

## University Senate

### **Meeting Minutes for Tuesday, April 23, 2024**

Zoom Only (due to campus closure) Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:01 pm. A quorum was present.

#### **Members Present**

Aghasaleh, Anderson, Banks, Benavides-Garb, Burkhalter, Capps, Cappuccio, Carvajal, Deshazier, Graham, Harmon, Hill, Holliday, Miller, Miyamoto, Mola, Pachmayer, Parker, Ramsier, Ruiz, Stelter, A. Thobaben, Tillinghast, Virnoche, Woglom

#### **Members Absent**

Bell, Jackson, Lancaster, McGuire, Ronald, Schroeder, M. Thobaben

#### **Guests**

Carrie Aigner, Andrea Alstone, Genevieve Ameduri, Forrest Archer, Mike Atienza, Amber Blakeslee, Brittany Britton, Kelly Bustamante, Carmen Bustos-Works, Jenny Cappuccio, Max Cartagena, Danielle Cenotti, Spencer Chaudhary-Key, Erin Clear, Grace Coleman, Kas Colwell, Jeff Crane, Skylar Darrow, Amber Fiedler, Kelly Fortner, Natalie Giannini, Ethan Glaz, Cameron Allison Govier, Bella Gray, Geneva Green, Morgan Groves, Alana Hackman, Jamilla Hashem, Aime Hernandez, Gerardo Hernandez, Nate Heron, Nayré Herrera, Kendra Higgins, Alison Hodges, Cheyenne Hoffman, Cozy Hunter, Jakob Joachin, Mark Johnson, Karina Juarez, Amanda Kachevas, Su Karl, Rob Keever, Travis Kennedy, Morgan King, Gabi Kirk, Katie Koscielak, Molly Kresl, Jasper L., Lauren Larsen, Mike Le, Hallie Lepphaille, Ethan LeVering, Laura Levy, Joe Lindley, Maureen Loughran, Heather Madar, Kerry Marsden, Autumn Marsh, Josh Meisel, Peggy Metzger, John Meyer, Zachary Meyer, Maya Montes de Oca, Charles Moore, Jesse Morales, Maxine Mota, Kyle Namgostar, Drake Newell, Cyril Oberlander, Meridith Oram, Maria Ortega, Ellen P., Raven Palomera, Katherine Parrilla, Suzanne Pasztor, Elin Perry, Ricardo Picart, Holly Rae, Meenal Rana, Sasheen Raymond, Cutcha Risling Baldy, Jenni Robinson Reisinger, Thomas Rocha, Kali Rothrock, Sterling Russell, Sangeeta Sarkar, Justine Savedra, Jessica Schlachter, Liz Silver, Harry Singh, Carly Slade, Harmony Sloan, Jae Smith, Matias Solorzano, Connie Stewart, Aundrea Stuckey, Anna Thaler, Vickie Thornburgh, Rick Toledo, Isaac Torres, Kristin Tran, Lisa Tremain, Jared Van Der Loo, Victoria Vargas, Lilia Velez, Brigid Wall, Kimberly White, Jeanne Wielgus, Michelle Williams, Janet Winston, Marylisa Wood, George Wrenn, Sherry Wright, Adrienne, Anita, Athens, Cassandra, Christine, Cielito, Cubel, Debbie, Fox, Holly, Hunter, J.S., Jasmyn, Joey, Li, Magali, Maral, Markus, Mary, Mudd, Noel, Nosheen, Sachi, Stephanie, Sunny, Tani, Xelha, Zoe, and 15 other guests.

#### **Announcement of Proxies**

Miyamoto for Bell, Kimberly White for Capps, Mark Johnson for Jackson, Anderson for Lancaster, Pachmayer for McGuire, Harmon for Schroeder, A. Thobaben for M. Thobaben

#### **Reading of the CFA Statement**

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

**Approval and Adoption of Agenda**

M/S (Virnoche/Miyamoto) to amend the agenda to move Reports of Standing Committees, Statewide Senators, and Ex-officio Members to the end of the agenda and to make Item 5 a Discussion Item and Report on the Campus Response to the Protest and Occupation of Siemens Hall.

Motion to adopt the agenda as amended passed without dissent.

**Discussion Item and Report on the Campus Response to the Protest and Occupation of Siemens Hall**

Chair Woglom introduced the topic and spoke about his engagement with the student protestors. People are currently researching the University's investments to answer some of the questions.

Senator Parker said he's been told the main concern is the confidential documents in Siemens Hall.

Chief of Staff Mark Johnson reported that it's currently believed there are between 40 and 50 protestors in Siemens Hall. They were offered to exit and engage in peaceful protest at other places on campus, and they refused. They've insisted on occupying and effectively shutting down the administrative center of campus. Options to try to remove the protestors, who were effectively trespassing, were gone through. The protestors resisted entry of police into the building, resulting in injuries to several police officers. There were two reported injuries to students, and likely more that were unreported. The decision was made to remove the police presence and the situation calmed down. That's where we are now. Next steps include communicating with and dealing with protestors inside the building, as well as ensuring the safety and the rights of students across campus to a peaceful, secure environment that is conducive to learning. Campus will continue to be shut down through tomorrow to ensure safety across campus. Then there are some decisions to make about what is to transpire for not only the rest of this week but the rest of this semester.

Senator Virnoche asked if a neutral party is being used to talk with the students and who is being consulted in the decision making. Chief of Staff Mark Johnson said that the Dean of Students Mitch Mitchell and the Senate Chair have engaged with the students today. The campus has established an Emergency Operations Center and the President's Administrative Team and President Jackson are making operational decisions.

Senator Ruiz reported that the Executive Board of the California Faculty Association has some suggestions for this situation. First is to not sanction or discipline the students or community members involved. Second, to show support. This is what we teach and students are putting it into practice. The genocide in Gaza has to end. These are the kinds of mechanisms that we have as citizens to make these politics known. Third, reject and condemn the show of force and policing and response to organized concentrated protest efforts. Fourth, regret the decision to shut down the entire campus. We think the protest is a historic, unique, and productive educational opportunity that we can all benefit from. Cal Poly Humble is on stolen land. These students are protesting genocide. The campus must open immediately so we can all continue to interrogate these histories and our place therein. Fifth, reiterate that the campus is closed tomorrow, but invite union siblings, fellow faculty members, and the public to show support and come to a teach-in on related issues tomorrow, Wednesday, at noon. We asked that the administration and local law enforcement support and encourage these efforts. Sixth, in light of our history of demanding presence and accountability on behalf of our president and the fact that, so far,

he has not taken any meaningful leadership on this issue, we are joining several of our colleagues in calling on the University Senate to take a vote of no confidence for President Jackson and Provost Capps.

Senator Graham discussed the last student occupation on campus. It was in the Native American Forum when Dr. Boleman was escorted off campus by police. The Chief of Police talked to them and took their demands to the President. An agreement was reached between the students and the administration and it led to positive changes on campus. Senator Graham recommended that a mediator be brought in.

Katie Koscielak was recognized by the Chair and asked if the student's demands are being considered.

Chair Woglom stated that the demands, as they've been presented, are very broad. The investments are a question that can be pursued, so that we have the information to be acted on. Chief of Staff Mark Johnson said the university itself is not invested, and that investments at the state level are not under our control. There are investments in the endowment that are being looked into. President Jackson has made it clear that he will not issue a statement in support of or against political subjects. The demands are being taken seriously, and we are in a fact finding stage.

Senator Virnoche agreed that a mediator should be brought in.

Aundrea Stuckey was recognized by the Chair and said that she's a community member and with the NAACP. There is a community meeting about the safety of the students in the dorms with the increased police presence on campus. Not using words that vilify the student protestors will help to deescalate the situation.

Senator Carvajal agreed that the language we use needs to be taken into account. Bringing up the injuries to police before the injuries to students says a lot. President Jackson can't make a political statement, but he can make a statement in support of his students, and he should.

Genevieve Ameduri was recognized by the Chair and stated she is a community member. She expressed support for the student protestors.

Senator Aghasaleh shared their concern that the decision to close campus is prioritizing property over people. There are students who depend on access to campus for their safety, health, and well-being. Administration is putting all of us at risk by closing the buildings on campus.

#### **Approval of Minutes from April 9, 2024**

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

#### **General Consent Calendar**

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

Professor Maxwell Schnurer submitted the attached comments.

Jamilla Hashem made the following comments:

Hi, my name is Jamilla. I am a Social Work student here at Cal Poly and I am here with many students and faculty standing in solidarity with the students that are occupying the campus, peacefully protesting, and calling for a divestment from Israel. As people should be aware at this point, we're hundreds of days into watching this live genocide being broadcast on TV and through our smartphones. We've seen just so much silencing at the institution, so much normalization of this violence, silencing of students voices who are protesting this, and using words that don't represent what we're doing, which is calling for firstly a ceasefire, secondly a divestment from this government from this state that is responsible for enacting this violence for 76 years against Palestinians. As a campus and as a university that is so dedicated to land acknowledgements and Land Back and indigenous rights it's just so ironic that we still continue to skirt around this issue of Palestinian liberation.

Knowing that our tax dollars are specifically funding this occupation, this genocide that we're watching, our tax dollars are continuing to send weapons, so we are done watching this happen with our own tax dollars. Students need to be protected in this right of freedom of speech and in calling for what every single person should be calling for right now, which is divestment from Israel and sanctions. This is normalizing this across our campus, in our classrooms, in our discussions, and our conversations, rather than this penalization, this silencing. it's just getting to a point where it's just so horrific and we've had enough.

Protests have been used for many, many, many years to bring awareness to injustices that are happening and we refuse to be silenced. I'm speaking on behalf of many, many people who believe that not only do we have a right to protest against this, but we have a responsibility to end this genocide and divest from Israel.

Kelly Forner made the following comments:

Hi everyone. My name is Kelly Fortner. I work as staff on campus here. I just wanted to say I believe it is our duty to listen to our students' demands and work in solidarity to meet their demands. As a university that stands for a just and sustainable world, we must show up and speak out against the genocide of over 34,000 Palestinians since October 7, 2023. The attacks by the State of Israel on Palestinians have been funded by US tax dollars.

Here at Cal Poly Humboldt, we pride ourselves on being student centered, guiding and supporting our students' academic journeys towards careers that will usher in a brighter and more empathetic world, grounded in values of justice, diversity, equity, and inclusion. If we want to hold true to our values as a university and a campus community, we need to meet the demands of our students and make a stand against genocide. Let us protect our students and listen to their demands for a total and permanent ceasefire and an end to the occupation of Palestine. Thank you.

Professors Janet Winston and Gabi Kirk read the attached letter.

Sangeeta Sarkar made the following comments:

Hi everyone. My name is Sangeeta and I'm a first year graduate student in the Environment and Community graduate program at Cal Poly Humboldt. As a student who pays tuition to this university, I

also echo the demands of my colleagues for Cal Poly Humboldt and the Cal Poly Humboldt Foundation to divest any monetary investments that it has in the Israeli apartheid state.

We're witnessing a genocide right now. I don't know how to say that any more eloquently than all of the people who spoke before me. I think if that isn't being understood, there's really not much more that we can really say to convince folks. As someone who comes from a family that has survived colonialism, I stand with the people of Palestine and all of their supporters on campus in calling for divestment. As someone whose lineage has survived colonial induced famines, similar to what the people of Palestine are facing, something many of us, especially those who are financially privileged, don't even understand, I can no longer allow my tuition dollars to go towards funding a genocide. So again, I echo all of the calls for divestment and urge the administration to listen to its students, faculty, and staff, and be on the right side of history. Thank you.

Kelly Bustamante read the attached comments.

Zachary Meyer submitted the following comments:

As a senior in Economics and Environmental Studies (ENST) and a Jewish student, I want to express my wholehearted solidarity with the peaceful protestors in Siemens Hall. Their dedication to advocating for divestment and calling for an immediate ceasefire resonates deeply with me.

In Economics, we understand the power of divestment as a means to drive change and hold institutions accountable for their actions. It's not just an economic decision but a moral imperative, especially when addressing human rights violations and environmental degradation.

Furthermore, as a member of the Jewish community, I believe in the importance of speaking out against violence and injustice wherever it occurs. A ceasefire in conflict zones like Gaza is urgently needed to prevent further suffering and pave the way for meaningful dialogue and reconciliation.

I want to emphasize that criticism of specific policies or actions of the state of Israel, as advocated by the protestors, is not inherently antisemitic. It is crucial to distinguish between anti-Zionism, which critiques political ideology, and antisemitism, which perpetuates harmful stereotypes and discrimination against Jewish people.

I stand with the protestors in Siemens Hall and echo their calls for divestment and an immediate ceasefire. Let us work together towards a future rooted in justice, compassion, and solidarity.

Travis Kennedy submitted the following comments:

I am a Politics major here at Cal Poly Humboldt. In addition, I am involved locally with the Green Party of Humboldt County, and the North Coast Progressive Alliance. Yet again, I am embarrassed and ashamed by the actions of this University's administration. The decision to involve law enforcement and utilize force against protestors infringed on the right to free speech, and undeniably needlessly escalated the situation. This institution likes to portray itself as a welcoming, progressive university, but continuously makes decisions contrary to these beliefs. The decision to evict houseless students residing on campus parking lots not only was morally reprehensible, but a form of class warfare against the most

underserved population on our campus. Furthermore, the use of force against protestors yesterday 4/22/24 is undeniably authoritarian, and sets a dangerous precedent that free speech can be shut down forcefully if the institution decides they disagree with the message or goals of the protests. Our tuition pays your salaries, how dare you use force against those of us caring enough to speak out against the United States' complicity in the genocide of Palestinian civilians. The administration of this university time and time again has made me ashamed and full of regret to be a part of this campus and community. I DEMAND you not press charges against ANY protestors, I DEMAND that you formally apologize to protestors for the use of force, I DEMAND the University formally announce support for divestment from Israel, recognize Palestinian sovereignty, and announce support for a ceasefire. Finally, I DEMAND a vote of no confidence against President Jackson.

Jesse Morales submitted the following comments:

I wanted to write to ensure my concern was heard. I am deeply disturbed by Mark Johnson's comments placing blame on the student protestors and acting as if the police were victimized when they were the ones enacting violence. The police forces were covered in protective gear, riot shields, batons and guns on their backs, cracked a student's skull open but somehow they are the victims?

I would like to also second my support for the vote of no confidence for President Jackson. Having a proxy in such a time period when he should be stepping up in at least solidarity with his students is disgusting to me.

I have been a student at Humboldt for 7 years and I have never experienced such disappointment in an administration than I have here on campus. Jackson has been absent and has no right to be the president of an institution in which he doesn't support his own students.

This campus wide shutdown is a signal that this institution's administration places its values in property over people and has tainted my entire 7 years of experience with blood.

Autumn Marsh submitted the attached comments.

Senator Miller submitted the attached comments.

**Resolution on the URPC Budget Recommendation 2024/2025 (24-23/34-URPC – April 23, 2024 – First Reading)**

Senator Mola went over the attached budget recommendations.

Senator Cappuccio asked why academics are reducing by the largest percentage, especially compared to athletics. Senator Mola said that this is just the state-side budget, and athletics has a significant reduction coming from their fees budget as well, which will total about 17% overall for them.

**Resolution on Updating the Credit/No Credit Grade Mode Deadline (21-23/24-APC – April 23, 2024 – Second Reading)**

Senator Hill gave an overview of the resolution. Since the first reading, they added links to a tool of the Advising Center that explains the Credit/No Credit complications, and added a questionnaire for students to determine if Credit/No Credit is right for them.

Senators Virnoche, Ramsier, Benavides-Garb, and A. Thobaben spoke in favor of the resolution.

Senate vote to approve the Resolution on Updating the Credit/No Credit Grade Mode Deadline ***passed without dissent.***

Ayes: Aghasaleh, Anderson, Banks, Benavides-Garb, Burkhalter, Cappuccio, Carvajal, Deshazier, Graham, Harmon, Hill, Holliday, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Parker, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Bell, Capps, Gordon, Ronald, Tillinghast

**Resolution on Policy on GEAR Program Features and Course Certification Requirements (22-23/24-ICC – April 23, 2024 – Second Reading)**

Senator Ramsier gave a review about the policy and discussed changes that have been made. One change was to remove the American Institutions changes and will be worked on next year.

Senators Harmon, Anderson, and Mola spoke in favor of the resolution.

Senate vote to approve the Resolution on Policy on GEAR Program Features and Course Certification Requirements ***passed without dissent.***

Ayes: Aghasaleh, Anderson, Benavides-Garb, Burkhalter, Cappuccio, Deshazier, Graham, Harmon, Hill, Holliday, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Parker, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Banks, Bell, Capps, Carvajal, Gordon, Ronald, Tillinghast

M/S (Graham/Harmon) to extend the meeting by 15 minutes.

Motion to extend the meeting by 15 minutes approved without dissent.

**TIME CERTAIN: 4:45 PM - Faculty Executive Session: Reading of the Distinguished Faculty Awards Nomination Letters and Ratification Vote**

M/S (Mola/Virnoche) to move the Senate into Executive Session.

Motion to move to Executive Session passed without dissent.

In accordance with University Senate Bylaws section 7.3, minutes were not recorded.

**Sense of the Senate Resolution on Transitioning to a Campus that is Accessible To Individuals with Disabilities (19-23/24-EX – April 23, 2024)**

**Resolution to Recognize the Importance of Accessibility in Teaching (23-23/34-FAC – April 23, 2024 – First Reading)**

Senator Miller introduced the resolution. Professor Suzanne Pasztor explained that this resolution was worked on by the Faculty Accessibility Fellows as part of the need to make classroom materials accessible. Appendix J already encourages instructors to think about diverse points of view, so it makes sense to include mindfulness about people with disabilities.

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

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

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M/S (Harmon/Miller) to adjourn.

**Meeting adjourned at 5:29 PM**



**Integrated Curriculum Committee**  
Consent and Voting Action Calendar

April 16, 2024

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**Consent Calendar**

N/A

**Voting Action Calendar**

**Environmental Studies Program Changes**

[Environmental Studies, B.A. - Change Core Requirements - 23-2298](#). UD Core: Remove PSCI 381S and replace with PSCI 371 Experiential Workshop (Topic: E Law Conference, 1 unit); PSCI 381S indefinitely on hold; choose one from two bucket, with PSCI 381 and PSCI 371 as two options. LD Core: Remove ENST 120 (suspended), and replace it with new ENST 195A, a new course that is a corequisite for ENST 195 for ENST majors (related proposals).

[ENST - 120 - 2305 - Course Suspension - Intro Seminar in Env. Studies](#) - replacing ENST 120 with [ENST 195A](#) (Orientation to Environmental Studies), co-requisite with [ENST 195](#) (Foundations of Enviro Studies), for majors only.

[ENST - 195 - 23-2299 - Course Change - Foundations of Environmental Studies](#). Change title **from** Topics in Nature/Culture **to** Foundations of Environmental Studies. Slight changes to title and description. ENST Majors only: making new course ENST 195A a required co-req, so like a 4-unit course (3+1) (but 195A is replacing suspended ENST 120, 1-unit, so no change to major units). NB: ENST has unarticulated ENST 195 so that transfer ENST majors will have to take the 4-unit combo (195/195A) to create a cohort bonding experience, even if they have taken a course similar to ENST 195 (Foundations of Environmental Studies, 3 units) at a community college.

[ENST - 195A - 23-2303 - New Course - Orientation to the Environmental Studies Degree](#) - ENST is redesigning this intro-level course to better serve the curricular and success needs of students. LK: Creating new course, ENST 195A (1 unit), that will be a co-req with ENST 195 (3 units) for ENST majors; replacing ENST 120 in curriculum for majors (ENST 120 being suspended).

[ENST - 295 - 23-2334 - Course Change - Power/Privilege & Environment](#) - Change prerequisites: remove ENST 120 (suspended, 1 unit).

# CAL POLY HUMBOLDT

University Senate Written Reports, Date: April 23, 2024

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Nicole Jean Hill, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Harrelle Deshazier (Advisor-Umoja Center), Tyler Evans (Faculty-Math), Nicole Jean Hill (APC Chair Pro-Tem), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment). *Vacant: AS Student 1st and 2nd Reps, faculty position*

Meeting Date(s): April 10 & 17, 2024

Meeting Details: [Minor/Certificate Policy](#): Discuss stackable language - discussed that a definition is needed in the top of the document because few people seem to know what that means. We made plans to make additional suggestions on the most recent draft version of the document related to the upper division requirements for certificates and we noted that the bottom of the document should include that it supersedes the certificate policy. We discussed whether we needed an upper limit on minors, and an idea was proposed that we either say it is a % of the major maximum or don't refer to a maximum like some schools do. The plan for remainder of semester is as follows: based on the time of the semester, we determined that the CR/NC policy will be the only thing to hopefully go through senate this term, but we will hopefully have the minor/cert policy ready to launch at the very start of fall term.

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## Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Lisa Tremain, Marisol Ruiz Gonzalez, Kim White

Meeting Date(s): Wednesdays 11-noon, NHE 106 and Zoom (please email Tim at [tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu) for more details if you'd like to attend)

Meeting details:

We are bringing an update to the faculty handbook, Appendix J, to include specifics about how faculty can use their work toward making their courses accessible to demonstrate their excellence in teaching/librarianship/counseling. This idea was brought to us by Suzanne Pasztor

and the other Accessibility Fellows as a way to encourage and incentivize faculty in dedicating time to improving accessibility. The proposed changes to Appendix J do not change the requirements for RTP but simply clarify that improving course accessibility is one way to demonstrate teaching/librarianship/counseling excellence.

We are also working on a resolution that will likely come up early next fall about early tenure. Please take a look at the [changes to Appendix J that we are currently considering](#) and share your feedback (details on how to provide feedback are in the document). And please share this with other faculty or other interested folks.

If you are interested in either of these issues, let Tim know ([tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu)).

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## Staff Council:

Submitted by Senator Sulaina Banks

The 3rd Annual Staff Appreciation Week will be from **Tuesday, May 28th** to **Friday, May 31st**.

On Tuesday, May 28th, there will be games in the Redwood Bowl; and on Wednesday, May 29th, there will be a plant exchange in front of the Library.

The End-of-Year Staff Appreciation Event will be held at the Arcata Community Center on **Thursday, May 30th**, starting at 4 p.m. During this event, staff will receive their 5, 10, 20, and 30 years with Years Of Service Pins.

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## President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President

Mark Johnson, Chief of Staff

Sherie Gordon, VP Administration and Finance/CFO

Jenn Capps, Provost and VP Academic Affairs

Chrissy Holliday, VP Enrollment Management and Student Success

Frank Whitlatch, VP Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

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

**MOMENTS OF PRIDE** - The Cal Poly Humboldt Model United Nations team returned from competing at the National Model United Nations conference in New York, where they were recognized as a

Distinguished Delegation for outstanding conference performance. More than 2,000 students completed from nearly 120 colleges and universities from around the world, and earning the award meant that Humboldt placed in the top 20% of schools at the conference. Shout out to Noah Zerbe for his leadership. Well done!

#### **COMMUNITY -**

- President Jackson and President Flamer hosted the Joint Native American Advisory Council meeting this month with tribal leaders. Discussions regarding NAGPRA, Native student success, athletics, and an upcoming Indigenous cultural exchange ensued.
- Over \$780,000 First Star funding was granted to CalPoly in Support of outreach to former foster youth in Humboldt and Del Norte Counties.

#### **ACADEMICS**

- In preparation for the Cal Poly Humboldt WASC review, a team attended the WASC ARC 2024 Conference. The team is preparing for the upcoming re-accreditation visit.
- On May 1st from 3-6 pm Cal Poly Humboldt and CR will host a joint Assesstivus: Assessment for the Rest of Us celebration at the Baywood Country Club. The event will recognize assessment excellence.

#### **INCLUSIVE EXPERIENCE**

Under the direction of Enrollment Management and Student Success the campus secured over \$600,000 in support of Black Student Success and AANHPI students in support of CalPoly's services for Umoja Center for Pan African Student Excellence and the Asian, Desi & Pacific Islander Collective.

#### **INFRASTRUCTURE**

The President's Cabinet reviewed the most current draft of the Campus Physical Plan. The Smith Group has spent the last year listening to the campus, stakeholder groups, benchmarking teams, and information gathering.

#### **INNOVATION AND SUSTAINABILITY**

Under Administrative Affairs the Victor T. Schaub Memorial Lecture on Local Politics will bring in a panel of experts to speak on the topic of Humboldt Offshore Wind: Challenges and Opportunities for the Local Community. This event will be held on Monday, April 29th, 5-7 pm. in BSS, Room 166.

# CAL POLY HUMBOLDT

Department of Communication

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To: University Senate  
From: Maxwell Schnurer, Ph.D., Communication Chair  
RE: GEAR Certification Requirements  
Date: April 23, 2024

This is a request to please not pass the GEAR Certification Requirements resolution up for vote today at the Senate.

1. There is no need for this resolution. Almost every section in this resolution is a step backwards in our General Education culture watering down exceptional learning. The campus does not need a policy making it easier for classes to be GE certified. We need stronger shared standards for GE areas created with the feedback of subject experts.
2. This resolution harms departmental work to ensure faculty preparation. Historically this is the purview of each department who set standards of who is qualified to teach courses in their department. In our department everyone who teaches an oral communication class must have an MA or PHD in Communication. After this resolution oral communication courses will be able to be taught without this guarantee. Section 11 passes the buck for the guarantee of subject expertise to the departments proposing the class and the colleges. Worse it puts faculty against faculty arguing that another department is or isn't qualified to teach a GE course.
3. Section 1-6 should be amended to remove the line: "may need to meet multiple major/GEAR requirements within a single course,". This is a devastating change to our General Education policy. The General Education policy is clear in the number of units that are expected to be taught in the Executive Orders. Our campus should not undercut student learning for expediency.

I would like this letter to be part of the formal record of the Senate. Thank you for your consideration.

## ***Signatures on this letter have closed.***

To: The Cal Poly Humboldt community and Administrators

Tom Jackson, Jr., University President

Jenn Capps, Provost & Vice President, Academic Affairs

Chrissy Holliday, Vice President, Enrollment Management & Student Success

Frank Whitlatch, Executive Director & Secretary, Board of Directors, Cal Poly Humboldt Foundation

As faculty at Cal Poly Humboldt, we deplore the use of physical violence by university, local, and regional police officers and sheriffs and the deployment of other extreme tactics such as helicopters, to surveil students, escalate tensions, and criminalize free speech exercised by students calling for a ceasefire in Gaza. We also find unacceptable the attempt to shut down student voices by shutting down campus.

We call on all CPH administrators to reflect on the real harm that this crackdown on free speech inflicts and the message it sends to current and future students, their parents, faculty, and staff, and our communities within and beyond Humboldt. Brutalizing students who raise urgent protest according to their consciences is shameful. Our students are responding in earnest to our federal government's support of genocidal violence against an oppressed Indigenous people—Palestinians living in Gaza, who are already refugees, the victims of previous ethnic cleansing. As the human rights organization [Al-Haq](#) reminds us, "The Palestinian struggle, as the struggles of all those oppressed, is a shared responsibility, transcending borders and backgrounds. The path to justice has been long, but it is a path we are unwaveringly committed to walking until the rights of the Palestinian people are realised."

Cal Poly's [Office of the President's "Resilience & Community"](#) webpage highlights the "renowned intellectual Cornel West," whose platform for U.S. president promises to "Protect free speech" and "Cease military funding to the State of Israel." Dr. West spoke to Humboldt students during Black Liberation month 2020, and, according to Humboldt's website, provided "just the kind of positive connection that can define a student's college experience." Dr. West has also [spoken out](#) in support of the student encampment for Gaza at Columbia, which inspired our students at Cal Poly Humboldt to launch their protest in solidarity and support for the same demands. Humboldt students see the connection between free speech, campus organizing, and transformative global change. Chants on the quad on the first night of the student sit-in, calling for "Justice for Josiah," make clear that students connect state violence of [police and prosecutor failures](#) when responding to student David Josiah Lawson's stabbing, and the oppressive tactics used by police in response to a student sit-in. The police helicopter circling for hours over Siemens Hall on April 22, 2024, was [diverted from an urgent search and rescue operation](#), illustrating that criminalizing students puts more lives in jeopardy.

If, as the emergency message "Campus Closed, Siemens Hall Protest" on CPH's webpage states, "The University is deeply concerned about the safety of the protestors who have

barricaded themselves inside the building” then why were students and faculty battered and bloodied by campus police? Why is occupying a building on campus to express the urgency of refusing to be complicit in [genocide](#) being characterized as a form of violence in this “emergency” message? Campus and city police officers, acting at the behest of the highest levels of university administrators, responded to students sitting in a building and chanting by throwing students to the ground, violently arresting multiple people, clubbing at least one student in the head, and batoning a faculty witness in the stomach. It is disgraceful for campus administrators to care more about chairs and buildings than the safety of students and their demands for global justice by acting locally. This mindset puts students’ lives in jeopardy as they attempt to awaken us to the nightmarish realities that confront us. This is [not the first time](#) our university’s administration has sent police to suppress, rather than address, our students’ urgent demands for justice this semester. We urge this to be the last time police violence is deployed on our campus.

The decisions regarding campus closure and changes to teaching modalities have been made without consultation with the faculty, which undermines the principles of shared governance. Such actions infringe upon our freedom of expression as educators and decision-makers within the academic community. It’s crucial to uphold these values to ensure transparency, collaboration, and respect for diverse perspectives.

The Humboldt Administration’s decision to lock campus buildings, immediately and without warning, led to students, who were studying for finals, to lose access to their belongings locked inside the library and to faculty, who were marking papers and preparing final exams, to have to scramble to try to access their locked offices. There have not been adequate alternatives provided even for access to bathrooms, which has led to concerning hygiene issues and safety risks. Administration must rectify these immediate barriers to student and faculty safety and reassess the decisions made regarding campus access to ensure the well-being and security of all members of the community.

As witnessed on scene and reported on police scanners, police scrambled WiFi signals on campus to inhibit communication, a disturbing and even dystopian tactic. We are also troubled by the use of campus resources last night to suppress student protest, including a non-police university maintenance truck used to remove the furniture at the front of the building and to kettle students at the entrance to Siemens. The truck became a militarized weapon in the hands of the police. It is troubling, but not surprising, to see police working with university administration to carry out some of the same technology surveillance and crowd repression tactics that the Israeli army and border police regularly use on Palestinians protesting. We heard our students last night speak to the visceral solidarity they felt with Palestinians as Humboldt students witnessed the level of militarized police violence on their campus in protection of property instead of lives and justice.

Our university’s [purpose](#), proudly displayed on our website, unequivocally calls for us to “provide the highest quality and affordable college education built on the contributions of diverse students, staff, and faculty who are committed to a just and sustainable world.” Our students

have taken this purpose to heart and are raising their voices in unison around the clock to say, no, this generation will not be complicit in genocide. CPH's professed [vision](#) is to be "a campus for those who seek above all else to improve the global human condition and our relationship with the environment. . . .We will be a center for the interdisciplinary study of just global societies. We will approach our work with an equity mindset and continue to emphasize inclusion across multiple dimensions of our university, modeling what we want to see in the world. . . . We will partner with Indigenous communities to address the legacy of colonialism, and create space nurturing of traditional ecological knowledge (TEK), pedagogies, and curricula responsive to their identified needs." By criminalizing resistance to crimes against humanity and student calls to end the violent "legacy" and ongoing injustice of settler colonialism in Palestine and on their campus, we are failing to embody our institution's purpose and vision.

We reiterate and build upon the demands of those sitting in at Siemens Hall: full disclosure of CPH's ties with Israel; an academic boycott to end institutional connections with Israeli universities including CSU study abroad in Israel; divestment from companies profiting from and upholding the occupation of Palestine; dropping charges against student organizers; and advocating for an immediate ceasefire in Gaza and end to the occupation of Palestine. We also call for Cal Poly Humboldt Foundation's providing greater transparency in where Humboldt's endowment funds are invested, the exact nature of [Cal Poly Humboldt Foundation's investment pledge](#) for sustainability and social responsibility, and an expanded pledge to divest Humboldt's endowment from companies that support the Occupation of Palestine and the genocide in Gaza.

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Cal Poly Humboldt Faculty and Staff Signatures:

1. Prof. Janet Winston, Department of English, Department of Critical Race, Gender and Sexuality Studies affiliated faculty
2. Gabi Kirk, Assistant Professor, Department of Geography, Environment, and Spatial Analysis
3. Christina Hsu Accomando, Professor, Departments of English and Critical Race, Gender & Sexuality Studies
4. Robert Mónico, Assistant Professor, Critical Race, Gender, and Sexuality Studies
5. Dr. Caglar Dolek, Assistant Professor, Sociology & Criminology and Justice Studies Program
6. Michihiro Sugata, Associate Professor, Sociology/Criminology & Justice Studies
7. Nancy Perez, Assistant Professor, Critical Race, Gender, and Sexuality Studies
8. Andrea Delgado, Assistant Professor in English
9. Cinthya Ammerman Muñoz, Assistant Professor, Department of Native American Studies
10. Tani Sebro, Associate Professor, Politics
11. Ana Bernal, Program Director and Lecturer, Sexual Assault Prevention Committee Co-Chair; Critical Race, Gender and Sexuality Studies Department
12. Sarah Jaquette Ray, Chair and professor, Environmental Studies



13. Dominic Corva, Assistant Professor, Sociology
14. Torisha Khonach, PhD, Lecturer, Sociology
15. Meridith Oram, Academic Advisor (Past Volunteer Lecturer), Academic Advising
16. Laura Johnson, PhD, Lecturer, Geography and Environmental Studies
17. Nicholas Perdue, Associate Professor, Geography, Environment & Spatial Analysis
18. Rouhollah Aghasaleh, Assistant Professor, School of Education
19. Paul Michael L. Atienza, Assistant Professor, Critical Race, Gender & Sexuality Studies
20. Kelda Quintana, Academic Advisor
21. Maxwell Schnurer, Professor and department chair, Communication
22. Aaron Gregory, Assistant Professor, Native American Studies
23. Joe Curtis, Lecturer, Native American Studies
24. Nina Misch, Lecturer, Social Work
25. Whitney Ogle, Associate Professor, School of Applied Health
26. Kerry Marsden, Lecturer, English
27. Marianne Ahokas, PhD, Lecturer, English
28. Hallie Lepphaille, Program Coordinator & Academic Advisor, School of Education
29. Stephanie Lumsden, Lecturer, Native American Studies
30. María Corral Rocha, Adjunct Faculty, Critical Race, Gender and Sexuality Studies
31. Romi Hitchcock Tinseth, Faculty, Communication
32. Kaitlin Reed, Assistant Professor, Native American Studies
33. Tessa Head, Lecturer, English
34. Megan Siaosi, Lecturer, Native American Studies
35. Marisol Ruiz, Professor, School of Education
36. Jamie Jensen, Associate Professor, Social Work
37. Erin M. Sullivan, Lecturer, English
38. Heal McKnight, Lecturer in Creative Writing, English
39. Tony Wallin-Sato, Lecturer, Crit. Race Gender and Sexuality Studies
40. Maral N. Attallah, Distinguished Lecturer, Critical Race, Gender & Sexuality Studies
41. Janaee' N. Sykes, Academic Advisor, AAC
42. Isaac Torres, Lecturer and Academic Advisor, Critical Race, Gender, and Sexuality Studies and The Academic Advising Center
43. Natalie Giannini, Lecturer, English
44. Nicolette Amann, Faculty and Director, English
45. Lisa Tremain, Chair, English
46. Sarah Ben-Zvi, Lecturer, English
47. Janelle Adsit, Associate Professor, English
48. Katie Koscielak, Lecturer, Geography & Environmental Studies
49. Dr. H. Benjamin Shaeffer, Assistant Professor, Philosophy
50. Kayla Begay, Chair, Associate Professor, Native American Studies
51. Tim Miller, Librarian, Library
52. Cindy Moyer, Chair, Dance, Music, and Theatre
53. Dr. Ramona j.j. Bell, Chair and professor, Department of Critical Race, Gender & Sexuality Studies
54. Tony Sivaggio, Chair, Department of Sociology

55. Dylan McClure, Lecturer, Social Work
56. Seth Bradley, Research Analyst, Alum, Graduate Student, IRAR, Politics, Sociology
57. Toby Walker, IT Consultant, ITS
58. CFA Humboldt Executive Board
59. Dr. Nikola Hobbel, Professor, English
60. Edwin Espinoza, Information Technology Consultant, ITS
61. Jocelyne Takatsuno, Pre-Award Specialist, Sponsored Programs Foundation
62. Virginia Ryder, Lecturer, Music
63. Jim Graham, Professor, ESM
64. Marissa Ramsier, Chair, Department of Anthropology
65. Qualla Jo Ketchum, Assistant Professor, School of Engineering
66. Marcos Hernandez, Lecturer, English
67. Laura Power, Lecturer, Social Work
68. Elisabeth Harrington, Associate Professor-Voice, Dance, Music & Theatre
69. Roxann Schroeder, Lecturer, Biology and ESM
70. Crane Conso, Research Analyst, CCRP & Psych
71. Jordan McDowell, Program coordinator, Education
72. Bonnie Ludka, Assistant Professor, School of Engineering
73. Kevin Fingerman, Associate Professor, Environmental Science & Management
74. Rain L. Marshall, JD, Lecturer, NAS/CRGS
75. Rachael Wade, Assistant Professor, Biological Sciences
76. Angela Turner, Grant Analyst, Sponsored Programs Foundation
77. L. Rae Robison, Professor, Theatre
78. Emily Lavrador, Lecturer, English
79. Christine Cass, Chair and Associate Professor, Oceanography
80. Charles Moore, CARE Basic Needs Coordinator, Dean of Students
81. Daneil O'Shea, Lecturer, Oceanography
82. Tristan Gleason, Associate Professor, School of Education
83. Awbrey Yost, Lecturer, Environmental Science and Management
84. Corrina Wells, Title V Projects Director, Academic Affairs
85. Shannon Berge, Academic Advisor, Academic Advising Center
86. Kelly Fortner, Student Support Coordinator, Center for Community Based Learning
87. Chris Harmon, Professor, Chemistry & Biochemistry
88. Grace Coleman, Administrative Support Coordinator, School of Business
89. Rob Keever, CARE Coordinator, Dean of Students
90. Gema Quiroz Torres, Staff, Alumni, Critical Race, Gender and Sexuality Studies
91. Amy Cirincione O'Connor, LCSW, Lecturer, Social Work
92. Mary Scoggin, Professor, Anthropology
93. Elias Pence, Lecturer, Critical Race, Gender, and Sexuality Studies
94. Sean Craig, Professor, Biological Sciences
95. Karen Davy, Lecturer, Music
96. Maria Bartlett, Professor Emerita, Social Work
97. John Reiss, Professor of Zoology, Biological Sciences
98. Emily Baxter, Lecturer, Environmental Science & Management

99. Daniel Barton, Chair and Associate Professor, Wildlife
100. George Wrenn, Librarian, University Library
101. Elizabeth A. Eschenbach, Professor & Program Lead of Environmental Resources Engineering, School of Engineering
102. Yvonne Doble, Lecturer, Social Work
103. Dawn Goley, Professor of Zoology, Biological Sciences
104. Sarah Peters Gonzalez, Academic Advisor, Academic Advising Center
105. Gordon Ulmer, Assistant Professor, Applied Anthropology MA Coordinator, Anthropology
106. Daniela Cerbino, PhD, Assistant Professor, World Languages and Cultures
107. Michael Eldridge, Professor Emeritus, English
108. Leslie Rideland, Research Grant Analyst, Sponsored Programs Foundation
109. Mary Glenn, Professor, Anthropology
110. Renee Byrd, Associate Professor, English
111. David Sinn, Lecturer, Wildlife
112. Binta Wright, Office Manager, SPF
113. Stuart Juodeika, Technical Director, Dance Music Theater
114. Rachel Torres, Postdoctoral Researcher, INRSEP
115. Sharyn Marks, Professor, Department of Biological Sciences
116. Adriana Martinez, Teacher, Child Development
117. Marylisa Wood, Student Event Funding Board Coordinator, Office of Student Life
118. Allison Hansberry, Operations Director, Schatz Energy Research Center
119. Dr. Pamela Brown, Retired
120. Justin Egan, Lecturer, English
121. Allison Bronson, Lecturer, Biological Sciences
122. Joselyn Lindsey, Lecturer, Anthropology
123. Paul Bourdeau, Associate Professor, Biological Sciences
124. Samila Amanyraoufpoor, Lecturer, Business
125. Joan Eleanor Trejo, Lecturer, Geography
126. Samar El-Abdallah, Lecturer, Department of Biological Sciences
127. Guy Aronoff, Instructor, History
128. Kelsi Guerrero, Lecturer, Psychology
129. Nassie Danesh, LCSW, Staff Psychotherapist, CAPS
130. Ian, Research Engineer, Schatz Energy Research Center
131. Chipu M Hatendi, Ph.D., Lecturer, CRGS
132. Marilyn Koch, Lecturer, Art + Film
133. Llyn Smith, Professor Emeritus, Anthropology
134. Amanda Dinscore, Librarian, Library
135. Jeffrey White, Professor, Biological Sciences
136. Antonio Barillas, Staff Psychotherapist; Liaison to Cultural Centers, Counseling & Psychological Services
137. Frank Fogarty, Assistant Professor, Wildlife
138. Loren Cannon, Lecturer, Philosophy
139. Sarita Ray Chaudhury, Professor of Marketing, School of Business

140. Kaz Wegmuller, Pre-Award Specialist, Sponsored Programs Foundation
141. Christiana Frye, SPF Grant Analyst, SPF
142. Claire Ingvaldsen, Research Engineer, Schatz Energy Research Center
143. Holland Heese, Lecturer, Mathematics
144. Sheila Jackson, Instructor of American Sign Language, Child Development
145. Larisa Callaway-Cole, Assistant Professor, Child Development
146. Abby Grattidge, Career Development Advisor, CAHSS, Career Development Center
147. Sarah Haag, Ph.D., Lecturer, Psychology Department
148. Christa Meingast, PhD, Engineering
149. Brianna Hagen, Librarian Faculty, Cal Poly Humboldt
150. Jennifer Eichstedt, Faculty, Sociology
151. Kimberly Stelter, Librarian, Library
152. Stefanie Israel de Souza, Assistant Professor, Sociology and Criminology & Justice Studies
153. Sintana Vergara, Associate Professor, Environmental Resources Engineering
154. Celesté Tamayo, Post-Master's Resident; Housing and Residence Life Liaison, Counseling and Psychological Services
155. Justin Luong, Assistant Professor, Forestry, Fire and Rangeland Management
156. Jacky Baughman, Assistant Professor, Geology
157. Alexandru Tomescu, Professor, Biological Sciences
158. Greta Goshorn, Lecturer, School of Applied Health
159. Tanya Garcia, Lecturer, School of Engineering; Research Engineer, Schatz Energy Research Center
160. Eliseo Casiano, Assistant Professor, Art + Film
161. Carisse Geronimo, Research Engineer, Schatz Energy Research Center
162. Stephanie McMullen, LCSW, Staff Psychotherapist, CAPS
163. Catalina Cuellar-Gempeler, Associate professor, Biological sciences
164. Jen Petullo, Lecturer, Psychology, Cal Poly Humboldt
165. Mari Sanchez, Associate Professor, Psychology
166. Ryder Dschida, History Education Program Leader, History
167. Yvonne Everett, Professor Emerita, Dept. Environmental Science and Management
168. Ronnie Swartz (in part), Professor, Social Work
169. Mark Baker, Retired faculty, Environmental Studies
170. Kim Berry, Professor Emerita, Critical Race, Gender & Sexuality Studies
171. Sara K. Sterner, Assistant Professor of Education, School of Education
172. David Tuttle, Lecturer, Computer Science
173. Tanner Etherton, Economic Analyst, Schatz Energy Research Center
174. Matthew Simmons, Lecturer, Environmental Science & Management
175. Dara Adams, Lecturer, Anthropology
176. Jandy Bergmann, Lecture, Dance, Music, and Theater
177. Daniel Busch, Staff, Anthropology
178. Nate Swenson, Faculty, Forestry
179. Garrett Purchio, Librarian, University Library
180. Gabriel Vasquez, MFT Trainee, CAPS

181. Sharon Tuttle Professor Computer Science
182. Dave Woody Instructor Art + Film
183. Nicola Walters Lecturer Politics
184. Carly Marino Librarian Cal Poly Humboldt Library
185. Kate Foley-Beining Lecturer World Languages and Cultures
186. Dr. Jessica Urban Retired Associate Professor, Department of Critical Race and Gender Studies Retired
187. Gary Lewis Lecturer Music
188. Michelle Cartier Faculty Art and Film
189. Ani Glenn Health Educator Cal Poly Humboldt Health Education Department
190. Darci Miranda Facilities Management
191. Jen Maguire (in part) Professor Social Work
192. Suzanne Lyons Lecturer, Education Cal Poly Humboldt
193. Shiloh Soto Staff College of Arts, Humanities and Social Sciences
194. Iván González-Soto Lecturer Environmental Studies
195. Richard N Brown Faculty Wildlife
196. Meenal Rana Associate Professor Child Development, Cal Poly Humboldt
197. Richard N Brown Staff - Campus Veterinarian CNRS
198. Marylyn Paik-Nicely, Retired Director HSU MultiCultural Center, Student Support Services
199. Abigail Smithson Lecturer Art + Film
200. Morgan Barker Faculty Library
201. Maia Cheli Senior Development Manager Schatz Energy Research Center
202. Jeremy Nichols Staff Adimin Support II for NAS and CRGS
203. Jack Murphy Lecturer Environmental Science and Management
204. Saige Heuer Cultural Resources Facility Student Internship Coordinator  
Cultural Resources Facility at Cal Poly Humboldt
205. Jeff Haag Professor emeritus Mathematics
206. Gillian Black Staff CPH
207. Debbie faculty social work
208. Julie Slater, MSW Faculty Social Work
209. Dove Byrne Faculty Business
210. Anonymous Staff Member, CPH
211. Paul Geck Lecturer History
212. Jean Pfaelzer Former Faculty; current Affiliated Faculty History (formerly English)
213. Cecilia Catherine TRIO Talent Search Advisor and Professional Development Coordinator SPF
214. Sue Armitage Instrumental designer Center for Teaching & Learning
215. Sarah Lasley Art + Film
216. Amy Ithurnburn Staff, Alumni Staff, Native American Studies - Rou Dalagurr Food Sovereignty Lab and Traditional Ecological Knowledges Institute/Alumni, Environment & Community

217. Joanna Beeg Lecturer Forestry
218. Melanie Williams Lecturer, Emerita Political Science, Religious Studies
219. Pia Gabriel (in part) Pre-award Specialist Sponsored Programs Foundation
220. Mary Ann Creadon Emerita Faculty Department of English
221. David Stacey Professor Emeritus English
222. Christopher M Steenbock Lecturer Botany, Biological Sciences
223. Aubrey Emmons Administrative Analyst (auxiliary staff) Sponsored Programs Foundation - Redwood Coast K-16 Educational Collaborative
224. Carol West Lecturer Child Development
225. Nicki Baggett Lecturer Environmental Science and Management
226. Kyle Morgan Library
227. Blanca Luevanos Pathways Facilitator Redwood Coast K-16 Education Collaborative
228. Karen Reiss Adjunct Faculty Biology
229. Kumi Watanabe-Schock Library Media Coordinator Library
230. Azure Pellegrino Lecturer Psychology
231. Elizabeth Rienzi Lecturer Sociology
232. Barbara Goldberg English Department, Emerita Lecturer
233. Shelbi Schroeder Faculty
234. Nora Wynne Adjunct Faculty, School of Education, Critical Race, Gender and Sexuality Studies
235. Jessica Coming Communications Specialist
236. Tonia Brito-Bersi Lab technician (staff)
237. Marlene' Dusek Native American Studies Lecturer
238. Ernesto Chavez-Velasco Staff, Natural Resources department, graduate student Cal Poly Humboldt
239. Alejandro Torres Staff Psychotherapist (Latinx focus) Counseling & Psychological Services
240. Sue Y. Lee Professor Emerita Biological Sciences
241. Archie Mossman Professor Emeritus Wildlife
242. Ines Morales Fellow Support Coordinator (staff) Center for Community Based Learning
243. Jay Schock Staff Financial Aid Office
244. Enrique Guerrero Visiting Professor of Physics and CPH Alumni Physics
245. Robert Cliver Professor History
246. Dawn Khepri Student Services Specialist Financial Aid
247. Laurie Richmond Professor Environmental Science & Management
248. Baron Parks (Staff) Transfer Specialist Admissions
249. Jenny Blair Staff Psychotherapist CAPS
250. Rebecca Wood Student Services Specialist Financial Aid
251. Ivan Contreras Mendoza Staff, Admissions Counselor Office of Admissions
252. Andrea Santamaria Counselor Admissions
253. Noah Batchman Admissions Counselor Office of Admissions
254. Carly Slade Assistant Professor Art+Film

255. Cara Peters, Pre-Award Support & Marketing Coordinator, SPF Office of Research & Sponsored Programs Foundation
256. Matthew Dean Professor World Languages and Cultures
257. Alana Chin Assistant Professor Biological Sciences
258. Carrie Walpole Lecturer Dance, Music, and Theatre
259. Jeff Black (in part) Professor (Wildlife Conservation and Management) Department of Wildlife
260. Amy Spowles Faculty Biological Sciences
261. Alyssa Semerdjian staff Biological Sciences
262. Chelsea Belden Board Coordinator (Staff) Associated Students
263. Heidi Rutschow Lecturer Biological Sciences
264. Serenity Bowen Lecturer Social Work and NAS
265. Claudia Velasco-Morales TRIO Talent Search College Access Advisor Cal Poly Humboldt
266. Cassandra May Research Associate Native American Studies
267. Marlette Grant-Jackson Academic Advisor - ITEPP Cal Poly Humboldt - ITEPP
268. Melitta Jackson Resource Sharing and Information Specialist Library
269. Joseph Dieme Faculty WLC
270. Dane Oppenborn Program support specialist College of Extended Education & Global Engagement
271. Mark Castro Co-Director, Cultural Resources Facility & Lecturer, Department of Anthropology Anthropology
272. Dana Williams Professor Sociology
273. Noel DiBenedetto Administrative Supportive Coordinator Dean of Students
274. Niki Conley Lecturer Art and Film
275. Jonae Calderon Staff Financial Analyst CNRS
276. Sydney Tabbert Cal Poly Humboldt
277. Dr. Leena Dallasheh History - former HSU professor
278. Brittany Britton Gallery Director- Reese Bullen & Goudi'ni Native American Arts Galleries Art + Film Department
279. India Vekarić Eichelbaugh Supplemental Instruction leader and Writing Studio consultant Cal Poly Humboldt student and staff member
280. Charles Sharpe Retired instructor (Rec/Kinesiology ) Kinesiology and Psychology (M.A. 1980)
281. Barbara Brinson Curiel Professor Emerita Critical Race, Gender and Sexuality Studies and English
282. Andy Harris Schatz Energy Research Center
283. Benjamin Graham Associate Professor Psychology
284. Stephen Nachtigall Associate Professor Art + Film
285. Jen "JD" Dyke Project Director TRIO Upward Bound
286. Christopher Walmsley Associate Professor Department of Psychology
287. Elizabeth Faidley Staff member, IST III CNRS
288. Nicola Waugh Lecturer Art + Film
289. Nora A Montoya Staff Academic Advising Center

- 290. Michel Sargent Media Specialist Center For Teaching & Learning
- 291. Jeffrey Frederick Lecturer Psychology
- 292. Julie Raich Dieme Faculty World Languages and Cultures
- 293. Sulaina Banks Staff Admissions
- 294. Carolyn Ortenburger (in part) staff, community member
- 295. Felicia Stansbury Lecturer Social Work
- 296. Jose R. Marin Jarrin, Assistant Professor, Department of Fisheries Biology

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Students, Alumni, and Community Supporters signatures:

- 297. Maritza Herrera, Social Work, Alum
- 298. Xelha Puc, Alumni, Psychology
- 299. Alesha Manriquez, Student & assistant researcher, social work
- 300. Mike Quist, Community member
- 301. Elin Perry, Student
- 302. Brendan McNaughton, Student, Social Work
- 303. Griselda Valdez, Student, ESM
- 304. Ana Maria Diaz Santillan, Student, Social Work
- 305. Manzar Foroohar, Professor Emerita, History, Cal Poly, San Luis Obispo
- 306. sang kil, professor, justice, SJSU
- 307. Rachael Stryker, Professor, Human Development and Women's Studies, CSU East Bay
- 308. Julia Talante, Lecturer, CSUDH, English
- 309. Ashraf Tubeileh, Associate Professor, Plant Sciences, Cal Poly SLO
- 310. Omar Zahzah, Assistant Professor, Race and Resistance Studies, San Francisco State University
- 311. Reverend Brad Butterfield, Cal Poly Humboldt Student
- 312. Sandra Traverso, TA/GA, Biology
- 313. Skylar Darrow, BSW Student, Social Work Department
- 314. Dr. John Caravello, Mathematics
- 315. Athens Marron, Student, Cal Poly Humboldt
- 316. Eli Allen, Grad Student, Biology
- 317. Keana Richmond, Graduate Student, Biology at CPH
- 318. Cesar Rodriguez, Associate Professor, Race & Resistance Studies, SFSU
- 319. Colin Fiske, Community member
- 320. Selena Rowan, Graduate Student, School of Engineering, Cal Poly Humboldt.
- 321. Virginia, Student, Anthropology Dept
- 322. Kevin Alvarez, Student and Faculty, Botany Student and Check It Staff
- 323. Chris Larsen-Gould, Student, School of Engineering, CPH
- 324. Hanadi Shatar, Assistant Professor, Sacramento State University
- 325. Nayré Herrera, Graduate Student, Environmental Science & Management
- 326. Falu Bakrania, Professor, Race and Resistance Studies, SFSU



327. Ben Pridonoff, Graduate Student Researcher, Schatz Energy Research Center, Cal Poly Humboldt
328. Sadie Kay Neff, Student, Anthropology
329. Cameron Jones, TA - Plant Tax, Biology Graduate student, Cal Poly Humboldt affiliate
330. Catey Hoehn, Student, Sociology
331. Arianne Nova, TA, Graduate Student, Sociology
332. Case McCullough, Alumni, Sociology
333. Sabrina Alimahomed-Wilson, Faculty, Sociology, CSU Long Beach
334. Megan Awwad, Alumni masters in environment and community, University of Southern California-PhD candidate in American studies
335. Luz Espinoza, Alumni/Community member
336. Mita Banerjee, Faculty, Psychology, Pitzer College
337. Jenna McNeil, Cal Poly Humboldt Sponsored Programs Foundation, Alumni
338. Sophia Effa, Student, Psychology
339. Will Clark, Assistant Professor, SFSU Dept of English
340. Brianna Rodriguez, Alumni
341. Jaimy M Mann, Lecturer Faculty, SFSU Dept of Race & Resistance Studies
342. Nicole Garoutte, Citizen of Eureka, frequent visitor and patron of the City of Arcata and its commerces, daughter of tenured and retired member of HSU/CPH faculty, sister of HSU/CPH alumni
343. Lexi Holloman, Psychology student at cal poly humboldt
344. Margaret Harper, Alumna and community member
345. Rick Toledo, Student, Environmental Science and Management
346. Madeleine Rae Rivera, Social Work student
347. Elliot Guglielmo, Student/Custodial Housing Student Assistant, Cal Poly Humboldt
348. Sarah OLeary, Administrative Support Coordinator, Alumni, Community Member
349. Abby Samaniego, Student, MSW
350. Graciela Aguilera, Social work
351. Prineet, Alumni, Environment & Community
352. Rabab Abdulhadi, Director and Senior Scholar, Arab and Muslim Ethnicities and Diasporas Studies, San Francisco State University, SFSU
353. Alexis Quiroz, Alumni, Sociology
354. Michaela Old, Alumni, Sociology
355. Chayslin Johnson, Grad Student, Psychology
356. Finley Livingston, Cal Poly Humboldt Student, Social Work
357. Cat Telnes, Student, Social Work
358. Amin Younes, Community
359. Madison Gutierrez, Biology Graduate Student
360. Emma Sevier, Alumni, MS Environmental Systems
361. Brooke McKeighen, Student, Social Work
362. Emily Caffrey, Community supporter
363. Lissie Rydz, Alumni, Environmental Politics, Science & Art, Community Outreach
364. Miles Kinman, Cal Poly Humboldt Alumni

365. Sage Ackerman, student, student assistant, Criminology & Justice Studies
366. M. Roman, Alumni, English and CRGS
367. Rochelle Agers, Student, Cal Poly Humboldt Social Work
368. Sangeeta Sarkar, Graduate Student, Environment & Community
369. Alice Fine, Alumni/Community Member
370. Logan Rosselli, Business
371. Eddie Caroenter Alumni Communication Studies
372. Nicolette Svitenko Cal Poly Humboldt Student Anthropology
373. Jess Whatcott Assistant Professor at San Diego State University, Alum of Cal Poly Humboldt, alum of Cal Poly Humboldt Women's, Gender, and Sexuality Studies, San Diego State University (alum of Cal Poly Humboldt)
374. Angelina Ramirez Peirano Staff/ alumni of CRGS Alumni of CRGS
375. Justin Gilmore Assistant Professor at Cal State Stanislaus Political Science
376. Parker Dirksen Business/Economics Student
377. Thora Giallouri Political Science, CSUSB
378. Alex Kuang Student, Social Work
379. Ben Nguyen Alumni Environmental Studies
380. Rylie Roldan Student English
381. Halina Alvarez Community Member N/a
382. Annabelle Youngerman Student Art Education
383. Aluka Eddy alumna, community member, current grad student, Sociology
384. Jackson Hake Student Geology
385. Micah Fox Current Student Social Work
386. Trinity Stuckey Student History, KRFH
387. Sabrina Grandia Graduate Student Sociology, Cal Poly Humboldt
388. Jake Nievergelt Student Film
389. Adriana Pelayo Graduate Student, Psychology Student
390. Mary Mangubat Environmental Science and Management Student
391. Nova Presley Student Assistant CPH ESM
392. Kacie E. Figueroa CPH Alumna, SFSU Graduate Student Critical Race Gender and Sexuality Studies, SFSU Ethnic Studies Student
393. Jahanna Morehouse CRGS
394. Karley rojas Research Associate Native American Studies
395. Sam Sweeney Cal Poly Humboldt Alumni
396. Kelsey Goldstein Psychology
397. Annamarie Ahmed School of Journalism Alum
398. Alex Woodard Alumni
399. Jack Brennan, LMFT Alumni MA Sociology
400. Corinne Harris Psychology- Alumni and Grad Student
401. Jessica Smith Alumni Sociology, Philosophy
402. Shermyn Swanson Graduate student in Counseling Psychology MA program Psychology
403. Tania Brunell Community member
404. Isidora Allen Community Supporter

405. Anna Sofia Amezcua Community supporter, incoming student
406. Natali Thomas Student Child Development
407. Anthony Ross Community Member Community Supporter
408. Taylor Cloney Alumni, Psychology
409. Riley Nelson Student Psychology
410. Nathan Johle Alumni Alumni
411. Vanessa Tenorio Alumni Master of Social Science, Environment & Community
412. David Jovel Student - Criminology and Justice Studies Community supporter
413. Socks Lucas Student Student at CPH
414. Michael Holtermann ESM alumnus
415. Gerardo Hernandez Student Political Science
416. Kaelyn Jones-Rios Community supporter
417. Cecilia Souza Zoology student
418. Anna Ruiz Student
419. Kelsey Young Alumne. Former ERC director.
420. Neo Linke Student worker Admissions
421. Ray Perry Community Supporter
422. Ahire Cumplido Community supporter
423. Riana Sanchez-Mohit Student Janitor Facilities Management & Ceramics Department
424. Mica Mcwayne Community supporter
425. Priscilla Cuellar Student Student
426. Gregorio Muniz Student Assistant, Student Critical Race, Gender, and Sexuality Studies
427. Steffi Puerto Alumni Cal Poly Humboldt Alumni Affiliated
428. Stephanie Bowler ESM
429. Jessica Aguirre Alumni CRGS
430. Molly Cal poly humboldt alumni
431. Edward Rivera Alumni Critical Race, Gender, and Sexuality Studies
432. Sabrina Alumni Cal Poly Humboldt
433. Roza Calderon Geography/GIS alumni Parent of current student and Alumni
434. Santos Beltran Alumni
435. Griffin Fuller Student Anthropology
436. Astra Mattingly Student, ESM-GSP Environmental Science and Management
437. Dany Doueiri Community Supporter
438. Aubrie Arnoux Community member and new student Community
439. Ascher Marks Student Cal Poly Humboldt
440. Antonio Sanchez Bautista Affiliate
441. Spencer Byrnes Community member Community member
442. Madelyn Vink Religious Studies
443. Makani Bright Alumni

- 444. Lesley Manousos Former lecturer English and IELI
- 445. John cliff Student Itepp
- 446. Miguel Flores Community supporter
- 447. Sol Wright Environmental Resources Engineering
- 448. Sydney Verga Alumni Environmental Studies
- 449. Caitlin Sansone Student Psychology
- 450. James DeLeon Community supporter
- 451. Abby Mingus Student Cal Poly Humboldt CRGS
- 452. Giselle Salazar Alumini CRGS
- 453. Rhea Reichert Student Anthropology
- 454. Aubrey Coyne Sociology Student
- 455. Khanum Shaikh Faculty Csun Gender and women's studies
- 456. Brendan James Lewis Former CPH student, Community supporter
- 457. Nylah Smith Student Cannabis Studies & Sociology CPH
- 458. Maxi Ádéstjhrn Lopez Student, Community member HSU-CRGS / NAS

Departments

- 459. Karina Ramos Villalobos Alumni Community member
- 460. Gabriel Martinez Alumni Alumni
- 461. Marissa Casas UCI Student, Gender & Sexuality Studies
- 462. Destinee Student Current Child development major
- 463. Jimmy Avila Student community supporter from CSULA
- 464. Isabel Sada Wedll Cal Poly Humboldt Student
- 465. Isabelle Unsinger Student Art Education, Studio Art
- 466. Jillian Arcadi Wildlife
- 467. Robert Robinson Alumnus English
- 468. Charlie Deible Ecology Student Cal Poly Humboldt
- 469. Yvette R. Alumni Community supporter
- 470. Aang Younger Cal poly student
- 471. Natalie Luna Student, environmental studies
- 472. Ian Pollock Faculty Associate Professor of Art, Cal State, Eastbay
- 473. Ursula Newman Student
- 474. Luis Roberto Huerta Forestry student
- 475. Alex Buangsuwon CPH student Environmental studies
- 476. Rachel Saporito Student - Anthropology
- 477. Tristen Draper Alumni
- 478. Sara Moran Student, Writing Studio Consultant Wildlife
- 479. josie licavoli alumni, art
- 480. Hannah Barrett student student
- 481. Erick Carrera Student Psychology
- 482. JACOB ANTHONY STADTFELD Psychology/KRFH Alumni Alumni
- 483. Sarah May Community Supporter
- 484. Kiera Sladen Student
- 485. Ruth Worthington Student
- 486. Somerset Student at cph

487. Jasper Larkins Arizona State University (Online) / Humboldt Community Member
488. Trevor Liebel Student Environmental Science and Management
489. Brianna Dustin Community Supporter
490. John Chernoff Staff Music
491. Jess Deible Parent of student Parent
492. Shalom Fletcher Program Coordinator Center for Community Based Learning - College Corps
493. Jacel Davis Alumni
494. Theresa Montaño Faculty Chicana/o Studies, CSUN
495. Vida Samiian Professor & Dean Emerita, CSU Fresno
496. Shelley Magallanes Alumni Psychology
497. Ren Smith Community supporter
498. Kira Jones Cal Poly Humboldt
499. Jessica Santone Associate Professor Art Dept, CSU East Bay
500. Leila Roberts Community member
501. R Michael Flynn Alumni (2004,) Environmental Science and Policy
502. Roxxy T Eckert Alumni English
503. Zoe Bryant Student
504. Jasmine Jolly Student Child Development Department
505. Akhila L. Ananth Associate Professor Criminal Justice, Cal State LA
506. Sam Page Alumni
507. Rachel Montgomery HSU alumnus, Arcata community member Community supporter
508. Michele Eggers Assistant Professor Social Work Alumni/Cal Poly Humboldt and current faculty at Chico State Univ.
509. Scott T. Kelley Professor of Biology Biology, San Diego State University
510. Ian Taylor Community supporter
511. Madelynne Avila Alumni - MA in Psychology, Academic Research
512. Ashanty Moreno Silva community supporter
513. Leda Ramos Lecturer Faculty Chicana(o) Latina(o) Studies, CSULA
514. Elise Evans Cal poly humboldt student
515. Lynnika Butler Adjunct lecturer English (Call Poly Humboldt)
516. Janelle Mendoza Alum, Adjunct Instructor Brooklyn College
517. Jesse Beacham Grijalva Prieto Student and student worker Psychology
518. Nina Haft Professor Theatre and Dance, CSU East Bay
519. Bella Garrett Psychology undergraduate student Cal poly Humboldt
520. Molly Talcott California State University, Los Angeles Professor of Sociology, Cal State LA
521. Karen Zurita English: Literature and Cultural Studies
522. Terry Uyeki Community member, retired evaluator, CPH California Center for Rural Policy
523. Tyler M. Montoya HSU Alumni
524. Cindy Kuttner Retired Teacher Community Supporter

525. Matt Cunningham Alumni English
526. miles stoner student, art & film
527. Eleanor Sailor darkroom lab technician/student employee Art Department  
student
528. Paige Main Student
529. Anonymous Concerned community member
530. Sage Gill Alumni Alumni Psychology
531. Danielle Miranda Office Coordinator of Student Engagement and Enterprise  
Services Housing and Residence Life
532. Jacquelyn Stuber Community supporter
533. Maria Livaudais Assistant Professor Public Health CSU East Bay
534. Elliott Student BFA
535. Alyssa Just-Williams alumni alumni
536. Nikki Hummel Alumni
537. Joey Coveyduck Student Biological Sciences
538. Carissa Loo Art Student Cal poly student
539. Eric Kupers Professor of Dance and Inclusive Performance CSU East Bay
540. Forrest Hughes Student, BFA
541. Jenna Bader Alumni
542. Celeste Kastel Riggan Environmental science management
543. Tonya Netjes RN, alumni English/Critical Race and Gender Studies
544. Launa Wyrd Community supporter
545. Jasmine Fernandez Alumni Anthropology
546. Isaac Coppock Lecturer Child Development
547. Ellen M Drury Community member Community
548. Ahlam Muhtaseb Professor Communication and Media, CSUSB
549. Samuel alfsen Student CNRS
550. Cody Machado Alumni Recreation
551. Michelle Ramirez Community College Counselor Community Supporter, Cal  
Poly Humboldt parent
552. Noel Bivins Child Development Alumni Cal Poly Humboldt
553. Marina Osechinskaya Alumni Community supporter
554. Jonathan Abidari Alum/community supporter
555. Verenice Sanchez Alumni Community Supporter
556. Tanya Tur Alumni/Parent Teacher
557. Dr. Stacey Anne Salinas Professor of Ethnic Studies and History College of the  
Redwoods
558. Patty Saito Hecht Community Supporter
559. Hanna Allen Cal Poly social work grad student
560. Alanna Garcia Community supporter (alumni)
561. Laura McArdle Social Work
562. Michael Rowley Assistant Professor Kinesiology, CSU East Bay
563. Leo Patel Wildlife student
564. Dessa Owen Student Cal Poly Humboldt ESM

565. Sara Ortega Communication and Film
566. Christina Cramer Cal Poly Humboldt Affiliate
567. Holly Medeiros CPH Student Environmental Science Management
568. Alex Neel Student Assistant Social Work Department
569. aubrey pongluelert community member
570. Ethan Gilmore distribution student facilities management
571. Nicole Velazquez Cal Poly Humboldt Student, Student Worker, Studio  
Art/Art Education
572. Jackeline Lepe Reyes Interdisciplinary Studies
573. Ava Wilson student Marine Biology Major
574. Kriesha Millar Cal Poly Humboldt Student, Sociology
575. Mikaela Lowth Community supporter
576. Lauren House Student Art
577. Malloy Fitzsimmons CPH Undergraduate Student Department of Wildlife
578. Sophia Edmiston Student Business Administration
579. R. Elise Fero Student Cal Poly Humboldt
580. Izzy Shirah Undergrad Student Wildlife
581. Lake Terre McLeod Student of CPH Film
582. Aubrey Davis Student Cal Poly Humboldt
583. Karlie Hall Student - ESM
584. Jacey Terrill Art and History Student
585. Chelsea Osa Student, ESM ESM
586. Kaylee Szabo CPH student, English
587. Molly Benitez Assistant Professor WGSS, PSU
588. Cody Swabash Student Cal poly Humboldt student
589. Uriel Band Student at CPH CPH
590. Sav Rose Community
591. Kyrie Dunning Alumni
592. Jennifer Reyes Student Anthropology
593. Charlie Burrowes CPH Student, CRGS and Communications
594. Natalie Oulman Student Current student & community supporter
595. Juan Lamata Assistant Professor, California State University-Los Angeles  
English
596. Darah Anisodon Community supporter
597. Sasan Fayazmanesh Professor Emeritus of Economics Department of  
Economics, CSUFresno
598. Ris Kabanek CPH student
599. Tegan Robertson Alumni Community Supporter
600. Catherine Be HSU Alumni, Former Natural Resources Club President  
Natural Resources
601. Jesus Flores Alumni
602. Carmen Sahagun Cal Poly Humboldt Alum & Arcata community member
603. Dr. Caroline Klarr Community supporter
604. Amanda Artman Charlie Burrows Community supporter

605. Cassidy Murphy Accounting, School of Business

606. Robin Paschall Alumni community supporter

607. Jean bruno Community support

608. Mattea Davis Alumni

609. Wynnie Savagford Previous student, community supporter

610. Jakob Joachin MS Candidate | Botany Teaching Associate Biological Sciences, CPH

611. Sophie Reich Student English / CRGS

612. Ari Stanley Student Wildlife

613. Rize Martins de Oliveira Student Natural Resources student

614. Ameelia Poulsen Student Political Science

615. Ellen Pimentel Alumnus

616. Li Jacobson Student

617. Soph Burns Student ESM

618. Olive Smith Student Cal Poly Humboldt student

619. Markus Orr Student Wildlife

620. Kanan Beisert Alum, Environmental Science & Management

621. Miah Carter TA/ITS

622. Eli Featherstone College of the Redwoods

623. Aryn Prieto Student Child Development

624. Dustin Larrazolo Matriculating Graduate Student Cal Poly Humboldt School of Education

625. Emily Orth Alumni

626. Malcolm Ridings Student Student

627. Samantha Marin Community supporter - alumni

628. Jesus Rodriguez Community supporter

629. Greta Stockwell Alumni Arcata Resident

630. Desiree Martinez Alumni Wildlife

631. Christine Howell Student ESM

632. Robyn Norman Graduate Student Department of Biological Sciences

633. Katie Moore Cal Poly Humboldt Student Forestry

634. Sierra Gittleman student, esm

635. Esmeralda Hurtado Alumni

636. Ella Green Social work

637. Alexa Songco Child development

638. Louisa Steinbock Community Member

639. Dallas Augustine Assistant Professor Justice Studies, San Jose State University

640. Sonny Buckner Social Justice and Equity Officer, Associated Students Cal Poly Humboldt Student

641. Avery Alexander Alumni Music, alumni

642. Courtnie Burns Community Supporter

643. Angel Paredes SOC

644. Rose Elyse Community Supporter

645. Paris Allen Social Sciences



- 646. Brooke Douglass Student ESM CPH
- 647. David Boatright Student Physics
- 648. Jack Maddocks Student Sociology
- 649. Abigail Claybrook Student History
- 650. Kai McAdams Alumni N/A
- 651. Kiana Elliott Student WLDF
- 652. Tad Wright Student Cal Poly Humboldt
- 653. Jade Hoff Alum Economics (2018)
- 654. Vanessa McCance Student Education
- 655. Jacqueline Vasquez Technician Supporter
- 656. Julia Novoa Faculty Environmental Studies
- 657. Viviana Morfin student cal poly humboldt affiliate
- 658. Rosalinda Larios, PhD Assistant Professor Special Education at CSUF, HSU

Alumni 2001

- 659. Yariana Esparza Student at Cal Poly
- 660. Justine Smith Art Education
- 661. Luke Wukmer Lecturer Mathematics, CSULB
- 662. Sara Rossi-Young Student Social Work
- 663. Caroline Featherstone Student Child Development
- 664. Diana Venegas Psychology and criminology
- 665. Sedona Brassard Student Environmental Science & Management
- 666. Shasta Werthman Alumni and post graduate Student Education
- 667. Kristina Brizuela Community supporter
- 668. Camila Yalan Cal Poly Humboldt student
- 669. Sam Gleason Student
- 670. Leigh Hicks Community supporter
- 671. Shelby Hicks Student
- 672. Anya Breitbart Cal Poly Humboldt Student
- 673. Robert Chlala Cal State Faculty Sociology (CSULB)
- 674. Rachael Davidson HSU Alum
- 675. Owen Isackson Student
- 676. Taylyn Henry ESM Energy & Climate
- 677. Oscar Mogollon Alumni Community supporter
- 678. Marley Vulker Cal Poly Humboldt student
- 679. Anitanais Mercado Student
- 680. Zheneida Alvarenga Student Kinesiology
- 681. Leyla Craven Student and Employee Art + Film
- 682. Jess Carey Student Biology
- 683. Stevie Ruiz, Associate Professor, Chicana/o Studies
- 684. Brittany Arzola Alumni Cal Poly Humboldt Alumni
- 685. Jasmine Ibarra Student
- 686. Kelsey Sako Student Department of Physics and Astronomy
- 687. Matthew Mason Former student
- 688. Anakin Wolfe Student Psychology and Child Development

689. Ann Garascia FacultyCSUSB  
690. Andrew Will Alumni Botany  
691. Rose Lacy FacultySFSU Chemistry  
692. Chase Lumbert Student Accounting School of Business  
693. Fiona Connor Alumni  
694. Olie Espinoza Critical race and gender studies (student)  
695. Martha C. Franco Assistant Professor Sociology (CSULB)  
696. Pamela Reyes Student Environmental Studies  
697. Teresa Stanley Emeritus Faculty Art  
698. Laura Sanchez Student Biological Sciences  
699. Emily Graduate Student Biological Sciences  
700. jasmin student  
701. Courtney J Copper Alumni, Graduate Student, and Lab Instructor. Natural

#### Resources

702. Mallory Merlo Film Major  
703. Arabella Boljonis Student CPH Film  
704. Alyssa Gnos Student Wildlife  
705. Isabella Glover Alumni- Theatre Arts  
706. Kaelene Cave Student Cal Poly Humboldt  
707. Marek Clancy Community supporter  
708. Allison Chapman Student ESM  
709. Katie Hawthorne student criminology  
710. Natalia Snider Student Anthropology  
711. Owen Caldwell Student Environmental Science  
712. Kasandra Colwell Alum Communication  
713. Jake Hyslop Alumni Community Supporter  
714. Grace Personeus Student Environmental Science & Management  
715. Kaylon Coleman Student Journalism  
716. Ricardo Portillo Community member  
717. Divinity Schooley CPH Student  
718. Teagan Ramsay Student psychology  
719. Maci Anderson Student Anthropology  
720. River Oliver Student Wildlife Student  
721. Mila Sayers NAS major at Cal Poly Humboldt  
722. Ruben Lopez Student Environmental Science and Management  
723. Sterling York Community supporter  
724. Logan Reichel Student - Biology  
725. Zoey Vadnais Student Wildlife  
726. Sophia Tong Student  
727. Kaia Shucha Student Environmental Science and Management  
728. Kip Kranyak-Schwartz Student Environmental Science and Management  
729. Ethan Student Cal poly Humboldt  
730. Kyleigh perry Student  
731. Ben Stock Student, Cal Poly Humboldt, Environmental Science

732. Aileen Recinos Student

733. David A. Garcia Student English Department

734. Michael Caban Music Ed at CPH

735. Ruby Langdon CR Sociology Student

736. Fynn Gardner student

737. Sophie Cimino Alumni Alumni

738. Alex Bryant student English

739. Naidely Gonzalez Student Cal Poly Humboldt Student

740. Megan Malik Student Student

741. Trinity Humboldt county resident, College of the Redwoods student

742. Tobey Greenberg Art + Film

743. Kai Student Cal Poly Humboldt Affiliate

744. Lily avila Teachers aide childrens center Current community supporter cal poly alumni

745. Noa Alpuerto Student at FIT in New York

746. Lacey Hicks Community supporter

747. Lydia crabb Alumni Child development

748. Diamond James Alumni

749. Julian Contreras Student

750. Katie Buesch Alumni, former OLLI instructor

751. Rene Manzano Cal Poly Humboldt affiliate

752. Maddox Haley Student

753. Brandon Stigall

754. Hortencia Lopez Cal Poly Humboldt Student

755. Elisida Mata Humboldt Student independent journalist

756. avail johnson cph student psychology

757. Payton Dehnert Student

758. Whitney Royall Student Environmental Science and Management

759. Buddy Vaughan Student

760. Jeremy Pena Student Sociology

761. Steve 'Ilima Kalama Tutor, ISA Learning Center

762. camille fisher student cal poly humboldt

763. Anna Cuevas Student Crgs

764. Joseph Gaffney Student, ESM

765. Forrest Horobin Rangeland Resource Science

766. Jennifer Jay Professor and Vice Chair for Graduate Studies Civil and Environmental Engineering, UCLA

767. Kyrstie Obiso Student Art + Film

768. Rodrigo Velasco Student Anthropology

769. Elexa Poropudas Student Art department

770. Eduardo Cruz Cal Poly Humboldt affiliate

771. melody morales community supporter

772. Sophia Stone Cal Poly Humboldt Student

773. Gabrielle Fell School Psychology Graduate Student Psychology

774. Camille Burdick Student Zoology
775. Jean Munsee Community supporter Community supporter
776. Greta Fennelly Student Art & Film
777. Cameron Craig Student Student
778. Erin Clear Student Env. Studies
779. Pouya Kazemi Graduate Student, Biological Sciences
780. Jalena Ricchio Cal poly student
781. Natalee Lopes Student Native American Studies Department
782. Aurora Grace Environmental Science
783. RubyAna Ashman Wildlife
784. Ruby Conery Professional studies
785. Carol Moné Alumna Community Supporter
786. Christopher Swan Community supporter
787. valeria reggi ESM
788. Lesina Burdick Student ESM Planning & Policy
789. Katya Sky Alumni Childhood development
790. Alfie Chiper Student Esm
791. Tania Flores Alumni Wildlife
792. Robert Gonzalez Music
793. CJ Pehle Student Environmental Studies
794. Gr Keer Librarian Cal State East Bay
795. Derek Lance Freihofer Student Biology
796. Dylan Moncrief Computer Science and Music
797. Lorena Canela
798. Theresa Burruel Stone Assistant Professor English Department, Sonoma State
799. Ryley Walker Cal Poly Humboldt student
800. Mouse Sloan Student Assistant Biological Sciences
801. Cel Gonzalez Alumni Alumni, Psycholgy BA, Counseling Psych MA
802. Brady F student ENST
803. Jatha Community supporter
804. Mariah Tofanelli Cal Poly Humboldt Alumni ESM Department
805. Audriana Peñaloza Student, Cal Poly Humboldt
806. Biankah Jung Student Biology
807. Nik Sapalaran Cal Poly Humboldt student and employee
808. Lauren E Tyler Student @ CSULB
809. Maudesty Merino Cal Poly Humboldt ESM & NAS
810. Kelly Rodman Alumni
811. Lexi Ribas community supporter
812. Amy Uyeki Community supporter
813. Venus Shearer CPH Student, Environmental Studies
814. Claire Durbin Student Environmental Science and Management:  
Ecological Restoration
815. Jesus Villasenor California State University of Bakersfield student

816.	Gianna Covell	Student	Forestry
817.	Shannon Townsend-Bettis		Alumni Alumni, Kinesiology and Environmental Science
818.	Chloe Schmidt	Alumni	Department of Dance, Music, and Theater
819.	Mister Vega	BSW student	Social Work
820.	Savannah Dey	Student	Cal Poly Humboldt Student
821.	Amiti Pitigala	Student	
822.	Erik Jules	Faculty	Department of Biological Sciences
823.	Mobius Strip		Cal Poly Alumni Environmental Science
824.	Jolie chaidez	Student	
825.	Soren Biel	Biology	
826.	Sydney Brothers	Student	Theatre Arts
827.	Sebastian Castillo	Justice, Equity, Diversity, and Inclusion committee member	Environmental Science and Management
828.	Lily	Student	At CPH
829.	Luna Garrard		Community supporter
830.	Stella	Community supporter	
831.	Rachel Wagner	Student	psychology
832.	Bryan Randolph	Student	Environmental Science and Management
833.	Jaye chang		Community support
834.	Skylar Johnson	Student	Botany
835.	Syd Long	Alumni	Anthropology
836.	Bella Evenson	Student	Cal Poly Humboldt
837.	Alisa Zarattini		Student of Environment Science and Management
838.	Emily Jones	Lecturer	Biological Sciences
839.	Shelby Reynolds		Alumna, Biology
840.	Hannah Wirth		Biological Sciences
841.	Kylie Mosley		student
842.	Rosa Cox	Graduate Student	Environmental Science and Management
843.	Stephanie Peters		student — environmental science & management major
844.	Abby	Alumni	
845.	Chance Hosler		Botany
846.	Jenna Crum		Current student, student assistant
847.	Leo Alley	Wildlife	
848.	Samantha green		Criminology and Justice Studies
849.	Spencer Schoening		Humboldt Alumni
850.	Aleenah Villa		Cal Poly Humboldt Student
851.	Noah Schnetzler		Student
852.	Valentina Pfeifer	N/A	Cal Poly Humboldt Alumni
853.	Maddie	Student	Environmental Science
854.	Ashley Calkins		Politics Department Student
855.	Leah Frye-Edmonds		IDP Student at Cal Poly Humboldt.
856.	Maisie Moore		
857.	Sadie Decker		Politics

858. Ann King Smith Former City of Arcata Planning Commissioner Community supporter
859. Moriah Climaco Student Bachelor of Fine Arts / Art Education
860. Dee Naranjo Student Wildlife
861. Natalie Shelton Sociology
862. Ava Roos Student Sociology
863. Jordann Skeen Cal Poly Humboldt Alumni
864. Harlee Keller HSU/CPH alumni, community supporter
865. Alyssa Hinkley Alumni
866. Carlotta Koehler Student Cal Poly Humboldt
867. Julia Rants Cal Poly Humboldt Student
868. Cash Fry Student
869. Annika Trenbeath past student
870. Meg Hatcher Student Wildfire science
871. Hazel Goode student Botany
872. Isaiah Morales Student Fire/NAS major
873. Pharra Barrow Student at Chapman University
874. Aspen Hills Student
875. Zoe Reed Student Critical Race, Gender, and Sexuality Studies
876. Abigail Green Student and Evening Supervisor Library
877. Valen Lambert Alumni
878. Jack Stubstad Student, ESM
879. Rishi Katariya Psychology, USF Student
880. Angelina Holguin Student at Cal Poly Humboldt
881. Sawyer Armitage Student Assistant Cal Poly Student
882. Asha Galindo Alumni English
883. Rae Basham Alumni NAS
884. Mae McLean Community supporter
885. Forrest Archer Cal Poly Humboldt alumni 2020
886. Meghan Martinez Alumni, former employee
887. Zachary Meyer Student ENST and ECON at Cal Poly Humboldt
888. Lena Schmidt Teaching Assistant
889. Logan Naylor student Art
890. Charlie Fenwick Student CPH Wildlife
891. Christina Ceisel Associate Professor CSU Fullerton
892. Taylor Macias Alumni Art education
893. Jasper Langberg Student Environmental Studies
894. Leo Natharent CR Student Ambassador/HCTAYC Youth Advocacy Board member College of the Redwoods
895. Cassidy Hollenbeck Masters Student / student employee Cal Poly Humboldt
896. Tori Westgate Student
897. Mark strattman Student Student
898. Catherine Paolillo Librarian CSUCI
899. Chelsea Rios Gomez Graduate Student Environment & Community

900. Sam Poplewko Student Art + Film
901. Mia Acosta Associate Marriage and Family Therapist, Alumni Psychology
902. Jacky Loera Cal Poly Humboldt Student
903. Jenn Tarlton Lecturer ESM
904. ruby malvarose student psychology
905. Alexandria McCoy Chabot CC
906. haze page student cal poly humboldt
907. April Abbott Student- School Psychology Graduate Student
908. Samantha Lierheimer Cal Poly Alumni/Supporter
909. Jesse Celine Huerta Lozano Student Cal Poly Humboldt
910. Daryl Ngee Chinn Community Member
911. Lana Gallinat Psychology
912. Julia Staggs Community supporter
913. Sandra Garcia-Fraire Lecturer Race and Resistance Studies, SFSU
914. Ava Henderson student student
915. Tessa Sever Student Cal Poly Humboldt
916. Amelia Hilburn Student in wildlife department
917. griffin student
918. Maria Morrow Prof of Biology at College of the Redwoods and HSU class of  
2014 Biology at College of the Redwoods
919. Rhiannon Ferriday Alumna, Cellular/Molecular Biology
920. Jack Lifland Undergraduate Environmental Science & Management
921. Keilani Tologata Community Supporter
922. Brien Martinez Community Supporter
923. mara student business
924. King Baptista LAEP Student Lab Assistant On-Campus Fisheries Biology
925. Fern McBride Student ESM
926. Anne Shea Associate Professor, California College of the Arts Writing and  
Literature
927. MG Powers CPH Student Environmental Science & Management
928. Kylie Mosbacher Community supporter
929. Vivian Spear Alumni Art
930. Xochitl Bejarano Student
931. Annisa Rochadiat Assistant Professor of Communication Studies CSU  
Stanislaus
932. Jordan McDaniel Community member Community support
933. Mikel Ash Student Recreation Administration
934. Kate Silcocks Student Zoology
935. Lilyan Zwirzina Student ESM
936. Acsa Lopez Student Business Administration
937. Mollie Kauderer Student Anthropology
938. Kianna Znika Student Journalism
939. Kai Flores Community support
940. Clark Ehler Oregon State University

941. Meyers Student
942. Jessica Villalobos Alumni
943. Porter Ellis Wildlife
944. Celeste Orrick Alumni Forestry, Fire, and Rangeland Management
945. Kanoe Duffield School of Education Student
946. Anahi Aguilar Student outside of Humboldt Community supporter
947. Kelly Delgado Alumnus
948. Lake Miller CPH
949. Rei Bartlett Student Studio Art & Dance
950. Uly Sinaga community supporter
951. Tatiana Madriaga Alumn & Environment and community grad student
952. Frankie Carver-Dodgen Community member
953. Jeffrey Delgadillo Community Supporter
954. Stella Bourke Student Cal Poly Student
955. Sierra Doane Student, School of Engineering
956. Kaveh Khajavi Student Biology
957. Jonathan Luu Student School of Engineering, Cal Poly Humboldt
958. Chitra Calderon student/community supporter
959. Yomayra Mora Alumni Anthropology Department
960. Sean Dugdale Student Wildlife
961. Grey Hildebrand Undergrad student Psychology/philosophy
962. Sam Carlson Cal Poly Humboldt Student
963. Henry LeMay Student Computer science major
964. Perla Sepulveda Student Cal poly Humboldt
965. izzie Rod Alumni Community supporter
966. Mace Viemeister UMD
967. Myra Ballinger Cal Poly Humboldt Alumni, San Jose State Student Cal  
Poly Humboldt-Anthropology, San Jose State-Library and Information Science
968. Squally Hunter Alumni Business Administration
969. gabriella lynn community member
970. Taevia Salazar Social Work Alumni
971. Karina Hernandez Community supporter
972. Montanna Davis Cal Poly Humboldt School of Education Student
973. Jamil Jan Kochai Assistant Professor English, California State University,  
Sacramento
974. Rose Flood student at CPH
975. Alexandra Berrocal Student
976. Kenneth Gabbard Alum Political Science, International Studies
977. Alejandra Garcia Student
978. Alexandra Carter Alumni, community supporter
979. Jamie McDonald Lecturer, CSULB Health Science
980. Rachel Smith HSU Alumni Child Development
981. Jake McClure Alumni
982. Luke Gauthier HSU Alumni Child Development



983. Johanna Rial Graduate Student Social Work
984. Madelin Staffieri Cal Poly Humboldt Alumni Business
985. Cassidy Sheppard CPH Student Environmental Studies
986. Riley Hemenover Cal Poly Humboldt, Psychology Student
987. Kylie Brown Alumni Biological Sciences
988. Max Adams Student Theater Arts
989. molly martin retired faculty, City College of San Francisco, community member
990. Eli Churchill student student of department of biological sciences
991. Karisza Villalobos CPH MSW student
992. Jason Pender Alum Communication-Humboldt State University
993. Timothy C Paik Nicely Community Supporter for Peace and Justice
994. Tori Tith Community supporter
995. Ashley Wilmes Cal State Fullerton
996. Colin Arvanites Student English
997. Cassaundra Guzman Cal Poly Humboldt Alumna
998. Kris Burns
999. Samantha Talley Alumni Community supporter
1000. Adrienne Banh Alumni, Psychology | University of San Diego Graduate Student
1001. Brigid Burkhalter Community Supporter
1002. Taylor LaRue Previous staff, future student Art
1003. Cozy Hunter community supporter
1004. Allie Jones Alumni
1005. Sadie Moore Student Cal Poly Humboldt student
1006. Ethan Adachi Student Psychology
1007. Xavion Student Social Work
1008. Emily Student Environmental Science
1009. Ben Osborne Film Major, Writing Studio Consultant Film
1010. Melissa Collin Alumni
1011. Mesha Chacon Graduate Student Psychology, Cal Poly Humboldt
1012. Brigitte Osborne Alumni, Recreation Management
1013. Susan Cardona Ventura College Political Science
1014. Nicole Martin Cal Poly Humboldt Social Work Department
1015. Jasmine Guerra Student Social Work
1016. Tyler Hughes Hsu alumni Current Community Elementary Teacher
1017. Erin Donaldson-Beebe HSU Alumni-Interdisciplinary Studies, current MSW student
1018. Tricia Reichert Parent
1019. Myranda Dominguez Alumni
1020. perla rubio zambrano Alumni History
1021. Nicole Noggle Social Work
1022. sheena glasgow Alumni Anthropology
1023. Sierra Olsen Student Wildlife

1024. Ben Chisenhall Student Cal Poly Humboldt Fire Science
1025. Cash Rion Cal Poly Humboldt Journalism Alum community supporter
1026. Hart Slater Student Marine Biology
1027. Isaac Banuelos Student Business
1028. Rowan McClelland-Bishop Cal Poly Humboldt Alumni
1029. Laura Chapman
1030. Skylar Hardaway Brazil Student Marine Biology
1031. Andi Price Current student and peer tutor (ISA), Cal Poly Humboldt
1032. Bella Virgen Student Cal Poly Humboldt
1033. Alexandra Avila Cal Poly Humboldt Alumni 2015
1034. Braeden CPH student
1035. Angela Young-Petrillo Art and Natural Resources
1036. Quint Migliardi Alumni Geography
1037. Monica Topping HSU Journalism alumni
1038. Mary Arguien Former CalPoly Humboldt student Community Supporter
1039. Cameron Petrovich M.S., CSU Sacramento Criminal Justice
1040. Abigail Carlson Student Environmental Science and Management
1041. Stephanie Ferkins Alumni Cal Poly Humboldt Alumni and community supporter
1042. Ivonne Romero Graduate Student Department of Wildlife
1043. Kai Glidden Student
1044. Ross Stryter Larios, Junior OPEIU State Community Supporter.
1045. Nicole Torres Student attending Santa Monica College
1046. Alexa Blakey Student
1047. Jillian Hodge Student Wildlife
1048. Angela Martin Cal Poly affiliate
1049. Samara Fackler Cal Poly Humboldt Student
1050. Andra Ballard Mother of alumna and current staff member of CPH Library  
Community supporter
1051. Emma Holmes Cal Poly Humboldt Alumnus
1052. Zoey Buitrago alumni Sociology
1053. Lisa Leen Student Wildlife
1054. Molly Blair Salyer Alumni Humboldt State/CPH
1055. Dylan Bradford Student
1056. Karen Gonzalez CPH Student
1057. Grace Reyes Alumni Psychology
1058. ellis bibbo student sociology
1059. Holly Rae Graduate Student, Alumni Cal Poly Humboldt Department of English
1060. Kameko Davis Alumni CRGS, Dean of Students
1061. Sabastian Soto Community supporter
1062. Natalie Busch Student Wildlife
1063. Art Wardynski Alumni Cal Poly Humboldt affiliate
1064. Terra Emerson CalPoly Humboldt Alum, Critical Race, Gender, & Sexuality  
Studies

1065. Walda Diane Dickson community supporter
1066. Gabrielle Sturm Alumni, Environmental Studies
1067. Jennifer Manning Alumni Business Admin
1068. Deanne Lopez Student, Zoology
1069. Kimberly Robertson Associate Professor, American Indian Studies, CSULB  
Community supporter
1070. Brian Murphy Alumni ESM
1071. Nacirema Johnson Alumna, Business Administration - Management &  
Dance Studies; Graduate Student, Kinesiology
1072. Andy Heise Alumni (BS, MS) Environmental Resources Engineering
1073. kalyn garcia social services (alumni)
1074. Katie PiperAlumni Geography, Environment & Spatial Analysis
1075. Sarah Thais ESM Alumni Cal Poly Humboldt
1076. Mj Williams Student of Cal Poly Humboldt
1077. Collin Hockridge
1078. Aaliyah Soto Former student
1079. Cassandra Curatolo-Johnson UG & Graduate student alumni Cal Poly  
Humboldt affiliate
1080. Helinna Leone Alumni
1081. Kieran Pick Student Staff Student, Housing Staff
1082. Jennifer Knight Faculty Emeritus /Staff IELI/ ACAC
1083. Selah Shaeffer English department
1084. Emily Shapiro Cal Poly Humboldt student, psychology
1085. Jared K Student Forestry
1086. Ruby Hadrison Alumni
1087. Rachel Ostrander Alumni
1088. Marie Drennan Associate Professor San Francisco State University
1089. Sterling Russell Student Cal Poly Humboldt
1090. Megan Singer Student Wildlife
1091. Jane Pierce Supporter
1092. Kimberly Polanco-Mendoza Psychology
1093. Mistral Aerin Cheli Vassar Student; Cal Poly Humboldt Part-Time Student
1094. Sofia Alumni, Community support
1095. Abraham Navarro alumni JMC
1096. Tatum student
1097. Bri Johnson Marine Biology Student
1098. Ali Vakili Alumni Wildlife
1099. Natalia Ruiz Cal Poly Humboldt alumni
1100. Aesha Alumni
1101. Andrew Smith Rodriguez Cal Poly Humboldt Alumnus
1102. Mason Levy Student Wildlife
1103. Nick umana MSW Student CPH MSW student
1104. Elena German Student Student at CPH
1105. Julien Jones CPH Wildlife

1106. Landon White Former CPH student now community supporter  
 1107. Elizabeth Edens Staff affiliation Cal Poly Humboldt  
 1108. Harmony Tryon Student Psychology  
 1109. Lily Cal Poly Humboldt affiliate  
 1110. Connor Eubank Geography, Urban Studies; student at UC Berkeley  
 1111. Vic Nye Current Student Biology Department  
 1112. Ryleigh charter College of The Redwoods student  
 1113. Amanda Rivas community support  
 1114. Bryan Fiallos  
 1115. Juliana Tatum Student Geology  
 1116. Fiona Bowman student Environmental Studies  
 1117. Rosemary Kelly Student assistant Student, and college of extended ed  
 1118. Kole Fisher Student Computer Science  
 1119. Amber Przecha Alumni Zoology  
 1120. Lilli LeVan Alumni Wildlife  
 1121. Benjamin Hung Staff (and student) Schatz Energy Research Center, Cal Poly Humboldt  
 1122. Natalia Plancarte Student CRGS Emphasis on Ethnic Studies  
 1123. AJ Jordan Art Department  
 1124. N Ivers Student Computer Science  
 1125. Moorea Robertson student  
 1126. Ashley H Hernandez Student Assistant at the Department of Sociology First Generation/ First Year Student/ Undergraduate Sociology student/ Student worker  
 1127. Taylor Krilanovich Alumni College of Natural Resources & Sciences  
 1128. Mewtwo CPH STUDENT ENST  
 1129. Matthew Hopkins Alumni Journalism  
 1130. Harper Lacey Cal Poly Humboldt Environmental Science & Management  
 1131. Grayson Ford community supporter  
 1132. Danni Ruggles Alumni, BSc Biology; Grad Student, Universität Bonn  
 1133. kayla mcclelland Alumni Political Science  
 1134. Anna Cottrell alumnus  
 1135. Stephanye J. Rivera (Najar) International Studies- Alumna  
 1136. Brianna Cruz Community supporter and CPH alumnus  
 1137. Mary Jo Klinker Alum  
 1138. Stephen "Seer" Snively Alumni  
 1139. Belén Gutierrez-Flores Alumni Sociology department  
 1140. Helen Anker-Egan Alumni Art Education  
 1141. Sina Soleimany 2016 Alumni Natural Science  
 1142. Althea Newman Alumni  
 1143. Justin Strong Assistant Professor SJSU Justice Studies  
 1144. Jane Riggan Community Supporter  
 1145. Dave Meserve HSU alumnus, community member Physical Science/Education  
 1146. Denise Dorsett community supporter  
 1147. Annabelle Feller Student, Biological Sciences department

1148. Diane Des Marets Retired teacher, former student, community member
1149. Paloma E Villegas Associate Professor, Sociology, CSUSB
1150. Simone Takaki Cal Poly Humboldt Alumni Child Development Alumni
1151. Bryan Tari Alumnus
1152. Cheyenne Holloway
1153. Leslie Greitl Humboldt Alumni-Oceanography
1154. Danika Zikas Cal Poly Humboldt Environmental Science and Management Alumni
1155. Eden Lolley Alumna Alumna of Cal Poly Humboldt College of Natural Resources and Sciences
1156. Seth Nolan ITS, Direct Support Cal Poly Business Administration Student
1157. Melissa Salazar Psychology / Child Development Alumni
1158. Eric Salazar Wildlife Alumni
1159. Eric Gallegos Business Alumni
1160. Courtney Wilson Former Staff Financial Aid
1161. Tegan Malone Alumni Anthropology
1162. Nizhoni Kears Student ESM
1163. Jaime Sanchez Alumni Alumnus of Cal Poly Humboldt, College of Natural Resources and Sciences
1164. Tanya Nessheim Cal Poly Alumni Cal Poly Alumni class of 2017- Biology
1165. Pearce Coleman Community supporter
1166. Kristin Tran Student
1167. Jaden Torres Student Kinesiology
1168. Amber Chung Community member, alumni
1169. Benjamin Maceda Alumni
1170. Autumn M. none Botany and Studio Art
1171. Bente Jansen Alumnus/Community Supporter
1172. Ronnie Zaragosa Alumni Anthropology
1173. Shaina Pounds Student
1174. Ethan Romero community
1175. Kameryn Kelly Community Supporter
1176. Suseth Fonseca Alumni Cal poly Humboldt alumni
1177. Grace Lovell Alum & Community Member, CPH School of Education
1178. tessa f community support
1179. Rhiannon Chavez Miramontes Music Department
1180. Brittani Orona (Hupa) Cal Poly Humboldt Alumni, B.A. History 10' and UC President's Postdoctoral Fellow, UC Santa Cruz

Hi everyone. My name is Kelly Bustamante. I am a junior in the wildlife department, I am also minoring in geospatial analysis. I am a physically disabled person with chronic pain and mobility issues. I would like to speak on some struggles I've had that are specific to my experience as a disabled person pursuing a degree in natural resources.

Nearly all of my courses in the wildlife department have had some aspect of "field work" that is built into the curriculum. Some examples are birding at the marsh, mad river or various refuges in Humboldt County, setting up and taking down trail cameras in the community forest, doing vegetation surveys, hiking around campus or in the community forest, or wildlife observations from various locations in the Humboldt. These activities were either required for an assignment, a lab, or a semester long project. These activities were required multiple times, per class, per semester. All of these activities are extremely challenging or nearly impossible for a person with mobility issues... add on chronic pain on top of that. If I was able to participate in these activities, I was then faced with an increase in pain that led to a snowball effect of challenges. If I wasn't able to participate in these activities, I was either told I would be "excused" from the activity or met with disunderstanding and frustration from the instructor. Many times I've had to explain and re-explain the severity of my disability to faculty, disclosing more information than I'm comfortable with in order to be taken seriously.

I have asked many faculty members in the wildlife department, and professionals in the field if there are jobs in the natural resources field that don't require field work... the answer was a resounding yes. If that's the case, then why doesn't the degree reflect the diversity of jobs and people in the field? Instead of requiring students to take courses centered in or involving field work, why not allow alternative courses in statistics, GIS, or remote sensing to count instead? If I can get a job as a disabled prospective wildlife professional why can I not earn a degree?

The idea of needing my body to function in order to participate in course-related activities is unfair, at times unsafe, and highly exclusive. I challenge the university and its natural resource departments to consider the reality that disabled people face each day while trying to earn their degree. I hope you will consider us when planning your curriculum and course activities. I know I am not alone in being disabled and also wanting to participate in natural resource conservation. Please find a way for us to participate in these activities that is safe, fair, and inclusive.

## Disability at Cal Poly

I'm a Botany and Studio Art major here at Cal Poly Humboldt. I'll be graduating with both of my degrees come May 2024. Humboldt State University was my dream school as a child, I had so much pride in telling people I was going to be an HSU graduate like my mother, and that I was going to change lives one day with my science degree. As my chronic illness slowly worsened my dream major changed from Marine Biology to Botany so I could pursue a science that seemed more accommodating to me. As I sit here now as a senior HSU is inaccessible and inconsiderate of its disabled students.

The campus is unsafe for me, in my handful of instances on campus, I was faced with continuous issues with navigating the campus safely as someone with debilitating body pain and conditions that readily make me unsafe in many given situations. Those situations don't just make me unsafe; they make my peers unsafe. If I blackout in the chemistry lab, I put my peers in danger. HSU's lack of willingness to keep disabled students safe on campus, its unwillingness to be open and honest about where we disabled students can and cannot go, where we are and aren't safe, and full transparency and how we will and will not be protected and accommodated.

I've had teachers ghost my emails, ignore me, and deny me accommodations. I've reached out with my accommodations and asked for my professors to aid me and I have been denied. I've been told it gives me an advantage. I've had teachers tell me my diagnosed mental health condition is 'relatable' when OCD is a widely misconstrued and stereotyped mental health condition. That teacher called having a consuming paranoia that I'm going to be murdered in my home if I don't check the locks five times relatable. I heard that same teacher tell a student with a disassociation disorder that her condition was also relatable. As a neurodivergent individual who does disassociate, even I can't fully relate or call a condition where you can't get in touch with and be human within your body, relatable. I have empathy for her, but I can't truly relate to her.

Teachers at HSU should have sensitivity training so they know how not to discredit diagnosed conditions. Representation of disabilities should be included in the curriculum so we don't continue to act like disabled people are subhuman. My peers think I'm impressive for wanting my botany degree as a disabled person. I shouldn't be treated like I'm doing something beyond comprehension for wanting to pursue my dream. My dream was crushed by HSU when I added my Studio Arts degree in fear I wouldn't be able to complete my Botany degree.

I've transferred several courses from other colleges to finish my degree and I have been met with immense support and kindness as a disabled student everywhere other than here. I have been supported and encouraged, and while I love where my future is going; I was shown hope for my life as a scientist by cobbling my degree together through other colleges after HSU had acted like I was never going to be successful. I shouldn't be denied the idea of a future as a disabled person because HSU doesn't believe in supporting disabled students.

I ask that Cal Poly Humboldt be explicit to future students if they're not going to get supported and accommodated in pursuing their dreams. I ask that if students aren't going to be accommodated on campus, there be a support system that can help them assemble a degree through three different colleges the way I did alone. The school should offer classes or projects for disabled students. I demand that the campus be explicit in where students can't safely navigate. Demand that there be accessibility statements. I shouldn't have to ask that the gallery have an accessibility statement when it's unsafe to navigate for some disabled students in its current state. I don't even ask that Cal Poly make the commitment of renovating to make the

campus safe like it should be, I ask that signs be put up so disabled individuals can safely accommodate themselves. I ask that statements be made so members of the community can make an educated decision about how they'll be able to access events and buildings. We're human, we have lives, we deserve to live them, and we deserve to be able to get a degree from an institution so that we can participate in society and make the changes in the world we believe in. We deserve to be treated as valued students, community members, and professors and be kept safe. If the students who pay into the school are being treated as disposable, I fear the treatment of disabled professors who should be able to trust their institution to take care of them.

Had I known that HSU wouldn't value me as a disabled student I wouldn't have made it the school of my dreams. I'm saddened that the campus was never somewhere I could feel safe as a student. I'm devastated that I have to live through the conflict of wanting to work here as an art professor one day, mixing botany and studio art. I want to improve the experience for students like me who don't feel like their art teachers taught them because the teacher couldn't accommodate them. Yet I know the school would never hire me as an all-online professor. I fathom a lot of students who stand beside disabled peers and disabled students choose not to attend because the school website says nothing meaningful about caring about the comfort and success of its disabled student body.



To: Cal Poly Humboldt University Senate  
Regarding: Open forum written statement for 4/23/24

I have been a part of Cal Poly Humboldt since I started as an undergrad in 1995. When I graduated, I made the pledge:

***“I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work.”***

To be honest, I don't take much stock in these types of pledges that can seem so performative and so often are expected to be performative. But I am also an optimist and I find myself trying to manifest the things that I am most pessimistic about. And so in this small way, I am going to try to carry out this pledge today.

When I was a student in the 90s, students at HSU were heavily active in protests to stop the clear cutting of ancient redwood forests. In 1997, [groups of protestors famously conducted sit-ins in various locations in Humboldt county to protest what is now universally understood to be terrible logging and labor practices](#). Myself and other Humboldt students who were arrested for protesting, who were arrested and assaulted for engaging in peaceful sit-ins, who were breaking policies and laws to protest these logging practices – they were carrying out the ideals of our graduation pledge. They were acting to dismantle the systems that abuse workers and destroy the environment. Despite the protesters' peaceful actions to carry out sit-ins, the response by law enforcement escalated to what would later be legally determined to be excessive use of force when they used cotton swabs soaked in pepper spray to apply it directly to the protesters' eyes. Law enforcement was in the wrong. This was determined in court. This was determined in the press and in our culture and in our society. This was a black eye for our community as it drew national attention for years. Today we are able to enjoy the Headwaters Forest Reserve, an area that only exists as we know it due to the type of direct action carried out by our community, including Humboldt students. There is no question that although our students' actions sometimes violated policies and laws, their actions were honorable.

Today our students are once again engaged in direct action and are trying to improve the social and environmental consequences of our university, our state, and our nation's involvement in what has been determined by the Red Cross to be [“an unbearable human tragedy in Gaza.”](#) Unquestionably, our graduation pledge, which applies to current students and alumni like myself, requires that we take action to address this issue. When people who are powerless or feel powerless have few options, protest and direct action are ethical actions even if they violate policies or laws. The civil rights movement proved this to be true. The students who protested on campus in the 90s proved this to be true. I don't yet know the outcome of what our students are currently engaged in, but I know that our university is lucky to have passionate students engaged in social justice. If we expect them to live up to the pledge that we require of them – if

we expect them to be scholars and to become professionals who improve our communities, we must learn from past mistakes.

Late yesterday, I was disappointed in the language used in communications alleging that our students were “volatile” and causing “extreme safety hazards.” That our students were not being referred to as members of our community, not being recognized as students, but only as “protesters” who were creating a dangerous situation as our administration called in law enforcement with riot gear and firearms. We know from past history that law enforcement escalation is the real danger. We know that tents and furniture barricades pale in comparison to war and famine.

We can do better by our students. Our administration can deal with these protests and actions with a response that we won’t regret later. Our administration can support our students in carrying out our own expectations of them. We can use our strengths and our students’ strengths as something to attract positive attention and not behave in a way that will further harm our university and reputation, harm our communities, and harm our students and ourselves.

Tim Miller

A handwritten signature in black ink, appearing to read 'Tim Miller', with a stylized, cursive script.

Cal Poly Humboldt Alum  
Librarian, University Library

**CAL POLY HUMBOLDT  
University Senate**

**Resolution on the URPC Budget Recommendation 2024-2025**

24-20/21-URPC — April 23, 2024 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends that Chair Woglom forward the University Resource and Planning Committee's Budget Recommendation to President Jackson in keeping with the CBC Guidance that outlines URPC Recommendations.

**RATIONALE:** The URPC has developed a budget recommendation based on existing budget assumptions and ask that this recommendation be forwarded to the President in order to inform budget decisions for the 2024-2025 fiscal year.

# Cal Poly Humboldt.

## University Resources and Planning Committee

**Date:** 4/22/24

**TO:** Senate Chair and General Faculty President Jim Woglom,  
Cal Poly Humboldt

**FROM:** Jenn Capps and Monty Mola – Co-Chairs of the University Resources and Planning  
Committee (URPC)

**CC:** Committee Members

**RE:** 2024-25 Budget Recommendation to the President

*Chair Woglom,*

*Below, please find the University Resources and Planning Committee's (URPC) Budget Recommendation for FY 2024-25. After review and input from the Senate, we ask that you forward its contents to President Jackson in order to inform his decisions regarding budgeting for next year, in accordance with the [CBC Guidance on Senate Ratification of URPC Recommendations](#).*

### **Narrative Overview/Executive Summary**

Each year, the URPC provides a recommendation, directed to the President through the Senate Chair, regarding changes in distribution (allocations and reductions) from the University to the Divisions. The funds addressed in this recommendation are limited to new or reduced resources applied to [the HM500 or "General Fund"](#) (GF) from state allocations and tuition-based revenue. The URPC, per practice and bylaw, does not recommend distribution of resources in (A) self-support entities (Housing, Parking, Extended Education, etc.) as their respective resources are derived from payments for services they provide, (B) entities funded by student fees (Associated Students, Health Services, etc.), as the application of those fee-based resources are limited and mandated by ed code and student referenda, (C) funds derived through philanthropy or grant funding by the division of Advancement or the Sponsored Programs Foundation (as these resources are largely defined by fundors and applicants through contractual agreements), or (D) the allocation of resources within divisions. That being said, the URPC will at times speak to these entities as they relate to the recommendation and concerns raised by the campus community during our engagement efforts throughout the academic year.

The URPC has had a complex task in preparing this recommendation, balancing forthcoming reductions with identifying modest strategic investments, all while prioritizing transparency and communication to the campus community. Cal Poly Humboldt, along with nearly every university in the CSU is facing cost increases that are projected to outpace revenue growth. These increased costs are primarily the result of much-needed pay raises, negotiated at the system level, for which only partial funding from the state is expected. We must, therefore, fund these well-deserved pay increases from within our current means. Additional expenses and funding adjustments that have pushed us toward reductions are increased utilities costs and enrollment recalibration. At the same time, we have the benefit of moderate enrollment growth from a combination of incoming students and increased student retention. Our polytechnic transformation is providing a solid foundation for the future and provides us with the opportunity to take a strategic and future-focused approach to our budget planning.

With that framing in mind, this year's submission will outline the current financial milieu of the University, including [enrollment assumptions](#), [revenue assumptions](#), [expenditure assumptions](#), and [reserve assumptions](#).

### Guiding Principles and Parameters

As the University moves to adopt a budget that:

- is sustainable and aligns with our [Strategic Plan](#) priorities,
- proceeds conservatively and builds a larger Contingency to support campus efforts to move beyond continuous reduction cycles of the past, and
- distributes allocations contingent on available funding,

the URPC adopted the following principles to guide decision making:

### Guiding Principles

These Guiding Principles serve as a recognition that there are components of this University that transcend budgetary concerns and that these components should be prioritized and honored throughout the process of budget reduction or realignment. Resource allocation planning and decisions will be data-informed, incorporate an equity lens, and align with the [Purpose, Vision, Core Values & Beliefs](#) of the University.

- **Students First:** We will prioritize the needs of students and their education. We will provide an equitable environment that ensures the well-being, education, graduation, and future success of our diverse student body.
- **Value Personnel:** We will recognize the impacts budget decisions have on personnel. We will strive to preserve jobs for existing employees and engage in thoughtful, evidence-driven approaches to strategic workforce planning and process realignment.
- **Financial Resiliency:** The budget should be balanced on an annual basis and be sustainable into future years. Recommendations will balance the need for ongoing resources with the flexibility to adapt to changing circumstances and to thrive in the midst of those changes.

- **Campus Engagement:** We will solicit input from the campus community in order to make informed decisions about resource allocations. We will be transparent in communications with the Campus community regarding the issues being considered.

#### **Reduction Planning Parameters**

In addition to Guiding Principles, the URPC established the following reduction planning parameters to inform reduction planning efforts:

- Approach reductions strategically and not across the board
- No division will be exempt
- Support units' ability to plan and avoid mid-year reductions unless absolutely necessary
- Commitment to transparency and timely communication

#### **Budget Transparency and Communication Efforts**

Since January, the URPC has engaged in significant communication and engagement activities to bring awareness to the current budget situation and to seek input from the campus community, including:

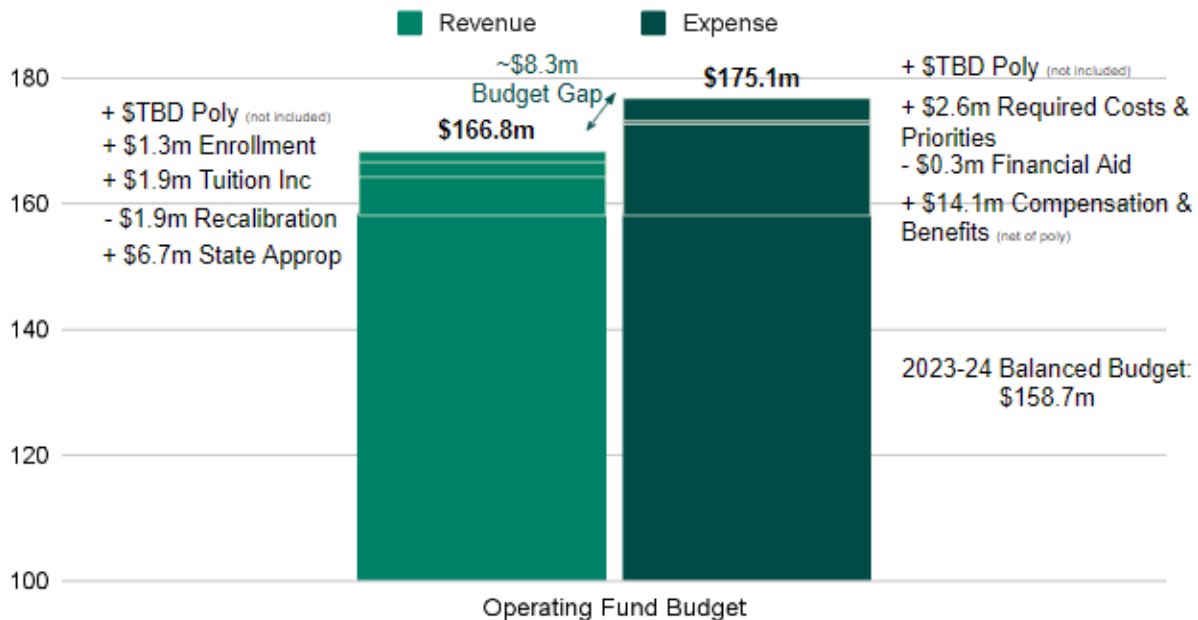
- URPC Guiding Principles and Reduction Planning Parameters developed
- Campus wide communications
- Provost communications
- FY 2024-25 budget planning scenarios for 3%, 5%, and 8% reductions developed
- Focused budget request process to capture polytechnic needs and ongoing activities funded with one-time resources
- January 29 - message to campus about budget reduction planning
- Meetings with campus groups during month of February including various stakeholders within: University Senate, Staff Council, Associated Students, Council of Chairs, Academic Affairs leadership, EMSS leadership, Athletics, Administrative Affairs leadership, Budget Analysts group, Info Exchange, SAAS
- Division-level presentations at URPC meetings on March 8, 22, and 29 (available online at: [budget.humboldt.edu/urpc](http://budget.humboldt.edu/urpc)) where the 3%, 5% and 8% reduction scenarios were detailed
- University wide open forums on October 18, 2023 and April 9, 2024

**2024-25 UNIVERSITY Budget Summary**

As outlined in this table, visually depicted in the chart below, and discussed in more detail in Appendix A: Budget Planning Assumptions, Cal Poly Humboldt anticipates an ongoing budget deficit of approximately \$8.3 million in 2024-25. The itemized investments in Utilities and Athletics reflect priorities from the [2023-2024 URPC budget recommendation that were ultimately not funded and continue to not have other sources of funding but are still priorities](#). This year’s committee agreed on the importance of honoring previous commitments while also looking forward to a multi-year budget process/model.

2024-25 Revenue Budget Incremental Changes		2024-25
<b>Prior Year Revenue Budget</b>		<b>158,666,757</b>
State Appropriation Increases		6,653,000
State Approp Reduction - enrollment recalibration (-3%)		(1,919,000)
State Tuition increase from growth		1,271,000
6% Tuition Rate Increase		1,867,000
Other Tuition, Fees & Revenue Adjustments		236,073
Polytechnic Funding TBD		-
<b>Total 2024-25 Revenue Budget</b>		<b>166,774,830</b>
<b>Expenditure Budget - Incremental Changes</b>		<b>2024-25</b>
<b>Prior Year Expenditure Budget</b>		<b>158,666,757</b>
Compensation & Benefits Costs		14,068,263
Financial Aid		(250,000)
Required Costs & Priorities		
Dept Allocated Fees/Revenue		236,073
CO Program Earmarks (Project Rebound, Accommodations)		206,000
University Wide Costs (Utilities: \$700k, Insurance: \$500k)		1,200,000
2023-24 Campus Priorities (stabilize Athletics one-time funding)		935,000
2024-25 Campus Priorities (TBD - any \$ will increase deficit)		-
Polytechnic Expenses TBD		-
<b>Total 2024-25 Expenditure Budget</b>		<b>175,062,093</b>
<b>2024-25 Base Budget Surplus / (Deficit)</b>		<b>(8,287,263)</b>

**2024-25 Estimated Budget Changes at Baseline**



**2024-25 UNIVERSITY Budget Reductions**

As outlined in the Budget Summary section, Cal Poly Humboldt is currently anticipating an ongoing budget deficit of approximately \$8.3 million in 2024-25. To address the budget shortfall, following the divisional development of reduction planning scenarios and discussions with each division, the URPC proposes the following reduction distribution by division:

<b>Division</b>	<b>Proposed % Reduction</b>	<b>Proposed Reduction Amount *</b>	<b>Rationale</b>
<a href="#">President's Division</a>	3.5%	\$61,000	Limited flexibility given size of budget, and percent of budget invested in personnel
<a href="#">University Advancement</a>	3%	\$117,000	Higher share in last round of reductions; revenue generating
<a href="#">Academic Affairs Instruction</a> <a href="#">Academic Affairs Non-Instruction</a>	6%	\$6,008,000	Largest budget with most flexibility, and greatest potential for fiscal impact
<a href="#">Administrative Affairs</a>	5%	\$1,190,000	Alignment with proportional share
<a href="#">Enrollment Management &amp; Student Success</a>	3%	\$466,000	Reduce proportional share to preserve investments in student recruitment and retention supports
<a href="#">Athletics &amp; Recreation</a>	3%	\$116,000	Additional reductions planned to address structural deficit in IRA Fee Budget
<a href="#">University Wide</a>	4%	\$371,000	Limited flexibility due to fixed costs
<b>Total Proposed Reductions</b>		<b>\$8,329,000</b>	<b>(\$29,000 above target amount)</b>

\* Numbers rounded to the nearest thousand

The proposed reductions above were determined through robust discussions with the campus community, presentations by the division leads, and discussion among the members of the URPC. They represent an acknowledgement of the importance of Enrollment Management and the need to grow the number of students served by our campus. They recognize that large cuts to small divisions reduce the capacity of



our campus to serve our students, while ensuring that all divisions participate in the reductions. We also acknowledge that the largest percentage and total dollar reduction is from the division of Academic Affairs. As the largest division, approximately 60% of the Operating Budget, Academic Affairs has the capacity to make the largest impact toward the overall reduction goal. Of course, as 85% of the Academic Affairs budget is dedicated toward human resources, a reduction to Academic Affairs ultimately leads to fewer instructors in fewer courses and less staff directly serving students. This pain is shared unevenly and will ultimately be remedied by growth.

## 2024-25 UNIVERSITY Budget Allocations

### 2023-2024 Roll Forward/One-Time Resource Planning

Currently, Cal Poly Humboldt budgets at 100% employment, meaning that each budgeted position is assumed to be filled for the entire fiscal year for sake of planning. In actuality, we never have 100% of our budgeted positions filled. Likewise, even when we hire someone mid-way through the year to fill an open position, salary and benefits for that person are only spent once they are hired. In each case, budgeted funds are unspent. As such, even in times of reduction, we often end up with a surplus when comparing actuals to budget. The 2023-2024 fiscal year is no exception, and we [project significant unspent budget](#) that will roll forward as one time funds for next year's budget. As each division will be asked to participate in reductions next year, it is imperative that any available roll forward in a division from the current fiscal year go back to that division. Thus, the URPC strongly recommends that the campus continue to adhere to the [University Operating Fund Roll Forward Guidelines](#).

In addition, in the event that divisional roll forward resources are insufficient, as a backstop we propose to leverage funding equivalent to up to 1% of the proposed reduction % from the Operating Reserve to support deficit bridge funding, with a replenishment plan in place to the Reserve from the Central University Roll Forward (projected to be approximately \$4M). Note: There is a newly revised CSU Reserve Policy threshold that the Operating Reserve must be "no less than 5%", so this must be maintained as part of any replenishment plan prior to the end of the fiscal year.

### Polytechnic Funding/Additional Budget Requests

As the budget situation of the state of California becomes increasingly dire, the possibility of a claw back of allocated but unencumbered funds exists. As roughly 40% of the Polytechnic augmentation to our base budget is currently unencumbered, roughly \$11.5M becomes vulnerable to being pulled back by the state. To ensure that Cal Poly Humboldt can leverage these funds, campus leadership, in consultation with the Chancellor's Office, are developing a plan to accelerate the budgeting of the full \$25M. Unfortunately, the planning necessary to implement this new spending plan lies outside the timeframe of the URPC budget recommendation. Yet, the spending of Polytech funds absolutely intertwines with the work of the URPC and the campus community. Thus, we ask that, as soon as possible during the fall semester, a detailed report on Polytech funding be broadly distributed, including but not limited to a full report to the University Senate.

Despite the need for reductions for the 2024-2025 fiscal year, a call was sent to the Divisions for funding requests. Though such a call might seem inadvisable during budget shortfalls, as approved requests that fall outside of the Polytechnic funding will exacerbate the size of the budget deficit, resulting in deeper cuts amongst the divisions, it also ensures that we do not miss strategic opportunities that may be brought to light in the request process. Due to the complexity of next year's budget and the desire of the committee to ensure that each division reported their goals and challenges within the confines of the anticipated reductions in a public manner, evaluating the requests also comes outside the timeframe of the work of the URPC. As such, the URPC recommends that one time funds be used as bridge funding for any additional strategic investments for next year whenever possible. Should any long term investments be added to the base budget, thereby increasing the reductions, we ask that the members of the URPC be informed and allowed to provide feedback, even in the event that such an approval occurs outside the academic year.

### **GI 2025**

There is no new ongoing or one-time GI 2025 funding currently anticipated at this time.

### **URPC Budget Planning Activities**

#### **Next Steps - New Multi-Year Budget Planning Process**

We have heard significant campus feedback regarding the need for a new budget planning process on campus. Effort is underway to build out the framework, tools, and timeline to launch a new multi-year budget planning process in the fall. Draft documents will be vetted with the URPC in September, followed by broader campus engagement. For the initial context of the multi-year planning needs, [here](#) is a projection of baseline operating fund changes over the next five years, provided with the caveat that these projections follow the assumption that enrollment growth and tuition-based revenue continue following baseline trends, and that state appropriation continues at status quo in future years.

### **Conclusion**

Cal Poly Humboldt budget planning assumptions are based on current, known information gathered from campus enrollment planning, projected mandatory cost increases, information from the Chancellor's Office, and the Governor's budget proposal. While we are aware that the State budget is experiencing a significant deficit and proposed funding is subject to change until approved by the Legislature in June, we recognize the importance of moving forward with a 2024-25 budget recommendation prior to that date. In the event of significant changes to the approved State of California budget or allocations from the Chancellor's Office, we request that the URPC be reconvened to discuss how to proceed in light of the new information.

We appreciate your review of this recommendation and look forward to your feedback and comments.

## APPENDIX A

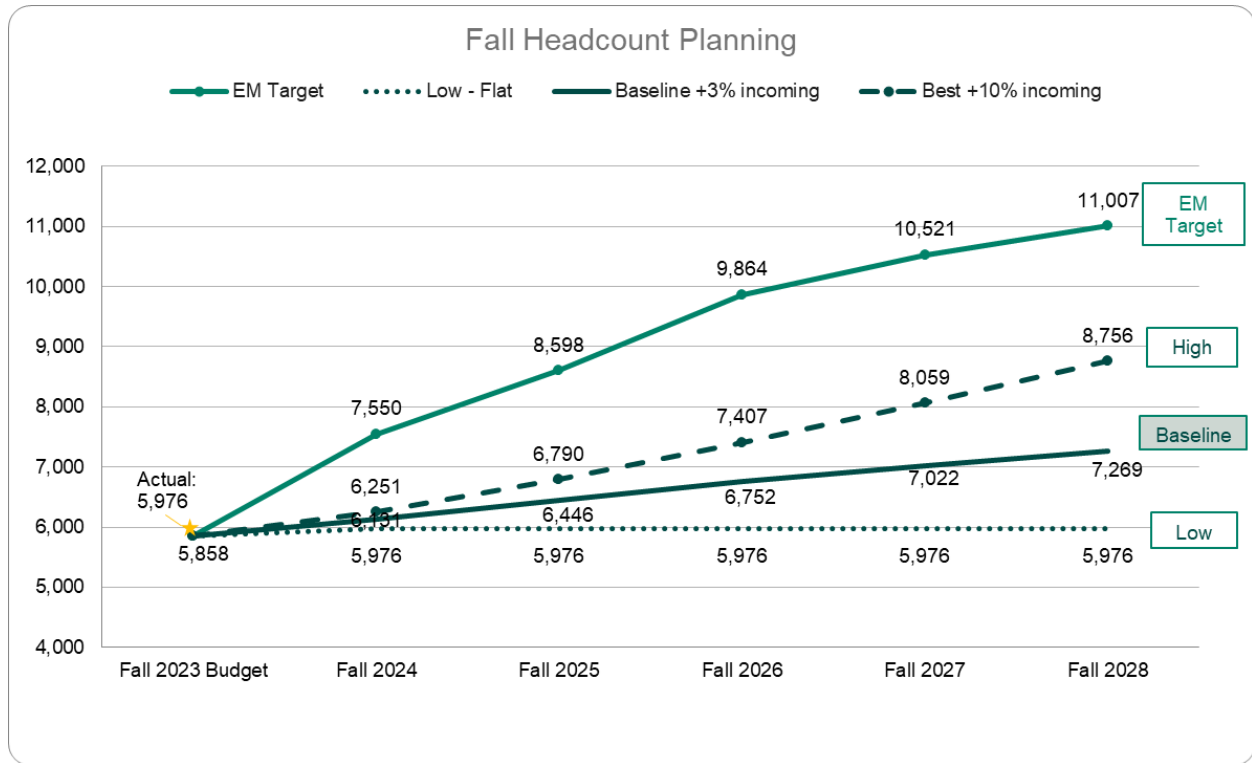
### **Budget Assumptions**

#### **Enrollment Assumptions**

We continue to strive toward our ambitious enrollment goal to double enrollment within seven years, including a drive toward fall 2024 total enrollment of 7,550. Our Enrollment Target Progress (ETP) team is tracking progress toward targets and providing monthly updates to campus. A more in depth review of current enrollment trends and variables is available in the most recent [Enrollment to Target Update \(4/04/24\)](#).

Enrollment trends remain positive. Fall 2024 applications for first-time undergraduate (FTUG) applications have surpassed last year's record application numbers over the past week. As of April 4, 2024 we have 15,359 FTUG, compared to 15,345 a year ago. We are also seeing year-over-year growth in applications for upper division transfers, returning undergraduates, and masters students. Significant effort is underway to increase yield; however, our re-introduced enrollment deposit is making year-to-year confirmed student comparisons difficult, although we are outpacing 2019 confirmations, which was the last year we had a deposit.

While application trends remain positive, we are proceeding cautiously from a budget planning standpoint, anticipating modest growth next year consistent with the past two years. The total fall headcount projection in our baseline planning scenario is 6,131 (+2.6%), within a range of 5,976 (low - flat 0%) and 6,251 (high +4.6%). For incoming students specifically, the scenarios reflect flat incoming student enrollment, 3% growth at baseline and 10% incoming student growth at high. A chart reflecting conservative enrollment budget assumptions in comparison to the enrollment targets we are striving to reach as a campus are shown in the chart below. Even while budgeting conservatively, we are closely monitoring enrollment numbers so we can pivot quickly if growth is trending higher.



For budget planning, we use full-time equivalent students (FTES) as the enrollment metric, numbers more conservative than the EM Target. In total, we are anticipating overall FTES enrollment growth consistent with our headcount growth.

Humboldt Operating Fund - BASELINE Enrollment Scenario Date: April 9, 2024	2023-24 Budget	2023-24 Actuals	2024-25 Budget
<b>Academic Year Enrollment Target</b>			
Resident FTES	5,035	4,942	5,262
WUE FTES	200	206	200
Out-of-State FTES	75	74	75
International FTES	20	17	20
<b>Total Academic Year FTES</b>	<b>5,330</b>	<b>5,247</b>	<b>5,557</b>
<i>Total Academic Year Headcount</i>	<i>5,595</i>	<i>5,726</i>	<i>5,836</i>

A key area of focus is our CSU funded annual resident FTES target. For many years, we have had a target of 7,603; however, this target has been reduced by 3% to 7,375 for 2024-25. The financial impact of this -3% recalibration is a funding decrease of approximately \$1.9 million. If our annualized resident FTES enrollment is not at or above 6,859 in 2024-25 (-7%), we will be subject to -5% enrollment recalibration

in 2025-26. As one effort to help reach our target, we did shift summer state-side. While the summer session is budgeted separately from this recommendation, the associated FTES will now be counted toward our target.

<b>Total Annual Resident FTES Projection</b>	<b>2023-24 Budget</b>	<b>2023-24 Actuals</b>	<b>2024-25 Budget</b>
Academic Year Resident FTES	5035	4,942	5,262
Summer Resident FTES	235	226	200
<b>Total Annual Resident FTES</b>	<b>5,270</b>	<b>5,168</b>	<b>5,462</b>

**Revenue Assumptions**

The 2024-25 Revenue Budget is \$166.8M at baseline. Estimated 2024-25 revenue is projected to increase by \$8.1M (excluding an additional infusion of earmarked Poly funding that is still TBD) compared to the 2023-24 budget.

The two main sources of revenue that make up the vast majority of this increase are the State appropriation and tuition:

- State Appropriation: With the infusion of \$25 million in ongoing polytechnic funding over several years from the State’s historic investment in Cal Poly Humboldt, which is being held central by the CO pending allocation, Cal Poly Humboldt will have two annual State Appropriation funding streams for the next few years:
  - State Allocation Increases (+\$4.7M): The estimated increase is inclusive of:
    - New 2024-25 State Funding (+\$3.6M): Even in the midst of a significant budget deficit at the State level, the Governor’s January Budget Proposal maintained the commitment to the multi-year funding compact with the CSU of a 5% increase to the CSU; however, the funding will be deferred by a year. The funding increase will be fully earmarked to offset mandatory cost increases in health and insurance, plus provide partial funding support for compensation increases.
    - 2023-24 Funding from CO (+\$3.0M): Humboldt will receive additional funding from the 2023-24 state allocation held centrally by the Chancellor’s Office to partially offset 2023-24 compensation increases and support funding earmarks for Project Rebound and student accommodations.
    - Enrollment Recalibration Funding Pull Back (-\$1.9M): With our enrollment target being reduced by 3% for 2024-25, the corresponding adjustment to our state appropriation is a reduction of \$1.9 million.
  - Polytechnic Funding (+\$TBD): Polytechnic funding request is still being finalized for 2024-25.
- Tuition: Tuition revenue is anticipated to increase \$3.1M. This reflects modest enrollment growth (+\$1.3M) and implementation of the 6% tuition rate increase (+\$1.9M).

## Expenditure Assumptions

The 2024-25 Expenditure Budget reflects mandatory cost increases and campus determined allocations based on priorities identified during the budget planning process:

- Mandatory CSU system-wide compensation and benefit increases totaling \$14.1M (*net of \$1m partial offset from polytechnic funding to cover increases associated with poly funded positions*)
- Required Costs and Campus Priorities
  - Dept Allocated Fees/Revenue: \$236k
  - CO Program Earmarks for Project Rebound and Student Accommodations: \$206k
  - University Wide Costs:
    - Utilities (one-time in 2023-24): \$700k
    - Insurance (earmark from CO): \$500k
  - 2023-24 Campus Priorities
    - Athletics (one-time in 2023-24): \$935k
- Polytechnic investments totaling \$TBD

Including base budget adjustments for one-time funded 2023-24 priorities, the 2024-25 Base Expenditure Budget is \$175.1M, reflecting a budget deficit of \$8.3M. With implementation of the reductions as proposed, Cal Poly Humboldt will maintain a balanced budget in 2024-25.

## Reserves Assumptions

The anticipated 2024-25 Operating Reserve beginning balance is \$8.1M, which equates to approximately 5% of the 2023-24 Operating Fund Budget. This is in line with the newly revised CSU reserve policy target of no less than 5%, but well below the 25% - 50% the policy strives for. The Operating Reserve provides flexibility to take mission-related risks and to absorb or respond to temporary changes in environment or circumstances. Without adequate reserves the University can suffer cash flow stress and become distracted from appropriate long-term decision making. Any spending out of the Operating Reserve must be accompanied by a plan to replenish the reserve fund.

Of note, the [University Operating Fund Reserve Policy](#) outlines reserve thresholds in alignment with the revised CSU Reserve Policy, which will need to be updated in light of the recent CSU policy changes. Reserves are essentially our savings accounts and are funded by one time dollars available at the end of the year. They are not funded through base reduction or the elimination of positions, though they are dependent on coming in under budget each year. Reserves help us to preserve current operations and navigate difficult financial times.

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

**Resolution on Updating the Credit/No Credit Grade Mode Deadline**

21-23/24-APC — April 23,2024 — Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President / Provost that the deadline for students to convert a grade mode from letter grade to CR/NC mode be moved from week eight to week eleven of each semester; and be it further,

**RESOLVED:** That the date change be implemented beginning AY 24/25.

**RATIONALE:** Conversion of the grade mode from a letter grade to credit/no-credit can be a mechanism for student retention. It allows students to protect their GPA if they are enrolled in a class they know they will need to repeat. Also, a student may change majors mid-semester and no longer need a class they may be struggling in. However, the conversion to CR/NC may have financial aid and degree completion implications. Changing the deadline to week eleven from week eight will allow students to make the decision after more coursework has been completed and graded. Additionally, the week eleven deadline will align more with the advising that occurs before early registration for the upcoming semester. This will allow for advisors to proactively assist students in making an informed decision about converting grade modes. For further information related to the CR/NC complexities, the Academic and Career Advising Center has provided the following links to additional information: [Understanding Credit/No Credit](#) and [Student FAQ](#)

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

**Resolution on Policy on GEAR Program Features and Course Certification Requirements**

22-23/24-ICC – April 23, 2024 – Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the president that the attached Policy on GEAR Program Features and Course Certification Requirements be approved; and be it further

**RESOLVED:** That the policy be implemented beginning AY 24/25; and be it further

**RESOLVED:** By the end of AY 24/25, the ICC shall revisit the [University Curriculum Committee Memorandum February 26, 1999 \(revised April 14, 1999\)](#) and, if deemed appropriate, develop a policy outlining the content criteria for Diversity and Common Ground; and be it further

**RESOLVED:** By the end of AY 24/25, the ICC shall lead a review of policy item 10.c. relating to the double-counting American Institutions with other GEAR areas; and be it further

**RESOLVED:** As impending changes are made to regulations at the state and system level, the ICC shall lead conversations regarding implications for Cal Poly Humboldt GEAR requirements. Specifically, the revised Cal-GETC is the transfer pathway to a four-year degree for California’s community college students – a recent revision (effective Fall 2025) includes a single lower-division GE pattern for transfer to the CSU and UC system. Compared to the current GE requirements at Cal Poly Humboldt, the revised Cal-GETC includes a reduction of three units in lower division Area C (requires six rather than nine units), eliminates Area E (three units), and adds one unit to account for the Area B science lab. The net reduction is five units. [Amendments to Title 5](#) require corresponding changes to the GE requirements at each CSU to which all students (not just transfer students) will be subject. A [March 1, 2024 memo from the Chancellor’s Office to Cal Poly Humboldt](#) states that “Each CSU campus could make a determination as to how to use the five units that are not included in Cal-GETC or could allow these to be “free elective” units toward the minimum units required for a baccalaureate degree (120 semester units).” And be it further

**RESOLVED:** The ICC shall revisit this policy in AY 28/29, after three years of implementation.

**RATIONALE:** The purpose of this policy is to establish guiding principles for the General Education and All University Requirements (GEAR) program at Cal Poly Humboldt, to establish guidelines for what constitutes a GEAR course, and to establish requirements for offering courses in the various GEAR areas.





## Policy on GEAR Program Features and Course Certification Requirements

### Policy Number

Integrated Curriculum Committee

**Applies to:** Faculty, students

**Supersedes:** [Senate Resolution 08-08/09-EP](#), [Senate Resolution 02-04/05-EP](#), [Senate Resolution 09-02/03-EP](#)

### Purpose of the policy

The purpose of this policy is to establish guidelines for what constitutes a General Education and All University Requirements (GEAR) course at Cal Poly Humboldt, and to establish requirements for offering GEAR courses in the various GEAR areas. In this policy, GEAR courses are defined as all courses certified in any of the GEAR areas. Current GEAR areas are listed in Section II.1 of this policy and in the Cal Poly Humboldt [academic catalog](#).

### I. Guiding Principles

1. The California State University (CSU) [EO 1100](#) describes general education as "designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning."
2. Cal Poly Humboldt is committed to providing a rich, cohesive, and thoughtful GEAR experience, one that provides students with a variety of courses that speak to their interests and lived experiences and expand their understanding of the world.
3. All Cal Poly Humboldt students participate in the GEAR program as part of the bachelor's degree; thus the program must serve students across all majors.

4. The GEAR program shall be the primary vehicle for delivering a shared Humboldt-inflected curricular experience for all students, and thus we must work together across departments and programs to ensure its quality and success.
5. We value disciplinary expertise and the diversity of approaches to GEAR areas that stem from various disciplines and perspectives.
6. Some majors have a necessarily high number of units that are major-specific – for example, these units may be tied to accreditation requirements or professional standards. Students in these majors may need to take major-specific GEAR courses with more than typical prerequisites or units, may need to meet multiple major/GEAR requirements within a single course, and may need to meet GEAR requirements through completion of the major. The campus bodies responsible for review of GEAR proposals shall provide support for and fully consider such circumstances while also staying true to the spirit of this policy and remaining in compliance with the applicable CSU executive orders, CSU policies, sections of the California Code of Regulations, and related Cal Poly Humboldt campus policies.

## II. Policy Details

1. A GEAR course must meet the guidelines laid out in applicable CSU executive orders, CSU policies, sections of the California Code of Regulations, and Cal Poly Humboldt campus policies, including that it must address the content criteria of the areas in which it is certified. The content criteria are, in the applicable policies and documents, variably referred to as knowledge, skills, experiences, perspectives, competencies, goals, objectives, etc. The content criteria and course number/unit requirements for each GEAR area are currently as follows:
  - a. **CSU General Education (GE) Requirements (Table 1a):** [CSU Policy ID 8919100 \(EO 1100\)](#), pursuant to Education Code 66763, 89032, 66745-66749.7. [Title 5, California Code of Regulations](#), sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508. [Amendments to Title 5](#), effective Fall 2025, will change these requirements and their designations.

**Table 1a. CSU General Education (GE) Requirements**

<b>Current (AY 23/24) Subject Area Distribution Requirements</b>	<b>Revisions effective Fall 2025. Final number/letter designations TBD</b>
Oral Communication, Area A1	Oral Communication, Area 1C
Written Communication, Area A2	English Composition, Area 1A

Critical Thinking, Area A3	Critical Thinking, Area 1B
Physical Science, Area B1	Physical Science, Area 5A
Life Science, Area B2	Biological Science, Area 5B
Laboratory Activity (in B1/B2), Area B3	Laboratory, Area 5C
Scientific Inquiry and Quantitative Reasoning, Upper Division Area B	Physical or Biological Science, or Quantitative Reasoning, Upper Division Area 2/5
Mathematics/Quantitative Reasoning, Area B4	Mathematical Concepts and Quantitative Reasoning, Area 2
Arts, Area C1	Arts, Area 3A
Humanities, Area C2	Humanities, Area 3B
Arts and Humanities, Upper Division Area C	Arts or Humanities, Upper Division Area 3
Social Sciences, Area D	Social and Behavioral Sciences, Area 4
Social Sciences, Upper Division Area D	Social and Behavioral Sciences, Upper Division Area 4
Lifelong Learning and Self-Development, Area E	No longer required
Ethnic Studies, Area F	Ethnic Studies, Area 6

- b. **American Institutions:** [CSU Policy ID 14110255](#) (formerly EO 1061) pursuant to [Section 40404 of Title 5](#) of the California Code of Regulations.
  - c. **Diversity and Common Ground:** [University Curriculum Committee Memorandum February 26, 1999 \(revised April 14, 1999\)](#).
  - d. **GWAR:** Cal Poly Humboldt [Graduation Writing Assessment Requirement Policy](#) pursuant to [CSU Policy ID 14528485 \(EO 0665\)](#).
2. The GEAR content criteria shall be clearly identified on a Cal Poly Humboldt GEAR website, currently [academicprograms.humboldt.edu/content/ge-all-university-requirements-gear](http://academicprograms.humboldt.edu/content/ge-all-university-requirements-gear).
  3. For a course to be certified in a GEAR area, the associated content criteria shall be addressed in a substantial manner, i.e., as an integral part of the course and/or through substantial dedicated instruction, materials, and assignments.

4. A GEAR course must align with at least one [GEAR program learning outcome \(PLO\)](#) – the PLO shall be one that is matched with one of the GEAR areas for which certification is sought. The proposers must also develop a student learning outcome (SLO) that conveys the specific and measurable behaviors that students will demonstrate in order to achieve the PLO. Upon request, programs that offer GEAR courses shall participate in the corresponding assessment of GEAR PLOs.
5. A new GEAR course (or new certification for an existing course) must fill a need within, diversify, or otherwise enhance the GEAR curriculum. It is thus incumbent upon a proposal's author to identify how a new course's curriculum is sufficiently distinct from existing courses with apparent overlap.
6. A GEAR course shall typically be 3 units – this ensures that students have ample 3-unit offerings to facilitate completing GEAR requirements and thus the bachelor's degree within 120 units. The following exceptions apply unless disallowed by applicable CSU executive orders, CSU policies, sections of the California Code of Regulations:
  - a. A lower-division science laboratory course (currently area B3) may be less than 3 units. Any corresponding non-lab component shall not be less than 3 units if it can be taken without the lab component.
  - b. A stand-alone arts course (currently area C) may be less than 3 units if it may be combined with other such courses to meet the GEAR requirement. An example is a 1-unit music ensemble course that students routinely take three times. This exception applies on a limited basis when justified due to the nature of some performance-based arts courses. This exception is pending verification as to whether impending changes to CSU GE policy (EO 1101) will require that arts courses be at least 3 units.
  - c. A GEAR course that is 3 units may be paired with an optional related non-GEAR course, making the combination of related courses greater than 3 units while only the 3 unit course is certified as GEAR. A hypothetical example is EGPT 302, a 3-unit upper-division GEAR course that non-majors may take as a stand-alone course while Egyptology majors simultaneously enroll in EGPT 302M, a 1-unit non-GEAR course that adds increased depth for majors.
  - d. Keeping in mind that high-unit GEAR courses may adversely affect students' graduation timeline, a GEAR course may be more than 3 units only when the additional unit(s) is (are) necessary to accomplish the course learning outcomes and any similar California Community College or CSU courses (to which the

course articulates) are typically more than 3 units. Otherwise, a compelling justification must be made as to why an exception should be granted.

7. In line with the principle that the GEAR program, as a whole, shall be accessible to all students regardless of their pre-existing level of knowledge in the GEAR areas, each GEAR area shall have ample course options that either have either no prerequisites or only prerequisites that are general enough that students across majors have access to them and typically take them. Within this, programs may offer GEAR courses that have prerequisites, including major-specific prerequisites, as long as the respective GEAR areas have enough options that are open to all students.
8. In line with Article 2.2.6.1 of [EO 1100](#), if a student completes a GEAR course that also satisfies requirements for a major, it shall fulfill the GEAR requirement and also fulfill (double count for) the program requirement. This stipulation shall also apply to courses that satisfy requirements for minors and certificates.
9. A program of study (major or minor) may fulfill the requirements of one (and only one) upper-division GEAR area (currently designated B, C, or D) in lieu of taking a specific course. The following stipulations apply:
  - a. The program must demonstrate that the content criteria for the GEAR area are met by two or more courses that are required for every option, pathway, concentration, emphasis, etc., of the program.
  - b. The program may not exercise this substitution if one of the required program courses is an upper-division GEAR course in the area, as the GEAR area would already be met by that course.
  - c. The approved list of majors and the courses that will be used to satisfy the GEAR requirements will be communicated to the Registrar's Office to ensure that the information is entered into the University Catalog and DARS.
  - d. If one or more of the associated program requirements is completed with a different course (e.g. transfer course or course substitution) that does not also meet the GEAR requirement, then the student will need to fulfill the GEAR requirement by taking a traditional GEAR course. This information shall be clearly communicated to students in the catalog and in DARS.
  - e. Students with multiple majors and/or minors may exercise this substitution in each major and minor if available.

10. A GEAR course may be certified for multiple GEAR areas as long as the course meets the guidelines for those areas as indicated elsewhere in this policy. The following stipulations apply:

- a. If a course meets the content criteria of more than one of the CSU GE requirements (number/letter designated areas – Table 1a), it can gain certification in multiple areas. Upon successful completion of a course with more than one such certification, a student, in consultation with their advisor, can select which one of the areas the course will satisfy – students cannot double-count a course for more than one CSU GE requirement.
- b. DCG and GEAR are considered overlays. If a course meets the requirements of more than one overlay area and/or any other GEAR area (Table 1a or American Institutions), it can gain certification in all applicable areas. Upon successful completion of such a course, a student will have completed each of the overlay areas in which the course is certified, and, if applicable, one of the CSU GE requirements as described in item 10.a. The following limitation applies:
  - i. A course may be certified as DCG domestic or DCG non-domestic, but not both.
- c. The following current practices (as per [Senate Resolutions 02-04/05-EP and 09-02/03-EP](#)) regarding American Institutions shall be continued via this policy. By the end of AY 24/25, the ICC shall lead a review these practices:
  - i. A course shall not be simultaneously *certified* as both American Institutions and any of the CSU GE area requirements (number/letter designated areas – Table 1a). American Institutions courses shall not be listed in the university catalog or in DARS as options in the CSU GE areas.
  - ii. However, each student may use a maximum of one course completed to fulfill an American Institutions requirement to also fulfill one CSU GE area requirement. The area fulfilled shall only be lower division social science (currently Area D), except if a student completes NAS 200, in which case the student may choose to fulfill lower division Area D or to fulfill Area F, but not both. A note about this allowance shall be made in the American Institutions section of the catalog.

1. The one course (3-unit) limitation on double-counting American Institutions with CSU GE area requirements was put in place by Humboldt [Senate Resolution 02-04/05-EP and 09-02/03-EP](#),

whereas Article 2.2.6.2 of [EO 1100](#) allows CSU campuses to count up to 6 semester units, which is typically two courses.

- d. Upper/lower division GEAR designation shall comply with the course numbering policy. Thus, a course may not be certified as both a lower division and upper division area requirement. The following exception applies:
    - i. If an American Institutions course is applied to GE (as per item 10.c.ii) it shall be applied at the lower division level regardless if the course itself has an upper or lower division number.
11. For a department/program to offer a course in a given GEAR area, potential instructors must be versed in the GEAR content criteria well enough to provide a suitable learning experience for students. The GEAR certification process does not involve the vetting of specific instructors and respectfully recognizes that this is the role of department chairs in the programs that offer the courses. Thus, proposers must explain how their disciplines routinely provide at least a subset of practitioners with the knowledge necessary to teach the area content criteria in a competent manner. The department chairs and associate deans of the respective college, who review proposals before they proceed to the GEAR subcommittee, shall evaluate this aspect before signing off. The full ICC, which includes representation from the associate deans and faculty from all colleges, shall further discuss any cases where requisite expertise is unclear.
12. As is standard procedure for all new course and course change proposals, GEAR related and otherwise, a proposal shall include a communication record. If the communication record is extensive, proposers are encouraged to include a summary/abbreviation of communications rather than detailed back-and-forth conversation, unless otherwise relevant. The following shall be included in the communication record:
- a. Consultation with (including responses from) campus and/or community resources necessary to support the course, if applicable. Documentation must provide evidence that any necessary support will be available.
  - b. Communication with programs for which the course is part of the curriculum: Presently, a list of the pertinent programs can be obtained by running an impact report in the curriculum management system.
  - c. Documentation must include evidence of having informed the impacted programs, at minimum via an email notification to the department chair(s). Any pertinent responses should be included. Approval directly from impacted programs is not required for approval through the normal curricular processes;

however, proposers are encouraged to consider reasonable requested revisions prior to proposal submission.

- d. Communication with other programs/departments that offer courses in the proposed area: This is required if a program/department is proposing certification in a GEAR area in which they have not previously offered a course. Documentation must include at minimum an email notification to the department chair(s). Approval from other programs/departments is not required for approval through the normal curricular processes; however, proposers are encouraged to consider reasonable requested revisions prior to proposal submission.
  - e. Any additional communication/consultation requested by the proposer's department chair, by the dean or associate dean of the proposer's college, or required by applicable CSU executive orders, CSU policies, or Cal Poly Humboldt policies (currently required for Area F).
13. GEAR proposals are reviewed by the GEAR subcommittee prior to full ICC review. Department chairs shall be kept apprised of GEAR certification proposals that have advanced to the GEAR subcommittee for review; for example, they shall be listed on publicly available agenda and/or minutes. Department chairs shall also be informed when proposals are slated for full ICC review prior to committee vote. Proposals advanced from the ICC to the senate shall be included in the senate agenda. During this process, feedback shall be considered, but approval from parties outside the normal curricular process is not required.
14. Additional requirements per GEAR area:
- a. Written communication (currently area A2) and Mathematics/Quantitative Reasoning (currently area B4) courses must meet additional requirements outlined in [CSU Policy ID 13031315 \(EO 1110\)](#). Among the requirements are those related to success rates, for which oversight is coordinated by the Office of Academic Programs.
  - b. Ethnic Studies (currently area F) courses must abide by the Cal Poly Humboldt GEAR Area F Implementation Policy.
  - c. Courses identified in the catalog as graduate level (500, 600, 700) and undergraduate and graduate co-listed courses (400/500) may not be certified as GE Area A-F (see [P14-05](#)).



15. GEAR courses will undergo periodic recertification in alignment with academic program review cycles. Programs will have the entirety of a seven-year review period to complete all GEAR recertifications for that program. The recertification process shall involve reviewing how the course meets the provisions of this policy by completing and submitting a GEAR certification form in the curriculum management system. The ICC may also undertake periodic review of specific GEAR areas as deemed necessary. The recertification process is described in Appendix A.
16. As per [EO 1100](#), courses certified as a CSU GE requirement (Table 1a) that have not been offered in a five-year period shall have GE certification removed. Cal Poly Humboldt shall apply this stipulation to all GEAR courses, with the specification that recertification will count as “offering” for this purpose. The Office of Academic Programs shall oversee this process and shall ensure that departments are notified of GEAR certifications set to expire with enough leeway to plan a course offering or apply for recertification without lapse.

### III. Workflow

- Oversight for the GEAR certification process shall be as described in the: *Faculty Handbook - Integrated Curriculum Committee Bylaws and Rules of Procedure Appendix G*, and the *Faculty Handbook - Integrated Curriculum Committee Workflow Diagram*. Both documents are linked on the [University Senate website](#).
- When the proposal reaches the GEAR subcommittee, the subcommittee shall review the course for compliance with this policy, utilizing the GEAR Certification Form (Appendix B).

### Appendices

- Appendix A: [GEAR Recertification Process \(DRAFT\)](#)
- Appendix B: [GEAR Certification Form \(DRAFT\)](#)

### Related Policies

- [ASA 2017-27](#) Implementation Guidance for Executive Order (EO) 1110; Assessment of Academic Preparation & Placement in 1st-Year Gen Ed Written Communication & Mathematics/Quantitative Reasoning Courses
- Cal Poly Humboldt Area F Policy

### Expiration Date

n/a

## History

GEAR Subcommittee of the Integrated Curriculum Committee: 3/26/2024

Integrated Curriculum Committee: 4/2/2024

Reviewed: University Senate: X/X/2024

Reviewed: Provost: X/X/2024

DRAFT 4-23-2024

## CAL POLY HUMBOLDT

### University Senate

#### Sense of the Senate Resolution on Transitioning to a Campus that is Accessible To Individuals with Disabilities

19-23/24-EX - April 23, 2024

**WHEREAS:** The Cal Poly Humboldt Strategic Enrollment Management Plan (<https://sem.humboldt.edu/>) states in Item 4.3(e):

All campus buildings and areas are fully accessible to campus population (including transportation/mobility getting from one side to the other)

**WHEREAS:** Organizations including the City of Arcata provide a publicly accessible ADA Transition Plan, including the status of issues, and the results of evaluations (<https://www.cityofarcata.org/773/ADA-Transition-Plan>). We have plans for transitioning, of which progress has been made, but it is complex and not easily accessible.

**WHEREAS:** Campus has had a number of physical upgrades since the passing of the ADA in 1990 including the addition of accessible bathrooms, modifications to sidewalks, and the installation of automatic doors. Additionally, with every new project or renovation, accessibility requirements are constructed in accordance with the applicable sections 11A and 11B of the relevant California Building Code cycle. Currently our campus buildings and grounds, Facility Condition Audit (FCA), which is the university's primary database for all recurring and non-recurring maintenance projects including accessibility, demonstrates an existing list of 264 items. This is down from 337 items in the same category three years ago (three years is the reporting cycle). Facilities Management is the responsible department for this information. [https://drive.google.com/file/d/1tYfamL8p5QS0BBR0\\_AhErP5wNlsrUA6t/view?usp=drive\\_link](https://drive.google.com/file/d/1tYfamL8p5QS0BBR0_AhErP5wNlsrUA6t/view?usp=drive_link) (being updated as of the date of this document). The system does not include the status of addressing the issues nor does it reference an ADA Transition Plan required upon the enactment of ADA (1990).

**WHEREAS:** ADA Title II Section 35.130 states:

(a) 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/#title-ii-regulations-revised-final-title-ii-regulation-with-integrated-text#section32#section32>

This would indicate that if services cannot be moved or accommodations be provided in an alternate accessible location, changes to existing structures may need to be undertaken, even if

such changes bring the structure out of “safe harbor” protections (1991) and under the current ADA Standards for Accessible Design (2010) and/or HUD Fair Housing Act ANSI standards (2008) and/or California Building Code (most recent cycle) as interpreted through a Certified Access Specialist (CAsp) and advised by CSU General Counsel, and applied respective to type and use of a structure or facility.

**WHEREAS:** The recent experiences of some campus community members have demonstrated barriers across campus relative to working, instruction and study areas as well as navigating campus. these concerns have been collated into an issues list with over 30 issues available at: <https://docs.google.com/document/d/1YSYmNocr3rAGA5vjWLdEbLJZMvgARp3AEZhidXTNfaY/edit#heading=h.ucey5a8hy8sb>. This list is not based on an audit of campus or a full survey of Cal Poly Humboldt students, employees, and other affiliates. A few of the issues that have been investigated, verified, documented, and can be addressed relatively quickly:

1. The Communications Department is on the second floor of the Telonicher building which is only accessible through one of two sets of stairs.
2. There is an accessibility map available on the university website which includes some accessible features but does not include the location of accessible bathrooms. In some areas, the pathways defined as accessible exceed the ADA regulations for slope <<https://www.ada.gov/law-and-regs/design-standards/2010-stds/#section83>>.
3. The Campus Disability Resource Center (CDRC) shuttle, now managed through Transportation and Parking Services, has taken over a month for folks to be approved for its use requiring individuals with mobility to navigate areas of campus that put them in danger of injury. We understand that our Interim Director of the CDRC is working on this.
4. When emergencies like fires and earthquakes occur, the elevators that individuals use mobility devices (e.g. wheelchairs) are turned off for safety reasons. There are instructions posted in multi-story buildings for individuals to use the stairs in an emergency but not for individuals with disabilities. In the spring of 2023, a promise was made to post evacuation instructions for individuals using mobility devices by the start of the fall 2023 semester. By the start of the spring 2024 semester, these instructions were not found in the buildings checked (Natural Resources, and Behavioral and Social Sciences).
5. The Natural Resources 101 lecture hall does not have access for someone using a mobility device. Given the room has 99 stations for students, the ADA rule would indicate it should have accessibility for 4 wheelchairs (2022 CBC, Table 11B-221.2.1.1, <https://tinyurl.com/ycxdpwcc>).

**WHEREAS:** The Disability Access and Compliance Committee (DACC), now the Committee on Accessibility and Accommodation Compliance (CAAC), is currently being reconstituted. There is a commitment to include shared governance and make progress towards addressing issues in a collaborative manner with all involved organizational units and individuals.

**WHEREAS:** With the hiring of a new ADA Coordinator, there is now a form on the CDRC website to submit issues. Which creates an opportunity to track progress across responsible units in a transparent manner.

**WHEREAS:** The existing issues effectively limit equitable access for students, employees, and visitors using mobility devices, like wheelchairs. The lack of students and employees with observable mobility disabilities on campus shows that we have an opportunity to improve access and thus make our campus accessible to those that may have come here in the past or would pass us over in the future.

**WHEREAS:** Cal Poly Humboldt has reorganized its approach to ADA by combining all functions, including student 504, employee ADA, and accessibility under one office CDRC. With additional funding and staff this new organization will be able to accomplish its expanded scope for students, employees, and those attending university sponsored events/functions.

**WHEREAS:** Cal Poly Humboldt has established one-time funding of \$400,000 to support ADA improvement projects.

**RESOLVED:** Below is a list of issues that have been reported by individuals with mobility issues over a year ago. These are issues that we hope can be addressed before the fall of 2024.

1. One example would be the Communications Department which is on the second floor of the Telonicher Building without an elevator or ramp (in the purview of USFAC).
2. Update the PDF versions of accessible maps to indicate where pathways are within ADA limit and provide an indication of where the slope exceeds acceptable standards (FM creates the map and MarComm posts them on the web).
3. Provide an online map that includes all the elements required by individuals using mobility devices including the pathways and the location of accessible bathrooms. (FM creates the map and MarComm posts them on the web).
4. General evacuation instructions for people with disabilities are available in all multi-story buildings that house activities and programs (in the purview of Risk Management).
5. This issue has been resolved since this document was started. CDRC and Transportation have reduced the time for individuals with mobility issues to be approved for using the on campus shuttle to 2 days. On demand service is provided within 24 hours and less if the shuttle is available (in the purview of CDRC). Additional drivers are being hired to expand services.

**RESOLVED:** That a list of issues that have been reported is made available to the campus community and includes the date the issue was raised, the status of a resolution, and the date the issue was resolved. The names of reporters will be kept confidential while those who report concerns shall be notified when the issue is resolved (purview of the ADA Coordinator). The list will be prioritized by the CAAC.

**RESOLVED:** That the University prioritize and allocate resources to maintain facilities and provide access to activities and programs for individuals with accessibility needs in the long run (purview of the VP of Admin Affairs). The university has set aside \$400,000 for ADA improvements.

**RESOLVED:** That the Facility Condition Audit (FCA) of facilities for accessibility be conducted every three years, aligned to CSU standard, and the results made accessible to the university community in a format that can be easily understood (purview of Risk Management and Facilities Management). In addition, annual checks will be made to ensure key elements of accessibility are operating as expected (walking paths, door pressures, obstructions in front of doors, etc.)

**RESOLVED:** That the CDRC is adequately staffed, meaning staffed to the level sufficient to meet service needs and compliance obligations within reasonable time frames, to support timely services to students and employees for accommodation as well as to manage campus accessibility concerns toward successful resolution (purview of the URPC and Fiscal Affairs).

**RESOLVED:** That a high level **ADA Transition Plan** be created in a staged manner. A first draft for the first phase of the plan to be reviewed by the CAAC and then made available to the senate for review in the fall of 2024. Then the plan to be made available to the campus community in the spring of 2025. The plan will contain a prioritized project list including ensuring; safe paths of travel (including door pressures and lighting), accessible parking, bathrooms, water fountains, and entrances into and out of buildings that meet ADA 2010 standards before the fall 2024 semester begins. The plan will include general plans based on Universal Design for making progress and funding while details will be worked out by appropriate organizational units.

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

President Tom Jackson  
President's Administrative Team  
Sherie Gordon, VP of Administrative Affairs  
Associated Students Executive Director Kendra Higgins  
Staff Council  
General Faculty

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

**Resolution to Recognize the Importance of Accessibility in Teaching**

23-23/24-FAC — April 23, 2024 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends the following changes to Appendix J be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

**RESOLVED:** That these changes become effective at the beginning of the 2024 fall semester; and

**RESOLVED:** That these updates are intended to clarify the importance of accessibility and the expectations of faculty in accessible course design and other aspects of teaching; and be it further

**RESOLVED:** That the University Senate of Cal Poly Humboldt acknowledges that creating accessible learning materials is not only mandated by state law and CSU policy, but that it is an imperative aspect of creating an inclusive campus and in ensuring student success.

***RATIONALE:***

*This idea was brought forward by the Accessibility Fellows as a way to promote faculty involvement in working to improve accessibility in their work. The proposed changes do not alter the RTP requirements or criteria but simply clarify that working to improve course accessibility is a way to demonstrate teaching/librarianship/counseling excellence.*

## Current language in Appendix J:

### IX. AREAS OF PERFORMANCE FOR RTP

#### B. Assessment of the Areas of Performance for RTP

All faculty are expected to create inclusive learning environments and ensure that students are provided with equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

#### 1. Effectiveness

- a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.

- (1) It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:
  - 1) Exposing students to a diverse ensemble of scholars
  - 2) Integrating diverse examples/voices into curriculum
  - 3) Developing/Implementing inclusive pedagogies
  - 4) Providing space for students to share their identities and common experiences
  - 5) Building inclusive community/cohorts
  - 6) Incorporating indigenous peoples and knowledge into curriculum where appropriate
  - 7) Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
  - 8) Providing a variety of ways in which students can demonstrate mastery of course material
- (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.
- (3) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
  - 1) Clearly defined student learning outcomes
  - 2) Appropriate learning activities
  - 3) Samples of student exams and essays



- 4) Designed course materials.
  - (4) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
    - 1) Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;
    - 2) Reflecting upon and practicing such knowledge in the educational setting; and
    - 3) Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness;
    - 4) Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience;
    - 5) Understanding and working toward equity-minded teaching practices
  - (5) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
  - (6) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities.
  - (7) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.
  - (8) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.
  - (9) Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.
- b) Effectiveness in Librarianship – is essential for retention, tenure, and promotion. Effective librarianship demands the clear communication of disciplinary/subject

matter knowledge and the transformation and extension of that knowledge to a diverse student population.

- (1) Library faculty who teach will strive to teach culturally grounded information literacy.
  - (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen librarianship skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students.
  - (3) The primary emphasis of this area is on the quality of librarianship. Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
  - (4) Specific performance criteria for effectiveness in librarianship shall be developed as part of the Library Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
  - (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service and student evaluations.
- c) Counseling Effectiveness – is essential for retention, tenure, and promotion. Effective counseling demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) It is expected that faculty will continually improve their understanding of counseling practices and strengthen counseling skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students of diverse backgrounds and experiences.
  - (2) It is expected that counseling faculty will continually strive to create welcoming and inclusive environments, where students from diverse backgrounds and cultures are treated equitably, and all students have access to the support they need.
  - (3) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as videotapes of counseling, co-therapy, etc. Multiple observations, conducted over a period of time, are preferable to a single

observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.

- (4) Specific performance criteria for effectiveness in counseling shall be developed as part of the Counseling Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
- (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of improvement or achievement, and supporting statements from former students.
- (6) Written student evaluations of both individual and group counseling are required. Such evaluations may include both quantitative and qualitative components and should be garnered from a significant proportion of students participating in counseling with the candidate. Student evaluations and letters will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.

### **Updated language for Appendix J:**

#### **IX. AREAS OF PERFORMANCE FOR RTP**

##### **B. Assessment of the Areas of Performance for RTP**

All faculty are expected to create inclusive learning environments and ensure that students are provided with an equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

#### **2. Effectiveness**

- a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
  - (1) It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:
    - 1) Exposing students to a diverse ensemble of scholars
    - 2) Integrating diverse examples/voices into curriculum
    - 3) Developing/Implementing inclusive pedagogies
    - 4) Providing space for students to share their identities and common experiences

- 5) Building inclusive community/cohorts
  - 6) Incorporating indigenous peoples and knowledge into curriculum where appropriate
  - 7) Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
  - 8) Providing a variety of ways in which students can demonstrate mastery of course material
- (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.
- (3) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
- 1) Clearly defined student learning outcomes
  - 2) Appropriate learning activities
  - 3) Samples of student exams and essays
  - 4) Designed course materials.
- (4) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
- 1) Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;
  - 2) Reflecting upon and practicing such knowledge in the educational setting; and
  - 3) Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness;
  - 4) Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience;
  - 5) Understanding and working toward equity-minded teaching practices
- (5) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
- (6) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities.
- (7) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty

demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.

- (8) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.
  - (9) Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.
- b) Effectiveness in Librarianship – is essential for retention, tenure, and promotion. Effective librarianship demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) Library faculty who teach will strive to teach culturally grounded information literacy.
  - (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen librarianship skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students.
  - (3) The primary emphasis of this area is on the quality of librarianship. Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
  - (4) Specific performance criteria for effectiveness in librarianship shall be developed as part of the Library Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
  - (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service and student evaluations.
- c) Counseling Effectiveness – is essential for retention, tenure, and promotion. Effective counseling demands the clear communication of disciplinary/subject

matter knowledge and the transformation and extension of that knowledge to a diverse student population.

- (1) It is expected that faculty will continually improve their understanding of counseling practices and strengthen counseling skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students of diverse backgrounds and experiences.
- (2) It is expected that counseling faculty will continually strive to create welcoming and inclusive environments, where students from diverse backgrounds and cultures are treated equitably, and all students have access to the support they need.
- (3) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as videotapes of counseling, co-therapy, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
- (4) Specific performance criteria for effectiveness in counseling shall be developed as part of the Counseling Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
- (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of improvement or achievement, and supporting statements from former students.
- (6) Written student evaluations of both individual and group counseling are required. Such evaluations may include both quantitative and qualitative components and should be garnered from a significant proportion of students participating in counseling with the candidate. Student evaluations and letters will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.

## Updated language for Appendix J:

### II. DEFINITIONS OF TERMS AND ABBREVIATIONS

B. The following terms, important to understanding Appendix J, are herein defined.

2. Accessibility – a commitment to providing services that support equitable access and foster equity and inclusion. This includes, but is not limited to, programs and activities associated with the university and its curriculum related requirements. This commitment recognizes the intersectional identities, experiences and needs of our campus community and goes beyond meeting legal requirements but aspires to create a community and a culture where everyone can thrive.

### IX. AREAS OF PERFORMANCE FOR RTP

#### B. Assessment of the Areas of Performance for RTP

All faculty are expected to create inclusive learning environments and ensure that students are provided with an equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

#### 1. Effectiveness

- a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
  - (1) It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:
    - 1) Exposing students to a diverse ensemble of scholars
    - 2) Integrating diverse examples/voices into curriculum
    - 3) Developing/Implementing inclusive pedagogies
    - 4) Providing space for students to share their identities and common experiences
    - 5) Building inclusive community/cohorts
    - 6) Incorporating indigenous peoples and knowledge into curriculum where appropriate
    - 7) Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
    - 8) Providing a variety of ways in which students can demonstrate mastery of course material

- 9) Providing equitable access and opportunity to all program activities fostering student success.
- (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, increase their understanding of accessibility and of universal design, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.
- (3) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
  - 1) Clearly defined student learning outcomes
  - 2) Appropriate learning activities
  - 3) Samples of student exams and essays
  - 4) Designed course materials
  - 5) Accessible course materials, including alternative assignments that are consistent with the fundamentals of the stated curriculum.
- (4) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
  - 1) Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;
  - 2) Reflecting upon and practicing such knowledge in the educational setting; and
  - 3) Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness;
  - 4) Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience;
  - 5) Understanding and working toward equity-minded and accessibility-minded universal design for learning (UDL) teaching practices
- (5) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
- (6) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, course accessibility, classroom accessibility, and other learning activities.



- (7) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.
  - (8) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.
  - (9) Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.
- b) Effectiveness in Librarianship – is essential for retention, tenure, and promotion. Effective librarianship demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) Library faculty who teach will strive to teach culturally grounded information literacy.
  - (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, increase their understanding of accessibility, and strengthen librarianship skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students.
  - (3) The primary emphasis of this area is on the quality of librarianship. Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
  - (4) Specific performance criteria for effectiveness in librarianship shall be developed as part of the Library Faculty Personnel Policies and Procedures and included in a candidate's WPAF.

- (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service and student evaluations.
- c) Counseling Effectiveness – is essential for retention, tenure, and promotion. Effective counseling demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) It is expected that faculty will continually improve their understanding of counseling practices and strengthen counseling skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students of diverse backgrounds and experiences.
  - (2) It is expected that counseling faculty will continually strive to create welcoming and inclusive environments, where students from diverse backgrounds and cultures are treated equitably, students with accessibility needs are treated equitably, and all students have access to the support they need.
  - (3) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as videotapes of counseling, co-therapy, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
  - (4) Specific performance criteria for effectiveness in counseling shall be developed as part of the Counseling Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
  - (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of improvement or achievement, and supporting statements from former students.
  - (6) Written student evaluations of both individual and group counseling are required. Such evaluations may include both quantitative and qualitative components and should be garnered from a significant proportion of students participating in counseling with the candidate. Student evaluations and letters will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.