

Tuesday, May 9, 2023, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, May 9, 2023, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present

Aghasaleh, Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Cannon, Capps, Cappuccio, Gordon, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, A. Thobeben, Woglom, Wrenn, Wynn

Members Absent

Ramsier, M. Thobaben, Teale, Tillinghast

Guests

Deepti Chatti, Marlette Grant-Jackson, Pam Bowers, Mary Virnoche, Joice Chang, Kayla Begay, Isabella Carvajal, Anna Thaler, Bethany Gilden, Amelya Rose, Lonyx Landry, Bella Gray, Juli Suzukawa, Carly Marino, Pearl Podgorniak, Rachael Gipson, Lauren Lynch, Mark Wicklund, Sheila Rocker Heppe, Kimberly White, Aaron Gregory, Janet Winston, Josh Callahan, Patrick Malloy, Maxwell Schnurer, Meridith Oram, Kaitlin Reed, Dylan McClure, Kimberly Stelter, Adrienne Colegrove-Raymond, Robert Yunker, Frank Herrera, Clio Gentry, Raven Palomera, Landon Iannamico, Isaac Torres, Lisa Tremain, Molly Kresl, Cyril Oberlander, Covin Sigala, Rain Marshall, Andrea Delgado, Ronnie Swartz, Jamie Jensen, Amy Spowles, Maudesty Merino, Sandra Brekke, Julie Slater North, Garrett Purchio, Amber Blakeslee, Carmen Bustos-Works, Kerri Malloy, Kumi Watanabe-Schock, Melitta Jackson, Ella Feick

Announcement of Proxies

Miyamoto for Ramsier, A. Thobaben for M. Thobaben

Approval of and Adoption of Agenda

M/S (Anderson/Moyer) to amend the agenda to move item 13 – Resolution on New Program Guidelines (28-22/23 - ICC – May 9, 2023 – First Reading) – to the end of the agenda.

Motion to approve the agenda as amended passed unanimously

Review of [Community Participation Options](#)

CFA Interruption Statement

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

Approval of Minutes from April 25, 2023

M/S to approve the minutes from the meeting on April 25, 2023

Motion passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

Reports of Standing Committees, Statewide Senators, and Ex-Officio

Academic Policies Committee:

- Written report attached

Appointments and Elections Committee:

Senator McGuire thanked everyone for help filling positions.

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Resources and Planning Committee:

Senator Woglom thanked everyone for their feedback on the recommendations.

Academic Senate CSU (ASCSU):

- Written report attached

Associated Students (AS):

Senator Guerrero reported that AS is on the path to sustainably financially supporting various programs that they fund. Their budget is a good distance away from projected revenues and they have lots of room for growth. AS has committed support to a Committee Compensation Package, a Hardship Fund, and institutionalized programming support for El Centro, Umoja, and ITEPP. For housing, AS worked alongside other campus members to address bridge housing and advocated for lease exceptions for on-campus housing. For Parking, AS advocated against weekend parking passes and considerations for students sleeping in their car for any overnight parking rules. The IRA committee has also completed its recommendations and the Student Fee Advisory Committee has recommendations to distinguish between the Materials & Supplies Fee and the Instructional Related Activities Fees.

California Faculty Association (CFA):

Senator Cannon reported that elections end tonight. CFA has a social in a week and an End of Semester Morale survey.

President and President's Administrative Team

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

The attached consent calendar items from the Integrated Curriculum Committee was approved via general consent

General Consent Calendar

It was noted there were no items on the General Consent Calendar for consideration

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

Professor Kaitlin Reed spoke regarding retaining faculty of color; her remarks are below:

Research demonstrates a race/ethnicity bias in faculty retention across U.S. academia; WSCUS found in 2018 that at Humboldt, “although the diversity of the student body has increased in recent years, the faculty and staff diversity efforts have not kept pace.” If our University is truly committed to our mission as a Minority Serving Institution (MSI) and Hispanic Serving Institution (HSI), and polytechnic, we must address the challenge of retaining faculty of color, not unconnected to the challenge of retaining students of color. These challenges continue under a designation as a polytechnic.

At the behest of then Chancellor Castro, Cal Poly Humboldt emphasized in the [polytechnic prospectus](#) its commitment to equitable relationships with tribal nations and traditional ecological knowledge (TEK) as part of its vision for a twenty-first century polytechnic institution. Tribes are mentioned over 75 times in the prospectus, while “Indigenous” and “Native American” are mentioned 39 and 37 times. In total, the prospectus engages with terms like “tribe,” “Indigenous,” “Native American,” “Indian,” and Traditional Ecological Knowledge 198 times. Contrast this with other terms: sustainability (98 times), STEM (161), or even “applied” (125). It is evident from an overview of the prospectus that Cal Poly Humboldt has stated the importance of [TEK and Indigenous knowledge](#). Moreover, the memo provided to the administration by the Council of American Indian Faculty & Staff (CAIFS), titled [“Statement on PolyTech University Development and Indigenous Knowledge/Indigenous Science/ Traditional Ecological Knowledge.”](#) specifically emphasizes the necessity of supporting the Native American Studies department. This includes supporting the growth of the NAS department to include additional faculty -- but this must also be accompanied by efforts to retain faculty. We ask, how will Cal Poly Humboldt complete their commitments as a polytechnic without one of the primary weavers of this vision?

Professor Lisa Tremain spoke regarding retaining Professor Cutcha Risling Baldy; her remarks are attached.

Professor Maxwell Schnurer spoke regarding retaining Professor Cutcha Risling Baldy; his remarks are attached.

Professor Cutcha Risling Baldy spoke regarding her retention; her remarks are attached.

M/S (Aghasaleh/Woglom) to extend the Open Forum.

Motion to extend the Open Forum passed unanimously.

Ella Feick spoke regarding retaining Professor Cutcha Risling Baldy; her remarks are reproduced here from the recording:

I am an Environmental Science and Management, as well as a Native American Studies major here at Cal Poly Humboldt. I have been a student here for the past 4 years, and next year will be my final year here at the university for my undergrad. My time here at Cal Poly Humboldt. I have only had 7 female professors, and only 2 of them have been women of color, native women. It's been incredibly challenging to see. The lack of an adequate offer for retention extended to Dr. Cutcha Risling Baldy. In fact, none was extended at all. It makes me question if this University, under this administration, is one that I could pursue a higher degree of education with that,

including my graduate degree. I question if I see myself or those that I'm deeply connected to, I question if I see a place for myself here, if the administration of this university cannot extend retainment to native faculty women in this university, or create a positive workplace environment for them. That criticism has been received by this university, and their action has been to, you know, dismiss that to not extend retainment just makes me question whether or not this university is going in a direction that it claims to want to be going in. I think there's been a lot of cover up of things going on in this university by the new title of Cal Poly Humboldt. But I'm asking the university to really consider if its actions are reflecting what its core beliefs are supposed to be. Thank you.

Rain Marshall spoke regarding retaining Professor Cutcha Risling Baldy; her remarks are reproduced here from the recording:

I teach in Native American Studies and Critical Race, Gender, and Sexuality Studies Departments, and I am an alum of Humboldt from 2000, and an ITEPP and Intercept graduate, and my parents are also alum from 1975. My parents also knew Cutcha's parents, and I also worked at the Center for Indian Community Development, before it was dissolved by this university. And I say all this just to give some institutional history.

After Humboldt, I went off to law school where my tribe is from, and then I returned to work at this beloved university in 2006, because I, too, felt like Humboldt was a home, and it was a community and a place where indigenous people should be embraced and are embraced, and I'm here to speak about the need for the faculty of color to be given fair and generous considerations for offers and for retention.

I know how much Cutcha is tied to this community, and I was so happy to see her return after receiving her Ph.D. The Hoopa tribe, where she is a member, is one of the largest tribes in California, and has one of the largest land bases. Her people have overcome genocide and intense racial discrimination. The fact that she is here with her indigenous knowledge and roots, should be cherished by this university. The fact that other universities are trying to entice her away is not surprising, and will continue.

Even among other esteemed indigenous professors that are here, Cutcha has national notoriety for her activism, and as a defender of tribal sovereignty. She is well known for her publications, her speaking engagements in indigenous studies. The Provost and Vice President of Academic Affairs, Jenn Capps, performed an act of profound indignation by not offering Cutcha what she was due: a fair, equitable, and generous offer to retain her as professor and chair of the Native American Studies Department.

In the short time she has been here Cutcha has transformed and revolutionized the Native American Studies Department. She is a role model for all the indigenous youth who look up to her from Hoopa, Yurok, Wiyot, Karuk, and all the other tribes in this area. The tribes have a deep respect for her contributions and her value as a strong voice for the local people. It is with respect that I urge you to consider and to be aware, and to be an advocate against this systemic racism and erasure, and disregard of the value and worth of indigenous faculty of color on this campus. Thank you.

Lonyx Landry spoke regarding retaining Professor Cutcha Risling Baldy; his remarks are reproduced here from the recording:

I share a lot of the same sentiments that have already been shared, and I will focus a little more generally. I've definitely been here long enough to see over the last decade or so, let's call it a couple of decades, this revolving door of administration that comes and makes a whole lot of changes in things. I've also seen, as part of that revolving door of short timers here, a lot of things go away. They spoke to the Center for Indian Community Development. Well that was once embedded in the College of Arts and Humanities, and was the place where all kinds of appropriate programs that were integral to language revitalization for our local tribes, critical for cultural revitalization practices. And I've seen those things go away and go away by short-minded administrators who weren't here for very long. Certainly not as long as we have all been here.

I've seen some of my colleagues, the former Director of ITEPP, be systematically harassed, if you will, in filling the hostile work environment and just decided to tap out and retire. Couldn't deal with it anymore. My own director, the initial director, who brought me over to assist with the development of Intercept at the time, Dr. Bowman, be unfairly terminated. So basically, critical thinkers, people who speak truth to power, such as our leader and colleague here who a lot of us are here for, I've seen these things happen over the years.

The other thing that's super important to me is this whole building of indigenizing education, and this whole building of this TEK, well, I also am one of those people where the rubber can meet the road for that happening. So what I want to see with that is the guarantee that our native people have access. How do I feel confident to assert that they're gonna have that access when we're running off some of our best, or allowing them to go away? So that's very upsetting to me, and it seems like another round of short time administrators who are doing these harmful things to us. So, advocating for our well-being? That's absolutely what I feel like I'm doing, what I feel like I do all the time.

It was an honor and a privilege to be able to work with Cutcha, and we always will. That's the other thing I would say, it's another bump in the road. It's another obstacle, instead of working with us. That's a problem. But you know what? We will still be here, and we will still persist and continue on. I'd like to see us put our money where our mouth is to become these things that we say we wanna be.

TIME CERTAIN: 3:40 PM - WASC Report Update - Carmen Bustos Works

We have an interim WASC report due in November 2023. We will have a draft ready in the next couple weeks that will be shared with PAT. Anybody is welcome to contribute to that report. We will have a full follow-up from WASC in 2025.

Resolution on the Syllabus Policy (25-22/23 - APC - April 25, 2023, Second Reading)

Senator Aghasaleh reported that the committee has made some amendments to the resolution since the last meeting.

M/S (Woglom/Guerrero) to amend the amendment of Syllabus Policy (25-22/23-APC)

Senate vote on the motion to amend the Syllabus Policy *passed*

Ayes: Aghasaleh, Anderson, Bell, Benavides-Garb, Burkhalter, Cappuccio, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobeben, M. Thobaben, Woglom, Wynn

Nays: none

Abstentions: Banks, Cannon, Capps, Gordon

Senate vote to approve the Resolution on the Syllabus Policy *passed*

Ayes: Aghasaleh, Anderson, Bell, Benavides-Garb, Burkhalter, Cappuccio, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobeben, M. Thobaben, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Banks, Cannon, Capps, Gordon

TIME CERTAIN: 4:00 PM - IT Safety & Campus Planning - Bethany Gilden & Josh Callahan

Resolution to Recommend Health Advocacy BA Program (32-22/23-ICC - May 9, 2023 - Curriculum Reading)

Senate vote to approve the Resolution to Recommend Health Advocacy BA Program *passed*

Ayes: Aghasaleh, Anderson, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobeben, M. Thobaben, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Banks, Cannon, Gordon

Resolution to Recommend the Concentration of Leadership Studies to a Stand Alone Bachelor's of Arts (33-22/23-ICC - May 9, 2023 - Curriculum Reading)

Senate vote to approve the Resolution to Recommend the Concentration of Leadership Studies to a Stand Alone Bachelor's of Arts *passed*

Ayes: Anderson, Bell, Benavides-Garb, Burkhalter, Capps, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobeben, M. Thobaben, Woglom, Wrenn, Wynn

Nays: Cappuccio

Abstentions: Aghasaleh, Banks, Cannon, Gordon

Sense of the Senate Resolution on Appreciating Everyone Who Has Contributed to Poly Tech Implementation (31-22/23-EX — May 09, 2023)

Senate vote to approve the Sense of the Senate Resolution on Appreciating Everyone Who Has Contributed to Poly Tech Implementation *passed*

Ayes: Aghasaleh, Anderson, Bell, Benavides-Garb, Burkhalter, Cappuccio, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobeben, M. Thobaben, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Banks, Cannon, Capps, Gordon

Sense of the Senate Resolution on Commending the 2023 Cal Poly Humboldt Graduates (30-22/23-EX — May 09, 2023)

Senate vote to approve the Sense of the Senate Resolution on Commending the 2023 Cal Poly Humboldt Graduates *passed*

Ayes: Aghasaleh, Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Cappuccio, Graham, Guerrero, Harmon, Holliday, McGuire, Miller, Miyamoto, Mola, Moyer, Ramsier, A. Thobeben, M. Thobaben, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Cannon, Capps, Gordon

M/S (Cannon/Miller) to create a Sense of the Senate Resolution that the President of Cal Poly Humboldt or designee make a legitimate retention offer to Professor Cutcha Risling Baldy in response to what we heard today.

There was a discussion about whether an individual faculty's personnel issues are the purview of the Senate.

Senator Cannon amended the resolution to read, "The administration of Cal Poly Humboldt meaningfully address the retention issues of BIPOC faculty members, including the offering of legitimate retention offers."

Discussion continued about the wording of the resolution.

Senator Bell asked to change "BIPOC faculty" to "African American, Latinx, Asian American, Native American faculty".

Chair Mola asked to change "administration" with "University Senate", Senator Cannon added it while keeping "administration".

Professor Andrea Delgado invoked the CFA Interruption Statement; her remarks are reproduced here from the recording:

Hi, everyone. Since this statement is part of your official Senate rules, I wanted to invoke it. If you remember, it was read at the beginning of the meeting. It states that at any point when white supremacist narratives infect our conversation, that we can interrupt and in good faith speak. So, that's what I'm doing.

I just wanted to let you know that, for those faculty of color that are listening to this conversation, the message that we're getting is that many of our colleagues, unfortunately, will not fight for us. I already see the many meetings that I will be a part of next year that are trying to answer: But why do faculty of color leave Humboldt? Why can't we retain any faculty of color?

Conversations like these are the reason why. So, let's just save me that time, save other faculty of color that time in future meetings, and we can refer back to the transcript from this meeting.

I'd like to see more courage from white faculty across the board. Thank you to those who have spoken in favor of BIPOC faculty, and I look forward to continuing the conversation.

The resolution as voted on reads,

The University Senate and Administration of Cal Poly Humboldt meaningfully assessing and addressing the retention issues of faculty and staff of color (including but not limited to African Americans, Arab Americans, Asian American, Latinx, Native American, etc.) including the option of competitive retention offers.

Senate vote to Create a Sense of the Senate Resolution *passed*

Ayes: Aghasaleh, Bell, Cannon, Graham, Guerrero, Harmon, McGuire, Miller, Moyer, Woglom

Nays: Benavides-Garb, Holliday, Wrenn, Wynn

Abstentions: Anderson, Banks, Burkhalter, Cappuccio, Capps, Gordon, Miyamoto, Mola, Ramsier, A. Thobeben, M. Thobaben

M/S (Aghasaleh/Miller) to assign to faculty affairs for AY 23-24 to take on the policies and procedures of staff and faculty of color (including but not limited to African Americans, Arab Americans, Asian American, Latinx, Native American, etc.).

Senate vote to Assigned to Faculty Affairs *passed*

Ayes: Aghasaleh, Bell, Burkhalter, Graham, Harmon, Miller, Miyamoto, Mola, Moyer, Ramsier, Woglom, Wrenn

Nays: Benavides-Garb, Holliday, Wynn

Abstentions: Anderson, Banks, Cannon, Cappuccio, Capps, Gordon, Guerrero, McGuire, A. Thobeben, M. Thobaben

~~**Resolution on New Program Guidelines (28-22/23 - ICC - May 9, 2023 - First Reading)**~~

M/S (Woglom/Graham) to adjourn

Meeting adjourned at 5:25 PM

University Senate Chair Report

May 09, 2023

Welp, that's a wrap!

Congratulations on making it through a challenging, but productive, year. As a Senate we did a ton of really good work and I am tremendously proud of us. Of course, there is much yet to be done and I am so grateful to hand the (figurative) gavel over to Jim Woglom. Thank you Jim! And thank you all for your patience and grace as we muddled through agendas and stumbled along with some wonky parliamentary procedure. Thank you!!!

I would also like to thank the members of the Senate Executive Committee. We had many honest discussions over the course of the year, and they were always collegial and respectful. I really believe that this set the tone for our full Senate, allowing us to be so productive. Likewise, the committees were incredibly efficient and we will end the year with 33 resolutions having been read. Remarkable!

Lastly, I want to thank every member and guest of the Senate for their participation in the shared governance of this institution. There are certainly times when it feels like this body is wheel spinning or that decisions are being made without stakeholder input. However, there are also tangible, meaningful consequences from the discussions at the Senate and the committees that impact policy and decision making. Your voice makes a huge difference on this campus. Thank you for raising it! Keep up the good work!

Thank you for everything over the last two years!

Monty

CAL POLY HUMBOLDT

University Senate Written Reports, May 9, 2023

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Regular Report

Submitted by Marissa Ramsier, APC Chair

Members: Julie Alderson, Frank Cappuccio, Michele Miyamoto, Humnath Panta, Li Qu, Marissa Ramsier, Jenni Robinson Reisinger, Mark Wicklund. Vacant: AS Student Reps.

Meeting Date(s): April 25 & May 5, 2023

The APC finalized the Syllabus Policy revision after receiving comments from the second senate reading. Also, we continue to make progress on the Credit for Prior Learning Policy, and we are preparing to work on a revision to the Priority Registration Policy. We anticipate having both of the latter ready for feedback by early Fall.

Final Report for Academic Year 2022-23

Submitted by Marissa Ramsier, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Michele Miyamoto (Non-MPP Staff-Learning Center), Humnath Panta (Faculty-Bus), Li Qu (Faculty-Bus), Marissa Ramsier (Faculty-Anth, APC Chair), Jenni Robinson Reisinger (Registrar), Mark Wicklund
Vacant: AS Student 1st and 2nd Reps

Completed Business in AY 2022-23:

1. Review of priority registration requests: APC reviewed one priority registration request and addressed one issue of noncompliance with the policy. In doing so, discussions ensued regarding the need to make policy revisions, planned for AY 2023/24.
2. Resolution on assessment and program review policy P22-02 (first) - Passed 12/01/2022
 - a. This joint APC/UPC policy was spearheaded by campus assessment personnel.
 - b. Purpose of the policy: To promote continuous, evidence-based improvement in support of the university's statement of purpose, this policy document outlines the requirements for assessment and program review at Cal Poly Humboldt. All academic programs, co-curricular programs, and operational units are included

in this policy in order to maintain a comprehensive institutional effectiveness program.

3. [Resolution on course numbering policy, VPAA 22-13](#) (revision) - Passed 12/13/2022
 - a. Purpose of the policy: Establishes numbering and lettering conventions for courses of various designations.
4. [Resolution on credit hour policy, P23-02](#) (first) - Passed 2/7/2023
 - a. Purpose of the policy: This policy establishes that the student credit hour definition at Cal Poly Humboldt is consistent with the CSU and federal credit hour definition. Further, this policy establishes practices for ensuring compliance with the student credit hour definition, in compliance with federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4, revised July 1, 2020), WSCUC guidelines and CSU policy. This policy pertains to all Cal Poly Humboldt degree programs and courses bearing academic credit.
5. [Resolution on syllabus policy](#) (revision) - Second reading on 5/9/2023
 - a. Purpose of the policy: Syllabi at Cal Poly Humboldt are the anchor for intellectual work in the classroom and must showcase learning outcomes, clearly communicate course expectations, and help students to successfully navigate the courses in which they enroll. This policy provides guidelines for required and recommended aspects of syllabi for all credit-bearing courses.

Work in Progress / Priority Items for AY 2023-24:

1. Credit for prior learning policy (first)
2. Priority registration policy (revision)
3. Minors, certificates & concentrations policy (revision)

Additional Items to Consider/Update in AY 2023-24:

APC did not broach these items in AY 2022-23, but they were either designated to or brought to APC attention in AY 2022-23 or previous years. These items may need to be addressed by APC, other committees/offices, or a combination thereof:

1. Revisit add-drop date to address dates that fall on a holidays, etc...
2. Address student work being assigned as due on campus holidays
3. Advising policy (APC & UPC) (first)
4. Advising assessment plan (first)
5. Learning communities policy (first)
6. Co-listing of graduate and undergraduate courses policy (revision)
7. Revisit program proposal policy to address requirements for certificate & minor learning outcomes and assessment.

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

Spring 2023 General Faculty Elections Results

May 5, 2023

Cycle 1: February 20, 2023 - February 27, 2023

Cycle 2: March 24, 2023 - March 31, 2023

Cycle 3: April 28, 2023 - May 5, 2023

Faculty votes on Senate Resolutions:

09-22/23-CBC - Resolution to Amend the University Senate Constitution and the Faculty Handbook to Eliminate the Senate Faculty's Approval of Candidates for Graduation

- **Passed** (132 votes to approve, 7 votes not to approve)

29-22/23-FAC - Resolution to Clarify Working Personnel Action File Requirements

- **Passed** (113 votes to approve, 3 votes not to approve)
-

Faculty Elected Positions:

UNIVERSITY SENATE

General Faculty President / University Senate Chair, 2 year term

Jim Woglom

General Faculty Secretary / Treasurer, 2 year term

William Fisher

General Faculty Representative to the ASCSU (Statewide Senate) 3 year term

Mary Virnoche

Tenure Line At-Large Faculty Delegate, 3 year term

Jaime Lancaster

Tenure Line Non-Instructional Faculty Delegate, 3 year term

Kimberly Stelter

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Rouhollah Aghasaleh

Tenure Line CPS Instructional Faculty Delegate, 2 year term

Ara Pachmayer

Lecturer Faculty Delegate, 3 year term

Shelbi Schroeder

INTEGRATED CURRICULUM COMMITTEE (ICC)

At-large Faculty Representative serving on the ICC's subcommittee on Academic Planning and Programs

Joshua Smith - Faculty Member (At-Large), 3 year term

PROFESSIONAL LEAVE COMMITTEE

- Tenured Faculty Member (At-Large), 2 year term

Cindy Moyer

Laurie Richmond

Joshua Smith

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Benjamin Marschke

- Faculty Member (CAHSS), 2 year term

Nikola Hobbel

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Tyler Evans

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member, CAHSS 2 year term

Armeda Reitzel

- Faculty Member, CPS 2 year term

Beth Wilson

- Faculty Member, CNRS 2 year term

Rosanna Overholser

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

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

- Faculty Member, CAHSS 3 year term

Benjamin Marschke

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Mari Sanchez

FACULTY AWARDS COMMITTEE

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

- Faculty Member, 1 year term

Cindy Moyer

- Faculty Member, 1 year term

Carrie Aigner

GRADE APPEAL COMMITTEE

- Faculty Member, 1 year term

Carrie Aigner

HONORARY DEGREE NOMINATING COMMITTEE

- Faculty Member, 2 year term

Jayne McGuire

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE

- Faculty Member (At-Large), 1 year term

Diedre Pike

PARKING AND TRANSPORTATION COMMITTEE

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

Rosanna Overholser

UNIVERSITY CENTER BOARD

- Faculty Member, 2 year term

Diedre Pike

Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Kim White, Loren Cannon, Tim Miller

Meeting Date(s): 4/26

Standing meetings have concluded for the 2022-23 AY.

Year in Review

FAC has had a busy year- as chair I want to thank all of the people on the committee who actively helped to discuss these important issues and work to create solutions: Ramona Bell, Kim Perris, Cesar Abarca, Loren Cannon and Kim White. And thank you to everyone who we worked with this past year and who provided feedback and suggestions to us!

Recognizing Bias in Student Evaluations

In fall, we focused on how to support faculty who are experiencing bias in their student evaluations. Faculty on our campus have been affected this and it has been recognized as global phenomenon where bias (often in the form of unconscious bias) disproportionately impacts faculty of color and faculty who identify as femme, trans, women, or non-binary, making it more difficult for them to move through the retention, tenure and promotion process, and can lead to these faculty leaving the university. Though campus largely recognizes the negative and disproportionate impact of this bias, there previously was no mention of the role of bias in the faculty handbook and it also lacked clear instructions on how faculty can address bias when and if they experience it.

Emeritus Status Nomination Process

An update to the emeritus nomination process was passed the previous year, but did not include a process for review of the nominees by the Provost/VPAA so that confidential information could be used in the selection process. While this was a difficult process, we found a sort of balance between providing a way for this level of review without giving too much power to that portion of the overall review process. However, this is a change that bears monitoring to ensure that is working as intended and FAC appreciates the work of ERFSA (thank you, ERFSA!) to help ensure that we are celebrating our retired faculty and are not discouraging them from becoming emeritus faculty at Cal Poly Humboldt.

Department Chair Compensation

Although it was almost entirely the work of the Department Chair Compensation Task Force, FAC worked with the task force and reviewed the work, providing feedback as necessary. The task force met throughout the year and presented to and gathered feedback from various areas of campus that helped to inform the new compensation allocation model and the policy. While some details are still being worked out through a CFA meet-and-confer process, this policy helps to establish a more transparent and equitable system for determining department chair compensation.

WPAF 'Lost Year'

FAC's final resolution of the year was to update the faculty handbook to clarify the requirements for faculty files when going up for promotion to ensure completeness of their file. Though a small change,

this has been an issue that UFPC has seen over the past few years and required some attention in order to ensure a better promotion review process. Thanks to UFPC for bringing this to our attention and working with us to create a solution!

Priorities for 2023-24

FAC has met with various individuals and groups over the year and has identified a few different priorities to focus on for next year. The following list is certainly not all-inclusive of that feedback (or what we may be working on next year) but represents a few of the more pressing and/or impactful issues:

1. Updating the student feedback questionnaire to reduce bias and increase response rates.
2. Establishing a university-wide policy regarding early tenure.
3. Updates to departmental RTP standards and criteria.
4. University-wide faculty office hours policy.

If you have any questions, suggestions or other feedback, please contact Tim: tim.miller@humboldt.edu.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

Members: Ramesh Adhikari, Jill Anderson (ICC Chair), Brad Ballinger, Carmen Bustos-Works, Christine Cass, Eden Donahue (CDC Chair), Cameron Allison Govier, Bella Gray, Sara Jaye Hart, Heather Madar, Bori Mazzag, John Meyer, Cindy Moyer, Marissa Ramsier, Joshua Smith, Amy Sprowles, Anna Thaler, Cyril Oberlander, Justus Ortega, Cutcha Risling-Baldy (GEAR Chair), Jenni Robinson, Sheila Rocker-Heppe, Melissa Tafoya, Carly Marino, Mary Watson, Mark Wicklund

Current Vacancies: Graduate Council representative, Student representatives (2), CAHSS GEAR Rep, APC Chair, At-large Faculty Member CDC

Meeting Date(s): May 2nd

Meeting Details: Resources available for curricular proposal development and submission:

[Asynchronous Curriculog Training](#), [Curriculum Guidelines, Policies and Procedures](#), and [Associated Curricular Forms](#)

ASCSU and GE Pathway

Dr. Monty Mola joined the ICC to provide an update on ASCSUs response to making the AB 928 transfer pathway the only lower division GE pathway. The following discussion included viewpoints shared on the perceived drawbacks and utility in any changes to Title 5 to create one set of GE requirements for everyone. Concerns included: the fairness of creating different expectations for transfer compared to first time freshmen students (the example of AI/Area D differences that exist already was brought up and it was noted that just because there is that difference does not mean having different requirements is a good thing), confusion for students about their requirements, and the difficulty students would have who transfer in from or out to another four year institution. It was also brought up that if the goal is to maintain the knowledge and skills in the GE areas being reduced/cut, a change to the all university requirements so that all students maintain these courses may be an approach. These discussions will continue on campus and across the system as the implementation of AB 928 unfolds.

GEAR Program Review

A proposal for the GE program review and a report out was provided by GEAR Chair Dr. Cutcha Risling-Baldy. The slides shared as part of the report are included [here](#). Committee comments and questions included:

- Bringing PBLC development to the table for consideration and a need to consider how GE proposals will fit into the freeze. It was noted that GEAR proposals that connect to PBLC/program review/accreditation and other critical needs will need to provide a justification but can be reviewed.
- The need for a GEAR chair to be found asap as the seat was recently vacated. We will also have an opening on GEAR for a CPS representative.
- Discussion of previous efforts to pilot GEAR assessment under previous AVPs which resulted in a lot of lessons learned that shape the current path forward was held.
- GE culture on campus from a faculty and student perspective. General feedback from folks on the committee indicated students seem to have varied ideas/enjoyment of the GE curriculum with some liking to step away from their major and explore and some see it as a checkbox.

Leadership Studies Concentration Elevation Proposal

Some clarifying questions were posed for how the program is organized as a non-stateside degree completion program which were satisfied by reviewing the current requirements. This proposal was approved to move forward to the Senate with abstentions.

Health Advocacy BA Proposal

Dr. Cutcha Risling-Baldy provided a recommendation to link advising/information for the Health Advocacy BA to medical school perspectives in an effort to support students from diverse life experiences into medical school. This proposal was approved to move forward to the Senate with abstentions.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter, ASCSU Representative

You can access ASCSU resolutions and other documents at this site:

<https://www.calstate.edu/csu-system/faculty-staff/academic-senate>

On May 2, 2023, Stephanie attended the CSU General Education Informational Webinar offered by the Chancellor's Office via zoom. The Webinar began with a message from EVC of Academic and Student Affairs, Sylvia Alva, and was moderated by Laura Massa, Interim AVC for Academic and Faculty programs. ASCSU President Beth Steffel participated, as well a student representative from CSU-Channel Islands who spoke about his personal journey as a student attending three different community colleges and then transferring to the CSU.

EVC Alva made it clear that she thinks AB928 “triggers a misalignment” between a GE pathway for transfers and a GE pathway for students who begin at the CSU (“freshmen”). In particular students might face “confusing” choices about which GE pathway to follow (Cal-GETC or campus-based GE breadth), which will be particularly “burdensome” for these types of students:

- Students who have credits from being dually enrolled in high school and community college (“dual enrollment students”)
- Students who participate in a new program in which they begin their academic careers co-enrolled at a community college and at a CSU (“dual admission students”)
- Students who begin at a CSU but then go to a community college to take some of their courses, which they then attempt to transfer back to the CSU (“Reverse transfer” students)

Despite what she indicated in previous interactions with the ASCSU, EVC Alva is convinced that a “unified” approach to GE in which all students (transfer and first-year) follow the Cal-GETC pathway will foster increased student success, particularly students from traditionally underrepresented minorities (“URM”).

Interim AVC Laura Massa stressed that the Board of Trustees ultimately has control over what changes are made to Title V General Education Code. She suggested that if a “unified” approach were adopted that campuses could choose to use the 5-units cut from GE in the Cal-GETC pathway on courses that served their students, such as a “signature” university course requirement (second language, health and physical education, first year learning-community) and/or a course focused on student success in college. Alternatively, the reduction in lower-division GE units reflected in the Cal-GETC pathway could be used to reduce “pressure” on high-unit majors. This timeline for the AB928 process was introduced

- Spring 2023: ICAS finalizes Cal-GETC standards by May 31, 2023. As of May 1, all three systems have now agreed on the current proposed pathway
- Summer 2023: CSU will roll out the AB928 Website to inform discussions about unifying GE and implementation Cal-GETC
- Fall 2023: Conversations with “key stakeholders” will take place across 23 campuses on the “Future Direction of GE” in which the key question will be whether or not to take the “unified” approach to GE
- November 2023: Informed by campus conversations, GE reform will be an informational item at the Board of Trustees meeting
- January 2024: GE changes will be an action item at the Board of Trustees meeting
- Spring 2024: Based on what the Board of Trustees decides, campuses will begin implementation for Fall 2025
- Fall 2025: Cal-GETC implemented for transfer students

President and President’s Administrative Team Report to University Senate

Tom Jackson, Jr., President

Timothy Downs, Chief of Staff, Interim

Sherie Gordon, CFO/VP Administration and Finance

Jenn Capps, Provost and VPAA

Chrissy Holliday, VP Enrollment Management and Student Success

Frank Whitlatch, VP Advancement

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

People

As part of strategic reorganization to ensure the campus is positioned to achieve enrollment growth, Financial Aid Director **Peggy Metzger** was recently promoted to Executive Director of Enrollment Management and Financial Aid. She has served in a similar interim capacity since 2022, during which time she led the development of the new Strategic Enrollment Management Plan prior to VP Holliday's arrival. In this permanent role, she will maintain direct oversight of Financial Aid, while providing additional administrative oversight for other EM departments, including Admissions, Registrar, and EOP.

She will work alongside the VP EMSS to operationalize enrollment strategies across the units and improve the student enrollment experience.

Effective May 1, **Dr. Jennifer Sanford** has been named Executive Director of Student Health & Well-being, a role in which she has served in an interim capacity since September 2020. During that time, she has overseen campus efforts related to Student Health Services, Counseling & Psychological Services (CAPS), and Health Education, and also served as the Campus COVID Coordinator. Dr. Sanford brings a wealth of clinical and professional experience, ranging from direct client therapy to serving as director of Cal Poly Humboldt's CAPS unit since 2003. In this new role, she is excited to work with the Student Health & Well-being Services team in expanding and enriching our services to keep pace with our growing campus community, with an emphasis on providing culturally appropriate, trauma informed, holistic health education and patient care services.

Dr. Mitch Mitchell, AVP and Dean of Students, arrived on campus this week to begin his new role, [welcomed by Student Success team members and students](#) during activities throughout the week. He is already becoming integrated into the campus and attending many of the end-of-year activities.

Effective May 29th, **Dr. Anthony Casas** will join the university as the Associate Vice President and Chief Human Resources Officer (CHRO). Anthony has extensive experience in both government and private sectors, in dispersed, centralized and matrixed environments. In addition, he served as an adjunct faculty member at Arizona State University and still serves as contributing faculty at Walden University. During his career journey, Anthony has earned his doctorate in Industrial/Organizational (Personnel) Psychology, a master's degree in Human Resources and Organizational Development and attained multiple Human Resource certifications. Anthony will be joining campus with his wife, Lisa, and family.

I would like to thank Dr. Deborah Doel-Hammond for her collaborative and transformational leadership during her tenure at Humboldt. I appreciate her willingness to relocate and support us during our time of need. We will celebrate Deb's contributions as well as welcome Anthony to campus in the near future.

Campus Culture and Operations

The **Strategic Enrollment Management Implementation Team**, which will guide the implementation of the [SEM Plan](#) adopted this semester, will begin meeting in the fall semester. VP EMSS Chrissy Holliday will chair the committee and is currently reaching out to members of the SEM Planning committee to solicit continued participation from those who steered the plan's development. In addition, she is working with the Senate, through the chair and the Appointment and Elections committee, to identify two faculty members for service. Members will assist in tracking and assessing progress towards the plan goals, as well as reporting out to campus on that progress and helping to create a broader campus understanding of our strategic enrollment work.

Academic Program Excellence

Six Cal Poly Humboldt Student teams traveled to SDSU with the Office of Research and Sponsored Programs Foundation to compete in the CSU Student Research Competition, held at San Diego State. **Claire Rogers**, an undergraduate student working with **C.D. Hoyle**, took home 1st Place in the Physical and Mathematical Sciences (Undergraduate) category. Her research presentation was on, "Numerical Modeling of an Active Leveling Scheme for Short-Range Tests of Gravity." Photos are available [here](#).

Integrated Curriculum Committee Consent Calendar

May 9, 2023

[CRGS - 390 - 22-1820 - Course Change - Theory and Methods](#). GVAR designation added to the course. Course number changed to 390W.

[English, B.A. \(No Concentration\) - Change Concentration/Emphasis Requirements - 22-1882](#).

Add new courses ENGL 307 and ENGL 309W (added as part of the new Health Advocacy Program) as options for the "Creative Production and Practice" Extended Study area for the English B.A. (no concentration) Program. Add ENGL 394 as an option for the Global Literatures Extended Study area for the English B.A. (no concentration) Program.

[ENGL - 394 - 21-1582 - New Course - Oregon Shakespeare Festival](#). New 1-unit, C-78 course, 1.5 WTU assigned time. By proposing this course, the English Department seeks to formalize this regularly offered field trip as a course available to English majors enrolled in ENGL 342 "Topics in Shakespeare" as well as the general student population. It is a popular way to retain and recruit students to the major, as OSF offers educational tours as part of its festival.

Course description: *"Weekend field trip to Ashland, Oregon to see two plays at the Oregon Shakespeare Festival. The dates for this trip vary and are based on OSF's spring performance schedule and ticket availability. Course includes discussion about plays and performances."*

[LSEE - 453 - 22-1738 - Course Change - Senior Seminar I](#). GVAR certification for Liberal Studies, BA Elementary Education Concentration.

[LSEE - 754 - 22-1736 - Course Change - Senior/Credential Capstone II](#). GVAR certification for Liberal Studies, B.A. Elementary Education ITEP Concentration.

[NAS - 331 - 22-1831 - Course Change - Traditional Ecological Knowledge and Indigenous Natural Resource Management](#). Update course title, description, and course number to 309 (to adhere to the Course Numbering Policy). Add UD Area B GE designation.

Current: Indigenous Natural Resource Management Practices. Emphasis on the critical importance of natural resource management in indigenous communities. Comparison of the cultural traditions and beliefs of indigenous people, with those of western science based management.

Proposed: Traditional Ecological Knowledge and Indigenous Natural Resource Management. Emphasis on ethical engagement of Traditional Ecological Knowledge; best practices for Indigenous natural resource management and the critical importance of Indigenous sciences and knowledges to addressing and developing natural resource management plans and projects. Comparison of the cultural traditions and beliefs of indigenous people, with those of western science based management.

Integrated Curriculum Committee Consent Calendar

May 9, 2023

[NAS - 374 - 22-1826 - Course Reactivation - Native American Health](#). Course reactivation and updates. This course is being included in the new Health Advocacy major. It is also an option for NAS majors as part of the concentration in Society & Culture. Course is certified as Area F and Upper Division Area D, therefore its number is changed to 305 to meet the GE numbering. The course is also certified as DCG - Domestic Designation.

Current Description: Promoting health in Native American communities: relations among social milieu, patterns of behavior, health care delivery systems.

Proposed Description: Introduction to Native American public health issues and contributing factors (like environmental justice and historical trauma); social determinants of health; cultural dimensions of diagnosis and best practices for promoting health in Native American communities.

[Natural Resources, Forest, Watershed and Wildland Sciences Concentration, M.S. - Change Concentration/Emphasis Requirements - 22-1990](#). Concentration name change from "Forest, Watershed and Wildland Sciences" to "Natural Resources, Forest, Fire, Watershed, and Rangeland Sciences" to include Fire, and move away from Wildland.

May 9, 2023

University Senators:

My statement today represents the discussion of over 50 staff, faculty and community members who attended meetings and signed a letter in regard to the retention of Dr. Cutcha Risling Baldy. My purpose is to call on Cal Poly Humboldt faculty senators and the larger faculty body to address process and policy regarding retention of faculty of color in such cases. Therefore, I'm speaking to incoming faculty senators for the 2023-24 academic year as well as to folks who will be sitting on 23/24 university committees, such as the Faculty Affairs Committee and the University Policies committee. We can turn to the recent case of Dr. Risling Baldy's efforts to obtain a retention offer as an example for why the faculty body must take the lead on establishing clear procedure and policy regarding the retention of faculty of color.

I will provide an outline of what occurred from our understanding in order to demonstrate this need: Though she did not yet have written offers in hand, Dr. Risling Baldy initially approached her college Dean to share that verbal offers had been made by two institutions to her, and that these offers included salary increase, promotion, and other benefits. The Dean approached the Provost to inquire about retention in parity with these offers. Verbally, the Provost denied any gesture toward retention of Dr. Risling Baldy that might match these offers; to be clear, there was no offer of retention at all. There was also no discussion of the formal process as outlined in [CBA Article 31.25](#), which requires, in these cases, a form to be provided by the President or designee (in this case the Provost) to the faculty member for engaging in negotiation and a review of the offer(s) and recommendation by a department committee as a first step in this process.

After the Provost's verbal decision of no retention offer was shared with Dr. Risling-Baldy, It was union representatives who noted that Article 31.25 had not been followed. Dr. Risling Baldy then brought this to the attention of the Associate Vice President of Faculty Affairs at a meeting on April 28, 2023. Later this same day, the Associate Vice President sent Dr. Risling Baldy a form with a revision date of April 28, 2023. This form had been revised from the publicly available form for this process [Form 430](#), which has a different, more robust process. Please note here that the form that Dr. Risling Baldy was asked to complete is still not publicly available as of the time of this meeting.

I am sharing these details with this body in order to highlight the lack of policy and procedure according to the contract, including a late sharing of and after-the-fact revision to the formalized process. I speak on behalf of faculty when I request that the faculty senators of the University Senate and appropriate university-wide committees perform a critical assessment to examine retention and promotion efforts for faculty of color, including the extent to which these efforts involve BIPOC students, staff and faculty members. These efforts must also include an examination of how whiteness operates in current processes and how it might be decentered.

We also ask that deans make transparent the list of faculty members who separated from their college or school during the previous academic year and that deans share whether any of these faculty members made the decision to leave Cal Poly Humboldt with or without requesting a

retention offer. Finally, we charge University Senate to review how retention language in the CBA translates – or not – to existing processes and policies when faculty are recruited or headhunted. Guidelines for retention of exceptional faculty are in practice at other institutions; in the minutes for this Senate meeting you can find a link to University of Texas at Austin’s [Guidelines for Extending Retention Offers to Outstanding Faculty Members](#) as an example.

We should already be deeply aware that white faculty continue to be overrepresented on our campus, though we received our HSI designation in 2015. See, as example, the article comparing the disproportion of Latinx faculty to students during Fall 2022 in this May’s edition of *El Leñador*. We also desperately need to retain current and hire more indigenous faculty. Only .2% (less than half of 1%) of all granted PhDs in 2021 were to Native scholars, yet, as Dr. Schnurer will describe, TEK and indigeneity will touch every discipline in the coming decades.

Our current processes for retention of faculty of color must be more explicit, transparent and equitable – and I’m using equity the way it’s meant to be used here. We ask that procedures and policies for retaining faculty of color are in alignment with CBA 31.25 and that these be created and passed at the University Senate in the 2023-24 academic year.

Sincerely,



Lisa Tremain, PhD

Associate Professor of English

Department of English

Cal Poly Humboldt

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CAL POLY HUMBOLDT

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Senate and Academic Leadership,

I come with a simple request that the whole voice of the senate ask the Provost to offer a competitive retention offer to Dr. Cutcha Risling-Baldy. I'll explain my reasoning, inoculate against a counterargument and explain why we should prioritize this.

Dr. Risling-Baldy is a groundbreaker in her field and has been instrumental in the success of flagship programs at Cal Poly Humboldt. The future of every field at our university is anchored in indigeneity and the work to decolonize our curriculum, develop connections with native nations, and to listen and learn to Traditional Ecological Knowledge (TEK). When I needed a national expert on Missing and Murdered Indigenous Women to give workshops Dr. Risling-Baldy offered up a list of 8 folks and we've brought two! I've participated in NAS reading circles organized by Dr. Risling-Baldy which help to coach faculty and staff and those lessons have changed my curriculum. I've seen the growth of the NAS program, the Food Sovereignty lab, Environment and Community Masters program, Ethnic Studies statewide advocacy, development of the Place-Based Learning Communities tied to pedagogy of *this* place (where Yurok, Karuk, Hupa and Tolowa have been teaching for thousands of years before Cal Poly Humboldt *existed*).

These insights did not come easily or naturally to our university. Advocates, among them Dr. Risling-Baldy had to push and scrape and advocate for every penny, insight and choice of language. But the result of years of work has been a stronger, more inclusive university we can be proud of. The loss of Dr. Risling-Baldy will set the university back dramatically on the initiatives we most need to move forward on.

Some might say that 'this is the market at work,' when a faculty member gets an offer from another university. I think that is an error. We know that for many professors at this university getting an offer is the only way that a tenured faculty can get a raise. When a groundbreaking faculty member who is permanently connected to this place doesn't even get a counteroffer but is simply encouraged to leave we all lose.

This is an issue of justice. Sometimes it costs more to keep a groundbreaking chemistry professor or recruit a leading scholar. Cutcha is a homegrown gem whose departure will undercut mentoring, leadership and advocacy for justice on our campus. When campuses around the nation are looking to replicate the indigenous network at Cal Poly Humboldt we shouldn't be surprised that our faculty might get an offer. But the choice (and it is a choice) to not try to retain Dr. Risling-Baldy is a terrible decision.

We have the money and the Provost has the ability to make this offer. Ultimately the decision will be hers. I would ask the Senate to speak with one voice at this moment, perhaps even setting aside other business to give the full persuasive weight of this body on the cusp of a decision that will impact this university for decades into the future.

Thank you for your consideration.

Maxwell Schnurer, Ph.D.,

Chair of the Department of Communication

Co-Chair of the Sexual Assault Prevention Committee

I wanted to come here today to make a statement as a tenured Native American, woman faculty, local tribal and community member, and someone who has deep, personal ties to this university and these lands and to provide some context and feedback regarding my experience in attempting to negotiate a retention offer with this current university administration.

First, this is not about nor has ever been about money or pressuring the University for more money. Throughout this process I've been told that this is a business decision. If I have a better offer I should just take it. And that I have "unrealistic expectations" of a university like Cal Poly Humboldt.

But I have always thought about Humboldt for what it has been and what it could be for so many students and community members and the truly unique place, curriculum and people we have here. I wish this was about the money. If it was about money it would be an easy decision and maybe, just maybe, it wouldn't hurt this much.

I came to Humboldt because it is home, these waters run through my veins, this land has shaped and built me, and I have only ever thought of this university as a place that has housed and grown some of the most dedicated and visionary scholars and students I have ever met.

I grew up on this campus. I was dropped off by my school bus in library circle everyday after school where I would make my way past the library, down the stairs, and to the ITEPP House. I filled out my college applications in the Center for Indian Community Development (the BREO House) and it was Native Humboldt students who helped me review, edit, and finalize them. I have watched the campus grow, I've watched previous administrations show great support for Native programs which inspired so many generations of future Native college students. And I have watched as new administrations have dismantled Native programs with very little concern for how the community relied upon these programs or even how this would reverberate to the next generation of Native youth. I've also watched as Native faculty and staff recovered from those disappointing setbacks, how they continued to push for Native students, how they rebuilt over and over again. I participated in the very first Humboldt Pow Wow and the very first Humboldt Big Time.

I have operated in good faith with this university since being extended multiple opportunities for potential jobs at other universities. The response to an initial discussion about if there could be a retention offer made to me by this university was relayed as from the Provost that there would be no retention offer extended. Not that there would be no salary offer, or even that there was a specific process that needed to be followed in order to make this request, but simply that no offer of any kind would be made.

I was not at this time told about the negotiated union process for a MARKET INCREASE BASED ON BONA FIDE OFFER. The process was not clarified for me about next steps. The message I received was that my offers from other universities sounded like a good opportunity and I should take it. I felt encouraged to leave. And it became clear to me and others that retention of Indigenous faculty is not a priority or goal of this university.

I want to note how truly problematic the process has become for students and faculty to advocate for our wellbeing with this university administration. I have not spoken with students or community members about what has now become an ongoing process. Students have expressed that they are hesitant to reach out to me to discuss these and other issues because they do not want me to be accused of or framed as “weaponizing students” a phrase introduced by our President in his opening remarks in Fall 2022. This rhetoric has been incredibly hurtful for students but also has disempowered them on their own campus. The generosity of students to not involve me in their ongoing efforts to discuss and push for my retention here at this university highlights their thoughtful approach to the issues that they want to involve themselves in.

I am disheartened by an administration that values bottom lines over people, that exploits the love that Indigenous peoples have for this place, the deep connections we have to the community, and our pull to remain home to inspire the next generations of scholars. Shouldn't this be valued as much as our academic disciplines? Shouldn't this be a cause for retention?

I am also sad. Because despite everything I love Humboldt - Cal Poly Humboldt - Humboldt State University.

The misleading statements made in a recent Times Standard article from May 3, 2023 implying that I had not submitted paperwork to request a salary increase, when I had not been given this option until after being told by the Provost there would be no retention offer made, after my department chose to write a letter demonstrating their support of my continued retention and after I reached out to the union and the AVP on my own, are incredibly telling of how this administration responds to the ongoing needs and relationships with their faculty. For Humboldt (and their spokesperson) to imply that I hadn't followed the process instead of what had actually happened - that the University failed to initiate the process is misleading.

At Cal Poly Humboldt we know that our retention of faculty is an area of concern and we also know that retention of faculty of color is of particular focus. Retention is about more than an increase in salary. Retention asks us to focus on how we can support faculty, especially faculty of color, and women who are often the most challenged in academia.

In 2021 there were 52,250 people who earned PhDs and only 100 of them were Native American. That is less than 1/2 of 1 percent. There has also been no increase in the number of Native PhDs since 1995. Of all the minoritized groups in the US only Native Americans have experienced no improvement in growing PhDs over the past 25 years.

Yet, here at Humboldt we have 7 tenure track Native American Faculty. Five of those faculty are from local area tribes to this region. And of our local tenured Native faculty two of those are tenured Associate Professors and one is a Full Professor. This does not include the numerous Native lecturers and staff who are part of programs across the University. It does not include the Emeritus and retired Native faculty who dedicated so much time to the growth and support of our next generation of Native students. Humboldt is poised to be home to some of the leading Native American faculty in the nation. What does it mean for our Native communities and youth to see the devaluing of a Native professor at our university?

Retention is also about what we value. What we want our university to be. And how we can best address the ongoing systemic issues that would drive

Indigenous faculty away from academia. This is about far more than salary, we have to know this and understand this.

In Hoopa, we say that we are made of the earth from here. This earth, these waters, this air, it has built us so that we could maintain this earth in balance and build relationships that center doing things "in a good way." I have harbored no fantasy that an institution would ever show care or reciprocity to anyone, let alone me, but I am in awe of the number of people who stepped forward to show support for the work that I have had the privilege of doing while here at Humboldt. I thank you all for this time and hope that no matter where my future path leads, and whether or not I remain at this university, that it is clear that Humboldt will always be, for me, a leading Native American Studies department, and a place that we can love, even if it does not and will not love us back.

[Link to clean copy with all comments removed](#)

Syllabus Policy Policy Number Academic Policies Committee

Applies to: Faculty, Staff, Students

Supersedes: P18-01 Course Syllabus Policy, P16-03 Syllabi Policy, and VPAA 07-02 HSU Policy on Content of Syllabi

Purpose of the policy:

Syllabi at Cal Poly Humboldt are the anchor for intellectual work in the classroom and must showcase learning outcomes, clearly communicate course expectations, and help students to successfully navigate the courses in which they enroll. This policy provides guidelines for required and recommended aspects of syllabi for all credit-bearing courses.

Policy Details

I. Introduction

~~A. Faculty shall create a written syllabus for every credit-bearing course that they teach.~~

Passed motion to amend at senate meeting 4/25: Faculty shall create a written syllabus for every credit-bearing C classification course that they teach.

APC proposed amendment for 5/9 senate meeting - replace the sentence above with:

A syllabus must exist for every credit-bearing course. Typically, it shall be the responsibility of faculty to create a full syllabus for each course that they teach. However, at the discretion of department chairs, some courses (e.g., supervision, independent study, and peer-taught courses with [classifications](#) S or C-77) may have a blanket syllabus developed at the department level and applied across multiple offerings. When using a blanket syllabus, instructors shall notify students in writing of any components that differ for the particular offering.

B. Each syllabus must comply with and include, but is not limited to, the information included in this policy.

- C. Colleges, schools, departments, or programs may specify additional syllabus requirements for their courses beyond what is included in this policy.
- D. Faculty should be cognizant that syllabi are publicly available documents.

II. Resources

- A. The Office of Academic Programs shall maintain a Syllabus Resources website with updated information about syllabus requirements, accessible templates, a link to the syllabus policy and the Syllabus Addendum website, and other relevant information. Current URL: <https://academicprograms.humboldt.edu/content/syllabus-resources>
- B. The Center for Teaching and Learning, in consultation with the Accessibility Resource Center, shall provide accessibility guidelines and an accessible syllabus template on the center's website, in Canvas, and on the Syllabus Resources website. The template and guidelines shall be designed to help faculty meet pertinent requirements of the Accessible Technologies Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act.
- C. The Office of Academic Programs shall maintain a Syllabus Addendum website to house information about relevant campus policies, commitments, procedures, and resources for students in one central location. The site shall include links to information pertinent to syllabi across all courses, such as: institutional and program learning outcomes; registration forms and policies; academic honesty policy; attendance and disruptive behavior policy; emergency procedures; Title 5 standards for student conduct; Title IX and discrimination, harassment, and retaliation prevention; procedures for reporting complaints; animals on campus policy; resources for students with disabilities; Learning Center; Academic & Career Advising Center; Counseling and Psychological Services; Office of the Dean of Students; Financial Aid; IT help; Cal Poly Humboldt institutional commitment to diversity, equity, inclusion, and accessibility statement; and a university land acknowledgement. Current URL: <https://academicprograms.humboldt.edu/content/syllabus-addendum>

III. Information that must be included in the course syllabus:

~~The full list below pertains to [course classifications](#) C1 through C21 as well as similar courses that are designated as C78 only to adjust factors such as units, class size, and expected instructional hours. For other classifications, most or all items should still be included, but faculty may modify items that are not relevant to the course (e.g., schedule).~~

~~Passed motion to amend at senate meeting 4/25: Not specified, but would need to change given the motion to change section 1A to only require syllabi for C-classifications.~~

APC proposed amendment for 5/9 senate meeting - replace the above with:

All items listed below shall be included in each syllabus, except where not applicable such as in the case of blanket syllabi for courses with classifications of S and C-77 (see Section IA).

A. Course information:

1. Number, title, and section if applicable
2. Semester and year
3. Mode of instruction (e.g., face-to-face, online asynchronous, online synchronous, hybrid, hyflex)
4. Meeting days, times and location (e.g. rooms or online platform)
5. Final exam day, time and location (this information can be found at the [Office of the Registrar website](#) and in Faculty Center)
6. A note directing students to the official course learning management system, currently Canvas
7. A note directing students to regularly check their Cal Poly Humboldt email for course updates and announcements

B. Instructor information:

1. Name
2. Cal Poly Humboldt email address and office telephone number
3. Office hours and location, or a website link to where this information is available

C. Course description:

1. Course description from the university [catalog](#), identified as the catalog description
2. Pre-requisite and corequisite courses, if applicable (also found in the catalog)

D. Course materials and fees (e.g., textbooks, supplies, technology), including:

1. If they will be provided or if students are expected to acquire them
2. Any university facilities/platforms available to support these requirements for students who cannot purchase materials
3. How to access instructor-provided materials such as PDFs, linked resources, etc., for example *“Additional readings/materials will be provided on Canvas”*
4. Information on any fees required other than for typical stateside tuition/registration, for example for field trips or labs

E. Learning outcomes & competencies:

1. Course Learning Outcomes (CLOs): These are specific to the course and are the primary outcomes that the course aims to help students meet. All courses must have and list CLOs—there is no minimum or maximum number, though 4-8 is generally considered a best practice.
2. Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs):

- a. At minimum, include the following or an equivalent statement, removing the GEAR reference if not a GEAR course: *“If this course is a requirement for a program, it contributes to the achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). This course counts as [insert GEAR area(s)*]. Review learning outcomes and competencies at the [syllabus addendum website](#).”*
- b. Optionally, also list PLOs and/or ILOs that are particularly relevant, and/or describe the GEAR area.
- c. *Regarding GEAR, be sure to search for the course in the [catalog](#) to confirm if it has any current GEAR designations. Be specific when listing the GEAR areas. For example, rather than just “Area B”, specify “Lower Division GE Area B4: Mathematical Reasoning” or “Upper Division GE Area B: Math & Science”. For DCG, specify “Diversity and Common Ground: Non-Domestic” or “Diversity and Common Ground: Domestic.”

F. Course topics & schedule:

1. Include at least a list of topics in the general order of expected coverage, approximate dates of major exams or assignments, final exam date and time, and the deadline add/drop classes without a serious and compelling reason (this information may be found on the university [calendars](#)).
2. If a more detailed schedule is located elsewhere (e.g., on the learning management system) indicate so and provide a link.

G. Course structure & modality

1. A description of the general course structure and modality (e.g., lecture, discussion, lab, virtual, asynchronous, synchronous...).
2. A statement about the minimum hours of student work expected as per the number of units and the official C-classification, as per the [Credit Hour Policy](#). C-classification can be found using the [Catalog Search Tool](#). See the [Credit Hour Tool](#) for help. One example statement is below - additional examples shall be provided/linked on the Syllabus Resources website and/or syllabus template.
 - a. Example statement for a 3-unit course: *“This is a 3-unit course, and thus students should expect at least 135 hours of work during the semester, which equates to an average of at least 9 hours per week between in-class/instructional activities and out-of-class work.”*

H. Assignments:

1. Include at least a general description of assignment types/categories and how assignments are typically to be submitted.

2. As relevant, also include either further details that students need to complete assignments or a note that indicates how detailed assignment information will be provided.
 3. If students will be required to post course assignments on the internet, outside the university learning management system, this should be included in the syllabus with possible alternative arrangements or assignments. *Publicly viewable faculty review of student work may constitute a FERPA violation and should not be undertaken without careful consultation with the registrar.*
- I. Attendance/participation policy that includes, at minimum, whether/how attendance and participation will be tracked and/or graded. This information should be integrated with assignments/grading information if it will affect the course grade.
- J. Grading information:
1. Basis for assigning a course grade, including at least the portion of course grade attributed to various assignment types and the relationship between percent/points earned and final course grades (i.e. grading scale).
 2. Grade mode: Indicate whether a course is offered for a letter grade only, mandatory credit/no credit, or optional (letter grade or credit/no credit)--this information is available in the [catalog](#) for each course. For optional grade mode, include a statement specifying that *“to count towards fulfilling major requirements, this course must be taken for a letter grade.”*
 3. If applicable, a reminder that to count for GE Area A / Area B: Math or the GWAR writing requirement (for W courses), the course must be passed with a C- or higher.
- K. Late/make-up policy - include general or detailed information. For any course that uses a partially or fully online format, also include expectations for situations such as personal or large-scale technology breakdowns.
- L. Policies, Procedures & Resources:
1. A statement that students are responsible for knowing information on the campus Syllabus Addendum website and include the link to the website. A concise statement with the link is recommended in lieu of links to the individual policies; however, as relevant, faculty may choose to also elaborate/discuss particular aspects.
 - a. Suggested statement: *“Students are responsible for knowing the information about campus policies, procedures, and resources on the Syllabus Addendum website linked below. The site includes topics such as learning outcomes; registration policies; academic honesty policy; attendance and disruptive behavior policy; standards for student conduct; prevention and reporting of discrimination, harassment, and retaliation;*

animals on campus policy; emergency procedures; resources for students with disabilities; learning and advising resources; counseling and psychological services; financial aid; IT Help; and more.

<https://academicprograms.humboldt.edu/content/syllabus-addendum>”

2. A reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodations and to provide university ([SDRC](#) or [Dean of Students](#)) documentation.
 3. For courses that include any online communication, a statement reminding students that university regulations regarding [disruptive behavior](#) extend to the online environment, and that appropriate online behavior (i.e., netiquette) is expected.
- M.** Other information essential to the course, for example safety information, classroom expectations, technology use guidelines, and information about assignments that must be accomplished at off-campus locations (e. g., field trips or service learning).
- N.** Any additional items required, for example by [University Senate Policy](#) or for programs with external accreditation.
- O.** A note that information on the syllabus is subject to change with notice, and how changes will be communicated.

IV. Co-listed Undergraduate and Graduate Courses

Syllabi for courses listed for both undergraduate and graduate credit must have separate syllabi for both the undergraduate and graduate course numbers. Students receiving graduate credit for the course are expected to perform at a higher level than their undergraduate colleagues, and the graduate syllabus must demonstrate the higher expectations for such students in compliance with the [campus co-listing policy](#).

V. Syllabus Format, Use, and Dissemination to Students

- A.** The syllabus must meet pertinent requirements for the Accessible **Technologies Technology** Initiative, the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act. An accessible syllabus template shall be available on the Syllabus Resources website.
- B.** The syllabus must be available to students through the course’s site on the university learning management system (LMS), currently Canvas, by the first day of instruction (first course meeting or, for online/hybrid courses, the first day that the course opens).
1. The syllabus must be in a standard file type (e.g. Word Doc, Google Doc, website, PDF, or LMS page). All file types must be accessible.

2. The syllabus shall be prominently labeled/linked on the course landing page and/or the syllabus link in the main course navigation, ideally in both locations.
 3. The syllabus may also be provided to students in other ways (e.g., email or print), but not in lieu of providing on the LMS. If a printed and/or partial syllabus is given to students, it should include a prominent note at the beginning directing students to view the full version on the LMS to review important course information and linked sites such as the syllabus addendum website.
 4. Faculty planning to co-create elements of the syllabus with their students must still provide a syllabus on the first day - on the syllabus, faculty shall indicate which elements will be co-created.
- C. By the first day of instruction, faculty shall notify students how to locate the syllabus on the LMS. The announcement shall be in some manner that will be seen by students who are not yet aware of the LMS, ideally via email and in-class announcements.
- D. During the term, changes to the information in the syllabus are only permitted if they do not inadvertently penalize/disadvantage students or require students to purchase materials not disclosed at the beginning of the term. If there are any substantive changes, the instructor shall:
1. Place a revised syllabus on the LMS, with the changed components clearly identified (e.g., highlighted and a note included), and
 2. Notify students in writing, at minimum via an email or an announcement through the LMS.

VI. Shared Course Outline

- A. A shared course outline is a document that is separate from a syllabus itself—it is not provided to students. A shared course outline is used to inform the creation of a syllabus for a specific course. The purpose of a shared course outline is to support reasonable consistency in topical coverage and learning outcomes across offerings of a course, which is important for multiple reasons, such as to ensure that students are prepared for subsequent courses in a sequence, to ensure that students achieve program learning outcomes, and to support course transfer articulation/equivalency.
- B. Departments shall develop a shared course outline for each course that is a program requirement and/or a prerequisite to another course. At their discretion, departments may but are not obligated to develop shared course outlines for other courses, such as elective courses regularly taught by different faculty.
- C. A shared course outline shall include all information that should not change between offerings of a course, such as the course information (e.g., number, description, units, pre/co-requisites, GEAR designations), grade mode, grade requirements for students to

count the course for program credit and/or to qualify to take any subsequent courses in a sequence, course classification and associated credit hour expectations, and minimum expectations for coverage of content (i.e., list of essential course learning outcomes and topics). The extent to which the minimum expectations are general or specific shall be at the discretion of the department; however, departments are advised not to specify more than is necessary to ensure reasonable curricular consistency. Expectations are for minimum coverage, meaning that faculty may cover applicable outcomes and topics in addition to those specified on the outline.

- D. Shared course outlines shall be developed and updated as needed by faculty subject matter experts. Approval will be at the level determined by the department, for example a department curriculum committee, program leader, or chair.
- E. Shared course outlines shall be kept on file by departments, and department chairs should ensure that faculty are aware of and abide by them.
- F. Departments that feel that shared course outlines are not appropriate for their programs/courses should discuss this with their college dean, who shall maintain authority to modify this requirement per department/program for just cause. The dean shall inform the Academic Policies Committee chair of exceptions made, including the extent and duration.
- G. A recommended shared course outline template shall be made available on the Syllabus Resources website.

VII. Documentation & Compliance

- A. Prior to the start of each term, the Office of Academic Programs shall remind all faculty of this syllabus policy and provide a link to the Syllabus Resources website and the accessible syllabus template.
- B. At the beginning of each term, department chairs shall remind faculty to post a syllabus (following the syllabus policy) to the learning management system (LMS) site for each course and to ensure that the LMS and syllabus are published (live) and available to students.
 - 1. Chairs may request that faculty submit syllabi to the department prior to the start of instruction (as early as the first green day) for review of compliance with the syllabus policy.
- C. By the first Friday of instruction for the term, faculty shall provide a copy of the syllabus to the office of the department in which the course is taught.
 - 1. Faculty should be cognizant that syllabi shall be publicly available.
 - 2. The format must be a standard file type that can be stored and shared (e.g., a Word Doc or PDF, not a Google Doc or website), and the document needs to be accessible.

3. Departments shall post collected syllabi to a shared repository maintained by Academic Programs, where syllabi shall be retained for the length of time determined by WSCUC and [CSU Policy](#) (currently permanently).
- D. Syllabus information shall be incorporated into new faculty orientation and added to the faculty, administrative, and department chair handbooks.
- E. The Integrated Curriculum Committee shall review syllabi and, if applicable, shared course outlines provided for new and revised courses.
- F. As part of the program review process, all departments and programs will be required to provide evidence of compliance with the syllabus policy.
- G. On an ongoing basis, if students, faculty, or staff have questions, concerns, or feedback about a syllabus for a particular course, the first place to direct inquiries should typically be the course instructor, and then, as need be, the chair of the department that offers the course.

Related Policies:

- X

Expiration Date: n/a

History:

Academic Policies Committee: 4/21/2023

Reviewed: University Senate: X/X/2023

Reviewed: Provost: X/X/2023

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Health Advocacy BA Program

32-22/23-ICC - May 9, 2023 - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Health Advocacy BA program detailed in [22-1804](#) proposal be approved.

RATIONALE: The Health Advocacy BA program will be housed in the School of Applied Health. The Health Advocacy BA is designed to equip students with the knowledge and skill to implement multiple frameworks for practicing a justice-oriented approach to care, with an understanding of the intersections of culture and health. The BA focuses on preparing students for professional certifications and careers in health promotion, community health, and patient navigation. The program includes a core of health care and health justice framed courses including a practicum placement in the healthcare industry. Students then can choose between completing a concentration in community health or a no concentration option. This low unit major is well suited for transfer students as well as students' ability to take a minor that would supplement their skills and knowledge for working in health supporting careers. Part of this curriculum proposal includes the discontinuation of the Health Promotion Concentration in Kinesiology to account for overlap in curricular goals and a collaborative decision that the health promotion would be more visible and fit better within the core curriculum of Health Advocacy. There are 12 new courses being proposed to support this program and the BA will enroll students beginning fall of 2024.

Bachelors of Arts in Health Advocacy Program Learning Outcomes

1. Guide patient access to, and navigation of, systems and institutions of healthcare as well as community-based services and resources; optimize patient and family empowerment, self-efficacy, and wellness.
2. Identify and share information related to health, health care systems, disease management processes, and health care payment; facilitate appropriate referrals and follow up to close the loop on referrals.
3. Adhere to scope of practice; describe the limits of the navigator role, when to refer to clinical colleagues, and when patient needs are beyond the scope of the navigation program to address.
4. Assess barriers to care and engage patients and families in creating potential solutions to financial, practical, and social challenges.
5. Identify appropriate and credible resources responsive to patient needs (practical, social, physical, emotional, spiritual), taking into consideration reading level, health literacy, culture, language, and amount of information desired.

6. Recognize cultural difference and the relationship between culture and health; critique normative, biased and ableist definitions of health; address disparities and forms of discrimination in healthcare; advance health equity through stewardship and advocacy.
7. Plan community health programs with awareness of structural and social determinants of health.
8. Communicate healthcare information clearly, accurately, and empathically, in order to coordinate across interprofessional and interdisciplinary care teams.
9. Improve navigation processes through ongoing learning, self-evaluation and quality improvement.
10. Identify strategies to employ for self-care and resiliency to avoid burn-out.

Bachelors of Arts in Health Advocacy Curriculum

Requirements for the Major (58 Units)

Lower Division Core (8 units)

HED 210 - Health Advocacy and Justice in Medicine Units: 3

HED 220 - Interdisciplinary Care Coordination Across the Lifespan Units: 3

HED 244 - Introduction to Health Informatics and Coding Units: 1

KINS 244 - Medical Terminology Units: 1

Upper Division Core (37-38 Units)

ENGL 309W - Narrative Medicine: Communication in Health Care Units: 3

ES 309 - Health Issues in African American Communities Units: 3

HED 345 - Health Messaging and Mass Media Units: 3

HEAL 350 - Ethical, Legal, and Financial Concerns in Health Advocacy Units: 3

HED 390 - Design & Implement Health Promotion Program Units: 3

HED 388 - Community Based Health Promotion Units: 3

HED 482B - Health Advocacy Practicum/Internship I Units: 2

HED 482C - Health Advocacy Practicum/Internship II Units: 2

HED 490 - Capstone Units: 3

NAS 305 - Native American Health Units: 3

NAS 400- Decolonizing Public Health Units: 3

PSYC 306 - Health Psychology Units: 3

And either

WS 350 - Health & Body Politics Units: 4

OR

CRGS 321 - Trans Lives and Theory Units: 3

Concentration

Community Health Concentration (12 units)

HED 231 - Basic Human Nutrition Units: 3

HED 343 - Food, Health, and Society Units: 3

HED 392 - Community and Population Health Units: 3

HED 412 - Epidemiology Units: 3

General Concentration (12 units)

Students select 12 units from the recommended electives listed below or a minor, as decided in consultation with their advisor.

Recommended Electives

COMM 315 Communication and Social Advocacy (4)

COMM 416 Social Advocacy Theory & Practice (3).

COMM 480 Health Communication (4).

CRGS 235 Act to End Sexualized Violence (1).

CRGS 430 "Queer" Across Cultures. (3-4).

ENST 471. Climate Justice & Health Justice (3).

HED 307/ ENGL307 Arts-Based Programs in Health (3).

NAS 320 Native American Psychology (3).

NAS 325 Native Tribes of California (3).

NAS 331 Indigenous Natural Resource Management Practices (3).

NAS 332 Environmental Justice (3).

REC 302 Inclusive Recreation (3).

RS 393 Death, Dying, and Afterlife (3).

RS 394 Yoga: Health Healing Community (1).

RS 480 Yoga & Wellness. (3).

STAT 109 Introduction to Biostatistics (4). (Prerequisite: MATH 101/101I OR MATH 102)

WS 436/ PSYC 436 Human Sexuality. (3).

Associated Proposals

[HED - 210 - 22-1858 - New Course - Health Advocacy and Justice in Medicine.](#)

Understanding and advocating for racial justice in medicine. Addressing structural racism, medical apartheid, structural determinants of health, barriers to accessing care. Course includes an introduction to disability justice from an intersectional perspective. Addressing ableism in

discourses of “cure,” dismantling normative constructs of the body. Learn to advocate for structural and social change to advance health equity: identifying structural bias, evaluating policies and practices through a health equity lens, and identifying unintended consequences in programs and policies that might increase disparities rather than advance health equity. 3 units

[HED - 220 - 22-1859 - New Course - Interdisciplinary Care Coordination Across the Lifespan.](#)

Understand roles and scope of practice of patient navigator and patient advocate within an interprofessional team. Gain basic knowledge of health treatment and supportive care options and best practices, including trauma-informed care. Support a smooth transition of patients across screening, diagnosis, active treatment, and continued care, working with the patient’s clinical care team. 3 units

[HED - 244 - 22-1860 - New Course - Introduction to Health Informatics and Coding.](#)

Introduction to the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient-centered care. Recommended co-requisite: KINS 244. 1 unit

[HED - 350 - 22-1861 - New Course - Ethical, Legal, and Financial Concerns in Health Advocacy.](#)

Review compliance policies and procedures. Adhere to scope of practice and National Association of Healthcare Advocacy Consultants (NAHAC) Code of Ethics. Understand patients’ rights and responsibilities. Help patients navigate health finance and legal concerns. 3 units

[HED - 482B - 22-1863 - New Course - Health Advocacy Practicum/Internship I.](#)

Placement-based practicum experience, within healthcare settings, with weekly meetings to support and complement fieldwork experience. 48 hours of hands-on experience completed by the end of Practicum I. Prerequisite: HEAL210. 2 units

[HED - 482C - 22-1864 - New Course - Health Advocacy Practicum/Internship II.](#)

Placement-based practicum experience. 48 hours of hands-on experience completed by the end of Practicum II. Prerequisite: HEAL210. 2 units

[HED - 490 - 22-1865 - New Course - Health Advocacy Capstone.](#)

Prepare for Certified Patient Advocate or Certified Professional Patient Navigator or Oncology Patient Navigator Certified Generalist (OPN-CG) examination process. Culmination of the major in the form of a research project and reflection. Continued preparation for certification and career pathways. Prerequisite: Senior standing. 3 units

[HED - 480 - 22-1866 - New Course - Topics in Health Advocacy.](#)

Establishing special topics courses in HED. Variable units.

[HED- 307 - 22-1881 - New Course - Arts-Based Programs in Health.](#) Cross listed with [ENGL 307](#)

Introduction to the field of Arts in Health in relation to Creative Arts Therapies. Discussion of program design and development, creative placemaking, and arts-based communication strategies in public health. Gain awareness of international initiatives meant to drive systemic change for health justice. Understand scope of practice for artists in health. Discussion of code of ethics and arts-based research practices.

[ES - 309 - 22-1769 - New Course - Health Issues in African American Communities.](#)

Health Issues in the African American Community focuses on the combination of sciences, skills, and beliefs that are directed to the maintenance and improvement of the health of an entire population. This course examines critical health issues impacting the African American Community, which has often suffered from disparities in health care. In addition, it presents the basic knowledge needed to comprehend and interact with the information that continues to be published in this field. The course exposes the student to the interaction between the citizen, the problems as related to healthcare, and the solution. Attention to practical solutions is an integral part of the process. UD-C, UD-D 3 units

[NAS - 400 - 22-1834 - New Course - Decolonizing Public Health.](#)

Apply decolonizing methodologies and anti-racism interventions to analysis of public health frameworks. Integrate knowledge, approaches, methods, and values from diverse sources that engage with colonialism and racism as a public health issue and build actions to address health impacts of colonialism and racism. Identify decolonizing methodologies that are place-based for building public health awareness. Area F, DCG-D 3 units

[HED - 412 - 22-1938 - New Course - Epidemiology](#)

Exploration of epidemiological methods and their application to selected acute and chronic health problems. 3 units

[Kinesiology, Health Promotion Concentration, B.S. - Discontinue Program - 22-1937.](#)

Concentration will be discontinued with the launch of the Health Advocacy BA due to overlap in curriculum and career preparation for students.

CAL POLY HUMBOLDT
University Senate

**Resolution to Recommend the Concentration of Leadership Studies to a Stand Alone
Bachelor's of Arts**

33-22/23-ICC - May 9, 2023 - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Leadership Studies Concentration Elevation to a BA detailed in [22-1974](#) proposal be approved.

RATIONALE: The elevation of the Leadership Studies concentration within Interdisciplinary Studies to a stand alone BA will continue to be a program in the College of Professional Studies. The Leadership Studies BA serves as a degree completion program and is offered online in partnership with the College of Extended Education and Global Engagement. Within the program of study, students can customize their learning experience to align with their current professional environment and to support a career advancement strategy. The program is project-based, and students develop projects over the duration of 10 upper division major courses. Guided by faculty, emphasis is placed on how coursework content can be aligned with current professional responsibilities and career goals of students. The LDRS program draws upon the social behavioral sciences, the humanities, communication, public policy, technology, and science to explore and address leadership in a variety of professional settings. Professional skills for career success are also embedded into the program. There are no new courses being proposed to support this concentration elevation.

Leadership Studies BA Program Learning Outcomes

1. Analyze and assess an organization's systems of power and privilege
2. Develop and present long-term strategic plans that promote sustainability
3. Collect, analyze, and effectively use quantitative and qualitative data using an evidence-based framework
4. Develop and implement leadership skills to enhance organizational effectiveness
5. Communicate with diverse groups and be able to evaluate/integrate the perspective of others when seeking solutions to leadership

Leadership Studies BA Curriculum

Upper Division Transfer Requirements for Leadership Studies

To be considered an Upper Division Transfer student, you must have:

Completed a minimum of 60 semester or 90 quarter units of transferable coursework (if transferring from a community college, it is advised to complete 70 semester units or 105 quarter units as allowed); have an overall college GPA of at least 2.00; be in good standing at the last college or university attended. In simple terms, “good standing” means you are eligible to re-enroll at your last college or university; have completed 10 general education courses (30 semester units or 45 quarter units) of basic skills courses, with a grade of C- or better, and, specifically, four courses completed in the following GE breadth areas:

A: Written Communication, A: Oral Communication, A: Critical Thinking, and

B: Mathematics/Quantitative Reasoning.

Upper Division Required Courses (30 units)

LDRS 311 - Foundations of Leadership Units: 3

LDRS 321 - Data Driven Leadership Units: 3

LDRS 331 – Leadership Communication Units:3

LDRS 341 - Strategic Planning and Forecasting Units: 3

LDRS 351 - Project Implementation/Evaluation Units: 3

LDRS 411 - Managing Employees/Stakeholders Units: 3

LDRS 421 - Strategic Sustainability Units: 3

LDRS 431 - Technology and Leadership Units: 3

LDRS 441 - Developing Dynamic Organizations Units: 3

LDRS 451 - Capstone in Leadership Units: 3

**CAL POLY HUMBOLDT
University Senate**

**Sense of the Senate Resolution on
Appreciating the Poly Tech Implementation Team & All**

31-22/23-EX — May 09, 2023

WHEREAS: Humboldt State University has spent the last two years transforming itself into Cal Poly Humboldt through the unprecedented investment from the State of California, and

WHEREAS: Nearly the entire campus community has been engaged in this process and has contributed to the shared vision and implementation of the newest Polytechnical University in the California State University system, and

WHEREAS: The implementation of this campus wide transformation has been led by faculty, staff, students and administrators across all divisions, and

WHEREAS: We are on the precipice of a new and thrilling chapter in the long history of our institution; now, therefore, be it

RESOLVED, That the University Senate of Cal Poly Humboldt offers its most heartfelt gratitude to everyone who has contributed to the realization of Cal Poly Humboldt during the last several years; and be it further

RESOLVED, That we offer particular thanks to the Cal Poly Humboldt Implementation Steering Committee and the Implementation teams, as these individuals have been tasked with ensuring a successful transformation; and be it further

RESOLVED, That this offer of gratitude be shared widely with the campus community.

**CAL POLY HUMBOLDT
University Senate**

**Sense of the Senate Resolution on
Commending the 2023 Cal Poly Humboldt Graduates**

30-22/23-EX — May 09, 2023

WHEREAS: The University Senate of Cal Poly Humboldt recognizes the hard work and dedication required for our students to satisfy their respective degree requirements of their chosen program/s; and

WHEREAS: we likewise recognize the effort and sacrifice that many families must make to support their loved ones through college; and

WHEREAS: Cal Poly Humboldt graduates are exceptional learners, leaders, activists, community members, and people in whom we are proud to entrust the future; now, therefore, be it

RESOLVED, That the University Senate of Cal Poly Humboldt commends all of our 2023 Bachelor's of Arts, Bachelor's of Science, Master's of Arts, Master's of Science, and Credential program graduates for their monumental accomplishments; and be it further

RESOLVED, That we honor the families of our graduates who have supported them through their journey at Cal Poly Humboldt; and be it further

RESOLVED, That we appreciate our faculty and staff who challenge and mentor our students daily to provide them with the skills and knowledge to be successful.