

Cal Poly Humboldt
University Senate Meeting Minutes
21/22:9 02/08/2022

Tuesday, February 8, 2022, 3:00pm, Goodwin Forum, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, February 8, 2022, via Zoom and in Goodwin Forum; a quorum was present.

Members Present (via zoom)

Anderson, Bell, Burkhalter, Capps, Cannon, Doyle, Gonzalez, Graham, M. Thobaben, McGuire, Meriwether, Miller, Ndura, O'Neill, Pachmayer, Roohparvar, Schnurer, Teale, Tillinghast, White, Woglom, Wrenn

Members Present (in Goodwin Forum)

Aghasaleh, A. Thobaben, Miyamoto, Mola, Moyer, Wynn

Members Absent

Cuellar, Doyle, Finley, Jackson, Marcum, Tillinghast

Guests (in Goodwin Forum)

Douglas Smith

Guests (via zoom)

Amber Blakeslee, Bella Gray, Brandilynn Villarreal, Carmen Bustos-Works, Chris Aberson, Cyril Oberlander, Jeff Crane, Jenni Robinson, Mike Le, Molly Kresl, Patrick Malloy, Pedro Martinez, Peggy Metzger, Rachael Gipson, Rosamel Benevides-Garb, Shawna Young, Sheila Rockar Heppe, Sherie Gordon, Simone Aloisio, Sulaina Banks

CFA Interruption Statement

Senator White read the attached Interruption Statement from the California Faculty Association

Announcement of Proxies

Miyamoto for Doyle, St. Onge for Meriwether (as needed)

Approval of and Adoption of Agenda

M/S (Pachmayer/Schnurer) to approve the agenda

Motion to approve the agenda as amended passed unanimously

Approval of Minutes from the meeting on January 25, 2021

M/S (McGuire/Aghasaleh) to approve the minutes from the January 25, 2021 meeting

Motion to approve the minutes passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

In addition to the written report, Chair Mola noted that he will be seeking new senator participation in committee work, and that the Senate Administration Coordinator is working with ITS to provide a calendar of committee meeting times on the Senate website, as well as a large button which will allow community members to suggest agenda items or issues for the Senate to consider.

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

Academic Policies:

- Written report attached

In addition to the written report, Senator Schnurer highlighted that the APC is planning to bring forward an amendment to the Minors, policy that further clarifies the distinction between credit granting certificates and minors which has been vetted by the ICC. He asked for more feedback, and noted they are working on issues of justice in the syllabus policy, and the committee hopes to have that ready for review in the next few weeks. In addition, the committee is looking at including some information about natural disasters within the withdrawal policy.

Senator Teale asked what would constitute a natural disaster; would it need to be officially a statewide declaration or would a personal disaster be considered? Senator Schnurer answered the committee has yet to get into that distinction, but they were thinking about the impact of the Paradise Fire on Humboldt students, earthquakes, and the kinds of things that are increasingly common in the 2022 landscape which might be a reason for a student to request being considered for withdrawal.

Appointments and Elections:

- Written report attached

In addition, Senator McGuire encouraged the Senate to reach out to people who might want to get involved in committee work and invite them to look through the call for nominations.

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

Senator O'Neill reported the committee will meet on Monday and will look at the Faculty Awards Policy, and are imagining how an anti-bullying policy would work either as a Sense of the Senate Resolution or otherwise.

Senator M. Thobaben requested that the resolution be a discussion item rather than a first reading as she had some questions, and noted that the resolution could then be brought forward with a motion to waive the first reading if it is timely.

Integrated Curriculum:

- Written report attached

University Policies:

Senator Wrenn reported that the committee is meeting on Friday to talk about the Grade Appeal Policy revision, and he thanked Chair Mola and Professor Mark Rizzardi for getting the discussion going via email earlier in the week.

University Resources and Planning:

- Written report attached

ASCSU (Statewide Senate):

- Written report attached

CFA:

Senator Cannon reported that the CFA has ratified the latest agreement and negotiated two general salary increases, as well as a number of racial and social justice endeavors that CFA has been working on for quite some time.

Diversity Equity Inclusion Council:

CDO Ndura reported the committee is still awaiting clarification, but highlighted that since last November when Humboldt became a member of the National Center for Faculty Diversity Development, 84 members of faculty and graduate students have made accounts.

President and President's Administrative Team:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

The attached consent calendar was approved via general consent

General Consent Calendar

It was noted there were no items to consider on the General Consent Calendar

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

Molly Kresl announced that the Outstanding Student Awards is coming up, and more submissions from Faculty & Staff to recognize students are needed; the deadline for submissions is February 15th, 2022. She noted that more information is available at osa.humboldt.edu, and listed some of the awards available.

TIME CERTAIN: 3:30-3:40 PM - Black Liberation Month Events - Douglas Smith - Umoja Center for Pan African Student Excellence

Douglas Smith, Umoja Center Coordinator, shared the attached Black Liberation Month events calendar and invited everyone to take part in and/or attend the events.

CDO Ndura and VP Meriwether both acknowledged the hard work that Doug does in the Umoja Center, and for the work that students are able to do in the collaborative aspects inherent in the work of the center.

Faculty Session: Resolution on the General Faculty Condolence Donation Policy (08-21/22 - GFA - February 08, 2022 - Second Reading)

M/S (Moyer/Aghasallah) to move to faculty session

Senate vote to approve Resolution on the General Faculty Condolence Donation Policy ***passed without dissent.***

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn

Nays: none

Abstentions: Capps, Graham, Ndura, Roohparvar, Wynn

M/S (Moyer/Woglom) to move out of faculty session

Resolution on the Climate Justice and Resilience Leadership Certificate (07-21/22 - ICC - February 08, 2022 - First Reading)

Senate vote to approve Resolution on the Climate Justice and Resilience Leadership Certificate ***passed without dissent.***

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Ndura, Roohparvar

Resolution to Recommend New Sustainable Food Systems Minor (12-21/22 - ICC - February 08, 2022 - First Reading)

Senate vote to approve the Resolution to Recommend New Sustainable Food Systems Minor ***passed without dissent***

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Ndura, Roohparvar

Resolution to Recommend New Bachelor's of Arts in Cannabis Studies (09-21/22 - ICC - February 08, 2022 - First Reading)

Senate vote to approve the Resolution to Recommend New Bachelors of Arts in Cannabis Studies *passed without dissent.*

Ayes: Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Aghasaleh, Capps, Ndura, Roohparvar

Resolution to Recommend New Bachelors of Science in Data Science (10-21/22 - ICC - February 08, 2022 - First Reading)

Senate vote to approve the Resolution to Recommend New Bachelors of Science in Marine Biology *passed without dissent.*

Ayes: Aghasaleh, Anderson, Burkhalter, Cannon, Gonzalez, Graham, McGuire, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Bell, Capps, Meriwether, Ndura, Roohparvar

Resolution to Recommend New Bachelors of Science in Marine Biology (11-21/22 - ICC - February 08, 2022 - First Reading)

Senate vote to approve the Resolution to Recommend New Bachelors of Science in Marine Biology *passed without dissent.*

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O'Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Ndura, Roohparvar

TIME CERTAIN: 4:30 - Enrollment Management: Recruitment/Campus Visit Update - Jason Meriwether, Pedro Martinez, Sulaina Banks

VP Meriwether, Pedro Martinez, and Sulaina Banks gave the attached presentation.

M/S (Moyer/White) motion to adjourn

Meeting adjourned at 4:42 pm

California Faculty Association's Interruption Statement

As part of our continuing commitment to racial justice work, when we experience examples of racial narratives, racism, or whiteness in our meetings or as we conduct our business, we will speak up.

This means we can interrupt the meeting and draw the issue to one another's attention.

We will do this kindly, with care, and in good faith.

This statement is a reminder that we commit to do this in the service of ending systems of racial oppression, and others as well.

CAL POLY HUMBOLDT

University Senate

University Senate Chair Report

February 08, 2022

Hello Cal Poly Humboldt! Congratulations to all of us on our new designation. Today's agenda includes the Senate's review of the first set of Cal Poly degree programs, with many more to come. Thank you all for all of your continued hard work on all aspects of the Cal Poly implementation, while simultaneously keeping all the everyday tasks and duties moving forward. This has been no small task and I know some of us are tired. Please reach out to me if you feel overwhelmed or unheard.

As we have somehow already made it to (almost) mid-February, it is time to think about our shared governance opportunities for next academic year. If you are new to the Senate this year (and have additional years of service), please consider chairing one of our standing committees next year. If you know someone who needs University service, help them answer the call for Nominations. The members of the Appointments and Elections committee have begun recruiting and will be reaching out to additional folks soon. Our ultimate goal is to diversify the Senate leadership and membership (**Object 1** of the [2021-2026 University Senate Anti-Racist Action Plan](#)) so that the percentage of BIPOC elected and appointed senators and committee members equals (or exceeds!) the respective faculty and staff populations. Representation is critically important!

Speaking of representation, part of our duties as senators is to communicate with our constituents. Some of us are really great at this. I am not. I will try to do better. I ask that all of us do our best to inform our colleagues of the goings on not only on the Senate, but also on the standing committees. Likewise, please bring the concerns of your colleagues to this body so that they can be heard. We will be trying to make some small improvements on the Senate's webpage this term to increase transparency and provide a platform for everyone to bring issues to the senate's attention. I will update you on this soon.

Thank you for all that you're doing!

Monty

CAL POLY HUMBOLDT

University Senate Written Reports, February 8, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer (mds65@humboldt.edu)

Membership: Kathy Thornhill, Matthew Derrick, Kayla Begay, Malluli Cuellar, Morgan Barker, Humnath Panta, Travis Brunner, Kim White and Jenni Robinson

The Academic Policies Committee met on January 24 and February 3 to work on the syllabus policies, withdrawal policies and consider an amendment to the minors, concentrations and academic credit-granting certificates policy.

- The committee continues to update and reorganize the 2016 syllabus policy for clarity and accuracy. The policy is being updated to reflect changes in online teaching modes, recent changes to classroom management, student-focused educational goals and aspirational work including decolonizing the syllabus. We should have a draft to share in late February.
- The committee reviewed the withdrawal policy and are considering changes to include natural disasters and updating the language and framing around mental health.
- The committee drafted a proposed amendment to the minors, concentrations and academic credit-granting certificates policy (2021) which would require 3 units of distinct career preparation coursework for newly proposed academic credit-granting certificates. [You can see a copy of the draft language here.](#)

The committee continues to accept feedback and suggestions of language from campus community members. Please feel free to email concerns, suggestions or questions to Dr. Schnurer.

Next meeting is February 7 at 3pm.

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

January 26, 2022

To: Cal Poly Humboldt General Faculty
From: University Senate Appointments and Elections Committee
Subject: Second Call for Nominations for General Faculty Elections and Appointments

Faculty members are needed to serve on the following campus committees. Committee work will begin at the start of the Fall 2022 semester, unless otherwise noted with an asterisk (*).

You may self-nominate by emailing your nomination to the University Senate Office (senate@humboldt.edu).

Nominations are due by Monday, February 9, 2022

Please visit the Committee Directory <http://www2.humboldt.edu/senate/committees> for more information about each committee. For general information on committees, see section 800 of the *HSU Faculty Handbook* via the following link:

<http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/Section800.pdf>

Elected Position Openings:

GENERAL FACULTY / UNIVERSITY SENATE

- General Faculty Secretary / Treasurer, 2 year term
- Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term
The position is open to Lecturers, Coaches and non-tenure line Counselors and Librarians with a time base of .40 or greater.
- General Faculty Representative to the ASCSU (Statewide Senate), 3 year term
- Tenure Line At-Large Faculty Delegate, 3 year term
- Tenure Line Non-Instructional Faculty Delegate, 3 year term
- Tenure Line **CAHSS** Instructional Faculty Delegate, 3 year term
- Tenure Line **CPS** Instructional Faculty Delegate, 3 year term

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Faculty Member (CPS), 2 year term

Duties: Oversees the appointments and elections for the University Senate, General Faculty, Senate Standing Committees, Faculty positions on University committees and other duties as outlined in the [Senate Bylaws](#), Section 11.5.

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Course and Degrees (CDC)

- Faculty Member (CAHSS), 3 year term

- Faculty Member (CNRS), 3 year term
- Faculty Member (At-large), 3 year term

Subcommittee on GEAR Curriculum and Assessment

- Faculty Member (At-large), 3 year term

Please refer to the [ICC Bylaws and Rules of Procedure](#) for detailed information regarding the charge to subcommittees of the ICC.

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

Faculty serving as UFPC Chair will receive 9 units of Assigned Time in AY 21-22; faculty serving on the UFPC will receive 6 units of Assigned Time per year, workload varies and additional WTU or a stipend may be awarded at the Provost's discretion; the committee meets MWF 9am to 11am. Please note: faculty participating in the Faculty Early Retirement Program are eligible for nomination with the Provost's approval.

- Faculty Member (At-Large), 2 year term
- Faculty Member (CNRS), 2 year term
- Faculty Member (CPS), 2 year term

Please refer to the following page for information regarding the duties of the UFPC:

<http://www2.humboldt.edu/senate/ufpc>

Appointed Position Openings:

ACADEMIC POLICIES COMMITTEE (APC)

- Faculty Member, 3 year term

Duties: Develops and maintains the academic policies of California State Polytechnic University Humboldt.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Duties: The Committee is advisory to the President through the Vice President for Student Affairs for policy issues related to alcohol, marijuana, and other drug use within the University community.

CENTER FOR COMMUNITY BASED LEARNING

- Faculty Member (CPS), 2 year term
- Faculty Member (CNRS), 2 year term

Duties: The Advisory Committee members provide feedback and guidance on the Center's activities and strategic direction.

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

Candidates are appointed in consult with the membership of the UFPC.

- *Tenured or Tenure Line Faculty Member (CAHSS), 1 year term
- *Tenured or Tenure Line Faculty Member (CNRS), 2 year term
- Tenured or Tenure Line Faculty Member (CPS), 3 year term
- Tenured or Tenure Line Faculty Member (CNRS), 3 year term

***Term of service will begin Spring 2022**

Duties: To provide a mechanism for approval of department/unit criteria and standards and to provide a mechanism for the revision of existing approved standards. To ensure department/unit criteria and standards are in alignment with university standards and criteria as specified in Appendix J and that criteria and standards are not overly complex or prone to misinterpretation.

CONSTITUTION AND BYLAWS COMMITTEE

- Faculty Member, 2 year term
- Faculty Member, 1 year term

Please refer to [Senate Bylaws](#), Section 11.6 for committee description.

DIVERSITY PROGRAM FUNDING COMMITTEE

- Faculty Member, 1 year term
- Faculty Member, 2 year term

Please refer to the [ODEI website](#) for committee information.

FACULTY AFFAIRS COMMITTEE

- Faculty Member, 3 year term

Please refer to [Senate Bylaws](#), Section 11.4 for committee description.

FACULTY AWARDS COMMITTEE

Two of the three members should be previous recipients of the Outstanding Professor Award.

- Faculty Member, 1 year term
- Faculty Member, 1 year term
- Faculty Member, 1 year term
- Faculty Member, 1 year term

Duties: The committee is appointed to select the nominees for the following HSU awards: Excellence in Teaching, Scholar of the Year, Outstanding Service Award, and Outstanding Professor.

INTERNATIONAL ADVISORY COMMITTEE

Faculty members are appointed by the President of the University after appropriate consultation

- Faculty Member (CNRS), 3 year term

Duties: Provides advisory support for, and promotes programs and initiatives that foster international educational opportunities for the campus community.

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE

Faculty members are selected in consultation with the Senate Executive Committee

- Faculty Member, 2 year term

Duties: Serve as a forum for the President and Athletic Director to seek advice and refine ideas and develop or revised policies of the Athletic Department on such subjects as equity compliance, annual budget and the direction and balance of sports that constitute the program.

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

- Faculty Member (CNRS), 3 year term

Duties: Advise the President regarding both level of fee and allocation of fee revenue. Additionally, this committee reviews the intercollegiate athletics budget proposal from the Intercollegiate Athletic Advisory Committee prior to its submission to the President. The committee shall work within the confines of the Chancellor's Executive Order relating to instructionally related activities fee and BA letters of instruction from the Chancellor's Office.

PLANNING COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES (PCRSC)

- Faculty Member (CNRS), 2 year term
- Faculty Member (University Library), 2 year term

Duties: Reviews and selects proposals/applications submitted by faculty and students for various research related competitions on campus.

PROFESSIONAL LEAVE COMMITTEE

- Tenured Faculty Member, 2 year term
- Tenured Faculty Member, 2 year term

Duties: The committee reviews sabbatical leave applications and considers questions related to the quality of the proposed sabbatical project.

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 3 year term

Please refer to [Senate Bylaws](#), Section 11.8 for committee description.

Constitution and Bylaws Committee:

Submitted by Chelsea Teale, CBC Chair

The CBC met on 1/26 and drew up a resolution to facilitate the flow of ICC agenda items through the Senate, and changed the wording in the Senate's Standing Rules. We will bring it to SenEx for review. We are waiting to hear about how to approach name changes in the Faculty Handbook. In our next meeting on 2/9, Stephanie Burkhalter will join us to review the Committee Directory Initiative.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks.

ICC Members:

Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Heather Madar, Cindy Moyer, Marissa Ramsier, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

Current Vacancies: Graduate Council representative, Student representatives (2)

Subcommittee Reports

- **Academic Policies Committee (APC)** The APC is working on revisions to the Minors Certificates and Concentrations Policy and will bring those revisions to the ICC next meeting. They are also working on the syllabus policy.
- **General Education and All University Requirements (GEAR)** The GEAR committee is working through the review process for new GEAR courses and identifying areas to improve the process.

Larger topics including the purpose of GEAR and a GEAR program review are also being discussed.

Cannabis Studies Program. The new BA in Cannabis Studies was discussed and reviewed by the entire committee. Components of the approval of CANN 202 as an Area E course were reviewed for alignment in course content with Area E outcomes. The full ICC supported the decision of the GEAR committee and moved the program, with CANN 202's Area E designation, forward by consensus. Processes for Area E courses was noted as a point the GEAR committee is continuing to review and revise as part of the updating work on GEAR certification process.

Data Science Program. The new BS in Data Science was discussed and reviewed by the full committee and moved forward by consensus.

Marine Biology Program. The new BS in Marine Biology was reviewed and discussed by the full committee. The feedback from the Oceanography and Fisheries Departments was discussed in relation to approval of the program to move forward to the Senate. In the initial steps of the process for developing this program, the Biology department met with the Oceanography and Fisheries departments and as a result, incorporated more courses from those programs into the Marine Biology program of study. Feedback from the Oceanography and Fisheries departments centered on a desire to see a marine BS degree that focused more heavily in Marine Sciences rather than the Biology Degree with a Marine focus, that is proposed. After discussing the program at length, which included the Associate Dean of CNRS and Oceanography Department Chair, the ICC decided to move the Marine Biology Program forward as proposed for multiple reasons including: a) The proposed program is an elevation of the existing Marine Biology concentration in Biology, b) the historical institutional support for a Marine Biology BS, c) the collaborative meetings that resulted in expansion of the courses in the proposed program to include Oceanography and Fisheries courses, and d) the soundness of the curriculum proposed as a Marine Biology program. Ultimately, the ICC felt differing frameworks for developing a marine BS degree, while valuable, were not grounds for the committee to not approve the advancement of the Marine Biology program to the Senate. This program was approved by consensus.

Psychology Packet- PSYC 109. The Psychology Department submitted a program change that included a proposal to change PSYC 241 to PSYC 109 with GE Area B4 designation. As a B4 course, PSYC 109 would be responsible for adhering to EO 1110 by providing additional support for students in categories 3 and 4 of GE readiness and collecting, tracking, and reporting on student success data. One of the motivating factors for the Psychology department to propose this course is transfer articulations wherein there is an equivalent courses that transfer students come in with that satisfies B4 for them creating a situation where there is inequity for non-transfer students who must take an additional course for B4 in addition to the current PSYC 241 statistics course. Historically, B4 courses have been housed in the Mathematics Department at Cal Poly Humboldt and the Math department took leadership in developing methodologies of support for students in category 3 and 4 and collection and reporting for EO 1110. PSYC 109 was originally submitted as a B4 course in 2018 and was delayed in review by a general GE freeze and EO 1110 transition. The proposal has been reviewed in full by the ICC beginning in AY 20/21.

There are many ways B4 courses can provide additional support for students in category 3 and 4 and the Psychology department proposed to use student taught supplemental instruction. While this differs from the faculty taught supplemental instruction that the Math Department has used successfully to address EO 1110, there are no policies preventing this methodology. Concern over diverging from the institutionally proven instructional support was expressed and an MOU was agreed upon between the ICC and the Psychology Department that student success data, aligning with the data that is required by EO 1110, would be collected and analyzed for two years at which point, the Psychology department would present on student success to the ICC and if success gaps presented themselves between students in category 1 and 2 and students in 3 and 4 in excess of those seen in other B4 courses, adjustments will be made to the PSYC 109 course.

AB 928. The faculty feedback survey for AB 928 was shared. There was brief time to discuss at the end of this meeting and AB 928 will be discussed in more detail at the next ICC meeting.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC has not met as a full committee in the intervening weeks since the last Senate meeting. Members have instead participated in the development and implementation of the Polytechnic Budget Open Forum that took place on January 28th at 1:00 PM. This forum, the first of three, was specifically designed to generate feedback around the proposal for allocation of Polytechnic-specific resources for Year 2 of the Polytechnic development. Considerable feedback and questions were raised, and we appreciate the campus community's engagement in thinking through how we can steward considerable but finite resources towards our shared emergence as the University we hope to become. The Polytechnic Budget Working Group met on Friday, February 4th to deliberate and reflect on that feedback and lines of inquiry, which will be reflected in the two forums to come and information that will be provided heretofore. We are looking forward to working with you all on this complex and generative work!

February 8, 2022

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Sherie C. Gordon, Chief of Staff
Shahrooz Roohparvar, CFO/VP Administration and Finance
Jason Meriwether, VP Enrollment Management
Jenn Capps, Provost and VPAA
Cooper Jones, Executive Director of Athletics and Recreational Sports
Frank Whitlatch, VP Advancement
Lisa Bond-Maupin, Deputy Chief of Staff

People

Peter Cress was been appointed to serve as the interim Chief of Police for the University Police Department. [See campus announcement on Interim Peter Cress's background.](#) We are initiating the search process for a replacement Chief of Police. Please join us in welcoming and thanking Peter for serving in this new capacity. In addition, we would like to welcome the new officers to our department, Marcus Walker and Chanler Bronson.

Inclusive Student Experience

Kudos to the collective work of the GI 2025/Polytechnic Inclusive Student Success working group (complete membership list can be found [here](#)) co-led by Associate Vice President Dr. Carmen Bustos-Works and Vice President Jason Meriwether who spent the Fall 2021 semester strategizing different priorities for spending of this years' GI 2025 funds. Attached [here](#) are the initial funding priorities. Additional information will be forthcoming from the committee and from the Provost's Office.

Pride

February is Black Liberation Month. We encourage you to attend the workshops, speakers, film screenings & more hosted by the Umoja Center. The robust calendar of events can be found in the below link. Please contact Mona Mazzotti at mona@humboldt.edu if you need additional information.

<https://umoja.humboldt.edu/events-calendar>

On January 31, the CSU Board of Trustees approved our name change and polytechnic designation. We continue to be grateful for the collective planning and contributions of so many. It was an historic moment, which garnered historic media coverage for our campus from local, regional and national media outlets. You can read some of the coverage here: [Inside Higher Ed](#), [Sacramento Bee](#), [Los Angeles Times](#), [Chronicle of Higher Education](#).

Campus Culture and Operations

Facilities remain focused on delivering non-poly related projects, which total nearly \$12 million over 70+ Projects. We appreciate the diligent work of our staff and the engagement from the campus community in getting these completed.

- The Library opened on January 18th after more than a year and a half of closure due to the pandemic and associated construction.
- Trinity Children's Center and Child Development Lab has concluded demolition. The Rehabilitation of the existing building is underway. Site work and construction development is next.

The campus is alive once more with students, faculty and staff as more face-to-face instruction and operations are underway. The facilities management team is committed and busy with completing the hundreds of work orders and key requests. The completion rate is happy been great thus far.

Innovation

[Humboldt is moving to contactless parking.](#) Partnering with transportation software and payments company Passport, Humboldt recently began utilizing a digital parking payment system for the first time. [The app, Passport Parking,](#) allows for a contactless experience where motorists pay for and manage their parking sessions with their smartphones. Those who prefer to pay via traditional meters or purchase passes from the parking kiosk can still do so.

Academic Program Excellence

Congratulations to **Dr. Jamie Jensen**, Social Work, and **Dr. Christina Martinek**, Sociology, on their recent publication of the 2021 *Humboldt Journal of Social Relations: [Aging in Community](#)*. This issue presents the California landscape of aging within the context of state policy history and challenges ([Fitzpatrick 2021](#)). Authors also explore the experiences of older adults in disasters ([Jensen 2021](#)), an African-American church-based fall prevention program ([Ramirez et al. 2021](#)), a low-income, Spanish-speaking, Latinx elders program *Cultivando Sabiduría* ([Clark-Ibáñez et al.](#)), family farming ([Chambers](#)), and in Australia's pandemic ([Buhler et. al.](#)).

The 2021 issue and almost 50 years of past publications are archived and available through our Humboldt library [JSTOR portal](#). More information about the journal and upcoming issues can be found on the [HJSR website](#). A special shout out to the entire editorial board who includes: **Dr. Mary Virnoche**, Sociology & Board President, **Dr. Ramona Bell**, Critical Race, Gender & Sexuality Studies, **Dr. Matthew Derrick**, Geography, Environment & Spatial Analysis, **Dr. Jennifer Eichstedt**, Sociology, **Dr. Erin Kelly**, Forestry and Wildland Resources, **Dr. Kayla Begay**, Native American Studies and **Kyle Morgan**, Library.

Sustainability

Alongside our campus' hard polytech work, we've made great strides in sustainability efforts. Sustainability at *Cal Poly Humboldt* is not just an initiative, but a culture. The [definition](#) of sustainability touches on a wide variety of programs and populations, with the intent of achieving the university's sustainability goals and educating our students to be ambassadors of sustainability.

- **Climate Action Plan:** We are updating the Climate Action Plan (CAP 2.0) and we want your input! The CAP 2.0 is a roadmap to guide the university towards achieving carbon neutrality by 2045, and to build resilience to climate change impacts. The campus community is invited to download and review the

[draft CAP 2.0](#) and submit feedback to the [online comment form](#). Comments will be accepted until February 10.

- **STARS:** The campus has completed a plan to pursue a platinum rating in a large and well-adopted sustainability assessment called STARS. This ambitious goal will position the campus to become the best performing CSU in the system by 2026, and one of very few campuses worldwide to secure the elusive Platinum rating. Read the [Path to Platinum Plan for HSU here](#). A few examples of current programming underway that supports this effort includes professional development for faculty on sustainability topics, refining our process for designating courses as sustainability focused or related, better documenting landscape management and integrated pest management protocols, and incorporating sustainability criteria more formally into contracts and procurement policy. Read more about STARS as a general assessment tool [here](#).
- **Microgrid:** The University has partnered with the Schatz Energy Research Center to develop a campus microgrid. A microgrid is a system of energy generation, storage, and controls that will provide electricity to campus in the event the grid goes down and to lower the university's electricity demand. Components will include solar PV, large battery, backup generator, and associated controls. Local microgrids developed by the Schatz Center are at the [Blue Lake Rancheria](#) and the [Redwood Coast airport](#)
- **Social Justice in Sustainability:** The Sustainability Office continues to work toward implementing a sustainability movement that elevates justice, liberation, and decolonization along with the environmental and economic dimensions of sustainability. A few programs underway for Spring 2022 include various book circles and speaker series, supporting Umoja's Black to the Land farming initiative at the Bayside Park Farm, and supporting a campus-wide food summit led by El Centro (and supported by HEIF) in April 2022.

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[ANTH - 308 - 20-997](#). "Sustainable Food Systems" (3) The Anthropology Department would like to create a new course, which will be part of the core curriculum in the newly-proposed Sustainable Food Systems Minor (20-1086) and will fulfill upper division GE Area B. **Course description:** "This interdisciplinary course explores the scientific, historical, ethical, economic, and cultural aspects and considerations of growing, harvesting, processing, transporting, marketing, eating, and disposing of food. Food systems are complex and multifaceted. Which foods are made available to us and why, is often highly political. Food directly impacts our health, the economy, the environment and the wellness and resiliency of our communities. This course will critically explore the scientific and pertinent social factors of what makes a food system sustainable."

[BOT - 330 - 21-1439](#) "Plant Ecology" (2). Current prerequisites: BIOL 330 or WLDF 301, or FOR 131. Add an alternative prerequisite course, [ESM 303 "Applied Natural History and Ecology"](#). Additionally, the course's C-classification is updated from C-04 to C-01 to better reflect the past and planned course enrollment.

[DANC - 389 - 2021-1491](#). "Choreography II" (2). Course prerequisite changes necessitated by the suspension of DANC 288 and 289 and their replacement with DANC 287. New course prerequisite: DANC 287. Course repeatability changed from up to 2 times to up to 3 times.

[EDUC - 318 - 21-1361](#) and [WS - 318 - 21-1361](#). Proposal seeking to change the title and description of the crosslisted EDUC 318/WS 318 in order to improve course currency. Both courses are seeking identical changes.

Current: Gay & Lesbian Issues in Schools. Explores the ways in which K-12 public education responds to the open inclusion of gay, lesbian, bisexual, and transgender students, teachers, and parents. Special focus on topics such as homophobia in girls' sports, gender nonconforming sports, and teachers' decisions to be closeted or openly gay

Proposed: LGBTQIA+ Issues in Schools. Examine policy and pedagogical issues related to full participation of LGBTQIA+ people of diverse races, classes, abilities, and ethnicities in K-12 schools in the United States.

[Environmental Resources Engineering, B.S. - Change Core Requirements - 21-1465](#). The ERE program would like to add NAS 331 and OCN 320 to upper division Science/Natural Resources electives to formalize existing advising and substitution practices. Prerequisite changes to OCN 320 now make this course accessible to ERE students. Adding NAS 331 to the list of electives will allow students to take this course without having to ask their advisors to make an exception to their DARs. The ERE department has been accepting this course as an upper division science elective since it was reactivated in 2016.

[Environmental Systems - Change Core Requirements - 21-1226](#). The Environmental Systems graduate program is redesigning its curriculum in order to align with EO 1071.

The 3 concentrations of this program (Geology, Environmental Resources Engineering, and Environmental Technology & Policy) will share a 16 unit core composed of:

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- 1 unit of SCI 698 Graduate Colloquium,
- 3 units of Independent Study (ENRG 699 or GEOL 699)
- 6 units of Thesis (ENGR 690 or GEOL 690)
- 4 units of Statistics/Analysis (ENGR 322, GSP 510, or STAT 630)
- 2-4 units of Methods (ECON 423/D, ECON 550, or GEOL 554)

The Geology concentration will be comprised of:

- GEOL 550 (3) Fluvial Processes
- GEOL 551 (3) Hillslope Processes
- GEOL 553 (4) Quaternary Stratigraphy
- GEOL 555 (3) Neotectonics
- additional course(s) from the approved electives list in order to bring the total degree units to no fewer than 30.

The Environmental Resources Engineering concentration will be comprised of:

- a minimum of 3 engineering design courses (9 units) from the approved list of courses
- a minimum of 1 policy course (3-4 units) from the approved list of courses
- additional course(s) from the approved electives list in order to bring the total degree units to no fewer than 30.

The Environmental Technology & Policy concentration will be comprised of:

- ENGR 532 (4) Energy, the Environment, and Society
- additional course(s) from the approved electives list in order to bring the total degree units to no fewer than 30 (no more than 2 engineering electives).

[FISH - 446 - 21-1289](#) and [FISH - 546 - 21-1308](#). "Aquatic Ecosystem Modeling" (3) new co-listed courses that will become electives for the Fisheries Biology BS and Natural Resources, Fisheries Biology concentration. Course description: "Using statistical and theoretical models to understand the processes that influence the structure and function of aquatic populations and communities. Methods may include spatial analyses, time-series, bioenergetics, and individual based models." This course was previously offered as a 480/580 special topic course and will be comprised of 2 units of C-04 and 1 unit of C-13.

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[Fisheries Biology, B.S. - Change Concentration/Emphasis Requirements - 22-1451](#). Add newly proposed course FISH 446 "Aquatic System Modelling" to the list of elective courses for all Fisheries Biology concentrations.

[Natural Resources, M.S. Fisheries Biology Concentration Change - 21-1452](#). Add newly proposed course FISH 546 "Aquatic System Modelling" to the list of elective choices for the Fisheries Biology concentration.

[Forestry, Forest Restoration Concentration, B.S. - Change Concentration/Emphasis Requirements - 21-1434](#). The Forestry department would like to move FOR 431 "Forestry Restoration" from the list of concentration electives into the list of required upper division courses for the Forest Restoration concentration. Conversely, the department would like to move the currently required by the concentration FOR 321 "Fire Ecology" course to the list of electives. Because the courses "swap" between the list of required courses and electives and each of them is worth 3 units, there are no unit implications for the students.

[FREN - 420 - 20-1104](#). "French Peer Tutoring" is currently 1-3 units and is not repeatable. The program would like to make it repeatable for up to a maximum total of 4 units. This change will have no effect on resources, will improve student learning (to teach something is to know something), and will decrease time to graduation; it will also make FREN 420 in line with its sibling Spanish course (SPAN 313 "Spanish Peer Tutoring").

Note: For parity, CDC recommends that SPAN 313 be changed to 1-3 units and repeatable for up to 4 units (it is currently 1-4 units, which seems unrealistic, that students are spending 180 hours per semester [12 hours per week] on this course).

[Geology, BS and BA - Change Concentration/Emphasis Requirements - 21-1176](#). Geology department wants to add GEOL 452, 453, and 456 (which are all co-listed with the corresponding graduate courses GEOL 552, 553, and 556) to count towards the Area of Specialization requirement, which requires BA and BS Geology majors to complete 5 units of upper-division geology courses. Each 400-level undergraduate course will be co-listed with a 500-level graduate course, which will be taught by the geology department and offered to graduate students on a rotation. If one of the co-listed 400-level courses is completed for credit, the 500-level co-listed course may not be taken for credit at a subsequent time, unless explicitly stated on the student's program of study and approved by the student's graduate committee.

[GEOL - 452 - 21-1322](#) and [GEOL - 552 - 21-1338](#). "Glacial & Periglacial Processes" (3). New co-listed courses. **Course Description:** "*Principles of glacier formation and flow, glacial landforms, and using glaciers as climate and paleoclimate indicators. Includes field trips.*" GEOL 452 will count toward the Area of Specialization for Geology BA & BS majors (5 units required). GEOL 552 will count towards Geology electives in the Environmental Systems, M.S. Geology concentration. These new courses will maximize faculty expertise, allow more BA & BS Geology majors to understand glaciers, and address recommendations from external review for the GEOL department to co-list 400 and 500 courses to make course schedules more predictable.

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[GEOL - 453 - 21-1294](#). "Quaternary Stratigraphy" (4). New co-listed course proposal. 3 units of C-04 lecture plus 1 unit of C-16 lab. **Course Description:** *"Examination of stratigraphic records of global change during the past 2.6 million years, including changes in climatic, geomorphic, sedimentologic, and biologic systems, and discussion of causes and implications of those changes both in theory and practice. Includes field trips."* GEOL 453 will count toward the Area of Specialization for Geology BA & BS majors (5 units required). This new course will be co-listed with the existing [GEOL - 553 - 21-1321](#), which will count towards Geology electives in the Environmental Systems, M.S. Geology concentration. These new courses will maximize faculty expertise, allow more BA & BS Geology majors to understand glaciers, and address recommendations from external review for the GEOL department to co-list 400 and 500 courses to make course schedules more predictable.

[GEOL - 456 - 20-1103](#) "Hydrogeology" (4). New co-listed course proposal. 3 units of C-05 lecture plus 1 unit of C-16 lab. **Course Description:** *"Quantitative exploration of movement and retention of water through the subsurface. Physics of saturated and unsaturated zone hydrology. Modeling of moisture change in the root zone, and vegetative water uptake. Geologic and environmental factors affecting water resources with a focus on water extraction and stream flow in northern California."* GEOL 456 will count toward the Area of Specialization for Geology BA & BS majors (5 units required). This new course will be co-listed with the existing [GEOL - 556 - 21-1507](#), which will count towards Geology electives in the Environmental Systems, M.S. Geology concentration. These new courses will maximize faculty expertise, allow more BA & BS Geology majors to understand glaciers, and address recommendations from external review for the GEOL department to co-list 400 and 500 courses to make course schedules more predictable.

[German Studies - Change Core Requirements - 20-1082](#). The World Languages and Cultures Department would like to change two courses in their German Studies Minor. Previously the minor core curriculum had required GERM 311 (German Level V) and 312 (German Level VI), but these two classes have not been offered since 2015-16. So, they would like to suspend GERM 311 and 312 from the curriculum and replace them with GERM 105 (German Level I) and 106 (German Level II). This will not change the number of units for the minor, will make it easier for students to earn the minor, and will avoid confusion that arises when courses are required but no longer offered. Further, because minors require at least 6 UD courses and they are removing 311 & 312 and replacing them with 105 & 106, this means that all of the 16 units of required courses are LD. Thus, all 6 elective units need to be UD and ENGL 240 therefore is being removed from the list of potential elective courses.

[GERM - 311 - 21-1469](#). The Department of World Languages and Cultures would like to suspend GERM 311 (German Level V), as it has not been offered in years due to low enrollment. The course was part of the German Minor core, but GERM 105 (German Level I) is being swapped in as a replacement.

[GERM - 312 - 21-1474](#). The Department of World Languages and Cultures would like to suspend GERM 312 (German Level VI), as it has not been offered in years due to low enrollment. The course was part of the German Minor core, but GERM 106 (German Level II) is being swapped in as a replacement.

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[GSP - 318 - 21-1456](#) "Geospatial Programming I". Current prerequisite: GSP 101 and GSP 101L. Adding alternate pre-requisite of GSP 510.

[History, B.A. - Change Concentration/Emphasis Requirements - 21-1489](#). The History department is reactivating the suspended in 2015 HIST 305 "The American West" (3) and HIST 305M "The American West Depth Experience" (1) and adding them to the US History Area elective course list.

[HIST - 305 - 21-1480](#) "American West" (3). Reactivation of a course suspended in 2015. C-class of the class updated from C-02 to C-04 to better reflect the planned and agreed-upon with the dean's office enrollment - no WTU or unit repercussions.

[HIST - 305 - 21-1481](#) "The American West Depth Experience" (1). Reactivation of a course suspended in 2015. C-class of the class updated from C-02 to C-05 to better reflect the planned and agreed-upon with the dean's office enrollment - no WTU or unit repercussions.

[JMC - 305 - 21-1324](#) "Global Media and Society" (3). UDD, DCG-ND. Course title and description change to update course currency:

Current: International Mass Communication. Comparative press systems and theories; international and cross-cultural communications; the role of international media as the intersection between social, political and economic institutions.

Proposed: Global Media and Society. Diversify knowledge of the global media landscape by examining international cross-cultural communications and the role of international media in social, political, technological and economic change.

[JMC - 326 - 21-1458](#) "Investigative Reporting" (3). The content of this course has been offered for the past several years as a special topic. The JMC department would like to update the course description for currency as this course will be once again offered as the 326 and used as an elective by the Cannabis Studies BA Equity and Social Justice concentration and the Journalism Minor.

Current: An advanced reporting and writing class. You will learn to apply in-depth reporting techniques and synthesize large amounts of information into a compelling story about an important community issue.

Proposed: Apply in-depth reporting techniques and synthesize large amounts of information into a compelling story about an important community issue.

[JMC - 429 - 21-1368](#). Advanced Public Relations. Addition of the "Sustainability-related" designation confirmed by the Sustainability Fellow J. Ortega. Course description updated to improve course currency:

Current: PR problems of industry and public institutions; managing effective public relations campaigns. Projects, discussion, writing of various communication tools.

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Proposed: Practical experience working with community partners, media and other stakeholders to create and manage public relations campaigns.

[Liberal Studies, Child Development Elementary Education Concentration, B.A. - Change Concentration/Emphasis Requirements - 21-1522](#). This proposal replaces the suspended by the History Department HIST 311 and replaces it with the newly proposed HIST 200, which will meet the subject matter requirements of the ESM standards.

[Liberal Studies, Child Development / Elementary Education ITEP Concentration, B.A. - Change Concentration/Emphasis Requirements - 21-1523](#). Program requirements are updated to account for the suspension of HIST 311 and its replacement with HIST 200. Additionally, SPED 777 "Education of Exceptional Individuals" (2) is being replaced in the program with CD 467 "Working with Culturally Diverse Families" (3) thus increasing the number of units in the program by 1 unit.

[LSEE - 312 - 22-1521](#). The School of Education would like to suspend LSEE 312 (Social Studies & Science Fieldwork Observation & Seminar, 1.5 units) because it is no longer used in the LSEE program. The course has been replaced with LSEE 315 (Social Studies for Elementary Education, 4 units) and LSEE 313 (Science for Elementary Education, 3 units). No other LS programs appear to use this course either. The suspension was prompted by the fact that LSEE 312 has a prereq of HIST 311, which was recently suspended.

[MATH - 311 - 22-1498](#). "Vector Calculus". Course prerequisite changes necessitated by the suspension of MATH 241 and its replacement with MATH 107. New course prerequisites: MATH 107 and MATH 210.

[MATH - 313 - 22-1499](#). "Ordinary Differential Equations" (4). Course prerequisite changes necessitated by the suspension of MATH 241 and its replacement with MATH 107. New course prerequisites: MATH 107 and MATH 210.

[Philosophy, History of Western Philosophy Minor - Change Core Requirements - 22-1502](#). Reflecting approved changes to Philosophy BA: delete PHIL 341, PHIL 342, and PHIL 343 and add PHIL 210 and PHIL 211 as core requirements of the minor. Replace "Complete one lower or upper division 3-unit elective in philosophy" with "Complete two upper division 3-unit electives in philosophy" in the minor.

[PHYX - 450 - 21-1343](#) "Quantum Physics I". Department would like to add PHYX 340, "Mathematical & Computational Methods" (which has a prereq of PHYX 211 already required by the major) as a prerequisite. Current prerequisites: PHYX 320, "Modern Physics" and MATH 313, "Ordinary Differential Equations". Rationale: the majority of physics majors will have already taken PHYX 340 prior to taking PHYX 450. PHYX which was previously offered in the spring will now be offered in the fall allowing the transfer students to take this junior-level course before they sign up for the senior-level 450. This change is proposed to improve student learning.

[PSCI - 305 - 20-994](#). "Food Politics and the American Dream" (3). The Political Science Department would like to reactivate PSCI 305, which was suspended in 2009 (and was then called The American Political Dream). **Course description:** "Explores a variety of topics in the politics of food, including political,

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economic, social, and cultural dynamics of food production and consumption; the intersection of food and identity; food and the environment; food regulatory policy; alternative food systems." Via this new course proposal, the department is reactivating, changing the name, and changing the description of this course as part of a curriculum update. Since 2009, it has been offered numerous times as a Special Topics/capstone course for PSCI and ENST majors and had good enrollment and student success. PSCI Will be used as an elective in the 1) Politics of Environment and Sustainability concentration within the PSCI major (the department submitted related [Political Science - Change Concentration/Emphasis Requirements - 20-1166](#) to update this concentration), 2) the PSCI minor, 3) the Food Justice career path track for the newly proposed Sustainable Food Systems Minor (20-1086), and 4) UD GE Area D (approved by the GEAR committee).

[Psychology - Change Core Requirements - 21-1066](#). The Psychology Department is changing their program core curriculum. They are removing the differentiation from the graduate study pathway so that there will be one major pathway. They have also removed discussion courses that were offered every other year, as well as the capstone requirement. This streamlining will improve educational equity among students, reduce major units from 45 to 41, and decrease time to graduation for GI 2025. They have also modified several courses and course sequences to improve success bottlenecks. Having one pathway should create a more cohesive undergraduate experience to improve student success and retention. The curricular changes involve three new courses and 13 course deletions/suspensions. The core will consist of 3 LD courses and 6 UD courses representing the major fields within Psychology. There will then be roughly 4 elective courses that students pick based on interest from a long list of UD options.

One notable change that has been exhaustively discussed at ICC is the proposal to make PSYC 109 (Introduction to Psychological Statistics, 4 units) count as LD GE B4 Math. We feel that by requiring PSYC 198 (Supplemental Instruction, 1 unit) to be taken concurrently with PSYC 109 for Category III/IV students, the EO 1110 requirements are met such that PSYC 109 can serve as a B4 course. In Fall 2024, the Psychology Department will present to ICC summary data on Category III/IV student success in PSYC 109; if success is a problem, CDC recommends that PSYC 198 co-requisite be replaced with a new faculty-taught course PSYC 9 (1 unit, 2 hours per week).

New Courses:

[PSYC - 198 - 21-1054](#). "Supplemental Instruction" (1). This course will be taught by student staff at the Learning Center and will be to support students in PSYC 109 (previously PSYC 241, now titled Introduction to Psychological Statistics, 4 units). This supplemental support will be very important for Category III and IV students.

[PSYC - 342 - 21-1052](#). "Application of Research Methods in Psychology" (4). Course description: "Students learn about the application of the different types of research design and methods used in the field of Psychology. Students will learn how to consider ethics, hypothesis development, study design, data collection, data analysis, interpretation of results, and dissemination of their research." Previously, students took PSYC 242 "Introduction to psychological research design & methodology" (4) that covered

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foundation and application of research methods. PSYC 242 had a success bottleneck issue and an equity gap issue. So, the program is deleting PSYC 242 and creating a new sequence that will better support student success. First, students will take 240 "Understanding Research Methods in Psychology" (changing to "Foundations of Research Methods in Psychology" (3)) and then take this new upper division course PSYC 342. This new sequence should address bottleneck and equity gap issues in the program.

[PSYC - 484 - 21-646](#). "Culture and Diversity in Psychology" (3). This course will bring the major curriculum in alignment with national guidelines to support student success. Course description: "The course examines the intersectionality of culture, race, ethnicity, and diversity in the field of psychology. It focuses on how issues of culture and diversity relate to the interpretation and perception of people's experience/beliefs/values as well as how to apply this information in the field of psychology overall."

Course Deletions:

[PSYC - 236 - 21-1073](#). "Choices & Changes in Sexuality" (1). Reduce courses required for the major. This course is not in line with current perspectives or research on this topic and has not been taught for quite some time.

[PSYC - 242 - 21-1049](#). "Introduction to Psychological Research Design & Methodology" (4). This course will be replaced by PSYC 342 "Application of Research Methods in Psychology" (4). Making this course upper division will address a success bottleneck issue and support a program change curricular redesign. This change will also remove PSYC 242 as a prerequisite to upper division Psychology courses.

[PSYC - 303 - 21-1087](#). "Family Relations in Contemporary Society" (3). This will have minimal impact on Psychology majors, as the course had only been offered on a 2-yr basis and Child Development offers a similar course on this topic (CD 467, Working with Culturally Diverse Families). This course deletion will also have minimal impact on non-major students, as the department offers alternative upper division Area D courses: PSYC 300 (Psychology of Gender) and PSYC 302 (Psychology of Prejudice).

[PSYC - 304 - 21-1089](#). "Business Psychology" (3). This course has always been taught by an instructor from the Business Administration Department and cross-listed with BA 304. Deleting this course from the Psychology program will have minimal effect on majors because there are many other upper division courses offered, including other upper division Area D GE. The Business department would like to retain BA 304 as a standalone course.

[PSYC - 311D - 21-1030](#). "Human Development Discussion" (2). The research training content from this course will now be covered in the new course PSYC 342 Application of Research Methods in Psychology. Deleting this discussion course will reduce the coursework required for the major and will therefore decrease time to graduation. They have removed the requirement for a discussion or lab course from the major graduate pathway.

[PSYC - 324D - 21-1048](#). "Cognitive Psychology Discussion" (2). Reduce courses required for the major and time to graduation. This change is part of the program curriculum redesign. Some of the PSYC 324D

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course content will now be covered in PSYC 342 (new course, "Application of Research Methods in Psychology" (4)).

[PSYC - 335D - 21-1075](#). "Social Psychology Discussion" (2). Reduces courses required for the major and time to graduation. This change is part of the program curriculum redesign. Some of the course content will now be covered in PSYC 342 new course, "Application of Research Methods in Psychology" (4).

[PSYC - 337D - 21-1047](#). "Personality Theory & Research Discussion" (2). Reduce courses required for the major and time to graduation. This change is part of the program curriculum redesign. Some of the course content will now be covered in PSYC 342 new course "Application of Research Methods in Psychology" (4).

[PSYC - 419 - 21-1060](#). "Family Violence" (3). It was only offered every two years and other departments teach related content, so this course deletion should have minimal impacts on students. For PSYC majors, there are many other upper division options to choose from. For PSYC majors seeking a minor in Women's Studies, they will have to take an extra class because previously PSYC 419 could double-count towards major and minor. For Criminal Studies majors, they will have to choose a different course.

[PSYC - 437 - 21-1059](#). "Sexual Diversity" (3). This course is a single-counting DCG-domestic course, but the department offers two other DCG-d courses (PSYC 300 & 302). PSYC Majors will be minimally affected, as there are numerous other upper division course options to fulfill major requirements. Similarly, there will be minimal impact on other majors. PSYC Majors minoring in Multicultural Queer Studies will have to take an additional class, as PSYC 437 could count towards both major and minor.

[PSYC - 496 - 21-1053](#). "Psychology Research Seminar" (3). As part of their program curriculum redesign, the Psychology Department would like to delete PSYC 496 because the content is covered in PSYC 490 "Senior Honors Thesis" (3) or PSYC 495 "Research Practicum in Psychology" (1-4).

Course Suspensions:

[PSYC - 482 - 21-1112](#). To reduce curricular redundancies, the Psychology Department would like to suspend PSYC 482 "Field Study" (1-4), as similar content/training is available via PSYC 499 "Independent Study" (1-3).

[PSYC - 485 - 21-1058](#). As part of their program curriculum redesign, the Psychology Department would like to suspend PSYC 485 "Senior Seminar" (3); in this restructuring, the senior capstone requirement has been removed.

Course Changes:

[PSYC - 240 - 21-1028](#). Change the title "Understanding Research Methods in Psychology" to "Foundations of Research Methods in Psychology" to better reflect course content. Add PSYC 109 (previously PSYC 241 "Introduction to Psychological Statistics" (4)) as a corequisite (which can be taken first or concurrently), in addition to the existing prerequisite of PSYC 104 ("Introduction to Psychology" (3) C- or higher).

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[PSYC - 241 - 18-228](#). Change course number of PSYC 241 "Introduction to Psychological Statistics" (4) to PSYC 109. This 100-level course will fulfill GE B4 requirements for Psychology majors. To meet EO 1110, Category I and II students will be able to take this course in their second semester. Category III/IV students will take PSYC 109 with a co-requisite PSYC 198. This will be tried for two years and then success assessed. The department is also creating a new Supplemental Instruction class (PSYC 198, 1 unit) that will be taught via students at the Learning Center, and will encourage students to take this course concurrently.

[PSYC - 311 - 21-1072](#). "Human Development" (3). Change the name to "Developmental Psychology" to better align with national guidelines for an undergraduate degree in psychology. Reduce the prerequisites from PSYC 240 (C) ("Understanding Research Methods in Psychology" soon to be changed to Foundations of Research Methods in Psychology") or PSYC 242 (C) ("Introduction to Psychological Research Design & Methodology", soon to be deleted and re-made as PSYC 342 "Application of Research Methods in Psychology") to simply PSYC 240.

[PSYC - 320 - 21-1080](#). "Behavior Analysis" (4). Change prerequisite to solely PSYC 240 "Understanding Research Methods in Psychology" (soon to be changed to "Foundations of Research Methods in Psychology"). Previously, the prerequisite for PSYC 320 had been PSYC 240 (C) or PSYC 242 (C) ("Introduction to Psychological Research Design & Methodology", soon to be deleted and re-made as PSYC 342 "Application of Research Methods in Psychology"). This change will align with program curriculum redesign.

[PSYC - 322 - 21-1090](#). "Learning & Motivation" (3). Change prerequisites to solely PSYC 240 "Understanding Research Methods in Psychology" (soon to be changed to "Foundations of Research Methods in Psychology"). Previously, the prerequisite for PSYC 322 had been PSYC 240 (C) or PSYC 242 (C) ("Introduction to Psychological Research Design & Methodology", soon to be deleted and re-made as PSYC 342 "Application of Research Methods in Psychology"). This change will align with program curriculum redesign.

[PSYC - 323 - 21-1084](#). "Sensation and Perception" (3). Prerequisite change. Previously, prereqs were either PSYC 240 (C) "Understanding Research Methods in Psychology" or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology". PSYC 242 is being deleted and replaced with an upper division version 342, so the program would like to make PSYC 240 the sole prerequisite for PSYC 323 (not a corequisite). This change is part of the program curriculum redesign.

[PSYC - 324 - 21-1091](#). Cognitive Psychology (3). Prerequisite change. Previously, prereqs were either PSYC 240 (C) "Understanding Research Methods in Psychology" or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology". PSYC 242 is being deleted and replaced with an upper division version 342, so the program would like to make PSYC 240 the sole prerequisite for PSYC 324 (not a corequisite). This change is part of the program curriculum redesign.

[PSYC - 325 - 21-1092](#). "Advanced Behavioral Neuroscience" (4). Change prerequisites from PSYC 242 "Intro to Psychological Research Design & Methodology" (4) and PSYC 321 "Intro Behavioral Neuroscience" (3) or ZOOL 310 "Animal Physiology" (4) or BIOL 350 "Cell Biology" (3). Moving forward

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they want the sole prereq for PSYC 325 to be PSYC 240 "Understanding Research Methods in Psychology", soon changing to "Foundations of Research Methods in Psychology" (3). This is part of the program curriculum redesign and will support proposed changes in research methods courses.

[PSYC - 335 - 21-1094](#). "Social Psychology" (3). Prerequisite change. Previously, prereqs were either PSYC 240 (C) "Understanding Research Methods in Psychology" or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology". PSYC 242 is being deleted and replaced with an upper division version 342, so the program would like to make PSYC 240 the sole prerequisite for PSYC 335 (not a corequisite). This change is part of the program curriculum redesign.

[PSYC - 337 - 21-1095](#). "Personality Theory & Research" (3). Prerequisite change. Previously, prereqs were either PSYC 240 (C) "Understanding Research Methods in Psychology" or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology". PSYC 242 is being deleted and replaced with an upper division version 342, so the program would like to make PSYC 240 the sole prerequisite for PSYC 337 (not a corequisite). This change is part of the program curriculum redesign.

[PSYC - 345L - 21-1107](#). "Psychological Tests & Measurements" (4). Prerequisite change. Previously, prereqs were either PSYC 240 (C) "Understanding Research Methods in Psychology" or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology". PSYC 242 is being deleted and replaced with an upper division version 342, so the program would like to make PSYC 240 the sole prerequisite for PSYC 345L (not a corequisite). This change is part of the program curriculum redesign.

[PSYC - 411 - 21-1113](#). "Social Neuroscience" (3). Prerequisite change. Current prereqs are PSYC 240 "Understanding Research Methods in Psychology" (3), soon to be changed to "Foundations of Research Methods in Psychology" or PSYC 242 "Intro to Psychological Research Design & Methodology" (4) and PSYC 321 "Intro Behavioral Neuroscience" (3) or BIOL 104 "General Biology" (3) or BIOL 105 "Principles of Biology" (4). PSYC 242 is becoming PSYC 342 "Application of Research Methods" (4) with PSYC 240 as a prereq. So, PSYC 411 prereqs should now be PSYC 342 and PSYC 321 or BIOL 104 or BIOL 105. These changes are part of the program curriculum redesign.

[PSYC - 415 - 21-1083](#). "Psychology of Aging & Older Adulthood" (3). Prerequisite change. Previously, prereqs were either PSYC 240 (C) "Understanding Research Methods in Psychology" or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology". PSYC 242 is being deleted and replaced with an upper division version 342, so the program would like to make PSYC 240 the sole prerequisite for PSYC 415 (not a corequisite). This change is part of the program curriculum redesign.

[PSYC - 438 - 21-1074](#). "Dynamics of Abnormal Behavior" (3). Change course number and title to PSYC 338 "Abnormal Psychology" to better reflect that this course should be taken before senior year and to better align with national guidelines for undergraduate psychology majors. To align with program curriculum redesign, they would also like to remove PSYC 242 "Introduction to Psychological Research Design & Methodology" (4) as a prereq for PSYC 338, as PSYC 242 is being deleted. As such, the sole prereq for PSYC 338 will be PSYC 240 "Understanding Research Methods in Psychology" (soon to be changed to "Foundations of Research Methods in Psychology" (3)).

Integrated Curriculum Committee Consent Calendar
February 8, 2022

[PSYC - 490 - 21-1051](#). "Senior Honors Thesis" (3). As part of their program curriculum redesign to improve student success, the Psychology Department would like to add prerequisites to PSYC 490, which currently has no prerequisites. The prerequisite courses will be PSYC 109 (changing from 241, "Introduction to Psychological Statistics" (4)) or STAT 109 "Introductory Biostatistics" (4) or STAT 108 "Elementary Statistics" (3) and PSYC 342, new course, "Application of Research Methods in Psychology" (4).

[PSYC - 495 - 21-1110](#). "Research in Psychology" (1-4). As part of their program curriculum redesign, the Psychology Department would like to change the title of PSYC 495 to "Research Practicum in Psychology" to better reflect the course content and purpose.

[PSYC - 497 - 21-1111](#). "Mentoring" (1-3). As part of their program curriculum redesign, the Psychology Department would like to change the name of PSYC 497 to "Mentoring in Teaching Psychology" to better reflect course content and purpose.

[PSYC - 489S - 21-1093](#). "Community Psychology" (3). Prerequisite change. Originally, prereqs were PSYC 240 (C) "Understanding Research Methods in Psychology" (soon to be changed to "Foundations of Research Methods in Psychology" (3) or PSYC 242 (C) "Introduction to Psychological Research Design & Methodology" (4) (soon to be deleted) to just PSYC 240 (not as a co-req) to be in line with program curriculum redesign

[REC - 365 - 21-1298](#) "Travel Industry Management". Changing number from REC 365 to REC 315, as it is an Intro to Travel Industry Management course. Change to description to reflect the sequence of Tourism Emphasis courses.

Current: This is a conceptual and experiential course that provides an overview of hospitality management, meeting and convention planning, travel modes and methods, and destination marketing.

Proposed: This course provides a broad overview of the travel industry and the many participants in it. As the foundational course in the tourism management emphasis, students will develop a conceptual understanding of the tourism industry approaches and practices, as well as career opportunities. Students will explore management methods, goals, issues, and challenges through classroom and field experiences.

[REC - 472 - 21-1299](#). "Leadership Diving: Assistant Instructor" (4). Currently, this course does not require any prerequisites. This proposal adds the following prerequisites: REC 252 ("Diving First Aid, Introduction to HSU Diving"), REC 262 ("Beginning SCUBA"), REC 362 ("Master Diver"), and REC 383 ("Rescue Diver").

[SCI - 100G - 21-1345](#). "Becoming a STEM Professional" (3). 2 hrs/2 units of C-01 lecture + 2 hrs/1 unit of C-07 activity. This proposal creates a version of SCI 100 designated for Among Giant learning community students only. **Course description:** *"This course provides an introduction to the academic skills of a student in STEM, an introduction to the practical aspects of these disciplines, and their role in our multicultural society. Course designated for the Among Giants learning community participants."*

Integrated Curriculum Committee Consent Calendar
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The Biological Sciences department determined that the current C-05 1 unit/1 hr break-out session does not provide sufficient instructional time for their place-based learning community, Among Giants and would like to create this version of SCI 100 (with G for Giants) that affords an additional hour of instruction. According to the Biological Sciences department, this will not increase WTU for this course compared to SCI 100, as faculty already get an extra WTU for summer immersion and have agreed to include the increased 0.33 WTU from the C-07 unit in this extra WTU. The assigned time would then have to be adjusted from 1 to 0.67 WTU.



BLACK LIBERATION MONTH 2022

Love is the new Black

31	Monday	1	Tuesday	2	Wednesday	3	Thursday	4	Friday	5	Saturday	6	Sunday
		4:30 - 6:00 PM		11:00 AM						8:00 PM			
		Featured Speaker Kyle Mays, An Afro Indigenous History of the United States link.humboldt.edu/		A Litany for Survival: The Life & Work of Audre Lorde link.humboldt.edu/						Afrobeats Dance Night SAC			
		Afroindigenous.history		Audre Lorde									

7	6:00 PM	8	9	10	11	12	13
			3:00 PM		6:00 PM	8:00 PM	
	Keynote Nikki Giovanni link.humboldt.edu/		Featured Speaker Raina León, Giggle Maps: Place, Joy, & Resistance link.humboldt.edu/		Black Excellence in STEM FH 118	Judas & the Black Messiah SAC	
	Nikki Giovanni		RainaLeon				

14	15	16	17	18	19
			5:00 - 7:00 PM	4:00 - 6:00 PM	
			Black History Exhibit FH 166	Celebrating the African Diaspora FH 118	

21	22	23	24	25
5:00 - 6:00 PM			4:00 - 5:30 PM	10:30 AM - 2:00 PM
YES & CCBL Leadership Series Black Liberation Month Edition yes.humboldt.edu/ speaker-series			Black Out Game PreGame Black Staff & Faculty Recognition Redwood Bowl Plaza	Black to the Land: Trinidad Coastal Hike link.humboldt.edu/ TrinidadCoastalTrail



HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Condolence Donation and Recognition Policy

08-20/21-GFA — February 8, 2022 —Second Reading

RESOLVED: That the faculty members of the University Senate of Humboldt State University acting on behalf of the General Faculty Assembly (GFA) recommends that the attached policy be approved.

RATIONALE: As a faculty, our hearts go out whenever tragedy befalls our community. Traditionally, the GFA has offered its condolences and recognition of deceased faculty, emeritus faculty and their family members. Often, this recognition comes from word of mouth from other members of the campus community. Likewise, it has become common for the GFA to be notified of the passing of faculty's other immediate family members such as parents, grandparents, etc. This policy establishes guidelines for the type of recognition GFA will send in order to keep the GFA funds solvent. The GFA has also created a webform so that the community will have a way to let GFA know that a member of the campus community has passed away. We encourage faculty to complete the [Condolence Form](#) so we can appropriately recognize the loss of a loved one. While we welcome submissions, please ensure that the family in question is comfortable with public condolences. Under some circumstances, the grieving party may prefer privacy or anonymity.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Recommend A New Climate Justice and Resilience Leadership Certificate

07-21/22-ICC – January 25, 2022 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that the new Climate Justice and Resilience Leadership Certificate detailed in proposal [20-1037](#) be approved.

RATIONALE: The proposed Climate Justice and Resilience Leadership Certificate is designed to engage students with a holistic perspective of the affected and effects of climate change. Through this program, students will gain scientific and technical knowledge as well as develop socio-political, economic, aesthetic, decolonial, anti-racist, and psychological acumen that will support them in being future leaders in climate justice and resilience. This program aligns directly with Humboldt State's Institutional Learning Outcomes on Sustainability and Environmental Awareness and Equity and Social Justice. The Department of Environmental Studies and the ICC believe this minor will provide students with a valuable opportunity to engage in interdisciplinary curriculum and perspectives around climate change that can be applicable for any major.

Climate Justice and Resilience Leadership Certificate Program Learning Outcomes

1. Demonstrate an understanding of how sustainability and the climate crisis are connected to racism, colonialism, and structural injustice.
2. Activate learning to build skills needed to participate as a sensitive actor in building the justice movement.
3. Implement skills needed for personal resilience and to sustain collective capacity-building efforts.

Climate Justice and Resilience Leadership Certificate Curriculum

Total Units: 18

Two required core courses (7 total units)

ENST 470: Leadership for Climate Justice & Sustainability (4)

NAS 310 (New Course Proposal # YY): Grant-writing for Social & Environmental Justice (3)

Three courses (9 total units)

Choose one course from each of the following three categories

Racial, Indigenous, and Environmental Justice

NAS 331: Indigenous Natural Resources Management

NAS 332: Environmental Justice

CRGS 480: Radical Futures: Race, Environment, and Social Justice

ENGL370: Body, Environment, & Worldbuilding in Literature

Regenerative Design & Art

ENST 480: Energy Justice

ART 372b: Radical Graphics: Climate Art and Activism

ENGL 371: Arts, Climate, and Health Justice

ENGR 305: Appropriate Technology*

ENGR 114: Whole Earth Engineering

Systems Change: Policy, Law, Economy, Community

ESM 305: Environmental Conflict Resolution (3)

PSCI 373: Politics of a Sustainable Society (3)

NAS 361: Tribal Water Rights

NAS 365: Federal Indian Law

BA 340: Principles of Marketing (4)

*pre-requisite for ENGR 305 is PHYX 106 or PHYX 109 or ENST 123 (2 units)

Take two 1-unit ENST 360 practicums (2 total units)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend New Sustainable Food Systems Minor

12-21/22-ICC - February 8, 2022 - First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that the new Sustainable Food Systems Minor detailed in proposal [20-1086](#) be approved.

RATIONALE: The proposed Sustainable Food Systems Minor is an interdisciplinary program that incorporates coursework and knowledge from all three colleges to engage students in a holistic approach to food systems. The minor will engage students in topics related to production, processing, distribution, and consumption of food, and equity and inclusion issues of food sovereignty, indigenous perspectives, and equitable access to all dimensions of the food system. The Department of Anthropology and the ICC believe this major will provide students with knowledge and skills for future careers and endeavors in all levels of food system and equity work as well as preparation for related graduate programs. The proposed program aligns with HSU ILO's 1 and 2 and integrates concepts of environmental and social justice as it applies to a variety of majors and programs. There are three new courses being proposed to support this program. Grant funding has supported the development of this program.

Sustainable Food Systems Minor Program Learning Outcomes

1. Analyze and explain the interconnectedness of components of food system sustainability in the context of health, environmental, economic, and cultural considerations.
2. Identify and evaluate systems of power and privilege as they relate to the food system.
3. Identify technical and leadership skills necessary for successful careers in food systems.

Sustainable Food Systems Minor Curriculum

Total Units Required for the Minor: 18

Core Classes:

ANTH 308	(3) Sustainable Food Systems
NAS 331	(3) Indigenous Natural Resource Management Practices
HED 231	(3) Basic Human Nutrition

Select One:

- WLDF 309 (3) Case Studies in Environmental Ethics OR
RRS 306 (3) Wildland Resource Principles

At least two courses from the following categories (6 units total, do not need to be from the same categories):

Categories:

Food for All

- AHSS 104S (3) Global Meets Local in Humboldt
AHSS 108 (3) Nature, Culture, & Food
BA 106 (3) Advocating for Sustainability
COMM 315 (4) Communication & Social Advocacy
ECON 306 (3) Economics of the Developing World
ECON 309 (3) Economics of a Sustainable Society
GEOG 300 (3) Global Awareness
GEOG/ESM 301 (3) International Environmental Issues & Globalization
INTL 100S (3) Thinking Critically about Globalization
INTL 4101 (4) Global Issues Analysis
PSCI 364 (4) Technology & Development
SOC 320 (4) Environmental Sociology
SOC 370 (4) Environmental Inequality & Globalization

Food Business

- BA 106 (3) Advocating for Sustainability
BA 4321 (4) Leading Sustainable Ventures
ECON 423 (3) Environmental & Natural Resources Economics

Food and Health

- ANTH 339 (1-4) Special topics in Biological Anthropology
COMM 4801 (2) Seminar in Speech Communication
HED 344 (3) Weight Control
HED 345 (3) Health Messaging and Mass Media
HED 3881 (3) Community Based Health Promotion
HED 4511 (3) Nutrition & Chronic Disease
NURS 4701 (3) Community/Public Health Nursing

Food Justice

- AHSS 108 (3) Nature, Culture, & Food

ANTH 339	(1-4) Special Topics in Biological Anthropology
NAS 332	(3) Environmental Justice
PHIL 302	(3) Environmental Ethics
PSCI 364	(4) Technology & Development
PSCI 305	(3) Food Politics

Food Production

ENGR 3051	(3) Appropriate Technology
ENST 123	(1) CCAT Practicum: Variable Topics
ESM 3551	(3) Principles of Ecological Restoration
ESM 435	(2) Grant Proposal Writing
ESM 4601	(3) Environmental Planning for Public Lands & Rural Communities
ESM 4621	(3) Coastal & Marine Planning
FISH 335	(3) US & World Fisheries
FISH 3701	(4) Aquaculture
FISH 3751	(3) Mariculture
SOC 302	(3) Forests & Culture

Food-Related Science and Engineering

BOT 300	(3) Plants & Civilization
ENGR 3051	(3) Appropriate Technology
SOIL 104	(3) Introduction to Sustainable Agriculture
WSHD 4581	(3) Climate Change & Land Use

Food Stories and Literature

AHSS 108	(3) Nature, Culture, & Food
ANTH 329	(4) Selected topics in Social Anthropology
COMM 300	(3) American Public Discourse
COMM 309B	(3) Gender & Communication
COMM 315	(4) Communication & Social Advocacy
COMM 4111	(4) Organizational Communication
COMM 4801	(1-4) Seminar in Speech Communication
ENGL 3111	(4) Environmental Writing
ENGL 3141	(4) Creative Writing: nonfiction
JMC 1601	(2) El Leñador Newspaper OR JMC 3601 Advanced El Leñador Newspaper
JMC 309	(3) Analyzing Mass Media Messages
JMC 318	(3) Media Research
JMC 323	(3) Public Relations

Internship/Service Learning:

Up to 2 units of elective credits can be counted towards the minor for participating in internship or service learning courses with placements that have been approved by the Sustainable Food Systems minor advisor.

New Courses Supporting the Sustainable Food Systems Minor

ANTH 308- Sustainable Food Systems: This interdisciplinary course explores the scientific, historical, ethical, economic, and cultural aspects and considerations of growing, harvesting, processing, transporting, marketing, eating, and disposing of food. Food systems are complex and multifaceted. Which foods are made available to us and why, is often highly political. Food directly impacts our health, the economy, the environment and the wellness and resiliency of our communities. This course will critically explore the scientific and pertinent social factors of what makes a food system sustainable.

ANTH 311S- Sustainable Food Systems Service Learning: This is a 1-unit service learning course designed for those seeking the Sustainable Food Systems Minor. It offers hands-on experience within existing food systems.

As food systems are complex and multifaceted, they depend on local organizations to address various areas within our local food systems. This course will give students the opportunity to gain experience by working with local organizations. Active engagement with food system components and the factors that impact them, will allow students to critically explore what makes a food system sustainable.

ANTH 491-Sustainable Food Systems Portfolio: This course is designed for students in the Sustainable Food Systems Minor to develop a professional portfolio for Sustainable Food Systems (SFS) Minor integrating the historical, ethical, health, economic, scientific, and cultural aspects of sustainable food systems.

This culminating portfolio course is both retrospective and forward-looking by design. The portfolio will be introduced and initiated in ANTH 308, for those intending to declare the minor. Students are asked to develop a professional portfolio by revising projects and synthesizing concepts from courses taken within the Sustainable Food Systems Minor. They are required to formulate a plausible career/professional plan and resume. Finally, they provide evidence that their learning in the minor engenders a problem solving approach to improve sustainable food systems. The portfolio may also be used in preparing an application for a graduate program and/or a specific career.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend New Bachelors of Arts in Cannabis Studies

09-21/22-ICC February 8, 2022 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that the new Bachelors of Arts in Cannabis Studies detailed in proposal [21-1181](#) be approved.

RATIONALE: The proposed Bachelors of Arts in Cannabis Studies is an interdisciplinary program designed to engage students in the historical, cultural, social, political, and legal contexts of cannabis through social and environmental justice frameworks. Through this program, students will choose between concentrations in Equity and Social Justice or Environmental Stewardship to prepare them for occupations in the developing field of Cannabis Studies. The Department of Sociology and the ICC believe this major will provide students with knowledge and skills for future careers and endeavors in public policy and law, equity and justice advocacy, human services and regulatory agency work, research, and Masters or Doctoral degrees. There are eight new courses being proposed to support this program. Deans of all three colleges have supported this proposal with a signed MOU included in the curriculum proposal materials.

Bachelors of Arts in Cannabis Studies Program Learning Outcomes

1. Graduates will be able to identify historical impacts of prohibition on socioeconomically marginalized communities;
2. Graduates will be able to propose equitable policies for legalization;
3. Graduates will be able to describe ecosystem impacts of cannabis cultivation and explain practices of environmental stewardship and sustainability;
4. Graduates will be able to use ecological and socioeconomic data to represent environmental and social justice impacts in order to formulate improved cannabis policy outcomes;
5. Graduates will be able to critically evaluate how cannabis shapes place, both in Humboldt and around the world; and
6. Students will be able to effectively communicate in writing about cannabis issues from a variety of disciplinary perspectives.

Bachelors of Arts in Cannabis Studies Curriculum

Core Courses (30 units)

The following core courses are required for all majors

Lower Division

CANN 120 (3) Introduction to Cannabis Studies
CANN 202 (3) Humboldt and Cannabis [LD GE Area E]
CANN 240 (3) Global Cannabis
GSP 101 (3) Geospatial Concepts and Lab

Upper Division

BOT 300 (3) Plants and Civilization [UD GE Area B]
CANN 325 (3) Cannabis and Social Equity
CANN 335 (3) Cannabis and Environmental Sustainability
CANN 420 (3) Cannabis Law and Public Policy
NAS 332 (3) Environmental Justice [DCG-D]
SOC 372 (1) Proseminar OR
SOC 472 (1) Graduate School Planning
CANN 482 (2) Internship

Concentrations

Equity and Social Justice

Complete the following:

CRIM 420 (4) Drugs and Society
SOC 282L (1) Sociological Statistics Lab [Prerequisite: STAT 108 or STAT 108i]
SOC 303 (3) Race and Inequality [UD GE Area D][DCG-D]

Complete one of the following methods courses:

ANTH 318 (4) Ethnography [Prerequisite ANTH 104]
ENST 395 (3) Environmental Studies Research & Analysis [Prerequisite ENST 295 which has a prerequisite of ENST 120]
GEOG 311 (3) Geographic Research and Writing AND GEOG 310L (1) Geographic Research Laboratory
HIST 210 (4) Historical Methods
SOC 382 (4) Introduction to Research Methods [Prerequisite STAT 108]

Complete at least two classes from each of the following categories for a minimum of 15 units:

Policy

CANN 345 (3) Cannabis Regulatory & Environmental Requirements

CRGS 360 (4) Race, Gender, & US Law [DCG-D]

NAS 364 (4) Federal Indian Law I

NAS 365 (4) Federal Indian Law II

PSCI 313 (4) Politics of Criminal Justice

PSCI 317 (4) Public Policy Process

PSCI 352 (4) Water Politics

PSCI 360 (4) Political Economy

PSCI 365/GEOG 365 (4) Political Ecology

PSCI 373 (4) Politics of Sustainability

SOC 320 (4) Environmental Sociology

SOC 350 (4) Social Movements

SOC 363 (4) Environmental Crime

SOC 370 (4) Environmental Inequality and Globalization

Social Action

COMM/CRGS/POLS/ES 235(1) Act to End Sexualized Violence

COMM 315 (4) Communication and Social Advocacy [DCG-D][Prerequisite COMM 100]

CRGS 313 (3) Community Activism [DCG-D]

ECON 470S (4) Sustainable Rural Economic Development

ESM 435 (2) Grant Proposal Writing

FILM 362 (4) Social Change Digital Production

FILM 455 (4) Grant Writing

GSP 270 (3) Geographic Information Science [Prerequisite GSP 101]

JMC 326 (3) Investigative Reporting

PSCI 358 (4) Political Advocacy

PSCI 412 (4) Legal Research

SOC 475 (4) Community Organizing

Environmental Stewardship

Complete the following courses:

SOIL 260 (3) Introduction to Soil Science [Prerequisite: CHEM 107 or 109]

CANN 345 (3) Cannabis Regulatory and Environmental Requirements

Complete at least two courses from each of the following categories for at least 19 units:

Watershed Management

GEOL 306 (3) Geomorphology [UD Area B][Prerequisite: GEOL 109]

GEOL 456(4) Hydrogeology [Prerequisite: MATH 105 or MATH 109]

WSHD 310 (4) Hydrology & Watershed Management [Prerequisite: LD GE Area B Phys Universe]

WSHD 333 (3) Wildland Water Quality [Prerequisite: CHEM 107]

WSHD 424 (3) Watershed Hydrology [Prerequisite: WSHD 310]

Natural Resource Management

ECON 423 (3) Environmental & Natural Resource Economics

FOR 315 (3) Forest Management

FOR 431 (3) Forest Restoration [Prerequisite: FOR 131 or FOR 315]

NAS 331 (3) Indigenous Natural Resource Management [DCG-D]

RRS 306 (3) Wildland Resource Principles [UD Area B]

RRS 430 (3) Wildland Restoration & Development [Prerequisite:

RRS 306 or WLDF 301

SOC 302 (3) Forest and Culture [UD Area D]

Policy and Law

ESM 305 (3) Environmental Conflict Resolution [UD Area D]

ESM 325 (3) Environmental Law & Regulation [Prerequisite: ESM 105]

ESM 360 (3) Introduction to Environmental Planning Methods

ESM 365 (3) Local Government Planning [Prerequisite: ESM 360]

ESM 425 (3) Environmental Impact Assessment

NAS 366 (4) Tribal Water Rights

NAS 364 (4) Federal Indian Law I

NAS 365 (4) Federal Indian Law II

Descriptions of New Courses Proposed as Part of the Major

CANN 120 (3) Introduction to Cannabis Studies- Introduction to Cannabis Studies curriculum and focal areas: focus on basic plant botany, chemistry, and endocannabinoid system; human/cannabis relationships; ecological issues; and economic development and policy.

CANN 202 (3) Humboldt and Cannabis- How cannabis shapes Humboldt: social history and geography before and following the arrival of cannabis; ecology, native epistemology, settler colonialism, counter-cultures and social movements, prohibition/criminalization, markets, medicalization, and legalization.

CANN 240 (3) Global Cannabis- Survey of how cannabis shapes places globally. Focuses on international landscapes of cannabis as a plant providing food, fiber, fuel, and medicine.

CANN 325 (3) Cannabis and Social Equity- Students will complete an equity assessment of a community they select. The purpose of this assignment is for students to apply equity concepts to analyze disproportionate impacts of cannabis criminalization and the war on drugs.

CANN 335 (3) Cannabis and Environmental Sustainability- Covers natural resource issues regarding cannabis production. Topics include: sustainability of cannabis regarding water, soil, wildlife, and energy use, general botany, biotic/abiotic requirements, and best practices to mitigate environmental impacts.

CANN 345 (3) Cannabis Regulatory and Environmental Requirements- Examination of local, state and federal regulations relating to water, fish and wildlife, and land use necessary to obtain licensing. Focus on historical and contemporary policy, goals, implementation, and impacts.

CANN 420 (3) Cannabis Law and Public Policy- Focuses on the politics, policy process, and outcomes of efforts to legalize cannabis from the local to the global. Course emphasis on public health, justice, environmental, and economic policy change.

CANN 482 (3) Internship- Design and carry out internship-based culminating project in partnership with local agency, community organization, research institute, or faculty. Proposal due in semester before enrollment to receive permission number.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend New Bachelors of Science in Data Science
10-21/22-ICC – February 8, 2022 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that the new Bachelors of Science in Data Science detailed in proposal [21-1441](#) be approved.

RATIONALE: The proposed Bachelors of Science in Data Science is intended to support students in developing and practicing skills in synthesizing knowledge and applying contemporary statistics, data analysis, and computational science methods to solve social and environmental problems. Through this program, students will engage in the processes of obtaining, wrangling, curating, managing and processing, and exploring data, defining questions, performing analyses and communicating the results. The Department of Mathematics and the ICC believe this major will provide students with knowledge and skills for future careers in data management as it applies to a variety of fields and specialty areas. There are six new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Bachelors of Science in Data Science Program Learning Outcomes

1. Students will demonstrate computational skills to extract different types and quantities of data from multiple sources and create visualizations and other data products for various audiences;
2. Students will demonstrate statistical knowledge to build mathematical models and ensure the validity of data and its analysis;
3. Students will demonstrate domain knowledge in one or more key areas of application to gain domain specific information from data and its analysis and to communicate insights from that data that support understanding of and solutions for critical problems within the domain;
4. Students will demonstrate contemporary computer-based and data-oriented analytical skills and related ethical considerations to support a broad synthesis of knowledge including contributions from humanities, sciences and applied sciences, traditional ecological knowledges, and other foundational frameworks for understanding; and
5. Students will communicate effectively with a diverse range of audiences.

Bachelors of Science in Data Science Curriculum

Requirements for the major (63 – 69 units)

Prerequisite (0 – 6 units)

Students may demonstrate calculus readiness by achieving an appropriate score on a department administered placement test, by successful completion of a course in precalculus, or by completing one of the following prerequisite course pathways, or their equivalent:

MATH 102 (4) Algebra and Elementary Functions, OR
MATH 101 (3) College Algebra AND MATH 101T (3) Trigonometry

Lower Division (27 units)

CS 111 (4) Computer Science Foundations
DATA 111 (4) Intro to Programming and Comp Thinking for Data Science
MATH 107 (3) Intro Linear Algebra
STAT 109 (4) Introductory Statistics for the Applied Sciences
MATH 109 (4) Calculus I
MATH 110 (4) Calculus II
DATA 271 (4) Data Structures, Wrangling, and Visualization for Data Science

Upper Division Core (17 units)

DATA 311 (3) Applied Data Analysis
DATA 322 (3) Machine Learning for Data Science
CS 325 (4) Database Design*
DATA 422 (4) Advanced Topics in Data Science
DATA 450 (3) Capstone, Data Science

Upper Division Statistics (4 units)

Select one of the following statistics courses:

STAT 323 (4) Probability and Statistics**
STAT 333 (4) Linear Regression
STAT 404 (4) Multivariate Statistics
STAT 406 (4) Sampling Design and Analysis
STAT 410 (4) Modern Statistical Modeling

Or an advisor approved statistics-related course in an area of application

*CS 111 and DATA 111 will satisfy prerequisites for CS 325

**Requires an additional prerequisite of MATH 210 (4 units) Calculus III

Area of Application/Emphasis (15 units)

To complete the Data Science degree, students are expected to gain expertise in an area to which Data Science may be applied. The area of application/emphasis must be an advisor-approved cohesive set of at least 15 units, 9 of which must be at the upper division level, drawn from existing coursework offered at the university. Suggested areas of emphasis include:

- Mathematics. For students who desire access to more technically demanding careers requiring extensive knowledge of mathematics.
- Biological Sciences. For students who wish to use data science to tackle a diverse set of biological questions in areas ranging from medicine to genomics to evolution.
- Business/Economics. For students with career goals that demand specialized business training. This emphasis will help students appreciate how data science methods support business or economic decision-making and can improve products, services, and organizations.
- Energy. For students interested in combining engineering and environmental science with data science. Career paths include engineering consulting firms, state or federal policy agencies, and private energy industry firms.
- Natural Resources and/or Environmental Planning. For students interested in careers as industry representatives, advocates, consultants, analysts and government planners working on natural resource and/or environmental issues.
- Justice. For students interested in careers which critically analyze crime patterns, access to justice, policy, or advocacy.
- Political Science. For students interested in using data science to help predict, explain, or analyze political phenomena and behavior.

Students also have the option, with advisor approval, to complete a minor or certificate program to complete the area of application/emphasis requirement.

Descriptions of New Courses Proposed as Part of the Major

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

DATA 271 (4) Data Wrangling and Visualization- Provides an intensive, hands-on introduction to data wrangling, cleaning and visualization using a contemporary programming language. Learn

the fundamental skills required to acquire, transform, manipulate, and visualize data in a computing environment that fosters reproducibility. The overall goal is to create actionable data from raw sources and then perform exploratory analysis. These steps will include importing data, viewing data diagnostically, identifying outliers, imputing data, cleaning data, calculating basic statistics and creating informative plots.

DATA 311 (4) Applied Data Analysis- This team- and project-based course provides an opportunity to work through the entire data analysis pipeline in an applied context. Three modules cover (1) cleaning and exploring data, (2) visualizing data and (3) prediction, validation and uncertainty estimation. Students will advance written and verbal communication skills by reporting their findings.

DATA 322 (4) Machine Learning for Data Science- Provides a broad introduction to machine learning, datamining, and statistical pattern recognition. Topics include: (i) Supervised learning (ii), Unsupervised learning and (iii) Best practices in machine learning. The course draws from numerous case studies and applications, with a practical rather than theoretical emphasis.

DATA 422 (4) Advanced Data Science Methods and Ethics- Provides a treatment of advanced topics in Data Science. Topics include: (i) Privacy and Ethics, (ii) Multivariate Statistics, (iii) Big Data and Cloud Computing and (iv) Deep Learning. The course will draw from numerous case studies and applications, with a practical rather than theoretical emphasis.

DATA 450 (3) Data Science Capstone- Semester-long, student-led Data Science group project culminating in a written and an oral presentation. Projects explore an area of application. Preparation for professional life after graduation, including graduate school attendance, working as a Data Scientist, or other quantitative careers.

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend New Bachelors of Science in Marine Biology

11-21/22-ICC - February 8, 2022 - First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that the new Bachelors of Science in Marine Biology detailed in proposal [21-1446](#) be approved.

RATIONALE: The proposed Bachelors of Science in Marine Biology elevates the current Marine Biology concentration within Biology to a stand alone BS program. Through this program, students will develop knowledge and skills on the diversity of marine life, its evolutionary history, the importance to our planet, and how it is impacted by human activities. The Department of Biology and the ICC believe this major will provide students with knowledge and skills for future careers and endeavors in Marine Biology and associated positions (e.g. aquarium manager, museum curator, science librarian, laboratory technician, environmental consultant, microbiologist, biotechnology research technician, etc.) as well as graduate programs in Marine Biology. The ICC discussed feedback from the Oceanography and Fisheries departments about the framework of the proposed program being that of a Biology program with marine emphasis as opposed to a Marine Science framework. As the feedback was centered on differing viewpoints for the structure of the program, the ICC considered the history of support for establishing the Biology centered Marine degree, the plans in the works for the development of the future MS with the Marine Sciences framework, and the College Dean's support of this proposed program, and supports the Marine Biology Program as proposed. There are no new courses being proposed to support this program. This program is being proposed as part of the transition to a Polytechnic University.

Bachelors of Science in Marine Biology Program Learning Outcomes

1. Students will be able to identify and classify marine microbes, algae, invertebrates, fishes, birds and mammals, in the context of a phylogenetic framework;
2. Students will be able to describe how marine life functions at the gene, genome, cell, tissue, organ and organ-system level. They will be able to describe the development, reproduction, and behavior of different forms of marine life and use ecological and evolutionary principles to explain how these organisms perform their functions in an environmental context;

3. Students will be able to relate the physical features of the marine environment to the structure of marine populations, communities, and ecosystems and explain how they are affected by human activities;
4. Students will be able to explain how descent with modification has shaped all biological processes and why biological evolution offers the only logical scientific explanation for the simultaneous unity and diversity of life on earth;
5. Students will be able to apply the scientific method to questions in marine biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses; and
6. Students will be able to present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists.

Bachelors of Science in Marine Biology Curriculum

BS Marine Biology 119-128 units total

Prerequisite (0 – 6 units)

Students may demonstrate calculus readiness by achieving an appropriate score on a department administered placement test, by successful completion of a course in precalculus, or by completing one of the following prerequisite course pathways, or their equivalent:

MATH 102 (4) Algebra and Elementary Functions, OR
 MATH 101 (3) College Algebra AND MATH 101T (3) Trigonometry

Lower Division (46 units)

BIOL 105	(4) Principles of Biology
BIOL 255	(3) Marine Biology
BOT 105	(4) General Botany
CHEM 109	(5) General Chemistry I
CHEM 110	(5) General Chemistry II
CHEM 228	(4) Brief Organic Chemistry
MATH 105	(3) Calculus for the Biological Sciences & Natural Resources
OCN 109	(3) General Oceanography
OCN 109L	(1) General Oceanography
OCN 260	(1) Sampling Techniques and Field Studies

PHYX 106	(4) College Physics: Mechanics & Heat
PHYX 118	(1) College Physics: Biological Applications
STAT 109	(4) Introductory Biostatistics
ZOOL 110	(4) Introductory Zoology

Upper Division (35-39 units)

BIOL 307	(4) Evolution
BIOL 330	(4) Principles of Ecology
BIOL 340	(4) Genetics
BOT 356	(4) Phycology
FISH 310	(4) Ichthyology
ZOOL 314	(5) Invertebrate Zoology
BIOL 430	(3) Intertidal Ecology, or
OCN 310	(4) Biological Oceanography

Complete one of the following (3-4 units):

BIOL 350	(3) Cell Biology, or
BOT 310	(4) Gen. Plant Physiology, or
ZOOL 310	(4) Animal Physiology, or
FISH 311	(3) Fish Physiology

Complete at least one advanced marine biology elective from the following list, or from any optional course NOT taken above (3-4 units).

BIOL 418	(3) Marine Microbiology
BOT 553	(3) Marine Macrophyte Ecology
FISH 335	(3) US and World Fisheries
FISH 358	(4) Fisheries Data Analysis
FISH 375	(3) Mariculture
FISH 435	(4) Ecology of Marine Fishes
FISH 471	(3) Fish Diseases
FISH 474	(4) Conservation Genetics of Fish and Wildlife
FISH 478 or 578	(3) Fisheries Oceanography
FISH 558	(4) Fish Population Dynamics
OCN 301	(3) Marine Ecosystems - Human Impact
OCN 320	(4) Physical Oceanography
OCN 330	(4) Chemical Oceanography

OCN 340	(4) Geological Oceanography
OCN 410	(3) Zooplankton Ecology
OCN 420	(3) Oceans and Climate
STAT 333	(4) Linear Regression Models / ANOVA
STAT 404	(4) Multivariate Statistics
STAT 410	(4) Modern Statistical Modeling
ZOOL 530	(3) Benthic Ecology
ZOOL 552	(3) Advanced Invertebrate Zoology
ZOOL 556	(4) Marine Mammals

Complete one of the following (1-3 units):

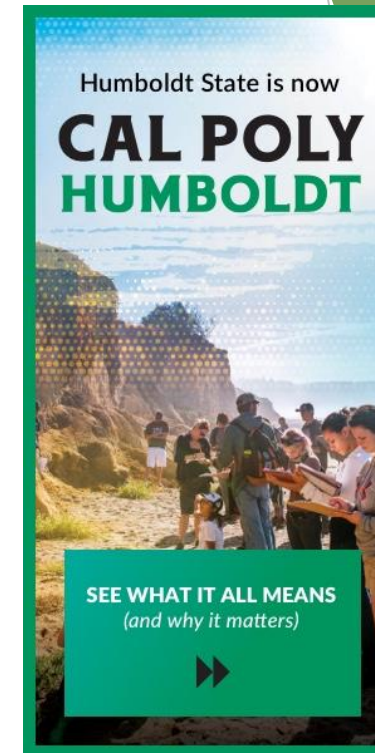
BIOL 490	(1-2) Senior Thesis
BIOL 498	(2) Marine Biology Capstone Research
BIOL 499	(1-2) Directed Study
REC 471	(3) Scientific Diving

Visit Experience Updates

Pedro Martinez and Sulaina Banks

Digital Media Plan

- ▶ Digital Campaign, Geo-Fencing) by Regional Visits and Recruitments
- ▶ Academic College Targeted Advertisement
- ▶ Look-A-Like Campaigns for Prospect Growth
- ▶ Admissions Name Change Cal Poly Rollout to increase applications



Recent Updates

- ▶ Tour Registration Form Updated
- ▶ Tour Path - Updated (w/ a Mid-Semester Check-In)
 - ▶ Created an ADA Tour
- ▶ Updated Tour Script to contain recent accurate information
- ▶ Hiring of more bilingual Spanish-speaking tour ambassadors
- ▶ High School/Programmatic Bus Trips
 - ▶ Examples: IYT, West CTA, Oakland Tech, Cherry Creek, Spring Valley
- ▶ Using Land Acknowledgement Video with additional HSU Preview Content Slides
- ▶ Reactivating Regional Receptions based on pandemic restrictions.

Next Steps

- ▶ Continuing improvements to the campus tour program:
 - ▶ Integration of Additional Welcomes, Content, and Cal Poly Updates in Campus Tour slides and packets
 - ▶ Further Expansion of Academic and Department Experiences to regular visits (PBLC meet and greets) and pre-designed visits (IYT Marine Lab Experience)
 - ▶ Creation of a formal visit program with the academic departments to coordinate visits between prospective students and faculty members
 - ▶ Bringing back Saturday Tours
 - ▶ Ideas:
 - ▶ College Specific Tours
 - ▶ Tours tailored to admitted students
- ▶ Rebranded Graphics for Walls in Visit Center based on Cal Poly Roll-out
- ▶ Attempting to Purchase ADA Compliant Golf Carts

Next Steps - Spring Preview

- ▶ **In-Person: Friday April 8, 2022 and Friday, April 15, 2022**
 - ▶ Academic Showcases
 - ▶ Bus Support from 120 to 240 students - Admitted Students (EOP/Low-Income/Major)
 - ▶ Virtual Programming from Monday, April 11th to Friday, April 15th