foundations, 2 units
EED 722- English Language Skills and Reading, 2 units
EED 723- Integrating Math/Science in Elementary School, 4 units
EED 728- History/ Social Science in the Integrated Elementary Curriculum, 2 units
EED 733- Teaching English Learners, 2 units

Option 2: Secondary Education

SED 715- Multicultural Education, 2 units
SED 730- Bilingual/ ELD Theory and Method, 3 units
SED 737 or 740- Secondary Curriculum Instruction: Math or Science, 2 units
SED 743- Content Area Literacy, 3 units
SED 776- Teaching in Inclusive Classrooms, 2 units

Option 3: Higher Education and Informal STEM Education

EDUC 620- Pedagogy, 3 units
EDUC 645- Academic Writing, 2 units
EDUC 655- Educational Research, 3 units
EDUC 682- Mixed Methods Research in Education, 4 units

Culminating Experience

EDUC 690 or EDUC 692, Thesis or Project, 3 units
Students in this program may select between a project and a thesis for their culminating experience. Students who pursue elective options 1 and 2, aligned with existing credential programs, will complete an action research project or other form of practitioner inquiry grounded in their work as STEM educators. Students who pursue election option 3 may choose between a project or thesis for their culminating experience. Students in all elective options will submit a proposal and receive approval aligned with coursework in EDUC 616, taken in the fall of the second year of the program. There is a required oral defense for both theses and projects, either in person or via video conferencing.

Related Courses and Proposals:

- EDUC - 615 - 24-3010 - New Course - Critical STEM Teaching and Learning

- EDUC - 616 - 24-3011 - New Course - Practitioner Inquiry in STEM Education
- EDUC - 617 - 24-3012 - New Course - Curriculum and Theory in STEM Education
- EDUC - 618 - 24-3013 - New Course - Science, Technology, and Society

Scholarships and Financial Aid

Peggy Metzger,
AVP Enrollment Management
and Financial Aid Director

Cal Poly Humboldt.

The function of the Financial Aid Office:

To maximize the amount of aid we are able to give each student, within the limits of our aid allocations, and the confines of a complex set of federal and state regulations, as well as CSU and campus policy.

Scholarship Displacement (AB 288)

The purpose of **California AB 288 (2023)**, known as the *Scholarship Displacement Act of 2023*, is to **stop colleges and universities in California from reducing a student's institutional financial aid award just because the student receives an outside scholarship or grant, unless the total aid exceeds the Cost of Attendance.**

This is what we already do….and have always done.

70048. (a) Commencing with the 2023–24 academic year, an institution of higher education shall not reduce the institutional gift aid offer of a student who is eligible to receive a federal Pell Grant award or financial assistance under the California Dream Act for an academic year as a result of private scholarship awards designated for the student **unless the student's gift aid exceeds the student's annual cost of attendance.**

The rule about not exceeding COA still applies….
COA - SAI - AID = GAP (aka Unmet Need)

Cal Poly Humboldt.

Coordinating Aid:

OFA and the Middle Class Scholarship (MCS), oh my!

- All OFA (Other Financial Assistance - scholarships, stipends, awards, gift cards, etc) students receive must be coordinated with other aid within the current aid year – with the exception of WAGES
- Students receiving state/federal aid are not allowed to receive more aid in total than their Cost of Attendance (COA)
- Middle Class Scholarship is designed to be a GAP award (to fill the gap between aid and COA)
- ANY change in aid, COA or enrollment level – we must recalculate MCS
- To the student, the scholarship feels like it got reduced

Middle Class Scholarship is only awarded to CSU and UC students.

Basic formula –
student NOT receiving Middle Class Scholarship

COA-SAI-AID = GAP

Cost Of Attendance	**$**	**30,000**
SAI	$	2,000
PELL GRANT	$	7,000
STATE GRANT	$	8,000
LOANS	$	8,000
GAP	$	5,000
	$	**30,000**

This student can receive up to $5,000 in scholarships/stipends/awards before loans are reduced.
If more than that?....COA appeal?

Cost of Attendance Appeals

On a case-by-case basis, appeals can be reviewed for a potential COA increase for only the following reasons:

- Computer purchase
- Car expenses
- Medical/dental expenses
- Dependent child care
- Disability expenses

Complex formula – student eligible for Middle Class Scholarship

"Just tell them it's a nightmare and we hate it."

Cost Of Attendance	$	**30,000**
SAI	$	5,000
STATE GRANT	$	7,000
"SELF HELP" (including most scholarships)	$	8,000
*MCS = 35% of gap	$	3,500
	$	**23,500**
**COA-SAI-AID-SELF = gap $10,000 x 35%*	*$*	*3,500*

Roughly 2500 students are receiving MCS this year.

Scenario 1: FTF Lives on Campus

CoA at CPH on Campus: $28,526

SAI: $4000

Financial Aid:

- Federal: Pell Grant
- State: Cal Grant
- Campus: State University Grant
- Other campus based Grants/Scholarships

$24,500

This scenario would not exist because you can't have both Cal Grant and SUG. But let's assume it's other aid and do the math….

H.

Scenario 1: FTF Lives on Campus

CoA at CPH on Campus: $28,526

SAI: $4000

Financial Aid: $24,500

Student Receives a $3000 scholarship

What happens?

It depends. Gap is only $26. Aid would be reduced, loans first, then FWS, then other aid, to make room for the scholarship. COA appeal would be offered.

Scenario 2: FTF Lives on Campus

CoA at CPH on Campus: $28,526

SAI: $24000

Financial Aid:

- Middle Class Scholarship
- Other campus based Grants/Scholarships

} $4,500

This scenario would not exist. This SAI would exclude Pell or other grant aid - and MCS is only 35% of the gap – so Max MCS student would have is $1584. But let's do some math…

Scenario 2: FTF Lives on Campus

CoA at CPH on Campus: $28,526

SAI: $24,000

Financial Aid: $4,500

Student Receives a $3000 scholarship

What happens?

Their (max) $1584 MCS would be cancelled. Since they now have no need-based aid, the "overaward" does not matter.

Scenario 3: FTF on Campus

CoA at CPH on Campus: $28,526

SAI: $30,000

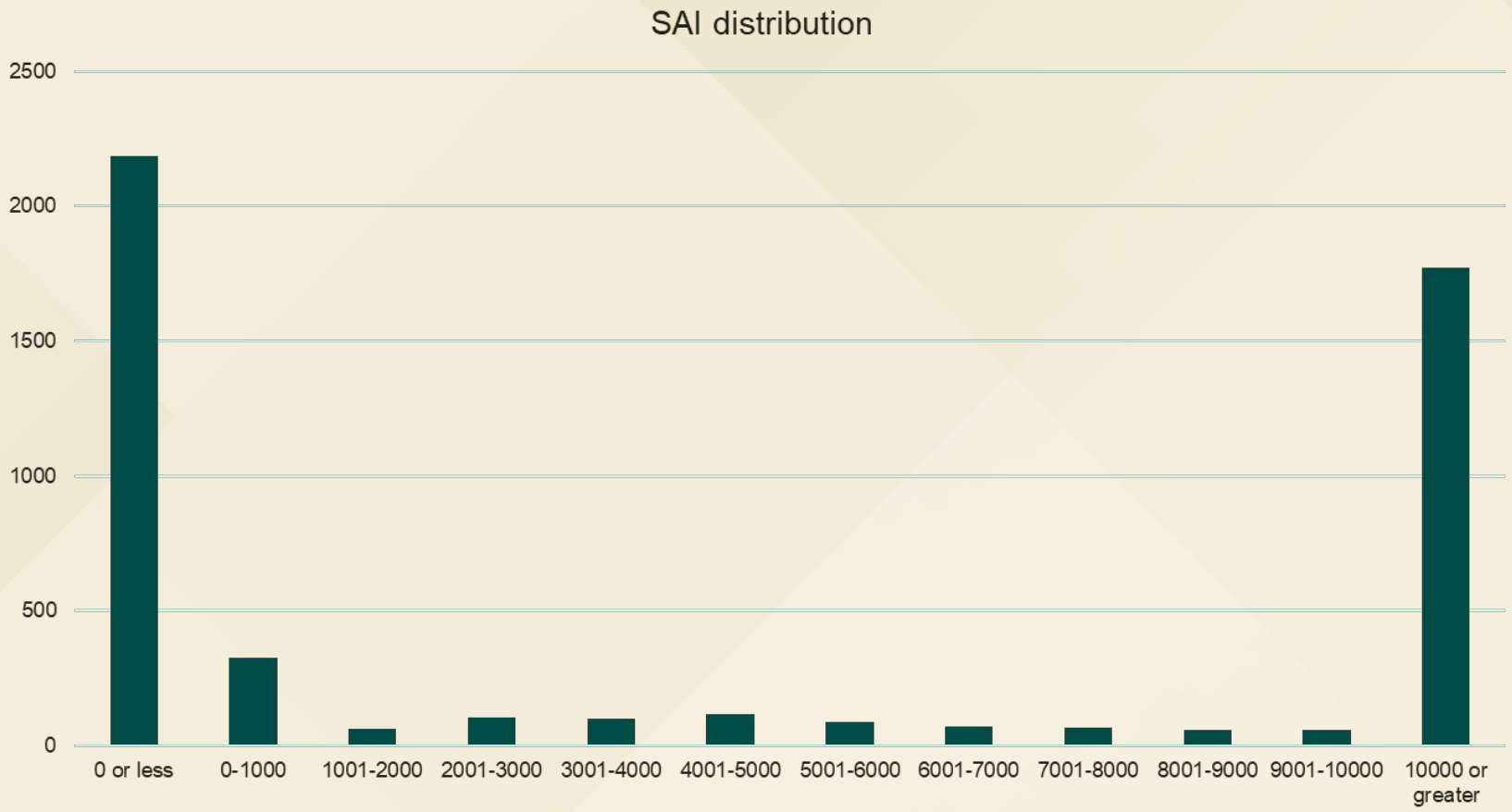
Financial Aid: $0

Student Receives a $3000 scholarship

What happens?

Nothing happens. This student has no federal or state aid so they can have as much scholarship money as they can find.

2025-26 – where do our students fall on the SAI spectrum?



What can help?

CAMPUS PROCESSES:
WAGES are not coordinated in the current academic year.

- They will count as income on a FAFSA in two years (if they are still a student) and the impact much smaller.

The SOONER finaid knows about money going direct to students, the better. Then we can adjust future disbursements/terms….

- Prior to the term
- Prior to Fall disbursement
- Prior to Spring disbursement

ADVOCACY:
State legislature: "The way Middle Class Scholarship interacts with other aid creates confusion for students and the faculty who are trying to award them scholarships, research stipends, etc."

Federal: "Degrees not Debt Act" (Carbajal, D-CA), just introduced for third time. Doubles Pell Grant and ties it to inflation for future. Contact your representatives.


any questions?