

## University Senate

### **Meeting Minutes for Tuesday, November 18, 2025**

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Harmon called the meeting to order at 3:00 pm. A quorum was present.

#### **Members Present**

Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Capps, Cappuccio, Choi, Cruz, Dschida, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

#### **Members Absent**

Spagna, Stelter

#### **Guests**

Sage Alexander, Jill Anderosn, Rene Byrd, Ernesto Cappuccio, Joice Chang, Jeff Crane, Aaron Donaldson, Thomas Elliott, Jim Graham, Sara Hart, Frank Herrera, Kendra Higgins, Ann Johnson-Cruz, Steven Karp, Khristan Lamb, Heather Madar, Griffin Mancuso, Cyril Oberlander, Justus Ortega, Raven Palomera, Rick Toledo, Jessica Warrick, Kimberly White, and 4 others

#### **Announcement of Proxies**

Choi for Stelter

#### **CFA Interruption Statement**

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

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

M/S (Aghasaleh/Mola) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

#### **Approval of Minutes from October 28, 2025**

M/S (Aghasaleh/Mola) to approve the minute from October 28, 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)**

Written report attached

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

Written report attached

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

No report

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

Written report attached

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

No report

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

The divisional reports have finished and are posted on the URPC website.

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

Written report attached

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

Written report attached

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

CFA has rescinded their grievance about the conditions in Harry Griffith Hall.

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

Written report attached

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

No report

### **Labor Council**

Written report attached

### **Staff Council**

Staff Council is seeking new staff councilors, so please ask folks

### **Executive Cabinet**

Written report attached

### **General Consent Calendar**

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

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

It was noted that there were no items on the consent calendar from the ICC.

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

Aaron Donaldson spoke about problems with accessibility on campus.

Ernesto Cappuccio spoke about problems with accessibility on campus.

Ann Johnson-Cruz spoke about problems with accessibility on campus.

Jim Graham made the attached comments.

Rick Toledo spoke about problems with accessibility on campus.

### **Resolution to Recommend Approval of the Health and Medical Sciences, B.S. (12-25/26-ICC – November 18, 2025 – Curriculum Reading)**

Senator Sterner and Justus Ortega discussed the resolution. Senators Moyer, Cruz, and Chair Harmon spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Health and Medical Sciences, B.S. ***passed without dissent.***

*Ayes (26):* Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Moyer, Pachmayer, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

*Nays (0):* none

*Abstentions (5):* Capps, Cappuccio, Evans, Mola, Stelter

### **Resolution to Recommend Approval of the Applied Humanities, B.A. (10-25/26-ICC – November 18, 2025 – Curriculum Reading)**

Senator Sterner and Sara Hart discussed the resolution. Senators Geck, Tremain, and Gray spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Applied Humanities, B.A. ***passed.***

*Ayes (26):* Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Moyer, Pachmayer, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

*Nays (1):* Mola

*Abstentions (4):* Capps, Cappuccio, Evans, Stelter

**Resolution to Recommend Approval of the Critical Agriculture Studies & Agroecology, B.A.**  
**(11-25/26-ICC – November 18, 2025 – Curriculum Reading)**

Senator Sterner and Professor Renee Byrd discussed the resolution. Senators Tremain, Dschida, and Choi spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Critical Agriculture Studies & Agroecology, B.A. ***passed without dissent.***

*Ayes (26):* Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Moyer, Pachmayer, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

*Nays (0):* none

*Abstentions (5):* Capps, Cappuccio, Evans, Mola, Stelter

**Resolution to Recommend Approval of the Cultural Resource Management Certificate of Study**  
**(09-25/26-ICC – November 18, 2025 – Curriculum Reading)**

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

Senate vote to approve the Resolution to Recommend Approval of the Cultural Resource Management Certificate of Study ***passed without dissent.***

*Ayes (27):* Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Dschida, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Moyer, Pachmayer, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

*Nays (0):* none

*Abstentions (4):* Capps, Cappuccio, Mola, Stelter

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M/S (Dschida/Moyer) to adjourn.

**Meeting adjourned at 4:28 PM**

Submitted by Patrick Malloy

**University Senate Chair Report**  
**November 18, 2025**

Hi Folks,

I hope your day off last week for Veterans' Day was restful. We honor the courage and sacrifice of all who have served. Thank you, Veterans, for your commitment to our nation and our freedoms.

Like many of you, I am sure, advising and registration season has made me exceptionally busy, but in a good way. I really look forward to meeting with my advisees, especially those who are close to graduating, and I thoroughly enjoy discussing their plans after graduation, be it grad school, a job, or just life in general. It truly is an uplifting experience to witness our students consider life after graduation, ponder what it will be like to pursue their dream job, or get into a professional school that they never thought possible. How lucky are we that we get to be a part of that!? Pretty lucky! That being said, if you've been experiencing hardships with the new DARS planner, you are not alone. Hang in there, I'm confident the bugs will get worked out, and we will be better for it. In the meantime, save often, and don't get too frustrated.

You may have noticed in the most recent callout for faculty nominations and elections that we are hiring two high-level administrative positions: (1) Chief Financial Officer/VP for Administration & Finance and (2) VP of University Advancement. I'm excited to report that we will be following the very recently approved MPP Hiring Policy developed by the Constitution and Bylaws Committee. Those search committees will have 3 faculty representatives each, and you may self-nominate or nominate someone you think will be a good fit. Please reach out to Jorge Monteiro, Chair of the Appointments and Elections Committee, right away if you are interested. This is going to be a great opportunity to put our shared governance to the test as we look to permanently fill these oh-so-important positions.

We have three of the "Big 5" polytech programs up for discussion and voting today: Critical Agriculture, Applied Humanities, and Health and Medical Sciences. These are big, big programs, with lots of moving parts, and affect multiple entities across the campus. I'm particularly excited about these items because I think they are proposing some very cool curricular things for our university, controversial, expensive things, yes, but cool all of the same. As we engage in these discussions, let's keep those Senate norms and expectations close and be mindful of how much work has been put into vetting these items to get them to the Senate floor.

Speaking of the Senate norms and expectations, I'm rolling out a new version of these for our meeting today (and if you are following the agenda linearly, we likely already read them). These are intended to keep our meetings running smoothly for both Senators and guests. A previous Senate body created this document originally, which I quite like, so keeping the spirit of this document intact, I find important. You'll see that there are a few pragmatic articles added to make our rules and expectations clear for Senators and guests, which are derived directly from our bylaws, as well as some deseculation training that SenEx participated in earlier in the semester.

Okay, folks, have a great week, and stay dry!

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# **CAL POLY HUMBOLDT**

**University Senate Written Reports, November 18, 2025**

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

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## **Academic Policies Committee**

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Ayan Cabot (AS Students), Frank Cappuccio (Faculty-Chem), Alexis-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): 10/29/25, 11/5/29 and 11/12/25

Meeting Details: The committee finished drafting the proposed revision to the procedure for discontinuance of an academic program and made a plan for soliciting input from FAC, ICC, SenEx and associate deans in the 10/29 meeting. The committee discussed input from FAC, ICC, SenEx and associate deans in the 11/5 and 11/12 meetings.

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## **Appointments and Elections Committee**

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Details: We finished the appointments from the 2nd call for nominations. The third call for nominations has been sent, and we hope to fill all the Fall vacancies.

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## **Constitution and Bylaws Committee**

Submitted by Rouhollah Aghasaleh, CBC Chair

Members: Kimberly Stelter , Khristan Lamb , Eduardo Cruz , Jill Anderson , Sarita Chaudhury,  
Guest: Mary Virnoche

Meeting Date(s): Oct. 27, 2025

## Meeting Details:

- Review of the University Advancement [Report](#) on ESR investment:

*It is important to highlight that Cal Poly Humboldt is among the higher education leaders in environmentally and socially responsible investing. In 2014, with extensive student involvement, an investment strategy focused on reducing investments in the fossil fuel industry and in tracking investments in socially concerning sectors was adopted. In 2023, again with student involvement and assistance, a new policy focused on Environmentally & Socially Responsible (ESR) investing was adopted. This policy takes a "positive investment" approach to select funds with strong environmental, social, and governance practices, and again puts Humboldt at the leading edge of responsible investing within higher education.*

*The Cal Poly Humboldt Foundation's allocation to dedicated Environmentally & Socially Responsible (ESR) investing has significantly increased since 2023. On June 30, 2023 the funds qualifying as ESR totaled 33%, and as of June 30, 2025, 73% of funds qualify as ESR. Note that the maximum amount achievable is 82% because real estate funds (7%) and local properties (11 %) are not categorized as ESR.*

*The investments in the University's endowment do not include any direct investment in defense companies or any securities issued by Israeli companies or organizations, or to defense firms. In fact, because of the relatively small size of the endowment, the investment strategy does not include direct investment in any specific companies or securities. Instead, the portion of the investment in securities is in mutual funds, which are bundles of many securities that reflect the portfolios of numerous different investment managers.*

*So any holdings of the securities in question would represent indirect investment. Our estimates put the potential indirect investment in the areas that are asked about at less than 1 % of the investment portfolio of more than \$54 million. Of this, our estimate of potential defense investment is less than 0. 7% of the entire portfolio, though that can fluctuate over time.*

*This estimate is probably high as these companies primarily manufacture components of various industrial products (e.g. aircraft engines, wind turbines, and navigation systems). The portion of the indirect investment in Israeli organizations is likewise less than 0.1 %, and can fluctuate over time. These securities, which again are bundled in a single mutual fund, are in bonds rather*

*than common stock. Any of these holdings could be sold by the fund manager at any time.*

- Discussion w/ ASCSU Senator Virnoche regarding other campuses' activities and policies. and the legislative side of CalPERS.
  - Next Step:
    - Discussion regarding Purchasing Policy with Hank Kaplan (Chancellor's Office Scope3 Analyst)
    - Follow up w/ ASCSU.
    - Discuss w/ Chair Harmon regarding CSU-wide Senate Chair network regarding their campus policies, since ASCSU members may not be on their campus Senate.
    - Discuss w/ Campus Procurement and Contracts.
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## Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair  
Meeting Details: No Report

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## 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):** November 4, 2025

**Overview of Meeting Details:** The committee engaged in strategic planning updates and reviewed several major academic proposals. These included the Cultural Resource Management Certificate of Study, preparing students for applied archaeology careers through field and regulatory training; the Applied Humanities B.A., a new multidisciplinary program emphasizing



community engagement and workforce-relevant humanities skills; the Critical Agriculture Studies & Agroecology B.S., an innovative, farm-based program focused on climate-just and transdisciplinary agricultural practices; and the Health and Medical Sciences B.S., designed to prepare students for diverse clinical and biomedical careers through multiple pre-professional concentrations. The meeting concluded with discussion of engineering program revisions to align life science requirements across majors and to adjust elective and prerequisite structures to improve consistency and student success, with some proposals requiring additional clarification before final approval.

### Approved Proposals Moving Forward to Senate:

- On consent: None
- As a resolution:
  - [Cultural Resource Management - 24-2854 - New Certificate of Study](#)[Applied](#)
  - [Humanities, B.A. New Degree Proposal - 24-2524](#)
  - [Critical Agriculture Studies & Agroecology New Degree Proposal - 24-2837](#)
  - [Health and Medical Sciences BS - New Degree Proposal - 25-2933](#)

### Read More:

- **Meeting Agenda:** [11.04.25-ICC Meeting Agenda - Approved](#) (*Humboldt Login Required*)
  - **DRAFT Meeting Minutes:** [11.04.25-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)
    - **APPROVED:** [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)
  - **25-26 Curriculum Review Queue:** Curricular Review for 25-26: [ICC 2025-26 MCC Proposal Tracking](#)
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## University Policies Committee

Submitted by Sulaina Banks, UPC Chair

Members: Cameron Allison Govier, Heather Honig, Kimberly White, Kijung Ryu, Stephanie Corigliano, William Cook

Meeting Date(s): November 4, 2025, and November 18, 2025

Meeting Details: No report

# University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair

Meeting Details: No Report

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## Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Meeting Dates: November 5-7, 2025

The ASCSU standing committee meetings and plenary convened on November 5-7, 2025. Senator Burkhalter participated online and Senator Virnoche participated in person at the Chancellor's Office in Long Beach. *The next ASCSU plenary will take place January 15-16, 2026* and the ASCSU interim committee meetings will convene online on December 5, 2025. The CSU Board of Trustees next meet on November 18-19, 2025. You can view the agenda [here](#).

### November 2025 Resolutions Passed

The ASCSU approved at the November 2025 plenary the following resolutions.

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

- *AS-3760-25/APEP Supporting the California State University (CSU) System Office Review Standards for General Education (GE) Area 6 (Ethnic Studies) Submissions*
- Updates a prior resolution AS-3505-21/APEP Supporting CSU System Office Review Standards for General Education (GE) Area F (Ethnic Studies) Submissions to incorporate the current label for Ethnic Studies (Area 6).
- *AS-3771-25/Floor Call to Finalize Appointment of California State University Faculty Trustee* The ASCSU reaffirms its strong support for the two candidates it recommended to Governor Gavin Newsom in March 2025 and urges the Governor to promptly appoint one as the next CSU Faculty Trustee for the term that began July 1, 2025

### First Reading Resolutions and Other Documents For Campus Feedback

These resolutions were presented for feedback from Senators and communication to campuses. The sponsoring committee(s) revise these resolutions and usually return them as action items (second readings) at the next Plenary.

- [3763 JEDI Support Minority Serving Institutions](#)
- [3769 Exec Faculty Trustee Appointment Advocacy Plans](#)
- [3764 FGA Change In The Advocacy Positions Taken On ASCSU Monitored Legislative Bills](#)
- [3765 FGA 2025 Policy Agenda Priorities And Goals](#)
- [3767 AA CSU-CSU Articulation Of Major Courses](#)
- [3768 AA ASCSU Disciplinary Councils](#)

## **Report on Guests**

### **Junius Gonzales, Vice Chancellor of Academic Affairs (new to the job October 6)**

Vice Chancellor Junius Gonzales shared reflections on his background, the CSU's role in California, and his priorities moving forward. Drawing from his experience from an immigrant family, first-generation college student, psychiatrist, and long-time academic leader, he described the CSU as a vital system, essential to the state and its communities. He framed the current moment as one of volatility and complexity, citing shifting demographics, fiscal pressure, political scrutiny, technological disruption, and equity concerns. In this context, he emphasized the need for proactive, collaborative approaches rather than reactive ones, encouraging a forward-looking mindset across the system.

His key priorities include advancing faculty excellence (through professional development, leadership opportunities, and improved support for department chairs and faculty affairs offices); reimagining the academic student experience (particularly advising models and mentorship structures); and fostering program innovation and inter-campus collaboration. He also noted the importance of drawing on systemwide data, including faculty and student surveys, to inform decisions. He is looking at enhancing CSU online, but focusing on fit of online programs that meet needs. He mentioned a forthcoming CSU Economic Impact Report disaggregated into 8 regions. He maintained that CSU regional impact is to legislature and campus identities.

In response to questions, VC Gonzales acknowledged challenges around morale and governance and encouraged open communication and structured partnerships between campuses and the Chancellor's Office. He emphasized that while CSU faces serious challenges, it also holds unique potential to shape the future of public higher education, if work is grounded in shared purpose, data, and inclusive engagement.

**Junius Gonzales, Vice Chancellor of Academic Affairs; Dilcie Perez, Deputy Vice Chancellor for Strategic Enrollment Management and Student Success and Chief Student Affairs Officer; Nathan Evans, Associate Vice Chancellor of Academic Affairs**

System priorities and current issues were discussed, including federal compliance matters such as the EEOC antisemitism investigation and the OCR complaint related to the PhD Project. Campuses are currently reviewing partnerships to ensure nondiscrimination. Campuses retain discretion over H-1B visa

sponsorships but must report petition activity to the Chancellor's Office. Strategic Enrollment Management planning is underway, focused on aligning programs with workforce needs, expanding access for nontraditional learners, and encouraging regional collaboration. Senators raised concerns about AI and called for clear guidelines for its responsible use in teaching and research. Student mental health remains a key priority, with a need for expanded support beyond standard hours. Senators emphasized the importance of transparency, meaningful consultation, and managing the cumulative burden of compliance and policy shifts on campuses.

**CFA Liaison report: Margarita Berta-Ávila, CFA President** CFA President Margarita Berta-Avila outlined key issues, including concerns over program and job losses, especially at Sonoma State, and frustration over the Chancellor's use of a 0% interest loan for one-time bonuses rather than program or job restoration. She reported on preparations for bargaining, with a full contract reopening and proposals on academic freedom, AI, workload, evaluations, and other faculty working conditions. CFA intends to hold open caucus meetings and general member updates during the bargaining process. The union has also filed an unfair labor practice charge related to AI initiatives and is actively working on faculty protections regarding doxxing, academic freedom, and health and safety. CFA filed a lawsuit related to the release of personal employee information in the context of an federal EEOC investigation. Other updates included immigration task force activity, successful legislation, and continued coalition-building with other CSU unions and the AAUP.

**CSU Alumni Council Liaison Report: Jodi Braverman, Executive Director, CSU Alumni Council, Lori Brockett, Associate Vice President for Alumni Engagement and University Events (CSUSM)**  
The Alumni Council shared updates on aligning their work with the Student Success Framework, focusing on post-graduation success, career support, and alumni-student connections. They promoted the new advocacy platform, CSU Voices.. A discussion followed on how faculty and alumni can better partner to support student career readiness. Senators highlighted challenges such as time constraints, paperwork, and lack of infrastructure, and suggested improved support and coordination at the campus and system levels. The Council will share this input with campus alumni directors and continue the conversation.

**Frank Hurtarte, Vice Chancellor of Human Resources & Peter Lim, Executive Advisor, Civil Rights Programming and Services**

Hurtarte and Lim shared ACC Title IX Toolkit Flyers and a draft communications plan for continued civil rights programming. Senators offered suggestions to improve clarity, tone, and accessibility, and emphasized the need for more student-centered language and imagery. Concerns were raised about campus culture, transparency, and accountability, particularly in Title IX cases involving campus leadership. The affirmed their commitment to incorporating feedback before materials are finalized and distributed.

**CSSA Liaison Report: Katie Karroum, CSSA Vice President of Systemwide Affairs**

VP Karroum highlighted CSSA's recently adopted 2025-26 policy agenda, which prioritizes issues such as the total cost of attendance, student wellness and mental health support, academic success, and inclusive student engagement. A major focus has been the CSU's artificial intelligence initiative. VP

Karroum previewed a student-authored white paper on AI, which outlines six key areas: equity and access, academic integrity and grading consistency, privacy and transparency, sustainability, mental health and ethics, and governance and student inclusion. She expressed interest in continued collaboration with faculty on AI-related contracts and policies. She also discussed student perspectives on the Student Success Framework and Graduation Initiative Symposium, noting improvement in student inclusion this year while emphasizing the need for genuine engagement beyond token representation

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## Associated Students

Submitted by Eduardo Cruz, AS President

### Budget Cycle Now Open

Associated Students have been hard at work this month, and we are excited to share that the **A.S. Budget Application Cycle is officially open** for the upcoming fiscal year. Every academic year, full-time students at Cal Poly Humboldt contribute **\$68 per semester** to the Associated Students (A.S.), our recognized Student Body Association. These student body funds support a wide range of student-centered programs, services, and initiatives across campus.

### Budget Overview

Each spring, Associated Students conducts a comprehensive budget review to determine the allocation of Student Body Association Fee revenue. This budget establishes funding for the next fiscal year, which runs from **July 1 through June 30**.

Prospective organizations, A.S.-funded areas, and campus departments may submit applications for funding. Anyone and I mean anyone can apply! Applications can be accessed at the following link:

**A.S. Budget Application Portal:** <https://humboldt.infoready4.com/#competitionDetail/1999932>

### Budget Approval Process

#### 1. Application Review – Finance Committee

The process begins with a review by the A.S. Finance Committee, a student-led advisory board. Committee members engage applicants with questions and clarifications to shape the **Recommended Budget**.

## 2. Board Review & Appeals – A.S. Board of Directors

The Recommended Budget then moves to the full A.S. Board of Directors, consisting of eight voting student members and two non-voting staff advisors. The Board hears appeals from applicants and evaluates requested adjustments. A **Final Recommended Budget** is then adopted.

## 3. University Approval – Office of the President

The Final Recommended Budget is forwarded to the Office of the President for review and approval.

All funding decisions must follow a **viewpoint-neutral** process in accordance with the First Amendment. This means recommendations are made impartially, without influence from an organization's ideology, popularity, or message. All applicants are reviewed in an even-handed manner to ensure fairness and equal access to student funds.

## Upcoming Event: AI World Café

Our **Officer of Academic Affairs, Steph McKindley**, will be hosting an **AI World Café on December 4th**.

More details, including time, location, and topic themes—will be released soon. Keep an eye out for the official announcement!

## Open A.S. Board Positions

Associated Students currently has **two open positions** on the Board of Directors:

- **Officer of External Affairs**
- **Officer of Social Justice, Equity & Inclusion**

Students interested in leadership, policy, advocacy, or campus representation are strongly encouraged to apply.

## **Final A.S. Board Meeting of the Semester**

There is **one Board of Directors meeting left this semester:**

**December 5th**

**Nelson Hall East (NHE) 106**

**2:00–4:00 PM**

Everyone is welcome to attend, observe, and participate in public comment.

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## **California Faculty Association**

Submitted by Ryder Dschida, CFA Humboldt Chapter President

Meeting Details: No Report

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

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

### **Personnel Updates:**

- ODEI Personnel
  - Administrative Analyst I position
    - Frank Herrera has been temporarily reassigned to ODEI to support special projects.
  - ASC II permanent position search
    - This position will close on November 20, 2025.
  - New student fellows:
    - We have completed a round of hiring for student fellows. The current cohort includes:
      - Equity Arcata Fellows: Ana Martinez (Political Science).
      - Equity Arcata and ODEI Fellow: Nauselle Gleglaud (Business Administration).
      - ODEI Fellows: Juli Suzukawa (MA, Community and Environment) and Evelyn Lovelace (Studio Arts).
      - Disability Fellow: Vermilion Walls (Geology).

### **Initiatives Updates:**

- ODEI continues to host monthly Tea and Talk sessions on the first Thursday of each month. This informal space allows all staff, faculty, and administrators to gather and discuss topics of interest to our community. These sessions have organically become professional development opportunities. The last session for the Fall semester will be December 4th @ 1 pm in the Vine Deloria room in the SJEIC (Balabanis House). All are welcome!
- Cultural Performance at Fall Commencement Ceremony, on Friday, December 19th, from 12 pm to 5 pm at the Lumberjack Arena. Following the successful reception of the Spring cultural performance events, Provost Capps has asked ODEI to organize and implement a second iteration of these events for the Fall Commencement ceremony. This presents a unique opportunity for our university to collectively celebrate the rich cultural backgrounds of our graduates and our community at large, as they complete this important milestone in their professional development.

### **Collaborations Updates:**

- Exchange Group
  - ODEI has initiated an exchange group with the Cultural Centers for Academic Excellence. We have begun meeting monthly with the coordinators and professional staff to share and discuss collaboration, leading or supporting student academic success.
- International Collaborations
  - ODEI has participated in high-level international collaboration with the University of Guanajuato, led by Dean Jeff Crane, along with Professors Jeff Kane and Erin Kelly. This meeting took place on Monday, November 10.
    - The following topics were discussed:
      - Institutional collaboration agreement
      - Faculty Exchange focusing on fire experts from UG
      - Invitation to the XI International Forum & Expo in UG scheduled for May 5-7, 2026.
      - UG summer research program for undergraduate students. The research program will take place in June and July of 2026. Dean Crane is preparing the informational flyer to invite the student community to apply.
- Equity Arcata

Equity Arcata has facilitated and led a number of initiatives, including but not limited to:

  - Hosting a student and faculty delegation from Oaxaca on September 30, 2025.
  - Hosting a *Tardeada* (evening gathering) to celebrate Latinx Heritage Month on Friday, October 3, 2025.
  - Facilitating a Safety retreat for the City of Arcata and the Arcata Police Department on October 13, 2025.
  - Hosting a monthly Community Safety Network Lunch, which includes the University Police, the City of Arcata, and the Arcata Police Department.



- Continuing to work with the City of Arcata, as a sanctuary City. Together, we continue to create capacity to support immigrant communities.
- On December 12, 2025, the City of Arcata will swear in the first Latino Chief of Police, Chris Ortega. ODEI and the Provost have been invited to attend.

### **Events Updates:**

- 27th Annual CDOR Conference: “Disconnecting to Reconnect”
  - ODEI offered four workshops during the Campus and Community Dialog on Race Conference.
    - Oct 21 “The Connection Zone: Bridging Gaps and Fostering Reconnection”
    - Oct 21 “Institutional Diversity Reports”
    - Oct 22 “Conversations to Connect to CDOR Themes”
    - Oct 23 “Dis/Connect to Reimagine: Cultivating an Ethics of Care”
- Seal of Excelencia
  - Cal Poly Humboldt received the Seal of Excelencia in Washington, DC, on September 30, 2025.
  - The Office of the President hosted a celebration reception for the campus in the Great Hall, 8:30 AM - 10:00 AM on October 2, 2025.
  - The physical Seal of Excelencia will be featured in the Cal Poly Humboldt Library.
- CSU Initiative on Servingness: Beyond Designation
  - ODEI attended this CSU conference on November 5, 2025.
- Othering and Belonging Seminar
  - ODEI and Equity Arcata team members (Fernando, Mo, and Rosamel) have completed a 6-month training series from the Othering and Belonging Institute in Berkeley, CA.
- ODEI, in partnership with the Dean of Students Office, will host the third end-of-semester Kickback celebration for faculty, staff and administrators in the Goodwin Forum from 12–1:30 PM on Monday, December 15, 2025. Local vendors will provide diverse cultural cuisine. All are welcome.

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## **Emeritus & Retired Faculty & Staff Association**

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: No Report

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## Labor Council

Submitted by Bella Gray, Labor Council Delegate

Members:

- **APC (Unit 4):** Tania Marin-Zeldin, Marissa Holguin, Kim Coughlin-Lamphear, Ann Johnson-Cruz
- **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, Ryan Moore, Jason Wiegandt

Meeting Date: November 10, 2025

Meeting Details:

- The Labor Council discussed items to be addressed at its next meeting with the President's Executive Cabinet scheduled for December 1, 2025.
- University ombuds, Suzanne Pasztor and John Meyer, attended the meeting, delivered a presentation on their work and trends they observed, and discussed future potential areas of collaboration with the Labor Council.

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## Staff Council

Submitted by Senator Sulaina Banks

Meeting Details: No Report

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### President and President's Executive Cabinet Report to University Senate

Michael Spagna, Interim President

Bethany Gilden, Acting Chief of Staff

Jenn Capps, Provost and Vice President for Academic Affairs

Michael Fisher, Acting Vice President for Administration & Finance and CFO

Chrissy Holliday, Vice President for Enrollment Management & Student Success

Steven Karp, Interim Vice President for University Advancement

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

Nick Pettit, Director of Intercollegiate Athletics & Recreational Sports

Connie Stewart, Executive Director of Initiatives for University Advancement

## MOMENTS OF PRIDE

Congratulations to the 2025 McCrone Scholars

- Dr. Allison Bronson, Department of Biological Sciences: *Ears Across Eras: Evolution of Shark Inner Ear Anatomy*
- Dr. Alana Chin, Department of Biological Sciences: *How Trees Work*
- Dr. Caglar Dolek, Department of Sociology: *Police Power and Popular Resistance: Tales from the Margin*
- Yaneyry Delfin Martinez, Graduate Student, Public Sociology: *Living in Liminality: Navigating Academic Barriers and Building Support For and By Undocumented Students*

## COMMUNITY

**Immigration Rights and Support Task Force, Brief Update** - The task force convened to strengthen coordination around immigration-related information and response efforts across campus and the wider community. Building on existing ICE response protocols and a centralized resource hub, the group will form a unified network of campus partners, including student, staff, and faculty organizations, to enhance preparedness, communication, and outreach.

Key priorities include clarifying formal response procedures for verified ICE activity, developing an educational and civic engagement framework for informal responses, and deepening collaboration with the City of Arcata through joint planning and workshops.

Next steps involve finalizing task force membership, launching listening sessions to gather community input, creating a campus partner network and meeting calendar, and drafting an operational plan to guide coordinated responses and campus communications. We have deployed the QR codes in major classrooms and labs on campus. The task force will also be working with CFA on adjusting the flyers in circulation to be more responsive to feedback from the campus community. We have been slow to get our meetings scheduled, but now that we have our group identified we will work to get this scheduled out for the remainder of the semester and next semester.

## ACADEMICS

### **Publication Release Celebration for the 47th Issue of *The Humboldt Journal of Social Relations*: Wednesday, November 19, 2025**

Congratulations to all contributors and co-editors Paul Michael Atienza and Cinthya Ammerman Muñoz for the latest publication of *The Humboldt Journal of Social Relations (HJSR): Place-Based Digital Inquiry*. Contributors include students, staff, faculty, and community members.

The issue explores how digital tools intersect with relational and situated research, offering innovative ways to document and share local histories, ecologies, and knowledges. Featuring research essays, creative writing, autoethnography, and digital media, it advances critical, place-based approaches to digital engagement. Open access download is available now at [digitalcommons.humboldt.edu/HJSR](https://digitalcommons.humboldt.edu/HJSR).

A publication release celebration will be held on *Wednesday, November 19, 11:30 am to 1:30 pm*, in the Library Scholars Lab, Room 302. All are welcome!

## **INCLUSIVE EXPERIENCE**

**Food security** - With recent interruptions to government services and CalFresh benefits, our campus community came together in an amazing way to increase food security for our students during this time of uncertainty. We knew that we currently have funding to keep Oh SNAP stocked, but significant increases in utilization during this time would impact our availability to continue stocking later in the year. The pantry increased some of the totals for items that students can take with them, and after the call for donations and volunteer support that went out to campus and donors, Oh SNAP saw an influx of funding as well as snack donations and help in shopping and unloading food. Between 10/28 and 11/13, Oh SNAP received 998 visits and spent \$14,557 on food and basic needs for our students.

In addition to the services provided by the pantry, the Dean of Students' office Campus Assistance, Response, and Engagement (CARE) Team also provides monthly meal swipes that can be used at the Jolly Giant Cafeteria. The team increased the number of swipes a student can get monthly due to the loss of CalFresh. Students can apply for those [swipes here](#). As of Nov. 13, 21 students had been awarded emergency food grants totaling \$10,458, with 3 pending; and 219 students had received \$18,466 in food swipes with an additional 70 underway.

The Dean of Students' office Basic Needs team worked with campus partners to provide weekly meals available in the Gutswurak Student Activities Center. Students are able to grab prepared meals that can be reheated at home. On the first day, 119 meals were picked up. For details about the food pickup or other food resources, visit <https://www.humboldt.edu/basic-needs/food-resources>

## **INNOVATION AND SUSTAINABILITY**

### **Update on the Trillium Project and Conference**

Thank you to Katie Kosiellak, Leah Choi, and Morgan Barker who provided leadership for the Trillium Project and Conference last month where participants engaged in an immersive experience where sustainability met teaching, learning, and life. Additional gratitude to the Center for Teaching and Learning media staff, Deborah Ketelson and Michel Sargent created sustainability-focused videos highlighting work from: Sarah Jaquette Ray, Kaitlin Reed, Cutcha Risling-Baldy, Michelle Selvans, Vermilion Walls, and Nick Perdue.

The *Trillium Project Conference - Sustainability Across Curriculum*, engaged 52 educators; 35 of whom were affiliated with Cal Poly Humboldt as faculty, staff, or students. 11 registrants represented national and international educational institutions and organizations, and six registrants represented six different local Humboldt County K–12 educational institutions.

If you would like to learn more about the Trillium Project, please contact: Morgan Barker at [mew11@humboldt.edu](mailto:mew11@humboldt.edu), or visit [Sustainability Faculty & Learning. Trillium Project](#) for information and [curated content from the 2025 Conference](#).

# 2025 Fall, Senate Open Forum

From: Jim Graham

Thank you for allowing me to speak.

I am currently serving as the Co-Chair of the Committee on Accessibility and Accommodation Compliance but today I am speaking as a member of the campus community and not in any official capacity. I was a member of the senate until spring of 2024 and I appreciate the importance of the work done here to keep our university running and thank all of you for your service.

You're probably aware that Cal Poly Humboldt sits on relatively rugged terrain and has a number of old buildings which makes our campus more challenging to access than some other campuses. At the same time, we are required to make our campus accessible and the methods to achieve this are well established. Specifically, the Americans with Disabilities Act or ADA requires that:

"No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity."

<<https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations/#-35130-general-prohibitions-against-discrimination#section32>>

Surveys and audits over the last 17 years have shown that we have a large number of outstanding physical barriers to accessibility. Both the ADA and the California Building Code require that we make facilities accessible when they are constructed or updated. By my estimation, these activities have removed about ½ of the physical barriers.

In the past, these barriers and others have turned away students from attending our university, are preventing students from attending classes, and caused some to be injured and even hospitalized. There has also been a series of speeches here in the senate, media pieces, and at least two lawsuits against the university because of these barriers.

In the last two years there has been a concerned effort to remove these barriers in a timely manner. I am happy to say that there has been significant progress and there are plans for more. Our campus is complex and so the number of individuals responsible is huge and this

reaches into almost every department on campus. The progress we have made has also required 100s of hours of overtime and volunteer time. I would like to thank all those involved.

To just maintain the current rate of barrier removal will require additional staff and funding. Because some of the work will require major construction projects, the funding needs will reach into the 10s of millions of dollars. However, for the last year we have been unable to find just \$70,000 to replace the assisted listening system in Van Duzer.

When I mention funding and staff, I typically hear that there are none available. I don't understand this as when I look around campus, I see a number of activities that would seem to be lower priority. I do believe we can move some resources around to better meet the high priority items on campus and thus be more successful as a university.

We'll talk more next semester but I do have two requests that I hope the senate can follow up on. The first is to ask the URPC to complete the budget process that was committed to in the spring 2022 budget recommendation. This would provide a way for the CAAC and other organizations to apply for budget changes and for the university to understand how budget decisions were made.

In the spring of 2024, a senate of the senate was passed that included 9 barrier removal projects to be completed by the fall of 2024. I believe that only 2 of these have been completed. My second request is for the senate to review the status sense of the senate documents each year.

Thank you again and I am always available to discuss these issues in more detail.

**CAL POLY HUMBOLDT**  
**University Senate**  
**Resolution to Recommend Approval of the Health and Medical Sciences BS - New Degree**  
**Proposal**

12-25/26-ICC – November 18, 2025 – Curriculum Reading

**RESOLVED:** That the Health and Medical Sciences BS - New Degree Proposal, detailed in proposal [25-2933](#), be approved.

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***RATIONALE:***

The Bachelor of Science in Health and Medical Sciences (HMS) provides a rigorous, applied, and equity-centered approach to pre-professional healthcare education that directly supports Cal Poly Humboldt's polytechnic mission and the CSU's goals for workforce development, civic engagement, and equity.

As the only university on the Northern California coast, Cal Poly Humboldt will serve as a regional hub for healthcare education, addressing critical workforce shortages in rural and underserved communities. The HMS program prepares students for advanced study and careers in medicine, pharmacy, physical therapy, physician assistant, and clinical laboratory science. It combines biological, physical, and behavioral sciences with hands-on learning experiences such as internships, clinical placements, and shadowing in regional healthcare settings.

Students gain the foundational knowledge and applied skills needed to enter professional programs or the healthcare workforce. The curriculum is designed for unit efficiency and career readiness, integrating theoretical and practical learning while emphasizing bioethics, professionalism, and service to underserved populations.

Aligned with Cal Poly Humboldt's Strategic Plan and Institutional Learning Outcomes, the HMS program advances academic excellence, community collaboration, and inclusive student success through place-based and experiential learning. By fostering partnerships with hospitals, clinics, and Tribal health organizations, the program strengthens Humboldt's role in improving healthcare access and preparing compassionate, highly skilled professionals who can meet California's evolving healthcare needs.

This degree underscores that polytechnic innovation extends beyond engineering and agriculture to encompass health, wellness, and human sciences, preparing graduates who will contribute to California's healthcare system with competence, cultural humility, and a commitment to sustainability and community well-being.

**Program Description:** The Bachelor of Science in Health and Medical Sciences (HMS) at Cal Poly Humboldt prepares students for a wide range of careers in the health and biomedical fields. The program integrates the biological, physical, and behavioral sciences with hands-on, community-based learning, enabling students to connect classroom knowledge with real-world healthcare experience.



Students develop a strong foundation in anatomy, physiology, chemistry, physics, and psychology, complemented by coursework in bioethics, communication, and social determinants of health. The curriculum provides all prerequisite courses required for professional programs in medicine, pharmacy, physical therapy, physician assistant, and clinical laboratory science, while equipping graduates with essential critical thinking and communication skills valued across healthcare settings.

The HMS degree emphasizes applied and experiential learning through internships, clinical shadowing, and partnerships with regional healthcare providers, clinics, and Tribal health agencies. These opportunities cultivate professional readiness and encourage graduates to remain in the North Coast region or serve other rural and underserved communities throughout California.

Students choose from five concentrations, each aligned with professional and graduate program entry requirements:

1. Pre-Medical Doctor/Doctor of Osteopathy
2. Pre-Physician Assistant
3. Pre-Physical Therapy
4. Pre-Pharmacy
5. Pre-Clinical Lab Scientist

The program emphasizes ethical practice, scientific literacy, and culturally responsive care—preparing students to meet California’s urgent healthcare workforce needs and to pursue graduate education or immediate entry into healthcare careers.

#### **Program Overview:**

- **Total Units:** 120 (including GE and university requirements)
- **Major Requirements:** 90 units
  - All courses in the major must be completed with a grade of C– or better.
- **Core (47 - 49 units):**
  - BIOL 105 Principles of Biology Units: 4
  - CHEM 109 General Chemistry I Units: 5
  - CHEM 110 General Chemistry II Units: 5
  - HED 100 Intro to Health and Well-Being Units: 3
  - HMS 401 Medical Ethics and Professionalism Units: 1
  - HMS 402 Health and Medical Sciences Connections Units: 2
  - KINS 244 Medical Terminology Units: 1
  - PHYX 106 College Physics: Mechanics and Heat Units: 4
  - PHYX 107 Electromagnetism and Modern Physics Units: 4
  - PSYC 104 Introduction to Psychology Units: 3
  - ZOOL 110 Introductory Zoology Units: 4
  - MATH 102 Algebra and Elementary Functions Units: 4

**OR**

- MATH 105 Calculus for the Biological Sciences and Natural Resources Units: 3
- STAT 109 Introductory Biostatistics Units: 4 (recommended for Pre-Physical Therapy, Pre-Medical/Osteopathic, and Pre-Physician Assistant students)

**OR**

- CHEM 341 Quantitative Analysis Units: 5 (required for Pre-Pharmacy and Pre-Clinical Lab Scientist students)
- ZOOL 113 Human Physiology Units: 4 (recommended for Pre-Physical Therapy students)

**OR**

- ZOOL 312 Human Physiology Units: 4 (recommended for Pre-Medical/Osteopathic, Pre-Pharmacy, Pre-Clinical lab Scientist, and Pre-Physician Assistant students)

\*\*\* 18 -19 Units of Core double count with GE.

- **Concentrations (41 - 44 units):** Students complete one (1) concentration area. Each concentration provides a focused sequence of upper-division coursework that satisfies professional school prerequisites and builds advanced knowledge in the selected discipline.
  - **Pre-Medical Doctor/Doctor of Osteopathy Concentration:** Courses include advanced biology, organic chemistry, biochemistry, physics, and anatomy to prepare students for medical or osteopathic school admissions.
  - **Pre-Physician Assistant Concentration:** Courses emphasize anatomy, physiology, psychology, microbiology, and healthcare ethics to meet physician assistant program prerequisites.
  - **Pre-Physical Therapy Concentration:** Courses include biomechanics, kinesiology, physiology, chemistry, and anatomy to prepare students for entry into Doctor of Physical Therapy programs.
  - **Pre-Pharmacy Concentration:** Coursework focuses on organic chemistry, pharmacology, microbiology, and quantitative analysis required for Doctor of Pharmacy programs.
  - **Pre-Clinical Lab Scientist Concentration:** Courses include microbiology, hematology, immunology, and advanced chemistry for preparation toward state and national CLS licensure requirements.
- **Community-Based and Applied Learning:** Students complete internships or shadowing placements (HMS 482) with local healthcare providers, hospitals, Tribal health agencies, and clinics. These experiences provide hands-on exposure to clinical practice and professional communication while addressing regional healthcare needs.
- **Capstone Requirement:** Students complete HMS 402 – Health and Medical Sciences Connections, a culminating capstone integrating scientific knowledge, ethics, and communication. The capstone includes research, reflection, and applied projects that demonstrate readiness for graduate study or entry into the healthcare workforce.

**Student Learning Outcomes:** Graduates of the Health and Medical Sciences B.S. will be able to:

1. Demonstrate professionalism, bioethics, and commitment to equity in diverse healthcare settings. (ILO 1, 2)

2. Apply foundational biological, physical, and behavioral science knowledge to health and medical contexts. (ILO 3, 4)
3. Locate, evaluate, and apply information relevant to advanced training in health fields. (ILO 3, 4)
4. Communicate effectively in written, oral, and quantitative forms to interpret complex health issues. (ILO 4, 5, 6, 7)
5. Integrate theoretical learning with applied experiences to improve healthcare outcomes in underserved communities. (ILO 1, 2, 4, 6)

**Distinctions and Community Engagement:** The HMS program is distinct within the CSU system. While several CSU campuses offer general Health Science degrees focusing on systems, law, and policy, Cal Poly Humboldt's program uniquely combines pre-professional preparation with applied learning and community-based practice. It provides all coursework necessary for admission to health professional schools in one streamlined, interdisciplinary degree.

Community partnerships have guided program development from the outset. The Health Taskforce conducted listening sessions with:

- Regional hospitals, outpatient clinics, and public health agencies
- Tribal health partners, including United Indian Health Services
- Regional community colleges (College of the Redwoods, Shasta, and Mendocino)
- Medical and professional school representatives
- Local workforce development boards and regional health leadership networks

These consultations identified the need for a locally grounded healthcare education pathway that prepares students for regional service and statewide workforce gaps.

**Workforce Demand:** California's healthcare workforce faces an unprecedented need for qualified professionals due to an aging population, provider retirements, and persistent shortages in rural and underserved areas.

Data from the U.S. Bureau of Labor Statistics (2023–2033) and the California Employment Development Department indicate growth across related occupations:

- Physician Assistants: +28%
- Physical Therapists: +14%
- Physicians: +4%
- Clinical Laboratory Scientists: +5%
- Pharmacists: +5%

Despite modest overall employment change in agriculture and manufacturing, healthcare remains one of the fastest-growing sectors nationally. The HMS program addresses these trends by producing graduates ready to enter or advance within rural healthcare systems where shortages are most acute.

Currently, over 115 Cal Poly Humboldt students are pursuing similar pre-health career paths across multiple departments. HMS consolidates these into one efficient, purpose-built degree, supporting time-to-degree completion and expanding access to professional healthcare training.

**Community Collaboration And Transfer Pathways:** The HMS program strengthens Humboldt's regional educational ecosystem through new articulation agreements and ADT on-ramps with local community colleges. Concentration-specific pathways connect to degrees such as:

- Biology, Chemistry, Kinesiology, and Public Health ADTs.

Partnerships with College of the Redwoods and UC Davis's AvenueM Pathway further expand student access to a wide range of careers in the health and biomedical fields..

Humboldt's Supervised Internship (BIOL 482) and community health collaborations provide applied learning through placements in hospitals, clinics, and non-profit health organizations, enhancing workforce readiness and retention within Northern California.

**Alignment With Polytechnic Build-Out:** The Health and Medical Sciences B.S. advances Cal Poly Humboldt's polytechnic build-out by expanding applied, career-connected education in health and human sciences.

- Applied Learning: Students engage in direct, experiential learning through internships, clinical placements, and research that bridge theory and practice.
- Regional Relevance: Aligns with the polytechnic goal of addressing the state's most urgent workforce and environmental needs through place-based education.
- Equity and Inclusion: Expands participation of underrepresented students in healthcare education, consistent with Humboldt's identity as a Hispanic-serving and equity-centered institution.
- Interdisciplinary Integration: Combines the natural sciences, social sciences, and behavioral sciences, reinforcing the polytechnic emphasis on collaboration across fields.
- Public Impact: Strengthens community health infrastructure through civic engagement and partnerships with healthcare providers, clinics, and Tribal health agencies.

This degree demonstrates that polytechnic innovation extends beyond engineering and agriculture—embracing health, wellness, and human sciences as vital applied disciplines serving California's people and communities.

**Program Impact And Readiness:** The Health and Medical Sciences B.S. is academically and operationally feasible.

- Existing courses, facilities, and faculty expertise across Biology, Chemistry, Kinesiology, and Psychology provide the program's foundation.
- New HMS and Biology courses will be implemented within the first two years with existing departmental capacity.

- No additional facilities are required; experiential components will utilize existing clinical and laboratory partnerships.

The program directly supports Cal Poly Humboldt's Strategic Plan goals in advancing academic excellence, community collaboration, and student success. It fulfills the CSU's mission to expand workforce development and civic engagement while improving health outcomes in rural and underserved regions.

**Related Proposals:**

- [BIOL - 443 - 25-3024 - New Course - Hematology](#)
- [BIOL - 445 - 25-3023 - New Course - Immunology](#)
- [BIOL - 455 - 25-3027 - New Course - Introduction to Cellular and Gene Therapy](#)
- [BIOL - 455L - 25-3028 - New Course - Cellular and Gene Therapy Laboratory](#)
- [HMS - 401 - 25-3015 - New Course - Medical Ethics and Professionalism](#)
- [HMS - 402 - 25-3016 - New Course - Health and Medical Sciences Connections](#)
- [HMS - 482 - 25-3017 - New Course - Health and Medical Science Internship](#)

Also references [Community Health, B.A. New Degree Proposal - 24-2678](#)

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**Note on Document Preparation:** Portions of this resolution were developed with the support of artificial intelligence tools to enhance consistency, formatting, and clarity. All content originates from the official proposal documents and aligns with Chancellor's Office documentation standards. Each resolution is reviewed and finalized collaboratively by the Integrated Curriculum Committee Chair, committee members, and the proposal authors, with opportunities for revision prior to submission for Senate consideration.

## CAL POLY HUMBOLDT

### University Senate

#### Resolution to Recommend Approval of the Applied Humanities, B.A. New Degree Proposal

10-25/26-ICC – November 18, 2025 – Curriculum Reading

**RESOLVED:** That the Applied Humanities, B.A. New Degree Proposal, detailed in proposal [24-2524](#), be approved.

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#### **RATIONALE:**

The Applied Humanities, B.A. equips students to understand how humanistic knowledge, creativity, and reflection inform and enhance human life, connecting the values and interpretive methods of the Humanities to contemporary social, technological, and professional contexts.

The degree emphasizes transferable, career-relevant skills such as cross-cultural communication, media literacy, ethical reasoning, and leadership, while sustaining an appreciation for the intrinsic value of the Humanities. Through 300 hours of community-based learning and a project-based capstone, students apply humanistic knowledge and methods to civic and professional practice.

Students select one of three emphasis areas that integrate humanistic inquiry with applied and professional pathways:

- Technology and Human Values: Humanities for the Future
- Health Humanities: Practical Ethics for Health and Wellness
- Social Responsibility: Humanities for Organizational Leadership

A required language sequence (6–8 units) supports intercultural competency and global awareness. Collectively, these components prepare students to lead with empathy, creativity, and ethical insight in a complex and interconnected world.

The Applied Humanities, B.A. redefines Humanities education for the twenty-first century, connecting ethical reflection and creativity with applied, career-oriented learning. It demonstrates that a polytechnic university is strengthened by programs that center human experience, sustainability, and civic engagement alongside science and technology, embodying Cal Poly Humboldt's mission to prepare students for meaningful work, lifelong learning, and leadership in pursuit of a more just and sustainable world.

#### **Program Overview:**

- **Total Units:** 120 (including GE and university requirements)
- **Major Requirements:** 41–49 units
  - **Core (17 units):**
    - HUM 101S – Applied Humanities (3)
    - HUM 103 – Applied Storytelling (3)
    - SP 121S – Issues in Community Volunteering (1)

HUM 205 – Navigating Change (3)

PHIL 309B – Perspectives: Humanities/Science/Social Science (3)

HUM/ENST 490S – Applied Capstone (4)

- **Areas of Emphasis (18–24 units):** Students complete six courses, including at least nine upper-division units, in one of three emphasis areas:
  - *Technology and Human Values* – explores the ethical and cultural implications of innovation and technology.
  - *Health Humanities* – examines the intersections of health, culture, communication, and wellness.
  - *Social Responsibility* – integrates the Humanities with organizational leadership and civic engagement.
- **Community-Based Learning (300 hours):** Students complete 300 hours of approved service or community engagement through courses or structured programs such as College Corps, YES, or other service-learning opportunities.
- **Language Requirement (6–8 units):** Two semesters of a language other than English at the college level.

**Student Learning Outcomes:** Graduates of the Applied Humanities, B.A. will be able to:

1. Gather, evaluate, and employ information in multiple genres of source material. (ILO 3, 5)
2. Demonstrate professionalism in presentation, communication, and collaboration. (ILO 6)
3. Analyze foundational humanities texts and apply their analysis to real-world circumstances. (ILO 4, 5)
4. Articulate the value of the humanities in developing effective leaders. (ILO 4)
5. Develop skills and abilities necessary to succeed within their chosen emphasis area or professional pathway. (ILO 3, 4)

#### **Alignment With Polytechnic Build-Out:**

The Applied Humanities, B.A. fulfills the polytechnic vision described in the *Cal Poly Humboldt Polytechnic Prospectus* by ensuring that applied learning extends beyond the sciences into human-centered, ethical, and civic domains. As the Prospectus notes, Humboldt’s polytechnic mission is defined by hands-on learning, interdisciplinary collaboration, and sustainability, including “an education grounded in the liberal arts and a strong understanding of sustainability.”

The Applied Humanities degree embodies this by:

- **Integrating applied humanities with sustainability and equity.** Students explore the moral, cultural, and social dimensions of technology, health, and leadership through applied projects that support local and global communities.
- **Providing hands-on, workforce-connected learning.** Through service learning, storytelling, digital media, and public humanities projects, students gain experience

relevant to careers in education, health, policy, communication, and technology management.

- **Linking liberal arts to STEM and applied sciences.** The program complements Humboldt's science and technology strengths by cultivating the ethical reflection, communication, and cultural awareness needed in complex problem-solving.
- **Advancing social sustainability.** Aligning with the "three-legged stool" model of environmental, social, and economic sustainability, the Applied Humanities program focuses on social and cultural dimensions—ensuring that technological and scientific progress remains grounded in human values.

Through these contributions, the Applied Humanities, B.A. anchors the polytechnic build-out in the liberal arts foundation articulated by the CSU and the Chancellor's Office, ensuring that Humboldt's designation as a polytechnic university includes programs that connect applied knowledge to ethical leadership, cultural literacy, and civic engagement.

#### **Program Demand And Workforce Alignment:**

Applied Humanities responds to workforce needs for adaptable, ethical, and communicative professionals. Job sectors include education, health care, public service, communications, and technology management. According to national employment data, employers seek graduates with strong analytical, creative, and leadership skills, core outcomes of this program.

#### **Related Proposals:**

- [HUM - 101S - 24-2752 - New Course - Applied Humanities](#)
- [HUM - 103 - 24-3020 - New Course - Applied Storytelling](#)
- [SP - 121S - 25-3030 - Course Change - Issues in Community Volunteering](#)
- [HUM - 205 - 24-2754 - New Course - Navigating Change](#)
- [HUM - 490S - 24-2869 - New Course - Applied / Service Learning Capstone Experience](#)
- [ENST - 490S - 24-2867 - Course Change - Applied / Service Learning Capstone Experience](#)
- [NAS - 392 - 24-2968 - Course Reactivation - Indigenous Film, Media, and Digital Sovereignty](#)
- [PHIL - 311S - 24-2805 - New Course - Introduction to Care Ethics](#)
- [RS - 309W - 24-2919 - New Course - Death and the Good Life](#)

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**CAL POLY HUMBOLDT**  
**University Senate**  
**Resolution to Recommend Approval of the Critical Agriculture Studies & Agroecology New Degree Proposal**

11-25/26-ICC – November 18, 2025 – Curriculum Reading

**RESOLVED:** That the Critical Agriculture Studies & Agroecology New Degree Proposal, detailed in proposal [24-2837](#), be approved.

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***RATIONALE:***

The Critical Agriculture Studies & Agroecology (CASA), B.A. is a transdisciplinary, applied, and justice-centered program that integrates the arts, humanities, and sciences to prepare students to transform agriculture for a climate-just and sustainable future.

CASA redefines agricultural education for the twenty-first century by combining scientific study, critical analysis, and hands-on practice. Students develop the technical, cultural, and ethical tools necessary to reimagine relationships among people, land, water, plants, and animals. The program trains Cal Poly Humboldt’s “critical farmers”—leaders who bring together regenerative agricultural practices with an understanding of social justice, decolonization, and Indigenous and traditional ecological knowledges.

Located in California’s North Coast region, the program leverages Humboldt’s distinctive food system—one built on small farms, regenerative practices, and farm-to-table economies—to create an experiential model for agroecological education. Through community-based coursework, applied farm labs, and partnerships with regional farms and Tribal organizations, students contribute to developing inclusive and climate-resilient food systems that align with California’s equity and climate goals.

This program embodies Cal Poly Humboldt’s polytechnic mission, integrating applied science, the arts, and humanistic inquiry to address global challenges in sustainability, climate adaptation, and agricultural transformation.

**Program Description:** The Critical Agriculture Studies & Agroecology (CASA) program offers a cutting-edge, hands-on major that crosses traditional disciplinary boundaries between science, the humanities, and the arts. Students learn within a supportive program community centered on the program farm, an emerging demonstration site for agroecological experimentation and applied research.

The program emphasizes both breadth and depth. The core curriculum grounds students in agroecological methods, agricultural history and politics, and leadership for social and environmental change. Students then develop depth through one of four emphasis areas:

1. Arts, Environmental Justice & Politics
2. Food, Wellbeing & Culture
3. Ecologies & Practice

#### 4. Leadership & Sustainable Economies

CASA students graduate prepared to lead agricultural innovation, communicate across communities, and contribute to rebuilding resilient regional food systems.

##### **Program Overview:**

- **Total Units:** 120 (including GE and university requirements)
- **Major Requirements:** 40–49 units
  - All courses in the major must be completed with a grade of C– or better.
- **Core (25 units):**
  - SOIL 104 – Introduction to Sustainable Agriculture and Lab (3)
  - CASA 210 – Principles of Agroecology (3)
  - CASA 210L – Methods in Agroecology (1)
  - CASA 325S – Community Farming, Leadership & Social Change (4)
  - NAS 309 – Traditional Ecological Knowledge & Indigenous Natural Resource Management (3)
  - CASA 410 – Critical Agroecologies & Food Sovereignty (4)
  - CASA 490 – Capstone Project and Seminar (4)
- **Additional Applied Farm Experience (3 units total):**
  - CASA 313 – Upper Division Farm Lab (1)
  - NAS 333 – Food Sovereignty Lab (1; must be taken at least once)
- **Emphasis Areas (18–24 units):** Students complete six (6) courses total: at least four (4) courses in one emphasis area and one course in two others.
  - **Arts, Environmental Justice & Politics:** Courses include ANTH 314, ART 372B, CASA 480 (Histories of Agrarian Crisis; Art and Gardens), CRGS 331, ENGL 311, ENST 471, NAS 332, PHIL 302, PSCI 373, and WS 340.
  - **Food, Wellbeing & Culture:** Courses include ANTH 308, CASA 480 (Culinary Literacy; Food-as-Medicine; Black Agroecologies and Foodways), COMM 429, HED 231, HED 343, and PSCI 305W.
  - **Ecologies & Practice:** Courses include ANTH 359, BIO 330, BOT 330, BOT 350, BOT 360, CASA 480 (Urban Farming; Compost & Mulch Seminar), ENGL 471, ENGR 305, NAS 308, RRS 306, SOIL 260, SOIL 360, SOIL 462, and SOIL 468.
  - **Leadership & Sustainable Economies:** Courses include BA 340, BA 430, COMM 438, ECON 309, ENST 470, NAS 312W, NAS 362, PSCI 317, and ESM 435.

**Student Learning Outcomes:** Upon completing the Critical Agriculture Studies & Agroecology (CASA) major, students will be able to:

1. Practice: Utilize best practices, methodologies, and skills for regenerative and agroecological farming.
2. Analysis: Apply intersectional, decolonial, and transnational analysis to examine agriculture and human–environment relationships.
3. Leadership: Demonstrate effective leadership and business skills.
4. Agroecology: Analyze the multiple valences and meanings of the term “agroecology.”

**Distinctions From Existing Programs:** The CASA program is distinct within the CSU. It centers on critical agroecologies, equity, and decolonial frameworks, weaving traditional science courses into an interdisciplinary architecture. While complementing existing agricultural and environmental programs, CASA uniquely combines scientific literacy, social justice, and transformational leadership.

Humboldt's regional food system—defined by small farms, regenerative practices, and local agritourism—differs significantly from large-scale agricultural regions like the Central Valley. CASA leverages this distinctive local context to offer students experiential learning grounded in place-based and community-driven agriculture.

**Workforce Demand:** Workforce data from the U.S. Bureau of Labor Statistics and California Labor Market Information confirm strong demand for graduates with knowledge in agroecology, sustainability, and agricultural leadership. While overall employment for agricultural managers is projected to decline slightly over the next decade, tens of thousands of annual job openings are expected due to retirements and turnover.

The average age of U.S. farmers is nearing 60, highlighting the need for a new generation of agricultural professionals capable of advancing sustainable and just practices. CASA graduates will enter the field prepared to fill these roles, combining scientific expertise with community leadership and ecological ethics.

**Alignment With Polytechnic Build-Out:** The CASA program embodies Cal Poly Humboldt's polytechnic mission by merging scientific knowledge, humanistic inquiry, and community-based practice to address sustainability and climate change. Consistent with the Polytechnic Prospectus, CASA contributes directly to the science, technology, engineering, and applied science pillars of a polytechnic education while extending them to include social and ethical engagement.

This program:

- Integrates applied agricultural sciences with humanities and arts-based inquiry to solve complex environmental and social challenges.
- Centers climate justice and sustainability, aligning with state and CSU system goals.
- Models transdisciplinary collaboration, combining soil science, Indigenous ecological knowledge, decolonial theory, and creative communication.
- Strengthens Humboldt's position as a regional hub for sustainable food systems and applied environmental learning.
- Expands polytechnic diversity by ensuring accessible pathways for first-generation and underrepresented students into agricultural leadership.

CASA demonstrates that polytechnic education encompasses both scientific innovation and humanistic insight, producing graduates who can lead California's transition toward equitable and sustainable agriculture.

**Resource Implications:** The Critical Agriculture Studies & Agroecology (CASA), B.A. has been designed to launch efficiently by leveraging existing faculty expertise, courses, and infrastructure within related departments. The program's early implementation phase will therefore require minimal new investment, with incremental growth supported through planned faculty and staff additions as enrollment expands.

**Faculty and Staffing:**

- Existing faculty from Environmental Science & Management, Native American Studies, and related disciplines possess sufficient expertise to deliver the program at launch.
- An additional tenure-line faculty position in engaged learning and agroecology is recommended to meet anticipated student demand and to sustain program growth.
- The program will require a dedicated farm manager, ideally drawn from the lecturer pool, to oversee operations at the program farm, support teaching, and maintain research continuity. Pairing instructional and farm management responsibilities ensures efficiency and stability.
- As the program grows, additional tenure-track positions (approximately one per 40 majors) will be needed to maintain high-quality, hands-on instruction and advising.

**Facilities and Operations:**

- The University Foundation has purchased a 26-acre parcel of agricultural land, with 2 acres designated as the CASA program farm. Development of this site has begun, including a water storage system, equipment container, and initial infrastructure for teaching and crop cultivation.
- Grant funding has been secured for the installation of a vegetable washing station, rainwater catchment system, and greenhouse.
- The university has provided start-up funds and base operational support, establishing a strong foundation for applied instruction.
- Future needs include ongoing base funding for operations and equipment (O&E) and continued development of teaching and research infrastructure on the farm.

**Financial Outlook:**

- The CASA program has been structured for fiscal sustainability. Most required courses already exist in other departments, minimizing the need for new instructional development.
- While the university's initial investment in land and start-up costs has provided a strong foundation, establishing recurring operational support for the program farm is an essential long-term goal.
- The program anticipates supplementing base funding through grants, partnerships, and collaborative research projects with regional and state agencies.

**Commitment to Growth:** Cal Poly Humboldt is committed to growing and maintaining the CASA program once approved. The program's applied, community-engaged model aligns closely with the university's strategic priorities and will attract students, grants, and community partnerships that reinforce its sustainability.

**Related Proposals:**

- [CASA - 210 - 24-2981 - New Course - Preliminary Seminar in Critical Agriculture Studies & Agroecology](#)
- [CASA - 210L - 24-2982 - New Course - Preliminary Seminar Lab](#)
- [CASA - 303 - 24-3008 - New Course - Upper Division Farm Lab](#)
- [CASA - 325S - 24-3006 - New Course - Community Farming, Leadership & Social Change](#)
- [CASA - 410 - 24-3007 - New Course - Critical Agroecologies and Food Sovereignty](#)
- [CASA - 490 - 24-3021 - New Course - Critical Agriculture Studies & Agroecology Capstone](#)

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**Note on Document Preparation:** Portions of this resolution were developed with the support of artificial intelligence tools to enhance consistency, formatting, and clarity. All content originates from the official proposal documents and aligns with Chancellor's Office documentation standards. Each resolution is reviewed and finalized collaboratively by the Integrated Curriculum Committee Chair, committee members, and the proposal authors, with opportunities for revision prior to submission for Senate consideration.

**CAL POLY HUMBOLDT**  
**University Senate**  
**Resolution to Recommend Approval of the Cultural Resource Management Certificate of Study**

09-25/26-ICC – November 18, 2025 – Curriculum Reading

**RESOLVED:** That the Cultural Resource Management Certificate of Study, detailed in proposal [24-2854](#), be approved.

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***RATIONALE:***

The Cultural Resource Management (CRM) Certificate of Study provides students with applied training in the field and office practices of the cultural resource management industry, including the contemporary methods, regulatory frameworks, and ethical principles that guide professional work in this area.

Cultural resource management is the largest career area in applied archaeology, encompassing the monitoring, documentation, and management of cultural sites during construction, restoration, and land management projects. The industry is experiencing sustained workforce demand for qualified technicians with hands-on training and a working knowledge of relevant federal and state laws.

The CRM certificate ensures that Cal Poly Humboldt graduates are prepared to enter the profession with the technical and ethical competencies necessary for success in the field, reducing the need for extensive employer training. The curriculum emphasizes collaboration with Tribal and community partners, recognizing tribal sovereignty, authority, and the importance of ethical, community-based work.

This program builds upon Cal Poly Humboldt's applied strengths in anthropology, archaeology, and Native American Studies, and is supported by the on-campus Cultural Resources Facility (CRF)—a professional CRM organization that provides students with practical, real-world experience in the discipline. The certificate is aligned with Cal Poly Humboldt's polytechnic focus on hands-on, career-connected learning and supports the university's commitment to respectful and sustainable engagement with Indigenous communities.

**PROGRAM OVERVIEW:**

- Total Units: 22–23
- Program Structure: The CRM Certificate draws from existing courses in anthropology, archaeology, and Native American Studies that are already in rotation. No additional resources or funding are required to support the program.
- Program Description: The Cultural Resource Management Certificate of Study trains students in the methods, practices, and professional standards of the CRM industry. Courses emphasize compliance with federal and state legislation, ethical collaboration with communities, and technical skills essential for archaeological fieldwork and reporting.

- Students completing the certificate will be prepared to enter the CRM workforce as qualified technicians or to pursue advanced graduate study in applied archaeology.

**Student Learning Outcomes:** Students completing the Cultural Resource Management Certificate of Study will be able to:

1. Describe and apply the laws and regulations governing cultural resource management in the United States, with emphasis on current practices in California.
2. Critically evaluate historical, legal, and ethical contexts for CRM, including the role of federal and state agencies, private industry, and tribal governments.
3. Explain and implement the stages of a CRM project, from planning and survey through documentation and reporting.
4. Demonstrate technical field skills expected of entry-level CRM technicians, including mapping, excavation, soil identification, and completion of DPR 523 forms.
5. Apply archaeological methods and theory to reconstruct past environments and human activities using the scientific method and professional reporting standards.
6. Develop specialized competencies in at least two methods areas, such as material culture analysis, faunal analysis, remote sensing, GIS, ethnobotany, or soil science.
7. Recognize and uphold Tribal sovereignty and the importance of respectful, collaborative engagement with Indigenous communities in all CRM work.

**Program Impact:**

The CRM Certificate strengthens Cal Poly Humboldt's role as a leader in applied, field-based education and supports workforce needs in a high-demand professional area. It provides a competitive advantage for students across multiple majors—particularly those in anthropology, environmental science, and related disciplines—while promoting ethical and community-centered professional practice.

By integrating a Native American Studies course and emphasizing collaboration with Tribal partners, the program ensures that graduates engage in cultural resource management that reflects modern archaeological principles and respectful partnership with Indigenous communities.

No additional faculty, facilities, or funding are required to implement the program.

**Related Proposals:**

- [ANTH 450 - New Course](#): No resources needed other than what is currently available. The course is C-78 for 0 WTU. The Anthropology Department chair or a designated faculty with existing related WTU will review the completed competency logs.

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