

Tuesday, April 27, 2021, 3:00pm, Virtual Meeting ID: 970 9341 9142

Chair Mary Virnoche called the meeting to order at 3:01pm on Tuesday, April 27, 2021, via Zoom; a quorum was present.

Members Present

Anderson, Burkhalter, Canon, Capps, Cuéllar, Dunk, Gonzalez, Gordon, Kerhoulas, Miller, Mola, Moyer, Ndura, Parker, Rainey, Schnurer, Teale, Thobaben, Tremain, Virnoche, Wilson, Woglom, Wrenn, Wynn, Zerbe

Members Absent

none

Guests

Amber Blakeslee, Amy Ithurburn, Ana Bernal, Anthony Morgan, Andrea Alstone, Andrea Delgado, Bella Gray, Ben Marshcke, Bethany Rizzardi, Chris Guillen, Christina Hsu Accomando, Clint Rebik, Colin Miller, Corrina Wells, Cris Koczera, Christopher Berumen, Cutcha Risling-Baldy, Cyril Oberlander, Dan Saveliff, Dan Sornia, Deserie Donae, Dale Oliver, Eboni Turnbow, Erik Eschker, Gabby Pelayo, Gregg Gold, Jami Henry, Janelle Adsit, Janet Winston, Jas Martin, Jenessa Lund, Jenni Robinson, Josefina Barrantes, Kat Nguyen, Kali Rothrock, Kayla Begay, Kenna Kay, Kim Berry, Kim Perris, Lauren Lynch, Marlene Dusek, Martin Gordillo, Maral Attallah, Mark Wicklund, Marguerite Powers, Marissa Holguin, Mary Oling-Sisay, Marisol Ruiz-Gonzalez, Michael Fisher, Michelle Miyamoto, Mike Le, Molly Crane Conso, Molly Kresl, Nancy Perez, Patrick Malloy, Ramona Bell, Rick Zechman, Phillip Rouse, Rachael Gipson, Roger Wang, Rosamel Benevides-Garb, Sheila Rockar-Heppe, Susan Brater, Tracy Taylor, Suzanne Pasztor, Sulaina Banks, Vicky Sama, Victoria Bruner, 7075993337

Announcement of Proxies

Oling-Sisay for Capps (as needed), St. Onge for Meriwether

Approval of and Adoption of Agenda

Chair Virnoche moved without a second to approve the agenda.

Motion to adopt the agenda passed unanimously

As part of the continuing effort to try to demystify the Senate processes and ways for community to engage, Chair Virnoche reviewed the ways for community to participate. She noted that any guests can look at the Senate homepage for more information.

Approval of Minutes from the April 13, 2021 Meeting

Chair Virnoche moved without a second to approve the Minutes of April 13, 2021 meeting.

Motion to approve the minutes approved unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached.

Consent Calendar from the Integrated Curriculum Committee

The attached consent calendar was approved without dissent

General Consent Calendar

University Space and Facilities Advisory Committee (USFAC) recommendations on campus space resource allocations

Senator Mola requested more information on the Samoa facility from the PAT; Chair Virnoche confirmed she listed it as an action item for next Senate year.

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

Andrea Santamaria read from the attached prepared remarks

Molly Kresl read from the attached prepared remarks

Jas Martin read from the attached prepared remarks

Maral Attallah read from the attached prepared remarks

Marisol Ruiz Gonzalez was unable to attend the meeting, but provided the attached prepared remarks

Christina Accomando read from the attached prepared remarks

Janelle Adsit read from the attached prepared remarks

Andrea Delgado read from the attached prepared remarks

Erick Eschker read from the attached prepared remarks

Ramona Bell read from the attached prepared remarks

Martin Gordillo read from the attached prepared remarks

Corrina Wells read from the attached prepared remarks

Clarissa Readen read from the attached prepared remarks

Michelle Rivera was not in attendance

A.M. Huebner was unable to attend the meeting, but provided the attached prepared remarks

Vicky Sama read from the attached prepared remarks

Resolution on Alignment of HSU GEAR Curriculum with Area F Requirement and GEAR Certification Process (31-20/21-ICC – April 27, 2021 – Second Reading)

Senator Anderson and Senator Tremain gave the attached presentation to ground the vote in context.

Senator Canon yielded the floor to Professor Kim Berry who spoke in favor of the Resolution,

reading from the below prepared remarks:

“Thank you for yielding the floor, Loren, and thank you Senators, for allowing me to speak in support of this Resolution. I'm speaking directly to those who are legitimately confused about the Area F requirement and thus don't understand why the policy is written as it is, as well as to colleagues who are actively opposing an Ethnic Studies requirement and are seeking to undermine it.

First, and most importantly, the Ethnic Studies requirement is just that a requirement to take three units of course work in the academic field of Ethnic Studies. The area F requirement is not a general diversity requirement, it is not equivalent to DCG, and it is not a general social justice requirement, it is a requirement to take a course rooted in the epistemologies the methodologies and the pedagogy of Ethnic Studies.

A few people on campus have expressed concern that CRGS and NAS Departments will be deciding which courses count as Area F courses. Let us be clear, the CSU policy for area F is different than the policy for GE Areas B, C and D, in that it requires courses meeting area F, to have an Ethnic Studies course designation, which on our campus is ES or NAS. Area F courses *may be* cross listed with another department, but their *primary designation* must be ES or NAS. In response to this requirement, one colleague has suggested that faculty proposing courses for Area F should receive automatic cross listing with Ethnic Studies or Native American Studies.

I spent my weekend livid that someone would suggest automatic cross listing without the faculty of the department, with the expertise in the field of study, being able to decide whether the course meets the curricular requirements of the field. Tell me, what chemist would ever have such a suggestion put forward to them? That someone in another discipline would automatically cross-list with their field of study? That is an insult that required me to devote my entire weekend to responding to this; I just have to say, my colleagues have been insulted deeply.

So, I asked you, how ill-founded is that suggestion? How outrageous is this proposal of automatic processing? It violates the academic integrity with the institution, the autonomy of Departments and de-legitimizes the field of study and the expertise of faculty in Ethnic Studies.

A few people have also expressed the concern that the policy requires faculty submit materials to the CRGS or NAS departments if they're interested in developing and teaching an area, of course. ‘Why is this procedure outlined in the policy?’ you may wonder. Across the CSU and at HSU, there are faculty with expertise in Ethnic Studies evidenced by graduate study in the field and their own research and scholarship, who are not housed in Ethnic Studies departments, thus the policy allows for the proposal of courses that may be cross listed with an Ethnic Studies course, and which may then be

approved as meeting the area F requirement. For this reason, HSU's policy provide a clear and transparent process for these colleagues *with expertise* in Ethnic Studies to follow if they choose to propose a course for consideration for area F. Just as all tenure line faculty and lectures teaching and CRGS and NAS had to state their interest in teaching courses in the department, and had to provide evidence of their qualifications in the academic field of study. This policy outlines a parallel process for faculty outside of ES or NAS to teach a class with an ES or NAS course designation.

I commend the work of my colleagues who have crafted a clear and transparent policy. I commend the leadership of the ICC and the GEAR subcommittee and I urge you to vote yes on the Senate resolution. A vote of yes enables HSU to comply with EO 1100, it is also a vote to act affirmatively and enthusiastically to support the academic field of Ethnic Studies. Thank you.

Senator Kerhoulas yielded the floor to Dr. Kayla Begay, who spoke in favor of the Resolution.

"I first became involved with at 1460 implementation and Sep tember 2020 I teach classes on federal Indian policy, and I know that anyone can pass a law and its implementation can harm or help different groups. Historically indigenou peoples have been greatly harmed by the implementation of laws, even in our favor. There's often an active erasure of Native Americans and efforts that are meant to help us, in their voices and that's the well meaning stuff in this 244 year history of the United States.

I've tried to follow this law every step of the way, and that includes testifying with the board of trustees before the area F implementation came down and reduced area D, for example. Many of us have done similar efforts all along, and also have tried to educate our colleagues along the way, in Council of Chairs meetings in meetings that we've had with lots of different levels throughout this University, but also the CSU.

I'm speaking today in support of the area F policy of the Ethnic Studies Council that has worked with our respective prefix caucuses and Ethnic Studies Council of the CSU. I am here to say that our policy is not unique among area policies, because the law prescribes that it is an Ethnic Studies requirement and courses must have a prefix of Ethnic Studies or one of the following, which are: Native American Studies, Asian American Studies, African American Studies, Latino/Latina (as it's written) studies, and reflecting such analogous terminology as American Indian Studies, for example, that recognizes Native American studies.

That means that the home departments that HSU are CRGS, with an ES prefix or NAS, with an ES prefix. As a diversity equity fellow I feel is important to reiterate that area F is not a diversity requirement or social justice requirement, if it was it would have been passed, as such, it did not. There's this idea, I think, that folks have that I want to point

out that this is some way of backdoor way of bolstering Ethnic Studies departments and programs somehow unfairly, it is not. Student activism from basically you know the 1960s forward have led to the creation of our departments, we have a long history of here at HSU of Ethnic Studies and native American studies just celebrated 25 years anniversary. It's been students and activists who fought for an Ethnic Studies requirement here in California through the CSU. From that, I just want to name that the black lives matter movement and all the Marches for Racial Justice this last summer occurred at the front door, and led to the passing of AB 1460 which, from that moment, shaped implementation to prevent the watering down of Ethnic Studies to a diversity requirement.

It solidified the importance of Ethnic Studies departments in this requirement, and did so intentionally. That being said, there was a couple more points that I want to make that my colleagues didn't quite get to. Approving this policy acts affirmatively in supportive racial justice and continues to support equity and social justice as well. We do not want to conflate Ethnic Studies with equity and diversity, as the Ethnic Studies is a respective discipline and all of the various prefixes are respective disciplines. Every department should be engaging in reflection on their disciplines regardless and learning from the scholars and their disciplines, who are transforming their fields of study to be inclusive and or redress histories of academic complicity with systems of domination. That is a university wide project that needs to happen alongside the implementation of area F, but in many ways area F is very much circumscribed to the Ethnic Studies departments in this way and it was intentional.

A few people on campus have expressed the idea that this gives the Ethnic Studies departments, Native American Studies, CRGS too much power and have argued for an automatic cross listing. I don't know any department, who would allow for an automatic cross listing to occur in the ICC. We've tried cross listing numerous times different classes in Native American Studies and I would never imagine going to Psychology, for example, and going over Psychology to the ICC and demanding automatic cross listing without ever talking to Psychology or perhaps... I would never imagine going above the Anthropology department, without ever having a conversation with Anthropology about cross listing a course. Having an automatic cross listing is deeply colonial and again there's this idea that our different respective groups, somehow need to be monitored even at this level of cross listing, which doesn't occur with any other discipline at this moment. I would say, be very careful with that; *be very careful with that*. Automatic cross listing violates academic integrity of the institution for all departments and in this one instance, what it does is delegitimize the field of study and expertise to faculty in Ethnic Studies, but could do so for so many other fields.

We have outlined a process in which it is more transparent for other faculty, easier in some ways than the normal cross listing policy. We're demystifying the process with us,

and in that way, making it easier for faculty to approach us and understand what that cross listing would look like housed in our departments. That work is something that we did alongside other folks. I just want to say that, in many ways, I view that as making it easier, because we have actual steps making transparent. It's not based on personalities, but rather, here's the discipline here's what we're looking for. I don't know any other department that currently does that when approached with processing.

I would just like to conclude my remarks by thanking my colleagues, I also want to thank the students in attendance and really this is for them, this is something they fought for all along the way, and also those who have come on before us, because we are several generations, now that have come up in Ethnic Studies. I would not be here today, without native American studies and with you know my particular different degrees, even in other areas of expertise, such as Linguistics. Thank you.

Senator Schnurer spoke in favor of the resolution, noting this is a sea change moment after generations of requests to change education. He reminded that anyone who'd like to cross list a course should consult with the subject matter experts to provide insight to make classes stronger, engage with respect, listen and be accountable to the needs of a field that others may not necessarily have. That's the value of the academic community. Cross listing always requires the consent of the other department.

He also asked Senators to remember that even though there have been a number of arguments that this should go to the ICC, this is the ICC and GEAR Resolution of how to best meet Area F; this is the proposal from the Chair of ICC. A vote for this is really straightforward, it clarifies our procedures so that students in the fall can get this requirement meant.

He concluded, stating this Resolution meets State law and allows HSU to be one of the other CSU campuses that are putting almost identical procedures in operation and it honors the incredible work of the ethnic studies colleagues who have put hours and hours of labor into building a structure that would work for this university and our students. He thanked Ethnic Studies colleagues, and encouraged every Senator to please vote for this resolution.

Chair Virnoche yielded the floor to Dr. Ndura, who, as Campus Diversity Officer, asked the Senate to think really take a second to think deeply about their experiences, what experiences they may have missed that would have helped to understand the impact of generational power imbalances. She asked faculty and the Senate to consider what is causing this passionate conversation, and whether it is about courses or it is about an unspoken message, or buried fear.

Senate vote to approve the Resolution on Alignment of HSU GEAR Curriculum with Area F Requirement and GEAR Certification Process ***passed without dissent***

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Finley, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Parker, Pachmayer, Rainey, Schnurer, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Gonzalez, Ndura, Teale, Thobaben, Virnoche, Zerbe

TIME CERTAIN: 3:50 PM – Polytechnic Self Study - Inclusive Student Success

Registrar Clint Rebik and Director of the EOP Dan Saveliff gave the attached presentation.

Resolution to Update the General Faculty Handbook (30-20/21-CBC – April 27, 2021 – Second Reading)

Senate vote to approve the Resolution to Update the General Faculty Handbook *passed without dissent*

Ayes: Anderson, Burkhalter, Cuéllar, Dunk, Kerhoulas, McGuire, Miller, Mola, Moyer, Parker, Rainey, Schnurer, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Cannon, Capps, Doyle, Finley, Gonzalez, Meriwether, Ndura, Pachmayer, Virnoche, Zerbe

Resolution on a Facilities Management Chargeback Policy (28-20/21-UPC – April 27, 2021 – Second Reading)

Senate vote to approve the Resolution on Facilities Management Chargeback Policy *passed without dissent*

Ayes: Anderson, Burkhalter, Cannon, Doyle, Dunk, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Parker, Rainey, Schnurer, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Cuéllar, Finley, Gonzalez, Ndura, Pachmayer, Virnoche, Zerbe

Resolution on a Time, Place, and Manner Policy (27-20/21-UPC – April 27, 2021 – Second Reading)

Senate vote to approve the Resolution on a Time, Place, and Manner Policy *passed with dissent*

Ayes: Anderson, Burkhalter, Doyle, Dunk, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Parker, Rainey, Schnurer, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: Finley

Abstentions: Capps, Cannon, Cuéllar, Gonzalez, Ndura, Pachmayer, Virnoche, Zerbe

Sense of the Senate Resolution on the University Budget (32-20/21-EX – April 27, 2021)

Senate vote to approve the Sense of the Senate Resolution on the University Budget *passed without dissent*

Ayes: Anderson, Burkhalter, Doyle, Dunk, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Rainey, Schnurer, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Cannon, Capps, Cuéllar, Gonzalez, Ndura, Pachmayer, Parker, Teale, Virnoche, Zerbe

TIME CERTAIN: 4:30 PM - Advising Structures and Practices - Senate Discussion

Senator Wilson explained the FAC has been working on improving advising at HSU, and there're a number of ongoing issues. He noted the Advising Working group, along with Senate bodies were coming to a place where we understand the issues that are confronting us with advising a lot better and the advising working group is going to continue working next semester, and next year to try to improve advising. Senator Wilson explained the five steps listed on the attached document are non-policy steps to take with the goal of working towards getting some kind of assessment so we understand exactly what's happening so as to make sure that each student gets the advising they need.

TIME CERTAIN: 4:50 PM - Senate Confirmation of the Graduation Lists

Senate vote to confirm the Graduation Lists for 2020-2021 *passed*

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Parker, Rainey, Schnurer, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Gonzalez, Ndura, Pachmayer, Virnoche, Zerbe

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

Academic Policies Committee:

- Written report attached

Appointments and Elections: Committee

- Written report attached

Constitution and Bylaws Committee:

- Written report attached

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Policies:

- Written report attached

University Resources and Planning Committee:

- Written report attached

Academic Senate CSU (ASCSU):

- Written report attached

Associated Students:

- Written report attached

In addition, Senator Cuéllar requested folks encourage students to apply to the AS Board positions.

California Faculty Association (CFA):

CFA President Canon reported the CFA is currently accepting nominations for seats, after which the elections will be held next week. He encouraged folks to nominate and take part in their elections.

Emeritus and Retired Faculty Association

On behalf of ERFSA, Senator Thobaben thanked Chair Virnoche for her outstanding service this year.

President's Administrative Team (PAT):

- Written report attached

M/S (Virnoche/Burkhalter) to adjourn

Meeting adjourned at 5:15 pm

Meeting Chat Record:

00:16:49 Mary Watson: <https://senate.humboldt.edu/>
00:17:37 _Loren C. (he): Thank you Jeff!
00:17:37 __Noah Zerbe (he/him): Thanks all! It's been fun!
00:17:49 _Malluli Cuéllar (she, her, hers): Thank you Senate!
00:17:52 __Lucy Kerhoulas (she/her): I hope to serve on Senate again sometime in the future - it's been a great experience!
00:17:55 Maxwell (he/his): Thanks for your service!
00:17:57 __Noah Zerbe (he/him): Congratulations Jeff!
00:18:47 __Marshelle Thobaben: Thanks Jeff!! Noah and Lucy. You will be missed!
00:18:59 _Loren C. (he): Thank you Noah, Malluli, and Lucy for your service to the senate.
00:19:24 __James Woglom: Thanks, team
00:22:10 Jenessa (she/her): Send students here:
<https://associatedstudents.humboldt.edu/student-government/join-the-board>
00:22:15 _Malluli Cuéllar (she, her, hers): hopefully my connection wasn't too bad :)
00:22:17 __Noah Zerbe (he/him): Thanks Mary!
00:22:54 _Loren C. (he): @Malluli --- we could hear you :)
00:23:55 _Kailyn Doyle_Humboldt State (she/her): congratulations!
00:30:08 _Loren C. (he): Thank you Andrea --- this is really an important topic
00:30:21 __Jim Woglom (he,him): Thank you, Andrea
00:30:28 Michele Miyamoto: Thank you, Andrea
00:30:35 __Maxwell (he/his): Thank you Andrea.
00:30:37 Kim Berry, CRGS (she/her): Thank you Andrea for your advocacy!
00:30:55 Molly Kresl- Student Life Coordinator: <https://osa.humboldt.edu>
00:32:48 Ramona Bell: Thanks Andrea for your work! I miss having you as my TA.
00:35:32 _Loren C. (he): Thank you Jas!
00:35:46 Josefina Barrantes A.S. ESO (she/her): Thank you for your advocacy Jas
00:37:06 Jas (they/them): if anyone is interested in in SQE efforts on defunding UPD our email is hsusqe@gmail.com and our Instagram is @hsu.sqe Thank you!

00:37:13 Colin Miller (he, they), occupied Wiyot homelands: Thank you Jas! Defund UPD , Invest in REAL community safety, transformative justice, and support for frontline students - we keep us safe.
00:37:22 Jas (they/them): yes!

Humboldt State University
University Senate Meeting Minutes
20/21:15 04/27/2021

00:39:57 Martin Gordillo: yesssss maral

00:40:04 _Kailyn Doyle_Humboldt State (she/her): Thank you Maral!

00:40:07 _Arlene Wynn (she/her): Thank you, Maral

00:40:19 Colin Miller (he, they), occupied Wiyot homelands: Thank you Maral!!

00:40:19 Marlene' Dusek: Nosuun Looviq Maral !

00:40:42 molly crane conso: @Maral! Yes!

00:40:53 __Maxwell (he/his): Thank you Maral!

00:40:58 _Loren C. (he): Thank you Maral !!! Well said !

00:46:34 Maral: Yes, thank you Professor Adsit!

00:46:37 Marlene' Dusek: Nosuun Looviq Dr. Accomando.

00:48:31 Maral: Thank you Professor Delgado!

00:48:48 Colin Miller (he, they), occupied Wiyot homelands: Thank you Dr. Accomando and Dr. Delgado!

00:48:53 Marlene' Dusek: Nosuun Looviq. Dr.Delgado !

00:49:11 Josefina Barrantes A.S. ESO (she/her): Thank you for your words Dr.Delgado!

00:49:42 Christina Hsu Accomando: Thank you Dr. Delgado.

00:49:43 _Loren C. (he): I am so appreciative of my colleagues - Christina, Janell, and Andrea. Thank you for sharing these crucial points !

00:50:34 Ben: Thank you for these relevant comments, Erick!

00:51:12 Jas (they/them): Courses should be taught from members of the community we are learning about

00:51:40 Ben: Jas, how would you determine whether someone is a member of a community? Just by looking at 'em?

00:51:54 _Loren C. (he): I believe in the expertise of our faculty members in Ethnic Studies and the pedagogy of their discipline.

00:52:16 Jas (they/them): IF we are learning about NAS for instance, we have indigenous teachers. This has nothing to do with looks. This is about invisibility in our academic setting

00:52:31 Kim Berry, CRGS (she/her):
https://docs.google.com/document/d/1S8DLjW9UIZHfUlbSdXRLbkq8cZF0_zBFwoF2yjpOx6I/edit

00:52:44 Ben: Loren: I believe in their expertise, too. However, that doesn't mean there should be some kind of oddball procedure for Area F courses.

00:52:46 Kim Berry, CRGS (she/her): CRGS and NAS crafted our response in the link above

00:54:06 _Loren C. (he): Ben, I think the procedure proposed is appropriate to this context. See the document that Kim has linked above.

Humboldt State University
University Senate Meeting Minutes
20/21:15 04/27/2021

- 00:55:10 _Loren C. (he): Note: An Ethnic Studies prefix is required.
- 00:55:40 Ben: Loren, that doesn't make any more sense than it would to have the department chairs of Math and English vet all Area A proposals.
- 00:56:06 Christina Hsu Accomando: Thank you Dr. Bell.
- 00:56:16 Corrina Wells they | them | elle: Thank you Dr. Bell.
- 00:56:19 Marlene' Dusek: Nosuun Looviq Dr. Bell.
- 00:56:20 Jas (they/them): Thank you Dr. Bell!
- 00:56:47 Maral: Thank you Dr. Bell for clarifying for those folks who may be misinformed on the law and the policy.
- 00:56:49 Cutcha Risling Baldy (she/her): Can we get a sense of how many people are left to speak? And what they signed up to speak for?
- 00:56:56 Cutcha Risling Baldy (she/her): open forum wise.
- 00:57:34 Mary Watson: Professor, there are 5 more people signed up...
- 00:57:57 Mary Watson: They are all about Area F except for the last, which is about the UPD
- 00:58:48 Cutcha Risling Baldy (she/her): Is there any mechanism to allow for the additional 5 speakers. Wouldn't that be about 15 minutes? It seems that would be an important thing to try and make time for if possible. I don't know the procedure on that but I know there are students here that we're hoping to speak as well.
- 00:59:30 Mary Virnoche (she/her): yes
- 01:00:50 Jas (they/them): those are pretty sad numbers looks like HSU needs to step up its "diversity inclusion"
- 01:02:16 Colin Miller (he, they), occupied Wiyot homelands: Where can we access this slide deck for future reference?
- 01:03:08 _Elavie Ndura -CDO- (she/ her): Thank you, Dan, for sharing these data. They highlight our shared responsibility to student retention and success.
- 01:05:47 Jenn Capps (she/her): Thank you Dan and Clint. Broader polytechnic updates will be forthcoming to the campus community in May
- 01:06:47 _Loren C. (he): Thank you Ramona for sharing your insights with us.
- 01:07:24 _Loren C. (he): YES!
- 01:07:28 Josefina Barrantes A.S. ESO (she/her): Yes Martin!
- 01:07:38 Marlene' Dusek: Nosuun Looviq Martin completely agree with you!
- 01:07:49 _Malluli Cuéllar (she, her, hers): Thank you Martin! Martin planned an Ethnic Studies celebration that went so well!!
- 01:07:57 Jas (they/them): Great words Martin!
- 01:08:13 _Loren C. (he): Good point Martin !
- 01:08:33 __Jill Anderson (she/her/hers): Well said, Martin!
- 01:09:53 Janet Winston (she/her/hers): Thank you for speaking your truth, Martin!

Humboldt State University
University Senate Meeting Minutes
20/21:15 04/27/2021

01:09:58 molly crane conso: Thank you Martin!

01:11:50 Ramona Bell: Thank you, Corrina!

01:12:08 Janet Winston (she/her/hers): Thank you, Corrina, for your powerful words!

01:12:08 Marlene' Dusek: YES Corrina! Nosuun looviq !

01:12:14 Colin Miller (he, they), occupied Wiyot homelands: Yes! Thank you Corrina!

01:12:26 Andrea Delgado (she/her) Assistant Professor, English: Thank you, Corrina! So powerful and on point!

01:12:41 _Loren C. (he): Thank you Corrina for speaking today!

01:12:44 molly crane conso: !!!! Thank you Corrina.

01:13:35 Kayla Begay (she/they): My computer keeps freezing. If I am called to speak and I am frozen, moderator, please unmute me. Thank you.

01:15:46 Colin Miller (he, they), occupied Wiyot homelands: Dr. Martin Luther King, Jr. spoke and wrote about how budgets are moral documents. An HSU budget that gives \$3M to police in 2021 is a clear example of institutionalized white supremacy. Policing does not make us safer, and endangers the lives of BIPOC communities.

01:16:06 Jas (they/them): ^^^^^^^

01:17:05 Marlene' Dusek: ^^^^

01:18:20 Ben: "Policing does not make us safer... " Really?

01:18:32 Corrina Wells they | them | elle: Yes. Really.

01:18:58 Jas (they/them): yes ben, really. You can google it

01:19:00 Amy Ithurburn: Yes, really Ben

01:19:25 Ben: ... because anarchy would be safer?

01:19:41 Jas (they/them): not related topics at all nice extrapolation though

01:19:50 _Arlene Wynn (she/her): When crime happens on campus - and it does, would you rather have UPD or Arcata PD handle those calls?

01:20:02 Jas (they/them): neither

01:20:13 Jas (they/them): they don't respond to the crimes called in anyways. so its a waste of money

01:20:40 _Arlene Wynn (she/her): Neither is not an option, especially for those victims of crime.

01:20:53 Jas (they/them): I'd like to see Arcata increase funding for homeless resources, BIPOC student resources, free food and housing. That's how we reduce crime

01:20:55 Ben: If the police aren't able to respond to calls, then the problem is that HSU is under-policed...

01:21:46 Jas (they/them): wrong

01:22:20 Maral: Thank you Senators Anderson and Tremain.

01:22:25 Ben: Free food isn't going to end crime or lock up criminals...

- 01:22:37 Jas (they/them): Victims of crimes rarely get justice from police when police are called unless they are white and male. Sexual assault victims are regularly blamed by police for the crimes against them.
- 01:22:50 Jas (they/them): Black people regularly are racially profiled by police
- 01:23:01 Jas (they/them): poor people are victimised and harassed by police
- 01:23:06 Jas (they/them): Police aren't helping anyone
- 01:23:36 molly crane conso: No Harm, Disarm. Armed campus police do not make students safer. The presence of armed campus police creates a psychologically & physically damaging campus environment.
- 01:23:45 Maral: Thank you for bringing a visual clarification to address misinformation on AB1460, EO1100, and Area F Requirement
- 01:23:53 Ben: Victims of crimes never get justice, unless police respond...
- 01:23:58 Jas (they/them): ^^^^^
- 01:24:18 Jas (they/them): Tp what Molly said
- 01:24:44 _Loren C. (he): Indeed, these are the bits of information that many seem to have misunderstandings about -(what is being presented)
- 01:25:14 Jas (they/them): You can get justice from police if you are white an male most cases
- 01:25:49 molly crane conso: Ben, Your statement is offensive considering the lack of police response when HSU student David Josiah Lawson was murdered off campus, and UPD / APD failed to secure the scene, provide adequate aid, or protect HSU students.
- 01:26:02 Erick Eschker: Respectfully, I am very familiar with AB 1460 and EO1100. They do NOT require Ethnic Studies be taught by faculty with an Ethnic Studies background. Let's be clear on that. This presentation isn't addressing this point, and could obfuscate what is actually required.
- 01:28:00 __Lisa Tremain (she/they) - Humboldt: Characteristics of white supremacy culture: <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>
- 01:28:01 Erick Eschker: The proposed area F policy is DIFFERENT from the current cross-listing procedure.
- 01:28:17 _Kailyn Doyle_Humboldt State (she/her): Thank you Dr. Tremain
- 01:28:27 Ben: Molly: That's a perfect example of how we need more policing, not less...
- 01:29:01 Erick Eschker: Lisa, are you calling me a white supremacist?
- 01:29:08 Ramona Bell: So on point, Senator Tremain.
- 01:29:20 Jas (they/them): You're skating the line Erick
- 01:29:21 Marlene' Dusek: ^^^
- 01:29:39 Marlene' Dusek: Nosuun Looviq Dr.Tremain.
- 01:29:45 __Maxwell (he/his): Colleagues, please listen with generosity and engage with the content of ideas.

- 01:30:01 Ben: I don't doubt that a lot of work went into the proposed policy, but it's bad procedure.
- 01:31:18 molly crane conso: No, Ben. More policing does not solve issues of institutionalized racism, violence, and criminalization.
- 01:31:32 Jas (they/them): ^^^^
- 01:32:06 Jas (they/them): As a student I am disappointed at the efforts to decrease equity coming out of some of the faculty here
- 01:32:40 Ben: As faculty, I'm disappointed in the echo chamber here...
- 01:32:42 Erick Eschker: Lisa, are you calling me a white supremacist?
- 01:32:57 Colin Miller (he, they), occupied Wiyot homelands: That's right Molly. There are existing successful examples of non-police mobile crisis intervention programs, that DO keep us safe. Mental Health First(<https://www.antipoliceterrorproject.org/mh-first-oakland>), and White Bird Clinic's CAHOOTS program (<https://whitebirdclinic.org/cahoots/>) are two such examples.
- 01:33:09 Jas (they/them): ^^^^^ Colin
- 01:33:30 Amy Ithurnburn: Yes Colin, great examples
- 01:33:39 Maral: Thank you Professor Tremain for providing a link to information presenting a more nuanced look at white supremacy.
- 01:33:49 Suzanne Pasztor: One thing that would make this process clearer to me would be to have more elaboration on best practices in the Ethnic Studies domain, so that those folks who might want to try to participate in the new requirement, could have a sense of whether they might be able to achieve those best practices. I was an early and eager collaborator in DCG, and I want to collaborate here too. That is what motivated my speaking up about the process. I'm disheartened that this has been construed as a function of my white privilege. That was not intended at all. I suppose I have much to learn. But I will also say that marginalization is not foreign to me as a person with a significant disability. There has never been any room for me to voice this safely in my career.
- 01:33:53 _Linda Parker (she/her): Kayla I have raised my hand to recognize you.
- 01:33:55 Jas (they/them): To the faculty who put so much effort into this proposal. Thank you
- 01:35:22 Ben: But that's not correct... It's not "Ethnic Studies," it's only some ethnicities, and not others, so actually quite topically narrow, and not the discipline.
- 01:35:41 Marlene' Dusek: TRUTH
- 01:36:00 Martin Gordillo: Kim dropping the tea
- 01:36:02 Marlene' Dusek: ^^Kim Berry
- 01:36:06 Ben: Thank you, Marlene.
- 01:36:11 Ramona Bell: Thank you, Dr. Kim Berry!
- 01:36:15 Maral: Thank you Dr. Berry!
- 01:36:16 Marlene' Dusek: Not truth to you Ben.

- 01:36:29 Marlene' Dusek: Nosuun Looviq Kim Berry.
- 01:36:32 molly crane conso: As a student, I'm disappointed to Ben's failure to listen, and dismissal of any individual commentary as an "echo chamber."
- 01:36:42 Marlene' Dusek: Agreed Molly.
- 01:36:47 Christopher Berumen: Thank you Dr. Berry!!
- 01:36:47 Jas (they/them): agreed
- 01:36:50 Amy Ithurburn: Same here molly
- 01:36:58 Colin Miller (he, they), occupied Wiyot homelands: Thank you Dr. Berry!
- 01:36:58 Ben: The "echo chamber" is the applause for the irrelevant comments...
- 01:37:42 Jas (they/them): Maybe we don't give Ben anymore of our energy and thought
- 01:38:02 molly crane conso: So well said Dr. Berry.
- 01:38:15 Amy Ithurburn: Thank you, Dr. Berry
- 01:38:18 Jas (they/them): Thank you Dr. Berry
- 01:38:39 Martin Gordillo: snaps
- 01:39:00 molly crane conso: Thank you for sharing those links as well, Colin.
- 01:41:05 _Jenn Capps (she/her): More information re: advising and advising fellows tomorrow in my provost Weekly Wednesday.
- 01:42:19 Martin Gordillo: Thank you Provost Capps!
- 01:45:00 Erick Eschker: Suzanne, yes, more clarity would be useful. I wish we would clearly hear what the criteria will be to judge faculty and course proposals.
- 01:46:36 molly crane conso: Such a wide range of folks have worked hard for this. Students, campus members of SQE (at all CSU campuses) and CFA, members of the California Faculty Association, worked hard to lobby for the passing of this Ethnic Studies bill.
- 01:47:01 _Loren C. (he): ^^^^^^^^^^^^^^^
- 01:47:24 Sulaina Banks (She/Her): After reading the comments I felt the need to address this. Ben, your white privilege is showing. The fact that you believe that there should be more police is blatantly ignoring the experience of what BIPOC goes through when it comes to the police. Historically, the BIPOC has experienced more harm from police, rarely has it been helpful to BIPOC. Adding more policing will only increase that harm.
- 01:47:27 Sulaina Banks (She/Her): Additionally, I am disappointed that more faculty and staff are not addressing Ben's comments, it is mainly students.
- 01:47:52 Colin Miller (he, they), occupied Wiyot homelands: Thank you so much for your leadership, your work and your very important points, Dr. Begay!
- 01:48:09 Ben: I'm not asking for an automatic cross-listing. I'm only asking that proposals go to GEAR or ICC, not to the chairs of the departments of CRGS or NAS...
- 01:49:11 _Linda Parker (she/her): Thank you for the clarification Dr. Begay.
- 01:49:21 Maral: Thank you Dr. Begay.

01:49:22 Ramona Bell: Yes, as someone trained in Ethnic Studies and with a PhD in the discipline, it's appalling to see the resistance to the work of the Ethnic Studies council and those who fought to make ES as the prefix in the requirement. Yes, we have a long history in fighting for Area Studies: Ethnic Studies and Native American Studies to name a few. That fight continues.

01:49:29 Martin Gordillo: yesssssss Dr.Begay !!!!!

01:49:30 Marlene' Dusek: Nosuun Looviq Dr. Begay so grateful for your words , you're very important points and continuously supporting us as students .

01:49:31 molly crane conso: Thank you Dr. Begay -

01:49:44 Erick Eschker: Either Area F requires "special" consideration, or it doesn't. If Area F requires a unique process in some regards (such as requiring cross listing with ES) then why can't we also have a unique process in other regards (automatic cross listing).

01:49:53 Andrea Delgado (she/her) Assistant Professor, English: Great reminder to all of us—this is for the students!!

01:49:54 Amy Ithurnburn: many thanks Dr. Begay for all you said and do

01:50:05 Andrea Delgado (she/her) Assistant Professor, English: Thank you, Dr. Begay!

01:50:32 Ramona Bell: Thank you, Dr. Begay

01:50:41 _Loren C. (he): "Trust the subject experts"

01:50:49 _Kailyn Doyle_Humboldt State (she/her): ^^^^

01:51:52 Ramona Bell: Yes, Loren!

01:52:18 _Kailyn Doyle_Humboldt State (she/her): well said Dr. Schnurer

01:52:29 Ramona Bell: Trust and I will add "Respect"

01:52:35 _Arlene Wynn (she/her): Thank you Dr. Schnurer

01:52:35 Marlene' Dusek: Nosuun Looviq Maxwell.

01:52:36 _Loren C. (he): Yes!!!

01:52:41 molly crane conso: Yes!

01:52:50 Maral: Thank you Dr. Schnurer

01:52:54 Vicky Sama: Well said Maxwell... just like a communications expert!

01:52:54 Colin Miller (he, they), occupied Wiyot homelands: Thank you Maxwell!

01:53:19 Ramona Bell: Thank you, Dr. Schnurer.

01:55:22 _Malluli Cuéllar (she, her, hers): Instead of speaking I'll just type it out. I would like to bring attention to some of the dialogue that is occurring I'm the chat feature of this senate meeting in regard to this business item and some of the information that was shared during public forum. I am going to express a lot of disappointment in the silence of some of the administrators in this space because we have students addressing faculty who they may see on campus or take courses with in the chat feature. Why are we continuing to allow students to bare the weight of advocacy and defending themselves especially in this space. Why are we being real quiet? If we're not going to address that I'm going to call on my fellow senators to do the bare minimum and vote in support of this. Thank you.

Humboldt State University
University Senate Meeting Minutes
20/21:15 04/27/2021

01:55:47 Marlene' Dusek: !!!!^^^^^^

01:56:00 Martin Gordillo: Yes malluli !!!!!

01:56:11 Colin Miller (he, they), occupied Wiyot homelands: Thank you Elavie Ndura and Malluli Cuéllar for sharing those truths!

01:56:19 molly crane conso: ^^^^^^^^^^^^^^^^^^^

01:56:58 Gregg Gold: Why did I receive a vote?

01:57:06 Christopher Berumen: Malluili thank you for speaking up on that,

01:57:17 Molly Kresl: they were not able to limit who is able to vote or not

01:58:04 _Linda Parker (she/her): Well said Dr. Ndura. Thank you.

01:58:13 Ramona Bell: Thanks folks for listening!

01:58:51 Maral: Thank you everyone. I hope the chat is saved and that students are supported by Administration. Thank you all.

01:59:27 Mary Watson: Note the chat is included in the meeting minutes.

02:00:26 Maral: Thank you for your facilitation Professor Virnoche.

02:00:54 _Malluli Cuéllar (she, her, hers): As someone who also chairs meetings, I understand how difficult it can be for you Chair Virnoche to navigate both the senate floor and the chat feature. Thank you for your facilitation! I was more calling upon others present.

02:02:10 _Loren C. (he): I did not engage in this chat about policing - out of respect and to give my full attention to my colleagues in NAS and CRGS and their important words. For those interested in the SQE "No Harm Disarm" campaign - please come to events May 2nd and 3rd for more F2F conversation.

02:08:24 __Jayne Mcguire (she/her): Thanks for the feedback Monty and Jeff. That's very helpful

02:10:38 molly crane conso: Yes thank you Loren for sharing that info. I attended today's meeting to listen to the dialogue on the resolution. Some of the flippant comments were difficult to ignore, given my own experience (having been injured by local pd while peacefully protesting) and also having spent the past several years experiencing the campus environment, csu policy implementation, and advocacy for the implementation of this bill.

02:14:39 Cris Koczera: Insurance rates this year increased by 20% for example for the University

02:17:29 _Kailyn Doyle_Humboldt State (she/her): its true

02:17:44 _Kailyn Doyle_Humboldt State (she/her): about those affected

02:20:04 _Loren C. (he): Is there a way that it can be explained why those funds were allocated to the President's office?

02:25:30 __Monty Mola - Physics & Astronomy (he/him): The Cranston Resolution! RIP Fred!

02:26:04 Clint Rebik (he/him/his): Indeed! Also known as Charles P. Franklin...

02:27:22 __Cindy Moyer-Music (she/her): For next year, I think we should update the Cranston Resolution to add "they" to the list of pronouns.

Humboldt State University
University Senate Meeting Minutes
20/21:15 04/27/2021

- 02:27:25 __George Wrenn: What a nice way to end a very successful year of Senate business!
- 02:27:44 _Kailyn Doyle_Humboldt State (she/her): agreed Cyndie
- 02:27:52 __Stephanie Burkhalter (she/her): Thanks Mary Watson!
- 02:27:55 _Malluli Cuéllar (she, her, hers): Mary!!!
- 02:27:55 __Maxwell (he/his): Thanks to Mary and Mary for their facilitation and leadership.
- 02:28:11 Mary Watson: THANKS TO ALL OF YOU!! I so appreciate you all.
- 02:28:14 __Jim Woglom (he,him): Thank you Mary V!
- 02:28:15 __Cindy Moyer-Music (she/her): Thanks for all your good work - both Maries!
- 02:28:21 __Tim Miller (he, him, his): Thank you all!
- 02:28:23 _Linda Parker (she/her): Thank you Mary
- 02:28:23 _Malluli Cuéllar (she, her, hers): Thank you all!
- 02:28:26 _Arlene Wynn (she/her): Thanks so very much!
- 02:28:34 __Stephanie Burkhalter (she/her): Thank you! Motion to adjourn!

University Senate Chair Report April 27, 2021

Submitted to the University Senate
by Mary Virnoche, General Faculty President & University Senate Chair

Special Thanks and Appreciation to our Outgoing Senators

We have several senators whose terms are ending and who are not returning to the Senate for 21-22 in other capacities. Thank you so much for your service to the University Senate!

Faculty Senators: Jeff Dunk, Lucy Kerhoulas, and Noah Zerbe

Associated Students Delegate: Malluli Cuéllar

Open Forum on Fall 2021 Reopening

The Senate Executive Committee has requested a campus open forum to update staff, faculty, and students on the status of planning for Fall 2021 reopening and provide an opportunity for questions and answers. Vice President Gordon is working with staff to coordinate a meeting currently scheduled from 3-4 pm on Tuesday, May 4, 2021. This is the time period during which Senate business would usually take place. I encourage Senators to attend the open forum.

Newsletter from the Office of Diversity, Equity, and Inclusion

If you have not seen the [March 2021 newsletter](#) from [ODEI](#), take a quick look! There is so much going on across campus related to diversity and inclusion. Let me suggest that, to honor March Women's History Month, you take a few minutes to read the newsletter coverage of recent past and current federal actions related to indigenous missing persons. "*Homicide statistics for Native women are over 10 times the national average* and the No. 3 cause of death for Native American girls and women (age 10-24), according to the CDC" (*emphasis added* p. 4).

Appointments

Mark Wilson, Campus Facilities Naming Committee (AEC Appointed)

University Senate Resolutions Approval or Ratification

All Senate resolutions that were recommended to the President or the Provost have been approved. There are several resolutions approved by the Senate that are pending ratification of a vote by the General Faculty, and in some cases also require consideration by the Associated Students and Staff Council. The status of all resolutions are [recorded](#) in the official University Senate resolution tracking system. All resolutions pending a vote of the General Faculty, including any that are approved by the Senate during our Academic Year 20-21 final meeting on April 27, 2021, will be presented to the General Faculty for consideration via electronic balloting during the first week of May 2021. The outcomes of that balloting will close the University Senate business for AY 20-21.

Integrated Curriculum Committee Consent Calendar
University Senate Meeting April 27, 2021

[NAS - 200 - 20-1173](#). Proposal is seeking emergency area F designation for this course.

[SCI - 698 - 20-1085](#). Grade mode change from Optional CR/NC (defaults to letter) to Mandatory CR/NC to correct the catalog with how the course has been historically offered thus aligning the catalog and the schedule.

[ANTH - 104 - 19-902](#), Cultural Anthropology. Course Change Proposal. The department requests to add the DCG non-domestic certification (and maintain existing GEAR approval for GE area D). An appropriate syllabus and DCG matrix are attached. Reviewed at CDC and referred to GEAR for review 3/25/2021. GEAR approved on 4/7/2021 with a note that the course will need to recertify its GEAR designation when the campus-wide recertification process begins.

[ANTH - 140 - 19-885](#), Introduction to the Anthropology of Language. Course Change Proposal to add GEAR designations for GE area D Social Sciences & DCG non-domestic. The course will be renumbered to ANTH 102 to align with the course numbering system. Reviewed at CDC and referred to GEAR for review 3/25/2021. GEAR approved on 4/7/2021 with a note that the course will need to recertify its GEAR designation when the campus-wide recertification process begins.

[Environmental Science and Management - Change Concentration/Emphasis Requirements - 20-1012](#). The Ecological Restoration Concentration within the Environmental Science & Management Major would like to add NAS 331 (Indigenous Natural Resource Management Practices) as a restricted elective to provide students with more choices and with the opportunity to learn more about indigenous knowledge. There will be no additional resources associated with this addition of an elective choice and the NAS department likes this idea and approves the addition of NAS 331 in the ESM Eco Resto curriculum. A comprehensive list of electives for this concentration has been provided in proposal [# 19-809](#).

HUMBOLDT STATE UNIVERSITY

University Space & Advisory Committee (USFAC)

Space Allocation Recommendations as voted by USFAC quorum on March 26, 2021

| Request Number | Request Title | USFAC Recommendation | Rationale |
|----------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22 | Lactation Space in LAPT- Requested by Office of Dean of Students | Recommend; Allocate to NHE_117 | This space is not a vacated space but was identified as an optimal space for a lactation room by Facilities Management. Currently the orientation program uses this space for program storage. Facilities Management will work with the current occupants of NHE to find suitable alternate storage locations. The NHE_117 space is within good proximity to the requested space in Little Apartments off of the Library Plaza. Additionally, NHE_117 was identified with a long term lactation room implementation plan in accordance with recent state legislation. USFAC feels this recommendation will satisfy the request and mandated planning. |
| 29 | Requested by CNRS - Chemistry Lecturer Office (starting Fall 2020) | Recommend; Jenkins Hall improvements will accommodate the request | Open work concept may be used as additional space within the college becomes available via Jenkins Hall renovation for the purposes of workspace reassignments. Jenkins Hall is expected to have space for lecturers for all three colleges. |
| 35 | Dedicated Emergency Operations Center Location | No allocation recommended at this time | The Emergency Operations Center currently resides in SBS_179 and is a shared space. The developed program within SBS_179 includes priority scheduling for EOC functions. Facilities Management and SBS_179 stakeholders will work together to ensure there is a working solution in this shared space. |
| 39 | Office Space for Drs. Gold & Howe - Psychology | No allocation recommended at this time | Pursuant to the Space Policy Process Guide, USFAC recommends the Division work with the colleges to explore office space solutions within the current Academic Affairs space portfolio . |
| 52 | Teaching Computer Lab & Conference Center for Department of Journalism and Mass Communication | No allocation recommended at this time | Need identified; Facilities Management and Information Technology Services will work with the requestor to identify existing computer lab space that may be reserved for the purposes as illustrated by the proposer. |
| 56 | Accounting Office Storage Space | No allocation recommended at this time | FM will work with the requestor to accommodate space needs within their current footprint. |

HUMBOLDT STATE UNIVERSITY

University Space & Advisory Committee (USFAC)

Space Allocation Recommendations as voted by USFAC quorum on March 26, 2021

| | | | |
|----|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 69 | Project Rebound Office and Student Workspace | No allocation recommended at this time. Approved for possible mid-cycle allocation. | Based on the request, it was unclear that physical space is currently needed and appeared to be contingent on the award of a grant. The USFAC believes there is adequate vacated space available to provide accommodation for this function but hesitates to allocate on speculation. Facilities Management will work with the requestor to develop timelines to support the proposer. |
| 71 | College of Natural Resources and Sciences Request for Temporary Replacement for JH_214 Thermodynamics Laboratory | Recommended; Allocated: GH_114 | Permanent lab space is expected to return to Jenkins Hall post construction. |
| 72 | Dance Program Student and Support Space | No allocation recommended at this time | There is no vacated space identified in the proximity required for the purposes illustrated in the proposal. FM will work with the requestor on other possible solutions including the use of GH_115. |
| 73 | TRIO Ed Opportunity Center Officespace | No allocation recommended at this time. Approved for possible mid-cycle allocation. | Recommend reserving vacated space in the Nelson Hall Building relative to requests 75, 81, and 82 as those may have impacts on the same space. Facilities Management will work with the requestor and The USFAC will allow for approval of allocation of vacated space on any future USFAC agenda related to these proposals and the requestors will not need to wait for the next space request call cycle. |
| 74 | CAHSS Applied Anthropology and Cultural Resources Facilities | No allocation recommended at this time. Approved for possible mid-cycle allocation. | Facilities Management will work with the requestor to fully develop space needs in scale and scope to determine if all vacated space in BSS suites 148 and 154 will be required. The USFAC will allow for approval of allocation of vacated space on any future USFAC agenda related to these proposals and not wait for the next call cycle. |
| 75 | Student Union | No allocation recommended at this time. Approved for possible mid-cycle allocation. | USFAC recommends reserving vacated space in Nelson Hall and University Center buildings for the purposes of further planning with proposals, 75, 81, and 82. USFAC reviewed the individual proposals and considered the three in relation to one another. USFAC unanimously agreed that the vacated space in the former University Center building should be used for the intent of the proposals. Additionally, the USFAC agreed that the proposals need further |

HUMBOLDT STATE UNIVERSITY

University Space & Advisory Committee (USFAC)

Space Allocation Recommendations as voted by USFAC quorum on March 26, 2021

| | | | |
|----|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>coordination to develop the various programs and space requirements. Facilities Management will commit to continue its work with campus stakeholders, including our students, to develop a robust student centric program that will populate the space accordingly. The quantity of vacated space to allocate was unclear given these considerations and may include a mix of vacated space in Nelson Hall and University Center Buildings, therefore, reserving the space for further development is the recommendation. The USFAC will allow for approval of allocation of vacated space on any future USFAC agenda related to these proposals and the requestors will not need to wait for the next space request call cycle.</p> |
| 81 | <p>Associated Students Officespace and AS Core Programs (see 75 and 47)</p> | <p>No allocation recommended at this time. Approved for possible mid-cycle allocation.</p> | <p>Please Reference the response to request 75</p> |
| 82 | <p>Enrollment Management Cross Departmental Space Request: University Center and Nelson Hall East</p> | <p>No allocation recommended at this time. Approved for possible mid-cycle allocation.</p> | <p>Please Reference the response to request 75</p> |

GEAR Structure

- Changes must be responsive to the entirety of GEAR program requirements AND specific program needs
- Discussion of possible changing to GEAR structure have been ongoing in the ICC and GEAR committee
- Additional time to explore the impact of changes and how to support them in practice is needed before any further changes can be brought forward for consideration
- Please continue to engage with us as these discussions develop

I am a communication and a Spanish major, fortunately, this is my last semester. In this semester for call my capstone project is a Class on Critical Ethnography and this critical ethnography class is about looking at the way a specific culture behaves so critical ethnography looks at specific like attitudes, behaviors, even practices and the job of a critical ethnographer is to take that those observations and communicate it.

Last semester, I was in Mexico, and when I was in I you know I had a lot of socialization I was in another country with the pandemic, I had a totally different experience and so with this class I was thinking about what I could observe and communicate, and a lot of it came from my experience as a student during this pandemic. In a lot of my classes I've been able to see. A lot of shared attitudes in terms of the stress that students are experiencing, and I know that this isn't just my experience, I know that this is many of your experiences probably a lot of staff and even my professors who have seen say you know "I used to love teaching in class and now I'm stuck in a room." Once we were in a class and one of my classmates just broke down and said, is it is it just me or are all of you also struggling because I'm not understanding the material at all like I just don't get it. I was just coming back from Mexico and I was realizing that a lot of my peers were struggling with online learning and I wasn't.

But this is this is because I was in a small town what we still have socialization we didn't have to use face masks we didn't have to. I had the privilege to have like a big room to myself, I mean I wasn't stuck in a room I wasn't restricted from talking to my family members visiting them me because I was in a small town, we didn't have the restrictions that we had in the US.

And so it was when I saw this classmate crying breaking down there, I was like okay this this needs to be communicated, because, as things are getting planned, and I know that the University Senate does a lot of planning and I know policies and procedures are always having to change because things like this always happen and there's always reform needed.

And so I wanted to start the student email campaign because I also do some research on what is happening with education and during remote learning and I watched a Ted talk that is titled "What Covid-19 Revealed About US Schools" by Nora Flanagan and she talks about dialing down testing restructuring their education system in what is at stake but also like things could have been done differently. Luckily in my communication department my professors, have been very supportive they haven't been giving me a lot of homework, they have been very flexible with my classmates and myself and they have been restructuring of what the course schedules to look like before in person, are very different now they're not like as loaded and deadlines are a little more flexible.

Santamaria Open Forum Remarks
University Senate Meeting, April 27, 2021

But I know that a lot of students from cycle or science majors who are from other colleges are not having the same experience, I know that a lot of other students are not a lot of other professors just transitioned that same amount of workload into online learning and without considering like the mental well being of students and just like how much hours to spend on screen now and the communication that as a state so. I collected, a couple emails and I just sent this to the university sent and in hopes of communicating what has been happening. Every student that participated in the student email campaign just spoke to their own experiences in terms of what they struggled with or have been struggling with during online learning. It is a crucial time to think about how much more time we're going to remain online and what we could do to just like alleviate a little bit of stress that students will encounter next semester.

Kresl Open Forum Remarks
University Senate meeting, April 27, 2021

Hello,

My name is Molly Kresl and I am the Student Life Coordinator in the Office of Student Life. This year, I had the Immense pleasure of Chairing our Outstanding Student Awards Committee. The Outstanding Student Awards is the End of Year Ceremony that recognizes students who embody the ideals of academic excellence, service to others, and leadership that make HSU such an incredible place to be at.

Due to Covid19 restrictions, the awardees will be announced via the official OSA 2020-21 website and the HSU Instagram Stories. To allow for some excitement and build up, we began to announce the winners on April 26th and will release new winners each day to culminate in the Outstanding Students being announced on Friday, April 30th.

We want to thank all the selection committee members who took the time to review over 85 Student Nominations for 14 different awards!

For information and the schedule for the Award Announcements, go to osa.humboldt.edu.

Martin Open Forum Remarks
University Senate Meeting, April 27, 2021

My name is Jas (they/them), I am a Fisheries Biology major at Humboldt State University and as students for quality education intern.

As many of you know, there have been caused for defunding university police California State University wide, and humbled State University is not isolated from this. Students across the state have made strides and action for defunding university police and humbled State University is a perfect example of extreme university police department funding that does nothing to reduce crime. Police are not protective they are reactive; they wait until the crime has been committed, instead of being a resource for actual prevention.

This is why we are calling for defending. We need non police community based practices of transformative justice and accountability for our community. I'd like to speak on police chief Morgan's reform efforts and why reform is not only not effective, but also harmful to the students on campus. Trainings on implicit bias have statistically shown no demonstrate double positive effect and, in fact, many officers leading training bias trainings have abuse on the records themselves.

Chief Morgan expressed hopes of establishing a community task force to work with the UPD. This does not increase community trust in university police, but rather will deputized privileged students who, then what survey their classmates resulting and even more police action based on bias and racism, the university police department at HSU gets \$3 million a year. This diverts funds away from faculty campus health care and student led support programs for marginalized students. The time is now to defend our university police, we need to fund the students support services mental health services and housing for low income, students and restorative community lead justice that is non police and faculty staff and student led community based efforts. Thank you.

Hello, I'm Christina Hsu Accomando, and I am speaking in favor of the HSU Implementation policy that follows CSU requirements by protecting the integrity of Area F Ethnic Studies courses *as* Ethnic Studies courses.

I would like to begin with words from my former colleague María Corral-Ribordy, whose ES 107 Chican@/Latin@ Lives class gave rise to the acclaimed bilingual HSU student journal *CouRaGeouS Cuentos*. (This journal is used as a recruiting tool, and it emerged from an Ethnic Studies class.)

At the April 15 “Ethnic Studies for Everybody” celebration organized by HSU students to celebrate the Ethnic Studies requirement, Professor Corral spoke the following words:

“Many years ago, as an undergraduate in U.C. Berkeley with a major in biophysics, I took an introduction to Ethnic Studies class with Professor Ronald Takaki. The lecture hall was full. Professor Takaki walked in the room and wrote these words on the blackboard: ‘What happens when someone with the authority of a teacher describes our society and you are not in it? Such an experience can be disorienting, a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.’ I was immediately hooked! I knew that this class would help me understand things about the world, about history, about my community, and undeniably about myself.”

María's professor, Dr. Ronald Takaki, was a preeminent scholar of Ethnic Studies and the author of *A Different Mirror*, used by CRGS faculty to teach ES 105: Introduction to Ethnic Studies.

It is well established that Black, Indigenous, Latinx and Asian American students often experience their own invisibility in the curriculum. Too often when they *do* encounter images of themselves in scholarship, it is often as *objects* of study - dehumanized, distorted, stigmatized, criminalized, and delegitimized. And even when systemic racism *is* discussed, the curriculum is often grounded in the epistemologies and methodologies of a traditional academic discipline, from “outside experts” who have no lived connection to the communities about whom they write. Students in these classes may indeed learn important information about systemic inequalities, but not about the lived experiences and knowledge production of those in their communities organizing to address these injustices and to craft just, liberatory and decolonized visions of the future.

It is in response to the omissions, destructive misrepresentations, and even important but ultimately objectifying studies of inequality, that Black, Indigenous, Latinx and Asian American students organized with faculty and community members to produce the academic discipline of Ethnic Studies, which has developed an epistemology, methodology and pedagogy rooted in the struggle against white supremacy.

It is precisely those tools that Area F seeks to share with CSU students through the Ethnic Studies requirement.

Please vote yes to support the implementation of the Area F Ethnic Studies requirement *as an Ethnic Studies requirement*.

Adsit Open Forum Remarks
University Senate Meeting, April 27, 2021

Thank you for allowing me to speak today. I'm Janelle Adsit and I am one of the co-chairs in the department of English.

I am speaking in favor of the HSU Ethnic Studies Implementation Policy as this policy has been written by disciplinary experts on the Ethnic Studies Council.

Ethnic studies is a discipline that has been hard won through student and faculty activism. Students drew attention to the ways in which university spaces fundamentally did not serve them. They demanded a relevant education. Ethnic studies as a field has consistently engaged with the most pressing exigencies: how to participate and critically engage with liberatory struggles against continued colonialism, white supremacy, racism, and intersectional oppressions and injustices. While the concerns should be central to all of our work, Ethnic Studies carves out a space in the institution for histories, methodologies, and epistemologies that are underrepresented, or misrepresented, elsewhere in the curriculum.

To do anything but respect the integrity and academic freedom of this field is to denigrate this hard-won disciplinary legacy and presence—and continue and exacerbate the profound harms that the predominantly white university has perpetuated.

The CSU Area F requirement is an Ethnic Studies requirement. It should be respected as such.

As a white person I have needed the education ethnic studies provides and I still seek this education now. My observations tell me that many of my white colleagues share in this need for education. An ethnic studies education enables one to see the workings of power and privilege that too often set the terms of debate in arenas like this. I call on this body to refuse to participate in these insidious ways in which hierarchies are maintained.

To accomplish our institutional goals of equity and inclusion, it is necessary to value and trust the expertise of the Ethnic Studies Council who worked in collaboration with the ICC, CDC, GEAR Committee. I ask that you follow the recommendations of the Ethnic Studies Council, as written. Thank you.

Andrea Delgado Open Forum Remarks
University Senate Meeting, April 27, 2021

I'm also in the English department, I also want to thank the ethnic studies Council in particular for all of its hard work that it's done and I want to speak in support of the area F policy documents they have realized implementing California law to the specific context here at htc where we have to ethnic studies departments, as people have noted.

As Janelle just referenced everyone should be talking about race in their class, we are an HSI, this is our job, however, Ethnic Studies itself is its own discipline with specialized frameworks theories and methods. So, although we should all be speaking about race in our classes, we are not all Ethnic Studies scholars.

To deny that ethnic studies is its own discipline with specialized frameworks theories and methods to deny that would be to engage in white supremacy, so I support housing the area F requirement within this CRGS and NAS departments. If this policy is in past HSU will be in violation of the law, which will be another example of reticent Humboldt failing to develop and continue to progress. Lastly, and most importantly, this is an opportunity to address equity gaps and to make good on the requests of students for years of requesting the kinds of courses that they want.

We are in HSI, the demographics have shifted. The CSU is Brown.
We are an HSI, and we need to act like it.

Support the area F policy documents as currently written.

Erick Eschker Open Forum Remarks
University Senate Meeting, April 27, 2021

Hello, and thank you for the opportunity to speak. It's been a few years since I was a member of this body, and it is nice to see some familiar faces.

Please know that I am not going to shout nor am I going to deflect attention from the issues. I also want to speak to support Area F. But it should be done right. So please listen to my words.

I ask that the Senate table the decision on the Area F policy until concerns are discussed and addressed in this body. This draft process is radically different from the established course proposal process and invents criteria that are not in AB 1460 and EO1100.

I'm eager to develop a class in the new GE Area F. Last summer, I read the Chancellor's Office message which lists "the economics of racism" as a possible course. I had this class as an undergrad, it was a favorite of mine, and Humboldt State students would benefit from it.

This policy draft even begins "Ethnic Studies is an interdisciplinary field". But when I look at the draft details, I see a process that impedes interdisciplinary participation. The main concerns are Faculty litmus tests and Cross-listing and Transparency.

On the Faculty Litmus test,
I've carefully read AB 1460 and EO 1100 and they specify two relevant things only. First, core competencies must be met, and second, Area F courses must be cross-listed with Ethnic Studies. That's it.

In a radical change, this draft proposes to critique individual faculty members rather than course content.

This draft sets up a litmus test for non-Ethnic Studies faculty. It calls for explaining "why" a faculty member is proposing a course, how they plan to adopt Ethnic Studies "pedagogy," and how their teaching and research have "interfaced" with ethnic studies. But AB 1460 and EO 1100 do not require any of this. This proposed litmus test is in effect a hidden roadblock to limit Area F courses.

And indeed I received a letter from CRGS and NAS that confirms that they plan to reject courses if "developed by someone without academic expertise in the field of Ethnic Studies." But isn't the whole point of cross listing to create a course that is a little of one department, and little of the other? We expect cross listed courses to look unique.

You know, in the current catalog, I counted 83 courses outside my department that contain the word "economic" or "economy". We have never been asked to review faculty or proposals for any of them.

So here's the key question. What happens when a proposed course meets AB 1460 but the faculty is deemed "unqualified"? This is very dangerous stuff, because it places who teaches above what is taught.

Erick Eschker Open Forum Remarks
University Senate Meeting, April 27, 2021

A single department should have no “veto power” as long as core competencies are met. The current faculty in NAS and CRGS are great, but we should never set up a system that depends on future personalities.

On Cross Listing and Transparency,

This is not an equal partnership. It gives the Ethnic Studies Chairs full control over selecting instructors, scheduling, and course offerings. In fact, the faculty member who designs the course has no guarantee that they will ever teach the course!

Also, the policy should state the scoring rubric for proposals and report to the Senate how many courses were rejected and why.

In CONCLUSION,

Let's set up a system that represents our diversity of disciplines and let's avoid turning Area F into another academic silo. This will provide real choice for our students and will spark campus-wide energy toward Area F.

And I'm happy to answer any questions you may have.

Bell Open Forum Remarks
University Senate meeting, April 27, 2021

I want to thank the Senate for hearing me speak today.

I've been teaching ethnic studies in higher education for over 20 years. My PhD specializes in ethnic studies. Thus, me being here today during my sabbatical is a testament to how much I value the discipline of ethnic studies and what we teach and how we teach in Critical Race, Gender, & Sexuality Studies. This is significant moment as we at HSU move forward in implementing the ethnic studies requirement.

As a trained Ethnic Studies scholar and educator, I want to make a few points. The Area F policy preserves the autonomy of Ethnic Studies departments and disciplines. Revisions to EO 1100 requires that for courses to meet the Area F requirement they must be listed under an Ethnic Studies prefix. At HSU this means that courses will need to be listed with an ES (under the CRGS department) or NAS (under the NAS department) prefix. We need to maintain curriculum integrity for the ES requirement. Department Chairs have a longstanding practice and the authority to approve or disapprove articulation requests from Community Colleges for GE courses. HSU already has a policy that articulates how partnerships must be built across departments for cross listing courses. This Area F policy is in line with these types of practices.

Secondly, HSU's policy for implementing Area F is based in current practice governing cross-listed courses. Because the course is an Ethnic Studies requirement, with an Ethnic Studies prefix required (and the option of cross-listing with another department), the home department for any Area F course will be either CRGS (ES prefix) or NAS (NAS prefix). Following established practice, the home department, with approval of the Dean, appoints the faculty to teach the course.

Please vote "yes" for the ES requirement put forth by the Ethnic Studies Council. Thank you.

Martin Gordillo Open Forum Remarks
University Senate Meeting, April 27, 2021

I just want to kind of give you all, like a student's perspective on why Ethnic Studies is important to us. It doesn't matter what major or what workforce you're going into, the Professors in CRGS and NAS do some amazing work and help students see something through a different cultural lens and make us a better person for whatever specific field that we're going into.

As to recreational sports, students at HSU feel we're not equal compared to the NCAA's when you're bringing in San Jose's football team in the fall, and still not allowing our recreational sports be able to practice or even compete.

Remarks on HSU GEAR Curriculum with Area F Policy

4/27/2021

Corrina Wells

1. I am speaking in favor of the HSU Area F Implementation policy that follows CSU requirements by protecting the integrity of Area F Ethnic Studies courses as Ethnic Studies courses.
2. Our Ethnic Studies departments are lifeline programs for our students. As disciplines, they centralize the knowledges and stories of the cultures and communities the majority of our HSU students are coming from. As an HSI and a MSI it is imperative that we centralize the disciplines of Ethnic Studies and honor the scholars that come from the particular epistemological/methodological/and pedagogical approaches of Ethnic Studies. This is how we thrive.
3. As a first-generation, Latinx, Queer, Transgender, LA Transplant at HSU, Ethnic Studies disciplines were the first disciplines I saw myself in. Seeing myself, my communities, and my barrios in a University setting empowered me finish my undergraduate degree and further to pursue a graduate degree where I used Ethnic Studies methodologies to explore how students are impacted by the literature they read. Now as a scholar and professional working with the School of Education and the College of Professional Studies, Ethnic Studies offers me community and provides me with the tools to support our students.
4. I implore you to support the Area F policy. It strengthens our Ethnic Studies Departments and honors the disciplines and the scholars in a way that prioritizes our students' and our HSU community's best interests.

Hello my name is Clarissa and I am from the Yurok and Karuk tribes here in northern California. I am also a third year student at Humboldt State University, Majoring in English teaching the language arts and minoring in, American Indian Education, Ethnic American literature and Native American Studies. As a person whose education was centered around ES and NAS classes, I can not stress how important they are!

One of my favorite things about HSU is the plethora of NAS and ES classes that are not only offered, but taught by people who truly have immense amounts of knowledge on said topics. That's why it would be doing students a disservice to allow them to replace these classes with others. In the bill AB 1460 section 1 area c, it states that, Studies have found that both students of color and white students benefit academically as well as socially from taking ethnic studies courses. Ethnic studies courses play an important role in building an inclusive multicultural democracy. Considering HSU above average diversity, we should be taking charge in creating an inclusive multicultural atmosphere and by taking ES and NAS classes we are actively participating in that.

Another reason ES and NAS classes are important is because it's probably the first time these students are getting this information. If I had a dollar for everytime i saw someone's mind being blown in an ES or NAS class I could pay for all four years of my time at HSU. oftentimes students say things such as, "I can't believe i'm just now learning this!" and they walk away with a little resentment towards their high schools. In addition I have taken classes in fields that don't match my area of study, however i still feel i've gained important lessons from them which i would have never gotten if it weren't for the graduation requirements that push me to take them. So in other words They might not get another opportunity to learn this rich material again and that is very unfortunate considering these classes enrich their lives and could help their field of study. For example, the Tribal ecological knowledge that is taught in NAS classes would benefit STEM majors.

Clarissa Readen Open Forum Remarks
University Senate Meeting, April 27, 2021

There are countless reasons why ES and NAS classes are important, but one of the most important is the effect they have on students of color. When these classes are implemented and taken seriously it shows us that we are important, our histories are important, and it shows that the University truly believes our voices matter. Brian Tripp an elder, artist and activist from the Karuk Tribe coined the slogan, “One day you might have to fight for what you believe in.” ES and NAS classes are something I believe in strongly and I will **always** fight for their presence in higher education. Thank you all for your time and consideration. That's all.

A. M. Huebner Open Forum Remarks
University Senate Meeting, April 27, 2021

The university constantly reaffirms its interest in preserving the white supremacist settler state while projecting the image of a progressive institution. This deception is at the core of any attempt to reform policing. There is no reform of the UPD that will make students safe on this campus. Reforms and revamping of the UPD only serve to consolidate financial resources and power in the UPD. Why do we have a budget for criminalizing students that is 3x higher than the budget we have for the entire Student Health and Wellbeing budget? And 3.8x higher than all of the resources allocated for cultural centers (2020-2021 budget, openbook dashboard)? Budget decisions are statements of moral values. People in this call are making these decisions. If you are one of these people, why are you choosing to fund an institution that will always harm racialized and marginalized people when you could so easily fund services that would actually affirm the dignity of students on this campus?

Vicky Sama Open Forum Remarks
University Senate Meeting, April 27, 2021

I met with some of my colleagues in CAHSS the arts humanities and social sciences today and we were discussing the future of HSU as a Polytechnic. One of the common themes that came up in our conversation was the unintended barriers, we encounter toward innovation. Collaboration motivation and creative teaching and learning. I think this is also very related to the conversation about area F and what we're hearing in these comments today. The main problem we identified was the difficulty and the bureaucratic process of proposing new courses and ideas. And we would like to call for a serious change of the ICC process.

Curriculum and other systemic processes that need deconstruction, decolonizing, and reimagining so that we can create a curriculum that is current and perhaps radically different in these challenging and changing times the ICC process needs to change, please consider putting this on an issue for a future meeting and I guess that would be for next year. Thank you.

HSU GEAR Requirements and Course/Program of Study Certification

Section I. Summary of Current GEAR Program Requirements

In accordance with requirements set forth by Executive Orders [1100](#), [1061](#), and Humboldt State All-University Requirements, students are required to complete the following subject-area distribution requirements in order to complete the HSU GEAR Program Curriculum:

Area A: English Language and Communication and Critical Thinking (minimum nine semester units, one course in each area)

A1 Oral Communication (3 semester units)

A2 Written Communication (minimum 3 semester units)

A3 Critical Thinking (3 semester units)

Area B: Scientific Inquiry and Quantitative Reasoning (one course each in subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses; in addition, three semester units at the upper-division level in one of the following subareas)

B1 Physical Sciences (3 LD semester units)

B2 Life Sciences (3 LD semester units)

B3 Laboratory Activity (associated with a lower division course in B1 or B2)

B4 Mathematics/Quantitative Reasoning (3 LD semester units)

B Scientific Inquiry and Quantitative Reasoning (3 UD semester units)

Area C: Arts and Humanities (one lower-division course completed in each of these two subareas, plus one lower-division course completed in either subarea based on student choice, for a total of nine LD units; in addition, three semester units at the upper-division level in one of the following subareas)

C1 Arts (3 or 6 LD semester units)

C2 Humanities (3 or 6 LD semester units)

C Arts and Humanities (3 UD semester units)

Area D: Social Sciences (six lower-division units and three additional semester units at the upper-division level; courses shall be completed in at least two different disciplines among the nine total required semester units)

D1 — D0 (6 LD semester units, total)

D (3 UD semester units)

Area E: Lifelong Learning and Self-Development (3 LD semester units)

Area F: Ethnic Studies (3 LD or UD semester units)

Diversity and Common Ground (DCG) (6 semester units; at least one course must be in the Domestic subarea)

Domestic (3 or 6 LD or UD semester units)

Non-Domestic (0 or 3 LD or UD semester units)

American Institutions (minimum 6 LD or UD semester units; with a combination of courses to cover all three content areas)

US History

US Constitution

US & California State and Local Government

Section II. General Regulations

- A. All GEAR-certified courses must align with the objectives set forth for the respective content area of the course (GE Areas A-F, outlined in [EO 1100](#); American Institutions, outlined in section [40404](#) of Title 5; and Diversity and Common Ground, outlined [here](#)).
- B. Each GEAR-certified course must identify at least one [GEAR PLO \(25-19/20-ICC\)](#) that the course will assess for GEAR program assessment and an SLO that demonstrates the PLO.
- C. Each GEAR-certified course must identify a signature assignment and assessment tool for the purposes of conducting GEAR program assessment.
- D. All GEAR-certified courses must continuously participate in the GEAR program-wide assessment to maintain certification.
- E. All course syllabi for approved GEAR courses must identify the [GEAR PLO](#) with which the course aligns.
- F. Only courses certified as GEAR courses in the HSU catalog at the time the student takes them will count towards GEAR requirements.
- G. Where appropriate exams exist, GEAR requirements may be met by external examinations, such as Advanced Placement or International Baccalaureate exams (see [EO 1036](#) and [HSU Catalog](#)).
- H. Courses may not double count for more than one GE Area (A-F).
- I. Courses that meet requirements of more than one GE Area (A-F) can gain certification in multiple GE Areas (A-F). Upon successful completion of these courses, students, in consultation with their advisor, can select which **ONE** of the GE Areas (A-F) the course will satisfy on their degree program.
- J. Courses certified as GE Area (A-F) courses may be designated as American Institutions **AND/OR** Diversity and Common Ground courses. These overlay courses will satisfy the

requirements of both the GE Area (A-F) designation and the American Institutions and/or DCG designation upon successful student completion of the course.

- K. Neither courses identified in the catalog as graduate level (500, 600, 700) nor undergraduate and graduate co-listed courses (400/500) will be certified as GE Area A-F courses (See [P14-05](#)).
- L. Courses approved for GE Area A-F status that have not been offered in a five-year period shall have GE Area A-F certification removed (See [EO 1100](#)).
- M. GEAR courses may be offered in various formats and instructional modes and in various timeframes. Departments have the burden of demonstrating that the alignment with GEAR PLOs, GEAR assessment, and the expectations of student performance are maintained in all formats in which the course is taught.
- N. All GEAR-certified courses will be required to resubmit outcome and assessment information in accordance with the recertification process outlined in [Section V](#) to maintain certification.
- O. Courses certified for Areas A2 and B4 must meet additional requirements outlined in [EO 1110](#).

Section III. Proposal of a New GEAR Course: GE Areas A-E, Diversity and Common Ground, and/or American Institutions

The guidelines in this section apply to proposed courses that have not previously been certified as lettered GE Areas A-E courses **OR** that were not recertified at the last certification cycle (see section V).

- A. All courses proposals for GE Areas A-E must satisfy all General Requirements listed in [section II](#).
- B. GEAR Certification proposals must include:
 - a. All elements required as part of ICC proposals:
 - i. For courses already in the HSU catalog: [Course Change](#)
 - ii. For courses not already in the HSU catalog: [New Course Proposal](#)
 - b. A completed [GEAR Course Overview Form](#) is required upon proposal submission to demonstrate course ability to meet GEAR requirements.
 - c. A completed [GEAR Assessment Form](#) is required upon proposal submission to demonstrate that GEAR PLO assessment via an SLO-aligned signature assignment is in place for participation in university assessment.
- C. Complete proposals must be submitted to [Curriculumlog](#) and are subject to the [Curriculum Deadlines Calendar](#).

- D. Complete proposals will be reviewed by the GEAR Curriculum and Assessment Committee, Curriculum Development Committee, and ICC in accordance with [ICC bylaws](#).

Section IV. Proposal of a New GEAR Course: GE Area F

The guidelines in this section apply to proposed courses that have not previously been certified as lettered GE Area F courses **OR** that were not recertified at the last certification cycle (see section V).

- A. All course proposals for GE Area F must first follow guidelines in the [GE Area F Procedures](#).
- B. All course proposals for GE Area F must satisfy all General Requirements listed in [section II](#).
- C. GEAR Certification proposals must include:
 - a. All elements required as part of ICC proposals:
 - i. For courses already in the HSU catalog: [Course Change](#)
 - ii. For courses not already in the HSU catalog: [New Course Proposal](#)
 - b. All elements as required in the [GE Area F Procedures](#).
 - c. A completed [GEAR Course Overview Form](#) is required upon proposal submission to demonstrate course ability to meet GEAR requirements.
 - d. A completed [GEAR Assessment Form](#) is required upon proposal submission to demonstrate that GEAR PLO assessment via an SLO-aligned signature assignment is in place for participation in university assessment.
- D. Complete proposals must be submitted to [Curriculog](#) and are subject to the [Curriculum Deadlines Calendar](#).
- E. Complete proposals will be reviewed by the GEAR Curriculum and Assessment Committee, Curriculum Development Committee, and ICC in accordance with [ICC bylaws](#).

Section V. GEAR Course Recertification

The guidelines in this section apply to courses that have been previously certified as GEAR courses and are seeking recertification.

- A. Recertification will occur on a seven-year cycle as follows, beginning AY 2021/2022:

| | |
|----------|--------|
| Year One | Area F |
|----------|--------|

| | |
|------------|-----------|
| Year Two | DCG |
| Year Three | Area E |
| Year Four | Area D/AI |
| Year Five | Area C |
| Year Six | Area B |
| Year Seven | Area A |

- B. During the designated AY, GEAR-certified courses are required to submit the [GEAR Course Recertification Form](#) to demonstrate continued alignment with GEAR program objectives and assessment.
- C. Completed recertification forms must be submitted to [curriculog](#) and are subject to the [Curriculum Deadlines Calendar](#).
- D. Recertification forms will be reviewed by the GEAR Curriculum and Assessment Committee and ICC in accordance with [ICC bylaws](#).
- E. Courses for which recertification forms are not submitted prior to the curricular deadline and courses that do not demonstrate continued alignment with GEAR requirements will not be granted recertification and will be removed from GEAR designation effective the following AY.

Section VI. Proposal of a Program of Study to Satisfy GEAR Requirements

These guidelines apply to major programs and minors wherein a combination of outcomes in two or more required courses within the program of study can be shown to satisfy the upper-division GE Area B/C/D requirement.

- A. Students with double (multiple) majors or minors may exercise this substitution in each major and minor if available.
- B. Recertification and assessment of GEAR PLOs will occur on an ongoing basis, by the same process and on the same schedule as traditional GE courses.
- C. When accepting transfer credit and/or student petitions for substitution of a major or minor course, issues of GE requirements must also be considered. If a course is accepted in place of an HSU major or minor course but does not fulfill needed GE requirements, then that student will need to fulfill the GE requirement by taking a traditional GE course.
- D. Program of Study proposals must include:

- a. Respective Program of Study Form:
 - i. [Area B](#)
 - ii. [Area C](#)
 - iii. [Area D](#)
- E. Complete proposals must be submitted to [Curriculog](#) and are subject to the [Curriculum Deadlines Calendar](#).
- F. Complete proposals will be reviewed by the GEAR Curriculum and Assessment Committee, Curriculum Development Committee, and ICC in accordance with [ICC bylaws](#).
- G. The approved list of majors and their courses that will be used to satisfy the GE requirements will be forwarded to the Registrar's Office to ensure that the information is entered into the university catalog and DARS.

DRAFT GEAR Course Overview Form ***DRAFT***

The General Education and All-University Requirements (GEAR) Program at Humboldt State University is designed, in concert with the major, to ensure that all graduates have attained the knowledge, skills, experiences, and perspectives necessary to achieve the HSU Baccalaureate Institutional Learning Outcomes.

Each GEAR subject area is aligned with a specific set of skills that students should be building toward as a result of completion of coursework in that area, included at the [end of this form](#). Please refer to these skills when answering question five of this form.

To describe how the proposed course meets the needs of the GEAR Program and HSU students, please respond to the following:

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What is the course name and number? |
| 2. What GEAR subject area(s) (e.g. A1, B2, DCG etc.) is this course being proposed for? |
| 3. In the most recent course catalogue, how many other courses are currently certified in the GEAR subject area (e.g. A1, B2, DCG etc.) into which the proposed course would fit? |
| 4. How does the proposed course fill a need within the GEAR curriculum? |
| 5. Using specific examples of course activities, please describe how the proposed course will address the skills associated with the GEAR subject area into which the proposed course would fit (if multiple subjects areas (e.g. Area F and DCG), please describe how the course will address skills for all subject areas). |
| 6. How will the proposed course meet the needs of non-major students with little to no previous knowledge of the subject matter? |
| 7. If the course will double count for credit in a major program, how will it meet the needs of major students while still remaining applicable to the general curriculum? |
| 8. What evidence exists on the budgetary and resources impact of adding the proposed course to the GEAR Program? |

Skills by Subject Area

Area A:

I. **Written and Oral Communication:**

- A. Examine communication from the rhetorical perspective
- B. Practice reasoning, advocacy, organization, and accuracy
- C. Enhance their skills and abilities in the discovery, critical evaluation, and reporting of information

II. **Critical Thinking:**

- A. Logic and its relation to language
- B. Elementary inductive and deductive processes, including the formal and informal fallacies of language and thought
- C. How to distinguish matters of fact from issues of judgment or opinion

Area B

I. **Life Forms and Physical Universe**

- A. Apply scientific concepts and theories to develop scientific explanations of natural phenomena
- B. Critically evaluate conclusions drawn from a particular set of observations or experiments
- C. Demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts

II. **Mathematics/Quantitative Reasoning**

- A. Demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems

Area C

- I. Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation
- II. Respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses
- III. Explain the nature and scope of the perspectives and contributions found in a particular discipline within the arts and humanities as related to the human experience, both individually (theirs) and collectively

Area D

- I. Apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance
- II. Explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts
- III. Illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

Area E

- I. Courses are designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Students will focus on skills, abilities, and dispositions.

Area F

- I. Courses shall guide students toward at *least three of the following five* core competencies:
 - A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - B. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - C. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
 - D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
 - E. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Diversity and Common Ground

Diversity and Common Ground (DCG) courses guide students toward the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies. DCG courses are centrally organized around the aims of *one of the four* pedagogical models:

- I. **Multicultural Studies**, the educational objectives of this model are for students to:
 - A. Comprehend the diversity of knowledge, experiences, values, worldviews, traditions, and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another; Explore and evaluate concrete examples of the student's own cultural heritage in relation to others
 - B. Be able to read a culture critically through expressions and representations indigenous and exogenous to that culture.
- II. **Identity Politics**, the educational objectives of this model are for students to:
 - A. Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
 - B. Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
 - C. Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)
- III. **Differential Power and Privilege**, the educational objectives of this model are for students to:

- A. Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
 - B. Study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
 - C. Expand the ability to think critically about vital problems and controversies in social, scientific, economic, and cultural life stemming from differences of gender, race, disability, class, etc.
- IV. Integrative Approach**, the integrative approach model will substantively incorporate aims from two or more of the above models.

American Institutions

- I. Courses focused on historical development of American institutions and ideals**
 - A. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
 - B. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
 - C. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.
- II. Courses focused on the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government**
 - A. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - B. The rights and obligations of citizens in the political system established under the Constitution.
 - C. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
 - D. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

DRAFT GEAR Assessment Form *DRAFT*

Section I. Learning Outcomes

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the *specific measurable behaviors that demonstrate achievement of the PLOs*. GEAR assessment data is reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

From the [table included at the end of this form](#), please identify the GEAR PLO that the proposed course will assess. (Note that the course curriculum may address multiple GEAR PLOs, but this form asks you to identify which one will be assessed in the course and reported back to the GEAR committee as part of the GEAR Program Assessment Cycle.) If the course proposed fits a different PLO from the corresponding AREA identified in the table, please attach a document providing justification for addressing the selected PLO.

An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by writing an SLO that will demonstrate the PLO the proposed course will address.**

| |
|-------------------------------------------------------------------------------------------------------------------|
| GEAR PLO: |
| In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors: |
| SLO: |

Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

Each GEAR course needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

| |
|------------------------------|
| Signature Assignment: |
|------------------------------|

Assessment Tool:

Section III. Executive Order 1110 Plan (Required for courses in Area A2 and B4 ONLY)

In 2017, the CSU adopted [Executive Order 1110](#) to address college readiness of students in written communication (A2) and mathematics/quantitative reasoning (B4) courses. All GEAR A2 and B4 courses are accountable for meeting the student support and reporting requirements of EO1110. To describe how the proposed course will meet the requirements of EO1110, please respond to the following:

How will the course address the needs of students in [readiness categories 3 and 4](#)?

What consultation with current A2/B4 programs has occurred to ensure that reporting happens in a systematic and cooperative way with the existing structure?

GEAR PLOs and Corresponding GEAR Areas

| PLO | Area |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1. Demonstrate emergent skills and dispositions necessary for lifelong learning and self-development. | E |
| 2. Locate, evaluate, and employ information effectively and ethically for a wide range of purposes. | A1, A2, A3 |
| 3. Critically evaluate issues, ideas, artifacts, and evidence. | A3 |
| 4. Develop and express ideas effectively in writing. | A2 |
| 5. Effectively communicate orally for informational, persuasive, and expressive purposes. | A1 |
| 6. Demonstrate knowledge of broad college-level quantitative concepts and apply mathematical or statistical methods to describe, analyze, and solve problems in context. | B4 |
| 7. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world. | B1, B2, B3 |
| 8. Transform materials, ideas, or solutions into new forms through creative expression, innovative thinking and making, risk taking, or problem solving. | C1 |
| 9. Analyze literary, philosophical, historical, or artistic works and explain their cultural and/or historical significance and context. | C2 |
| 10. Analyze concepts, research methods, and theories pertaining to one or more of disciplines of the social sciences. | D |
| 11. Demonstrate a critical understanding of the history of the US, and its structures of constitutional government, as a foundation for civic participation at all levels. | AI |
| 12. Apply knowledge produced by voices and perspectives of marginalized communities to analyze systems of power and privilege and identify strategies for creating just and equitable societies. | DCG/F |
| 13. Describe how the resilience, sustainability, and conservation of ecological systems is a foundation of the functions of the natural world and/or economies. | |
| 14. Articulate how a resilient future interfaces with the development of just and equitable societies, economies, environmental protection, and/or resource management at the local, national, and/or global levels. | DCG |

DRAFT GEAR Course Recertification Form *DRAFT*

Why are Current GEAR Courses Required to be Recertified?

The WSCUC 2018 Team Visit included the feedback: “Implement a comprehensive university assessment plan developed by faculty so that effective assessment is consistent across the institution, and widely shared among faculty, staff, and students. Improving the assessment of GEAR and consistently embedding the expectations for student learning in the standards faculty use to evaluate student work are components of effective assessment. (CFR 2.4, 2.6)”.

In response, GEAR PLOs were revised and the new (current) PLOs were approved by the University Senate in spring 2020. In order to meet the “comprehensive university assessment plan”, each GEAR course needs to have:

1. A GEAR PLO that it will assess
2. An SLO that describes how students will demonstrate the PLO
3. A signature assignment, which is an assignment that can be used to measure student progress toward the identified PLO
4. An assessment tool, which will be used to score the signature assignment

Including the four components listed above not only ensures that the courses meet the requirements of the GEAR Program but also that there is a set expectation and agreed upon tool for assessment that can be passed on as new or different instructors teach the course or sections of the course over time. This form provides instructions for establishing an SLO and assessment plan for existing GEAR courses and must be submitted to the ICC for review in order to maintain GEAR Status.

Section I. Learning Outcomes

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the *specific measurable behaviors that demonstrate achievement of the PLOs*. GEAR assessment data is reported out to the CSU system and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLO(s) that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

Please identify the PLO for the course from the table included at the end of this form and complete sections II and III speaking to that PLO. If the course fits a different PLO from the corresponding AREA identified in the table, please attach a document providing justification for addressing the selected PLO.

An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by writing an SLOs that will demonstrate the PLO the course will address.**

| |
|-------------------------------------------------------------------------------------------------------------------|
| GEAR PLO: |
| In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors: |
| SLO: |

| |
|--|
| |
|--|

Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the assessment of specific SLOs. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, rating scales.

Each GEAR course needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment that will require students to perform the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

| |
|------------------------------|
| Signature Assignment: |
| |
| Assessment Tool: |
| |

Section III. Executive Order 1110 Plan **(Required for courses in Area A2 and B4 ONLY)**

In 2017, the CSU adapted [Executive Order 1110](#) to address college readiness of students in written communication (A2) and mathematics/quantitative reasoning (B4) courses. All GEAR A2 and B4 courses are accountable for meeting the student support and reporting requirements of EO1110. To describe how the course will meet the requirements of EO1110, please respond to the following:

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How will the course address the needs of students in readiness categories 3 and 4? |
| |
| How will the course report out results? |
| |
| What consultation with current A2/B4 programs has occurred to ensure that reporting happens in a systematic and cooperative way with the existing structure? |
| |

Section IV. Alignment with GEAR Content

5. Using specific examples of course activities, please describe how the proposed course will address the skills associated with the GEAR subject area into which the proposed course would fit:

Skills by Subject Area

Area A:

I. Written and Oral Communication:

- A. Examine communication from the rhetorical perspective
- B. Practice reasoning, advocacy, organization, and accuracy
- C. Enhance their skills and abilities in the discovery, critical evaluation, and reporting of information

II. Critical Thinking:

- A. Logic and its relation to language
- B. Elementary inductive and deductive processes, including the formal and informal fallacies of language and thought
- C. How to distinguish matters of fact from issues of judgment or opinion

Area B

I. Life Forms and Physical Universe

- A. Apply scientific concepts and theories to develop scientific explanations of natural phenomena
- B. Critically evaluate conclusions drawn from a particular set of observations or experiments
- C. Demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts

II. Mathematics/Quantitative Reasoning

- A. Demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems

Area C

- I. Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation
- II. Respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses
- III. Explain the nature and scope of the perspectives and contributions found in a particular discipline within the arts and humanities as related to the human experience, both individually (theirs) and collectively

Area D

- I. Apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance

- II. Explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts
- III. Illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

Area E

- I. Courses are designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Students will focus on skills, abilities, and dispositions.

Area F

- I. Courses shall guide students toward at *least three of the following five* core competencies:
 - A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - B. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - C. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
 - D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
 - E. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Diversity and Common Ground

Diversity and Common Ground (DCG) courses guide students toward the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies. DCG courses are centrally organized around the aims of *one of the four* pedagogical models:

- I. **Multicultural Studies**, the educational objectives of this model are for students to:
 - A. Comprehend the diversity of knowledge, experiences, values, worldviews, traditions, and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another; Explore and evaluate concrete examples of the student's own cultural heritage in relation to others
 - B. Be able to read a culture critically through expressions and representations indigenous and exogenous to that culture.

- II. **Identity Politics**, the educational objectives of this model are for students to:
 - A. Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
 - B. Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
 - C. Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)
- III. **Differential Power and Privilege**, the educational objectives of this model are for students to:
 - A. Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
 - B. Study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
 - C. Expand the ability to think critically about vital problems and controversies in social, scientific, economic, and cultural life stemming from differences of gender, race, disability, class, etc.
- IV. **Integrative Approach**, the integrative approach model will substantively incorporate aims from two or more of the above models.

American Institutions

- I. **Courses focused on historical development of American institutions and ideals**
 - A. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
 - B. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
 - C. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.
- II. **Courses focused on the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government**
 - A. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - B. The rights and obligations of citizens in the political system established under the Constitution.
 - C. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
 - D. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

DRAFT* Proposal to Satisfy Upper Division Area B through Course of Study *DRAFT

Department:

Major/Minor:

Section I. Alignment of Program of Study with GEAR Area Skills

Using specific examples from the syllabi, describe how the collection of two or more courses in the program of study will address the skills within GEAR Area B. *Note: Please attach to this proposal a sample syllabus for each course listed.*

| Skills students should gain as a result of completing the Program of Study courses identified to address GEAR Area B | Relevant courses/components that address skills (refer specifically to attached course syllabi) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Apply scientific concepts and theories to develop scientific explanations of natural phenomena | |
| Critically evaluate conclusions drawn from a particular set of observations or experiments | |
| Demonstrate understanding of the science field under study through proper use of the technical/scientific language and the development, interpretation, and application of concepts | |

Section II. Identification of GEAR Program PLO and Assessment SLO

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the **specific measurable behaviors that demonstrate achievement of the PLOs**. GEAR assessment data are reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

The GEAR PLOs associated with Area B are:

- PLO 6: Demonstrate knowledge of broad college-level quantitative concepts and apply mathematical or statistical methods to describe, analyze, and solve problems in context.
- PLO 7: Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.

The program of study should address one of these PLOs in connection to GEAR Program Assessment. An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by identifying the appropriate PLO and writing an SLO that will demonstrate the PLO the proposed course will address.**

| |
|-------------------------------------------------------------------------------------------------------------------|
| GEAR PLO: |
| In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors: |
| SLO: |

Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

One of the courses in the program of study included above needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

| |
|------------------------------|
| Signature Assignment: |
| Assessment Tool: |

DRAFT* Proposal to Satisfy Upper Division Area C through Course of Study *DRAFT

Department:

Major/Minor:

Section I. Alignment of Program of Study with GEAR Area Skills

Using specific examples from the syllabi, describe how the collection of two or more courses in the program of study will address the skills within GEAR Area C. *Note: Please attach to this proposal a sample syllabus for each course listed.*

| Skills students should gain as a result of completing the Program of Study courses identified to address GEAR Area C | Relevant courses/components that address skills (refer specifically to attached course syllabi) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation | |
| Respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses | |
| Explain the nature and scope of the perspectives and contributions found in a particular discipline within the arts and humanities as related to the human experience, both individually (theirs) and collectively | |
| <p>Arts-specific Outcome C.4 Demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, “as a result of their”) participation in and study of drama, music, studio art, and/or creative writing</p> | |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Humanities-Specific Outcome C.4 Discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.</p> | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Section II. Identification of GEAR Program PLO and Assessment SLO

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the *specific measurable behaviors that demonstrate achievement of the PLOs*. GEAR assessment data are reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

The GEAR PLOs associated with Area C are:

- PLO 8: Transform materials, ideas, or solutions into new forms through creative expression, innovative thinking and making, risk taking, or problem solving.
- PLO 9: Analyze literary, philosophical, historical, or artistic works and explain their cultural and/or historical significance and context.

The program of study should address one of these PLOs in connection to GEAR Program Assessment. An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by identifying the appropriate PLO and writing an SLO that will demonstrate the PLO the proposed course will address.**

| |
|--------------------------------------------------------------------------------------------------------------------------|
| <p>GEAR PLO:</p> |
| <p>In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors:</p> |
| <p>SLO:</p> |

Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

One of the courses in the program of study included above needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

Signature Assignment:

Assessment Tool:

DRAFT* Proposal to Satisfy Upper Division Area D through Course of Study *DRAFT

Department:

Major/Minor:

Section I. Alignment of Program of Study with GEAR Area Skills

Using specific examples from the syllabi, describe how the collection of two or more courses in the program of study will address the skills within GEAR Area D. *Note: Please attach to this proposal a sample syllabus for each course listed.*

| Skills students should gain as a result of completing the Program of Study courses identified to address GEAR Area D | Relevant courses/components that address skills (refer specifically to attached course syllabi) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Apply the discipline-specific vocabulary, principles, methodologies, value systems, and ethics employed in social science inquiry to a specific instance | |
| Explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts | |
| Illustrate how human social, political, and economic institutions and behavior are inextricably interwoven | |

Section II. Identification of GEAR Program PLO and Assessment SLO

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the **specific measurable behaviors that demonstrate achievement of the PLOs**. GEAR assessment data are reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as

meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

The GEAR PLO associated with Area D is:

- PLO 10: Analyze concepts, research methods, and theories pertaining to one or more of disciplines of the social sciences.

The program of study should address GEAR PLO 10 in connection to GEAR Program Assessment. An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by writing an SLO that will demonstrate the PLO the proposed course will address.**

| |
|----------------------------------------------------------------------------------------------------------------------|
| In order to achieve GEAR PLO 10, students will perform the following demonstration of specific measurable behaviors: |
|----------------------------------------------------------------------------------------------------------------------|

| |
|-------------|
| SLO: |
|-------------|

Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

One of the courses in the program of study included above needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

| |
|------------------------------|
| Signature Assignment: |
|------------------------------|

| |
|-------------------------|
| Assessment Tool: |
|-------------------------|



GEAR Area F Implementation Policy

[Policy Number]

[Responsible Office Name]

Applies to: Faculty

Supersedes: NA

Purpose of the Policy

Ethnic Studies is an interdisciplinary field connecting students' lived experiences (embodied knowledges) across disciplines; centering decolonization (challenging settler colonialism, racism & epistemic violence); and equipping students with tools to better understand social inequalities and structural forces that shape their lives while also providing them with tangible strategies to transform their communities. Ethnic Studies empowers research and engagement with racialized communities by focusing on activism, critical analysis of structural and institutionalized violence, and working for epistemic justice by uplifting ways of knowing and knowledges that have been historically marginalized in the academy. The disciplinary focus is defined in AB1460 as being on one or more of four groups: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

At Humboldt State University Ethnic Studies disciplines are housed in two departments: Critical Race, Gender, and Sexuality Studies (Ethnic Studies Major Concentration and Minor) and Native American Studies. These two departments will be where courses that meet the AB 1460/Area F Requirement will be listed and maintained.

[AB 1460](#) was signed into law on August 17, 2020. This law provides an explicit pathway for implementation of an Ethnic Studies requirement in the CSU and supports the following goals and objectives:

- Students shall complete one three-unit lower-division or upper-division course in Ethnic Studies;
- Students obtain knowledge about the experiences of one or more of the four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans; and,

- Students acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.

Modifications or adaptations to the learning objectives are subject to the expert peer evaluation of Ethnic Studies faculty in Ethnic Studies departments, units, or programs (e.g., Native American Studies, African American Studies, Asian American Studies, Latina/o Studies, or Ethnic Studies).

Table of Contents

- I. [Course Requirements](#)
- II. [Evaluation and Assessment](#)
- III. [Faculty Qualifications](#)
- IV. [Review Process](#)

Policy Details

Area F Course Requirements

Each course must meet the following requirements to fulfill the AB1460 Ethnic Studies GE Requirement as stated in Executive Order 1100: CSU General Education Breadth Requirements ([EO 1100](#)):

- Must fulfill a minimum of three out of the five core competencies:

Core Competency #1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

Core Competency #2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions,

lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Core Competency #3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Core Competency #4: Explain and critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Core Competency #5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

- Must meet the following GEAR Program Learning Outcome: #12: Apply knowledge produced by voices and perspectives of marginalized communities to analyze systems of power and privilege and identify strategies for creating just and equitable societies.
- Shall have an Ethnic Studies course prefix such as Native American Studies (NAS) or Ethnic Studies (ES).
- Shall be managed by the respective department (CRGS or NAS) for which the course is listed with Department Chair approval over: selection of instructor, course days/times, and course offerings per semester.

Evaluation and Assessment

- Courses shall be evaluated to determine compliance with AB 1460 Core Competencies as needed with leadership from the HSU Ethnic Studies Council,

who will provide a report to the CRGS/NAS Department Chairs and the GEAR committee.

- Courses will also be evaluated to determine how they are meeting GEAR Program Learning Outcomes by the GEAR committee.
- The Ethnic Studies Council will work in partnership with the GEAR Committee to determine assessment requirements for meeting AB1460 and GEAR Program Learning Outcome #12 and auditing Ethnic Studies requirement courses for assessment purposes.

Faculty Qualifications

- Preferred qualifications for faculty shall first be faculty hired in Ethnic Studies departments, units, or programs (e.g., Native American Studies, African American Studies, Asian American Studies, Latina/o Studies, or Ethnic Studies) and second be faculty meet the stated submission requirements and have an agreed upon and signed MOU with Ethnic Studies departments as approved by Ethnic Studies Department Chairs (the CRGS or NAS department at HSU).

Review Process

- Courses originating from CRGS/NAS departments review process:
 - CRGS/NAS faculty shall propose courses with Ethnic Studies (ES) or Native American Studies (NAS) prefixes to department level curriculum committees;
 - Curriculum committees in CRGS or NAS shall review, modify, and approve courses with ES/NAS prefixes attempting to meet the Ethnic Studies Requirement;
 - Faculty proposing the course will submit the approved course to Curriculog for approval for course listing.
 - The proposal will need to be approved by the CRGS or NAS Department Chair before being reviewed by the Dean, GEAR and the ICC following the procedure outlined in the ICC bylaws.
- Courses originating from a department outside of CRGS/NAS must be cross-listed with CRGS/NAS per EO1100. Cross listed courses proposed to the ICC are

collaborative proposals and thus coordination between the departments is required prior to proposal of the course to the ICC as outlined.

- A faculty member who is developing the proposal will meet with the CRGS or NAS Chair to discuss a proposed course. Faculty interested in teaching courses that would satisfy the Ethnic Studies requirement must meet the below set of standards and requirements in order to be considered for cross listing.
 - Materials Needed:
 - A cover letter explaining the course for consideration, specifically evidencing how the course meets the standards of Ethnic Studies, why the faculty member is interested in teaching Ethnic Studies, how they incorporate Ethnic Studies pedagogy in their classroom, and how their discipline-specific field (i.e., English, History, Philosophy, etc.) will be de-centered.
 - A full syllabus (including weekly readings and assignments).
 - A short 2-pg. CV highlighting how the faculty member's teaching and research areas have interfaced with at least one of the traditional Ethnic Studies academic fields (i.e., African American/Black Studies; Asian American & Pacific Islander Studies; Native American and Indigenous Studies; Chicax and Latinx Studies).
 - Materials will need to be submitted to the Department Chair of CRGS or NAS for review.
- The CRGS or NAS Department Chair will propose the course to their respective Department Curriculum Committee for review, discussion, and approval for submission to curriculog.
- If the course is approved by the CRGS or NAS Department Curriculum Committee, then the proposing faculty member will submit the course to Curriculog.
- The course proposal should include a Memorandum of Understanding between the home department of the faculty member and the Ethnic Studies Department, reviewed and approved by the Dean of the College of Arts, Humanities and Social Sciences and, as needed, Deans from the Colleges from which the proposing faculty reside (College of Professional Studies or College of Natural Resources and Sciences). The MOU should note if the course will solely be listed under an ES or NAS designation (as

required by AB1460), and/or also cross-listed with the home department, if it will meet other major requirements, and that the proposing faculty's home department is willing to work in partnership with Ethnic Studies department and support the proposing faculty member to submit the course for listing in the ES or NAS Department.

- Once all documents are uploaded the CRGS or NAS Department Chair will provide an Ethnic Studies or NAS Course Prefix number for the course and will review and approve the course proposal via Curriculog.
- The proposal will then be reviewed by GEAR and the ICC following the procedure outlined in the ICC bylaws.

CRGS and NAS maintain the right to determine proposed course offerings and course frequency as well as instructor preference for courses that are housed in the ES Designated departments and/or meet the AB1460 requirement.

The HSU Ethnic Studies Council will continue to meet with the Dean of the College of Arts, Humanities, and Social Sciences to determine need, course offerings, and provide guidance to the CRGS and NAS Department Chairs about course demand and offerings for each year.

History *(required)*

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

HUMBOLDT STATE UNIVERSITY
University Senate

GEAR Course and Program of Study Certification Process

31-20/21-ICC – April 27, 2021 – Second Reading

RESOLVED: The University Senate of Humboldt State University recommends to the Provost that the ICC shall be charged to implement the attached processes for certification of all General Education and All University Requirements (GEAR) courses, including requirements for Area F as mandated by AB 1460 and EO1100 (revised), and programs of study that meet GEAR ; and it be further

RESOLVED: The University Senate charges the ICC with developing a systematic process for GEAR Program assessment and reporting over AY 2021/2022-2022/2023; and it be further

RESOLVED: This resolution supersedes #08-08/09-EP (revised).

RATIONALE for GEAR (Re)Certification:

In order to bring the current GEAR course offerings into alignment with both the new GEAR PLOs and a systematic and sustainable assessment plan, the University Senate charged the ICC with developing a new GEAR program certification and recertification process in 2019/2020. This process is proposed as detailed in the document attachment to this resolution.

Following the adoption of new institutional learning outcomes (ILOs) in AY 2018-19, the Integrated Curriculum Committee (ICC) and GEAR Curriculum and Assessment Committee led a collaborative effort to develop program learning outcomes (PLOs) for the GEAR program that aligned with the ILOs. These GEAR PLOs were passed in AY 2019/2020. During the 2018 site visit, the WSCUC team identified improving GEAR assessment as a key component to contribute to a faculty-developed university assessment plan so that effective assessment is consistent across the institution.

Throughout AY 20/21, discussions of the structure of the HSU university-wide general education requirements and alignment with ILO1 and ILO2 have occurred in the ICC. With the long history of DCG as a student-initiated requirement and the nuances of reorganizing the university-wide general education requirements in a way that is supportive of the intention of those requirements as well as responsive to the needs of the general education Areas A-F, American Institutions, and major programs of study, these discussions will continue into the future with

input from stakeholders before additional specific changes to GEAR are recommended by the ICC.

Approval of the proposed reorganization to GEAR included in this document recognizes the immediate changes required for the GEAR program structure. Additional adjustments to improve the structure and assessment of the GEAR program will continue through consultation and collaboration with the faculty body.

RATIONALE for Area F Certification Process:

Proposals for any and all cross-listed courses come to the ICC as collaborative proposals from partnering departments. As required by EO 1100 (revised), all partnerships at HSU for Area F cross-listed proposals must include either Ethnic Studies or Native American Studies: These are the only two departments provided for in EO 1100 for course cross-listing possibility. These GEAR certification processes for Area F will support clarity on curricular work to be done over summer 21 and fall 21 on Area F course proposals.

The addition of Area F, including the addition of three units for Area F and the reduction of Area D by three units, is required by EO 1100 to be in place for AY 21/22. To meet that deadline, the ICC collaborated with the HSU Ethnic Studies Council to recommend a set of courses for emergency designation as Area F courses for AY 21/22. These emergency designations were specified as one-year designations: all courses with emergency designations in Area F will also be resubmitted and reviewed by ICC in order to provide a strong slate of approved Area F courses for AY 22/23 and beyond. AB 1460 was signed into law on August 17, 2020. In response, changes to Title 5 and subsequent amendments to CSU Executive Order 1100 were made with respect to CSU General Education Breadth Requirements to include a system-wide addition of 3 units of Area F, Ethnic Studies Requirement, and reduction of three lower-division units associated with Area D, Social Sciences Requirement. Area F units may be offered at the lower or upper division, with the intention that there are adequate offerings of Area F in the lower division. While every CSU campus is responsible for offering general education Areas A-F in alignment with Title 5 and EO 1100, each campus has the freedom to add additional university wide requirements (e.g. DCG) and structure their programs in a way appropriate to the institution. At HSU, general education Area A-F requirements are housed in the General Education and All University Requirements (GEAR) Program. Approval of the proposed reorganization included in this document is a formal recognition that the structure of the HSU GEAR Program has been updated to align with the changes to Title 5 and EO1100.

The introduction of Ethnic Studies as a system-wide requirement in EO1100 included requirements for five core competencies and specific departments to house these courses. At HSU, these departments are Critical Race and Gender Studies (CRGS) and Native American Studies (NAS). EO 1100 specifically states:

"To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix."

Attachments:

[HSU GEAR Requirements and Course/Program of Study Certification](#)

[Area F Policy](#)

[EO1100](#)

[AB1460](#)

Polytechnic Self Study

Student Services & Inclusive Student Success

Charge

- Tell the story of how HSU will incorporate principles, programs, and practice with regards to inclusive student success as we move toward a polytechnic designation

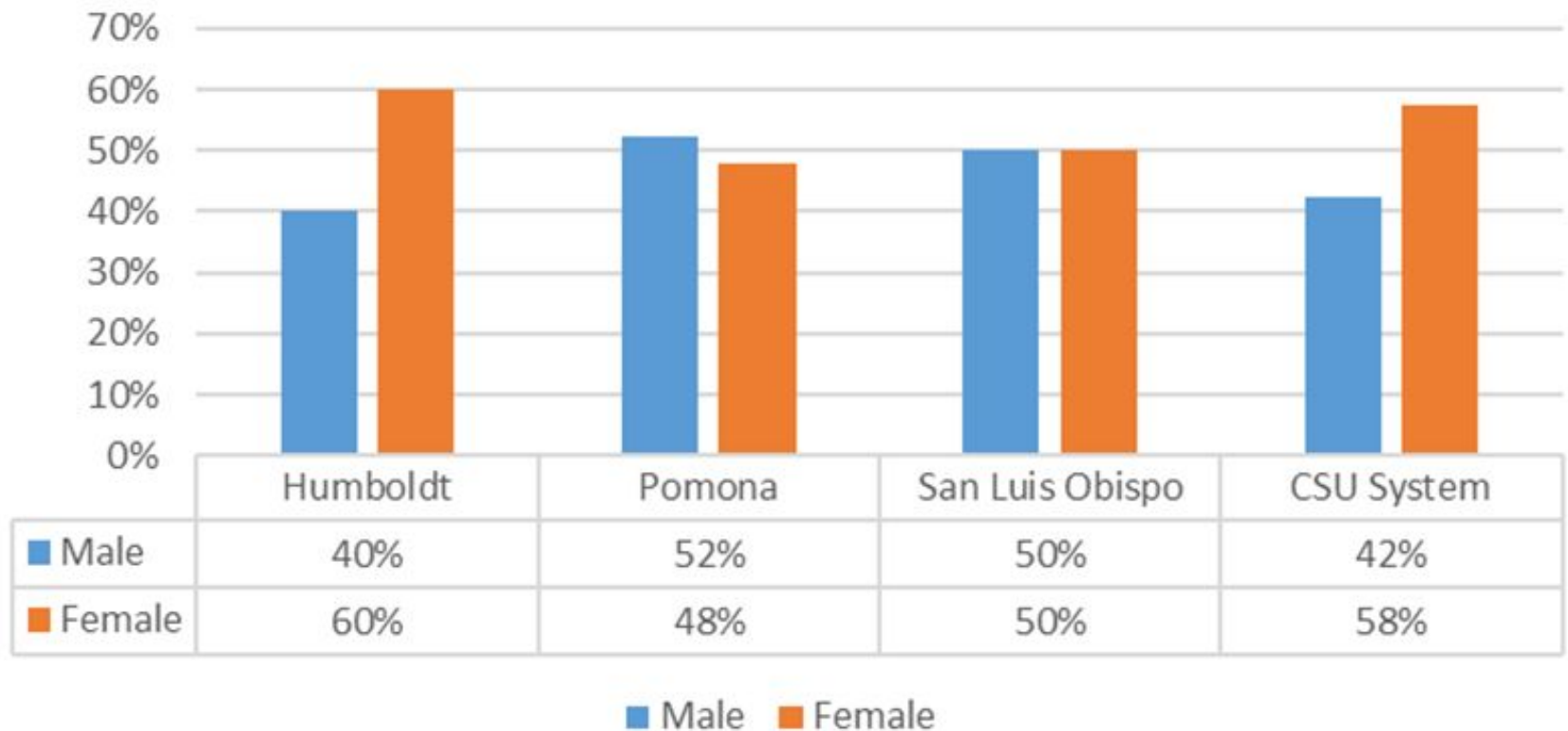


- **Demographic Analysis & Benchmarking**
 - HSU, Pomona, SLO, & CSU
 - Special Focus - Black, Indigenous, & People of Color (BIPOC) enrollment
- **Campus & Student Service Infrastructure**
 - Dedicated to Inclusive Student Success
 - Engages & supports all student success
 - Partnerships in hands-on learning by doing
- **What Students are Saying**



Gender by Campus, 2020

Source: Calstate.edu enrollment dashboard, 3/2/2021



HUMBOLDT STATE UNIVERSITY

Equity Comparisons by Student Demographic Category Income (Pell), Ethnicity, & Parent Education Students Enrolled Fall 2020*

| | CSU | Humboldt | Pomona | SLO |
|------------------------------------------------------------|-----|----------------|---------------|----------------|
| Low-Income (Pell Recipient) (% difference to CSU) | 45% | 53% (+ 8%) | 47% (+ 2%) | 17% (- 28%) |
| First-Generation College (% difference to CSU) | 55% | 46% (- 9%) | 54% (- 1%) | 19% (- 36%) |
| Traditionally Underrepresented (% difference to CSU) | 49% | 39% (- 10%) | 52% (+ 5%) | 19% (- 30%) |

* Data source: Calstate.edu Enrollment Dashboard, retrieved 3-2-2021



- BIPOC Enrolled Students – Special Focus
 - Interest (applied)
 - Chose HSU (enrolled)
 - Belonging (retention)
 - Success (graduation)



FTF Application, Enrollment, Retention, & Graduation Comparison Data for HSU BIPOC Enrolled Students

Sources: CSU Admissions Dashboard;
HSU IRAR, "FTFUG Retention by Cohort";
csusuccess.dashboards.calstate.edu/public/student-diversity/intersectionality

| | Applied | Enrolled (Yield) | Returned 2-Yrs Later | Graduated in 6-Yrs |
|---------------------------------------|-------------|---------------------|-------------------------|------------------------------|
| Campus Rate | 100% | 6% | 60.6% | 49.5% |
| Traditionally Underrepresented | | | | |
| Black/African American | 4% | 8% | 53.4% | 33.3% |
| (Difference to CSU/Campus) | 0% | 2% | -7.2% | -16.2% |
| American Indian/Alaska Native | 0.4% | 33% | 66.3% | 50.4% |
| (Difference to CSU/Campus) | 0.3% | 27% | 5.6% | 1.0% |
| Hispanic/Latino | 46% | 6% | 58.1% | 45.2% |
| (Difference to CSU/Campus) | 2% | 0% | -2.5% | -4.2% |
| Non Underrepresented SOC | | | | |
| Asian | 8% | 3% | 64.6% | 60.8% |
| (Difference to CSU/Campus) | -10% | -3% | 4.0% | 11.3% |
| Two or More | 6% | 7% | 58.7% | 52.6% |
| (Difference to CSU/Campus) | 1% | 1% | -2.0% | 3.1% |
| Population Pool | Fall 2020 | Fall 2020 | Most recent 5-Yrs | Most recent cohort (2014) |



Transfer Application, Enrollment, Retention, & Graduation Comparison Data for HSU BIPOC Enrolled Students

Sources: CSU Admissions Dashboard;
HSU IRAR, "FTFUG Retention by Cohort";
csusuccess.dashboards.calstate.edu/public/student-diversity/intersectionality

| | Applied | Enrolled | Graduated in 2-Yrs | Graduated in 4-Yrs |
|---------------------------------------|-------------|------------|-----------------------|---------------------------|
| Campus Rate | 100% | 19% | 37.9% | 77.6% |
| Traditionally Underrepresented | | | | |
| Black/African American | 5% | 17% | 37.5% | 75.0% |
| (Difference to CSU/Campus) | 0% | -2% | -0.4% | -2.6% |
| American Indian/Alaska Native | 0.7% | 47% | 31.6% | 78.9% |
| (Difference to CSU/Campus) | 0.4% | 28% | -6.3% | 1.3% |
| Hispanic/Latino | 39% | 14% | 36.0% | 72.0% |
| (Difference to CSU/Campus) | -5% | -5% | -1.9% | -5.6% |
| Non Underrepresented SOC | | | | |
| Asian | 9% | 8% | 41.7% | 87.5% |
| (Difference to CSU/Campus) | -5% | -11% | 3.8% | 9.9% |
| Two or More | 5% | 23% | 35.6% | 78.0% |
| (Difference to CSU/Campus) | 1% | 4% | -2.3% | 0.4% |
| Population Pool | Fall 2020 | Fall 2020 | cohort (2016) | Most recent cohort (2016) |



Campus & Student Service Infrastructure

- Dedicated to Inclusive Student Success
 - Place Based Learning Communities, Service Learning Communities
 - Educational Opportunity Program (EOP) and TRIO SSS
 - Cultural Centers for Academic Excellence (CCAЕ's)
 - ITEPP, INRSEP, AISES, SACNAS
- Engages & Supports all student success
 - Academic and Career Advising Center
 - The Learning Center
 - RAMP Mentoring
 - Student Clubs and Organizations
- Partnerships in hands-on learning by doing
 - Academic Internships, Teacher Education, Social Work Practicum
 - Center for Community-Based Learning (CCBL)



What Students are Saying

*“[PBLC] Immersion has taught me that **this program truly cares that I get a hands-on learning experience that will grow my skills** in wildlife. I also feel prepared to not be scared to approach professors or speak up when I need further explanation. Not only this, but I feel way more confident in my choice of major.*”

*“I didn’t know when I started the (School Psychology) program that I would soon have a new-found group assisting me to realize my goal. I was **amazed and honored by the support I received from the faculty and staff** in the School Psychology graduate program. Not only did I have **wonderful professors who supported my journey**; I was placed at school sites where I **experienced hands-on practical learning and professional development opportunities.**”*

*(Film) “They give you **literally every tool you need to be able to produce your own work...**”*

*“Being a (Business) student at **HSU really opened my eyes to a whole new way of living, learning, and working** that I firmly believe I could not have experienced at any other university’s business program...Delving into upper level business courses showed me **textbook and hands-on examples of how to apply those learned conservation skills and sustainable living practices to life at the workplace.**”*



HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Update the General Faculty Handbook

30-20/21-CBC – April 27, 2021 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the General Faculty the current version of the General Faculty Handbook be replaced with the new version attached; and it be further

RESOLVED: That the University Senate of Humboldt State University recommends to the General Faculty Section 600- Enrolment Management and Student Affairs and Section 900- Services and Procedures be removed from the General Faculty Handbook.

RATIONALE: *In AY 2019/2020, the duties of the Constitution and Bylaws Committee were updated to include a biannual review of the General Faculty Handbook. During review in AY 20/21, the CBC corrected outdated and inaccurate information to bring the General Faculty Handbook up-to-date. These corrections included replacing broken hyperlinks and updating naming conventions and descriptions contained within the Handbook.*

Sections 600 and 900 contain information that define other aspects of University operations outside those pertaining explicitly to the role and expectations of faculty and thus are not aligned with the purpose of the General Faculty Handbook. Additionally, policies named in the sections are housed and maintained in the HSU Policy Index. As a result, it is not necessary to include these policies within the handbook as a source of secondary dissemination and refer to the Policy Index instead.

Attachments: Links to old handbook sections and the proposed new sections to replace them.

[Old Section 100](#)

[New Section 100](#)

[Old Section 200](#)

[New Section 200](#)

[Old Section 300](#)

[New Section 300](#)

[Old Section 400](#)

[New Section 400](#)

[Old Section 500](#)

[New Section 500](#)

[Old Section 700](#)

[New Section 700](#)

[Old Section 800](#)

[New Section 800](#)

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on a Facilities Management Chargeback Policy

28-20/21-UPC— April 27, 2021 — Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that the campus adopt the attached Facilities Management Chargeback policy. This policy will replace the [Plant Operations Chargeback Policy Number: UML 00-05](#)

RATIONALE: *This policy revision will introduce a new approach to Facilities Management cost recovery by expanding non billable common services to general fund facilities. The intent is to realize efficiencies across campus by reducing transactions in initiating, processing, delivering, and closing out work. With this policy revision, the campus may realize potential time savings with department administrators, coordinators, assistants, technicians, business services staff, and facilities management staff. Additionally, this policy revision may realize financial savings across campus as department budgets will see reduced charges from work requested of Facilities Management. A general description of Facilities Management ability to complete work is included with this revision.*



HSU Facilities Management Chargeback Policy

UML 00-05 (to be revised)

Facilities Management

Applies to:

Faculty, staff, student employees, students, vendors, visitors and volunteers

Supersedes:

Plant Operations Chargeback Policy, UML 00-05, October 2000

Purpose of the Policy

The California State University Board of Trustees responded in 1983 to specific action of the legislature of the state of California by directing that each campus develop a full chargeback (also known as “recharge” or “cost recovery”) system for all new construction, remodeling, alterations or other work not classified as maintenance work performed by Plant Operations (referred to here as Facilities Management or FM). The following supersedes the chargeback policy contained in Executive Memorandum P86-4.

CSU directive BA 84-25, Implementation of Trustees’ Resolution RA 9-83-057, dated July 25, 1984, states that each campus will develop a chargeback system that must include campus policy and procedures to ensure the return of all costs to the Facilities Management budget. CSU Executive Orders 1000 and 847 categorize campus maintenance and non-maintenance definitions and the mandates for charging back to requestors. The directives authorize reimbursement for direct and indirect costs, including those related to administrative processing, estimating, supervision, and use of equipment and vehicles. Indirect costs relating to a specific scope of work will be recovered in the form of administrative overhead and/or project management fees. Indirect costs may also be recovered through other means such as lease agreements or memoranda of understanding (MOU).

Definitions

Group I Equipment is defined as equipment which is fixed, built-in or permanently affixed to a building or structure. Examples are building hardware, general building

construction, such as heating systems, exhaust and air conditioning systems, fixed seating in auditoriums and lecture halls, white boards, chalk boards, and elevators. Also included are fixed laboratory benches, and fume hoods.

Group II Equipment is defined as movable equipment such as general-use building furniture, general use classroom furniture, and other general use equipment. This equipment is generally freestanding and is not connected to the building, which includes building systems and structure. Exceptions include equipment that is fastened to the floor or wall for safety issues, attached using common utility connections including electrical plug, removable plumbing hoses (water, gas, air, etc.) by means of self-sealing mechanical fastening (washing machine hose, nut & ferrule on hard pipe, etc.). Examples include classroom tables and chairs, tablet arm chairs, and common lobby furniture, etc.

Specialized Equipment is defined as equipment with an expected useful life of a year or more and are used for specific program purposes. Examples of specialized equipment include but are not limited to: play clocks, weight-lifting equipment, athletic training equipment, microscopes, tabletop academic equipment, freezers, refrigerators, ice makers, autoclaves and other built-in environmental chambers, benches or wall mounted water distillers, washing machines, clothes dryers, department office furniture, wall hangings, etc.

Policy Details

Facilities Management (FM) is responsible for the maintenance and operations of the campus grounds and facilities funded by the FM operating budget. In addition to maintenance and operation, FM is responsible for the oversight of all changes to campus grounds and facilities, including new construction, alteration, renovation, change of use, and installation of equipment. If these changes are sufficient in scope to qualify as a project under the Facilities Management [project definition](#), such will be subject to chargeback. FM staff may not always have the available labor resources, requisite skills, or time available to complete the work required by the department. In these cases, FM may contract the work with outside entities.

Facilities labor resources are allocated and scheduled quarterly depending on the nature of the work requested, university priorities, and labor capacity of the FM workforce. Work order scheduling will also depend on the order in which requests are received and progress can be easily monitored by campus through the FM work order system. When labor resources are not available in the requested time frame, some or all of contracted costs may be billed to the requesting party. Billable work will not be initiated without an authorized approval and chartfield. Scheduling and completion of billable work will depend on financial and staff resource availability and University prioritization. Further information on the work request and billing process can be found on the [FM website](#)

Non-billable vs. Billable Work

Maintenance and operation services are intended to support general campus functions and are provided at no cost for general fund facilities utilized by general fund entities where resources allow, pursuant to this policy.

Maintenance and operation services are also provided at no additional cost to facilities owned and/or operated by Enterprise Funds (Housing, Children's Center, Parking, Extended Education) and Auxiliary Organizations (Associated Student, HSU Advancement Foundation, Sponsored Programs Foundation) only when those facilities are included in the [Campus Cost Allocation model](#) or otherwise listed in a separate agreement or memorandum of understanding. All non-general fund facilities associated with HSU campus will be either included in the Campus Cost Allocation model or included in a separate agreement or memorandum of understanding. A listing of these facilities can be found on the [FM website](#)

Non-Billable work includes maintenance required at or near the end of the building system's life cycle, or when a condition creates a safety hazard as determined by the facilities management lead administrator. Examples of non-billable services include but are not limited to:

- Maintenance and operation of basic building components, including foundations, walls, roofs, stairs, ceilings, floor coverings, window coverings, paint, doors, locks, keys, and windows
- Maintenance and operation of utility systems, including electrical, water, gas, heating, ventilation, air-conditioning, plumbing and sewage systems, and elevators
- Hardscapes, including sidewalks, steps, curbs, benches, grounds and landscape
- Maintenance of **Group I** and **Group II equipment**, which includes FM labor (Note: Replacement and material costs for specialized equipment is addressed in billable)
- Routine custodial services
- Routine mail and package pickup and delivery, including USPS postage costs
- Fleet vehicle services
 - Servicing vehicles that are under general fund entities, or entities part of the cost allocation model or through MOU or agreement
 - General maintenance including parts and labor
- Transport of office contents related to occupant moves

- Event support considered “non billable” by the Campus Central Events Office

Billable work includes the criteria listed below. The scope of all billable work will be documented and agreed upon before that work is initiated. Any revisions to scope by the department or undiscovered conditions should be formalized by a change order request with an authorizing signature. Examples of billable services include but are not limited to:

- All activities meeting the FM [definition of a project](#)
- When FM resources are not available in the requested time frame, some or all of contracted costs may be billed to the requesting party including new construction, alterations, and/or remodeling, fabrication, installation, and maintenance of specialty equipment/furnishings, supervision or inspection of billable work
- UPS & FedEx Pickup/Delivery Charges
- Purchases and replacement of department **specialized equipment** that may also be categorized as Group I or Group II equipment. Installation and maintenance will be provided under non billable services as shown above unless otherwise contracted due to specialized service.
- Fleet vehicle services
 - Servicing vehicles that are not under general fund entities
 - Replacements of existing vehicles (responsibility of the department)
 - Additional maintenance funding when new vehicles increase the size of the campus fleet
 - Vehicle repair resulting from accidents (insurance deductible and costs not covered by insurance)
 - Pool vehicle rentals (such as busses for field trips)
- Event support considered billable by the Campus Central Events Office
- Services resulting from user negligence and or misuse of university facilities

History

Issued: TBD
Revised: 04/07/2021
Reviewed: TBD

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution on a Time, Place and Manner of Free Speech and Expression, Commercial
Activity and Use of University Buildings and Grounds Policy**

27-20/21-UPC— April 27, 2021 —Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that the campus adopt the attached Time Place and Manner policy which will supercede:

Policy Number: EM:P10-01: Time, Place and Manner of Free Expression Policy June 2010

Policy Number: SA0001: S A0001 University Quad Events Policy

***RATIONALE:** At the recommendation of legal counsel, the Dean of Students Office, Office of Student Life, and Risk Management department have worked together since fall 2020 to thoroughly update HSU's Time, Place and Manner (TPM) policy. This policy regulates, in a content and viewpoint-neutral standpoint, the time, place and manner that free speech activities can occur within our institution. The previous TPM policy we are replacing was last updated in 2010. Since 2010, higher education has faced several challenges in regards to free speech activities and this replacement policy updates definitions and processes to meet our current campus needs. We also reviewed several other CSU's Time, Place and Manner policies that were recently approved on their campus for comparison and adapted aspects of them that made sense for our campus culture into this new TPM policy. This new TPM policy was also reviewed, changes recommended and incorporated by our current legal counsel.*

Summary of changes to TPM Policy

- **Add Free Speech to the title**
 - Free Speech is already in the title; "TIME, PLACE AND MANNER FREE SPEECH AND EXPRESSION, COMMERCIAL ACTIVITY AND USE OF UNIVERSITY BUILDINGS AND GROUNDS"
- **Clear statement about what happens when learning is disrupted? Procedural?**
 - I believe this was Cindy Moyer from Music regarding decibel levels and issues with noise from the 12 - 1pm hours. This was already in the policy in section B. 2. A. iii.
 - Recognizing the importance of instructional activities, sound complaints concerning outdoor events should be directed to the University Police business number (707.826-5555). The decibel level is subject to administrative review.
- **Size of bags could be an issue. Cello example**
 - I believe the concern was if someone had a cello bag or musical instrument walking by or something or for a planned activity. We have a footnote in the prohibited items' sections (B.7) stating, As appropriate, these restrictions do not apply to members of law enforcement or if given prior approval by the appropriate office.
 - The other example of someone walking by with a cello bag, would not apply to this policy as this is specifically regulating free speech activities not day-to-day life.
- **Instructional activities included in the glossary**
 - We added a definition. We are consulting with academic affairs if they want to add to this definition or if they have another definition to work with.
- **Old policy to be included**
 - Old policy was already listed and linked on the top of the policy. Since this is a replacement policy, it doesn't seem feasible nor did it make sense to highlight what we kept and what was new. 80 - 90% of the policy would be highlighted as new.
- **Pepper spray not allowed on campus, knives (seems problematic)**
 - Again, this policy does not apply to day-to-day activities. So a student walking/running by with pepper spray with them for protection would not be prohibited. What is prohibited would be if someone came to a free speech demonstration and brought pepper spray.
- **Rummaging through garbage isn't related to TPM policy**
 - Removed
- **Harassing, intimidate or impede**
 - I think this was brought up as something we already have policies against. We have a lot of policies that are already listed in the TPM policy. We think we should keep it here as this is supposed to be a clear document of what you can and cannot do and we do not want to refer to the Student Code of Conduct or

various EOs on behaviors that are relevant to free speech activities but are included in other places.

- Homelessness seems to be in focus but not mentioned
 - I think this was referring to the rummaging, which we removed. If there are other concerns, let me know and we can chat further.
 -

Supersedes:

- **Policy Number:** EM:P10-01: Time, Place and Manner of Free Expression Policy June 2010
- **Policy Number:** SA0001: S A0001 University Quad Events

Policy References:

- **Policy Number:** P18-02: Temporary Food Facility Policy
- **Policy Number:** P19-04: Alcoholic Beverages Policy
- **Policy Number:** UML 00-04: On-Campus Sales and Solicitation Policy

TIME, PLACE AND MANNER OF FREE SPEECH AND EXPRESSION, COMMERCIAL ACTIVITY AND USE OF UNIVERSITY BUILDINGS AND GROUNDS

This regulation is issued by the University President pursuant to [California Code of Regulations, Title 5, Sections 42350-42354](#), and [CSU Executive Order 669](#), and concerns the use of University buildings and grounds for purposes of commercial transactions and commercial solicitation, non-commercial solicitation, the distribution of handbills and circulars, public meetings, performances, rallies, and similar campus events. This regulation applies to all members of the HSU community including, but not limited to, students, student organizations, faculty, faculty organizations, staff, staff organizations, campus-affiliated organizations, and other off-campus groups or persons while on campus grounds, including commercial vendors or solicitors. **This regulation controls HSU's time, place, and manner restrictions on commercial transactions and solicitation, non-commercial transactions and solicitation, freedom of expression activities, amplified sound, and posting or chalking, including the distribution of handbills and circulars.** This regulation does not control instructional activities or official university commercial or professional activities.

HSU supports creative, thoughtful, and respectful discourse where conflicting perspectives are vigorously debated and thoroughly discussed. HSU is dedicated to affording all members of the HSU community the protections for free speech, expression, assembly, religion, and press available under the U.S. and California constitutions and all applicable federal and state laws, in accordance with the University's purpose and function except insofar as limitations on those freedoms are necessary to HSU's functioning. It is not the proper role of the University to attempt to shield persons from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although HSU greatly values civility, and although all members of the HSU community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect are not a justification for closing discussions of ideas, however

offensive or disagreeable those ideas may be. Yet, the University also has the duty to restrict expression that violates the law, falsely defames a specific individual, constitutes a genuine threat or harassment, unjustifiably invades substantial privacy and confidentiality interests, or is otherwise directly incompatible with the University's functioning. Additionally, HSU may reasonably regulate the time, place and manner of expression on University property and over its communication systems to ensure the expression does not disrupt ordinary University functions and activities.

Although the HSU community is free to criticize and contest views expressed on University property and over its communication systems, and to criticize and contest speakers invited to campus to express their views, they may not obstruct or otherwise interfere with the freedom of others to express their views, even if they reject or even loathe those views. Further, each member of the HSU community shares the responsibility of maintaining conditions conducive to achieving HSU's mission of teaching, research, and public service. The time, place and manner policy exists to protect and promote the rights of the HSU community, prevent interference with HSU's operations, functions and activities, and assure compliance with all applicable laws and HSU policies and regulations. **All criteria for assessing events and other necessary approvals shall be applied in a viewpoint neutral manner.**

Nothing in this policy shall prohibit any union from communicating with its members regarding union-related activities or engaging in protected or concerted activities otherwise allowed under HEERA, or rights provided by the terms of a controlling collective bargaining agreement.

A. Use of University Buildings, Facilities and Grounds

The use of campus buildings, facilities, and grounds for any purpose is subject to the following:

1. All persons on University property are required to abide by [University policies and regulations](#). Violation of University policies or regulations may subject a person to legal penalties. If the person is an HSU student, faculty member or staff member, that person may also be subject to University discipline. Individuals on University property or in attendance at an official University function assume the obligation of conducting themselves in a manner compatible with the University's responsibilities as an educational institution. This includes, but is not limited to, complying with the following prohibitions:

No person on University property or at official University functions may:

- a. Block entrances to or otherwise interfere with the free flow of traffic into and out of campus buildings;
- b. Block any street, roadway, crosswalk, driveway, parking structure or

parking lot and its entrance and exit, or otherwise obstruct the free flow of pedestrian or vehicular traffic unless authorized to do so;

- c. Knowingly and willfully interfere with the peaceful conduct of campus activities or any campus facility by intimidating, harassing, or obstructing any University employee, student, or any other person having lawful business with the University;
- d. Delay or linger without lawful purpose for being on University property while, or for the purpose of committing, a crime or violation of this regulation or any other University policies or regulations;
- e. Engage in the production of amplified or non-amplified sound that disrupts or interferes with campus business or activities, except when allowable per this policy in section B. 2.;
- f. Camp or Lodge on University property, except in facilities or locations specifically authorized by the University;
- g. Engage in physically abusive, threatening, or intimidating conduct toward any person;
- h. Exhibit disorderly or lewd conduct;
- i. Urinate, defecate or expel any bodily fluids (e.g. spit, blood, vomit, etc.) in any place on University property other than a designated restroom or other facility designated for the sanitary disposal of human waste;
- j. Participate in a disturbance of the peace or unlawful assembly;
- k. Use, possess, sell, or manufacture narcotics, illegal drugs, tobacco or any products containing tobacco, and marijuana or any products containing marijuana or any of its byproducts, unless allowable by the smoking [CSU Executive Order 1108](#);
- l. Possess, conceal, carry, use, store or manufacture any firearm (including those subject to a concealed carry permit, and replicas), weapon, knife, or other device or instrument capable of causing or inflicting bodily injury or property damage including, but not limited to, any explosive, flammable liquid, and incendiary device, unless expressly and specifically permitted by University policy or regulation;
- m. Fail to comply with the directions of a University official acting in the performance of their duties;
- n. Engage in the theft, destruction or other misuse of University property or equipment;
- o. Possess or ignite any Torch;
- p. Have any Open Fire or Torch anywhere on University property, unless, and only to the extent, specifically authorized and limited by another University policy or regulation (such as the University Policy on Smudging, Housing & Residence Life, or Student Theater Productions);

- q. No climbing or standing on elevated surfaces (e.g. retaining walls, towers, runways, building roofs, etc.) or trees.

No person on University property or at official University functions may:

- a. Use University facilities not generally open to the public including, but not limited to, showers, storage lockers, study lounges or recreational facilities, without authorization of a Designated University Official;
 - b. Disturb plants and wildlife in any way, including climbing or placing objects in trees or bushes or attaching items to them.
2. All persons on University property are required, for reasonable cause, to identify themselves to, and comply with instructions and directives of, Designated University Officials and University Police acting in the performance of their duties.
 3. HSU prohibits all non-University commercial activity on University property unless specifically approved by the University President or designee. This includes the distribution of commercial literature and other such products and services. No non-affiliate of the University may solicit, sell, or rent any goods, wares, merchandise, liquids, or edibles for human consumption or services on University property, operate any commercial enterprise, or give any lessons, classes or instruction on University property, whether for profit or otherwise, unless specifically authorized by the University President or designee. For purposes of this regulation, soliciting and selling includes the leafleting or distribution of advertisements or other promotional devices and products.
 4. Scheduling of campus facilities by non-campus organizations or individuals requires the completion of the "Application for Lease/Rental of University Facilities" form and can take up to 3 weeks for processing. If approved, a Lease will be created including estimated costs for facilities rentals, parking, custodial services, and any other costs applicable to the event, etc. Insurance is required to be provided no less than 7 days prior to the event. Full payment is due within 90 days of invoicing or will be sent to collections. Payment can be made in Cash, check, or credit card (in-person only).
 5. All facilities on campus are managed by their respective administrator or staff. The respective office or respective administrator or staff will inform all clients of applicable requirements, including insurance if needed. Events exclusive of HSU also require approvals from Facilities Management, University Police, Parking and Transportation Services, and Risk Management before scheduling is confirmed. Additional clearances may be required depending on the services requested. These approvals are facilitated in collaboration with the client by the appropriate administrator or staff. The University's Chief of Police will

determine the type of security necessary for events based on the public safety needs of any event being held in or around University property. Each event will be considered on a case-by-case basis to determine appropriate staffing and other security and safety measures. The University will assess security needs, and assess fees for security provided by the University, based on content and viewpoint neutral factors. The University always reserves the right to charge fees for security on a content and viewpoint neutral basis.

6. A request for use of University property may be denied if the request is not in accordance with University policies and these regulations, and shall be denied if circumstances are such that the use may cause an unreasonable disruption to the orderly operation of the University or create a threat to the safety of persons or property, as determined by the University.
7. Commercial support of student programs and activities organized or coordinated by recognized student organizations, as defined and governed by Title 5, California Code of Regulations sec. 41400-41505, is not considered a commercial activity under these guidelines and may therefore be permitted, provided the primary purpose of such support is to underwrite a student program or activity, as opposed to the promotion or endorsement of a commercial product. Such activity must go through the Event Approval Process. Recognized student organizations contact the Office of Student Life and Development for assistance.
8. Voter registration activity is permitted on University property generally open to the public, as defined in this regulation.
9. Domestic Animals may not enter any campus buildings with the exception of Service and Emotional Support Animals (refer to refer to [Animals on Campus Policies P17-09](#) and [Students, Campus Residents and Visitors and P17-08](#)). Domestic Animals must be under control while on any campus grounds, restrained by a leash that does not exceed six (6) feet in length and in the possession of the animal's handler. Any Domestic Animal brought to campus must be licensed and fully inoculated, with the burden of proof on the owner. Fecal matter deposited by any Domestic Animal brought to campus must be removed immediately by the animal's owner or handler. Owners or handlers may not feed their Domestic Animals on campus grounds. Domestic Animals found tethered, unattended or abandoned may be impounded in accordance with all applicable law and regulations. Domestic Animals may be confined in vehicles parked on campus for a reasonable period of time. However, the animal must not be endangered and must not endanger others or create a nuisance. This paragraph does not apply to police service dogs as described in Penal Code section 600.

B. Free speech, expression, demonstrations, protests, rallies and other public

assemblies on university property.

HSU supports and is committed to open, free and robust discussion, debate and exchange of ideas as an indispensable part of its educational mission, especially when the ideas expressed are controversial and unpopular. However, HSU also has the obligation to ensure the safety and security of persons and property, and that University operations, functions and events are not disrupted. **The time, place, and manner of persons exercising their rights of free expression, speech, assembly, and religious worship is subject to this regulation, and applies to all members of the University community, including students, faculty, staff, administrators, volunteers, and non-affiliated members of the public, while on University property:**

1. Individuals and groups may assemble on University Grounds open to the public (as specified in this regulation) to engage in non-amplified speech and expression, including the solicitation of signatures on non-commercial petitions, provided such activity does not disrupt the functions, operations and events of the University or interfere with the free speech rights of others, as previously addressed in this regulation, including, but not limited to, or jeopardize the safety of persons and property. The exercise of free speech and assembly rights shall not:
 1. Interfere with class instruction or other scheduled academic, educational, or cultural/arts program or with the use of the University Library;
 2. Obstruct pedestrian or vehicular traffic, or otherwise endanger persons or property;
 3. Be conducted in or on campus parking lots, parking structures, driveways, crosswalks, streets, roadways, and paths of pedestrian travel, inside university buildings and within 20 feet of any location in which instruction, education and/or official business activities are being conducted, unless allowable by B.3. regarding recognized by the university;
 4. Employ sound amplification or create noise that disrupts University activities or interferes with the exercise of free speech by others (please refer to amplification regulation);
 5. Harass, intimidate, or impede the movement of persons;
 6. Create or cause unsafe congestion around stairs and elevators;
2. In order to minimize interference with academic programs, activities that involve amplified sound. (e.g. music, speech, drumming) may only occur between 12:00 pm to 1:00 pm, Monday – Friday, on the University Center Quad, unless prior University approval is obtained from the Dean of Students Office. The reservation protocol above must be followed in order to use amplified sound. The Dean of Students or designee is charged with making a final determination about whether amplified sound is considered disruptive.

A. Sound amplification

- i. Amplification for any other location or time requires prior approval through the Dean of Students or their designee. Requests to use amplification should be submitted in writing at least five (5) working days prior to the event. Exceptions may be made for spontaneous events and in other extraordinary circumstances. The sound level for any event may not exceed that which is disruptive to instructional programs, scheduled events, University business operations, and/or Library or classroom study and research. Amplified sound is intended to be heard in the immediate area only. Amplified sound base decibel rates of 75dbA and spikes of 90dbA are permitted, as measured by a sound meter using the “A” weighted network (scale) at slow meter response, ten (10) feet from the amplified sound source. Outdoor amplified sound events are subject to monitoring and regulation. Amplified sound shall not exceed 90 decibels and shall not disrupt University business. It is the responsibility of the sponsoring individual or organization, in collaboration with University personnel, not to exceed the 90-decibel level.
- ii. Hand-held amplification (e.g. “bullhorns”) is considered a sound amplification device under this policy, and all amplified sound must conform to the general limitations outlined in this policy. The Dean of Students or their designee has the authority to make the final determination, using reasonable judgment, whether or not an item is considered a sound amplification device for purposes of enforcing this policy.
- iii. Recognizing the importance of instructional activities, sound complaints concerning outdoor events should be directed to the University Police business number (707.826-5555). Decibel level is subject to administrative review.

B. Meetings, rallies, etc. can normally occur from 9:00 a.m. – 5:00 p.m, unless given specific permission through the event approval process.

3. Recognized student organizations, student body organizations, individual students, faculty and staff, and other entities of the University may reserve specified areas of University property and facilities for meetings, programs, and events consistent with this regulation.

Recognized student organizations should refer to the Club and Activities Handbook (https://clubs.humboldt.edu/handbook/organizing_events) for reservation information.

All others who wish to reserve campus facilities for non-instructional use may visit the [Contracts, Procurement and Accounts Payable](#) website for more information.

4. No person, while in or on any University property or facility may wear a mask (unless the

wearing of a mask is consistent with local, state, or federal public health orders or guidance), personal disguise or otherwise conceal one's identity to evade or escape discovery, recognition, or identification associated with committing violations of University policy, University regulations, or state, municipal or federal laws.

5. Any non-affiliate of the University holding or conducting any demonstration, gathering or rally in or upon University property or facility is subject to time, place, and manner restrictions as the University Center, the Office of Student Life, and the Dean of Students Office or their designee may impose to ensure University functions, operations and events are not interrupted or prevented by the demonstration, gathering or rally due to, among other things, scheduling conflicts. Criteria for approval of demonstrations, gatherings and rallies shall be neutral of the content of speech or purpose of the demonstration, gathering or rally.
6. Signs, posters, placards and banners on University property may not be of a size, shape, or type that will interfere with University functions, operations or events, cause damage to university property, or pose a danger to the safety of persons or property. Signs exceeding 24" by 36" dimensions may be made only of vinyl, foam core, cardboard or paper. No sign of any size or shape shall be made of metal. No person, while participating in any demonstration, rally, picket line, public assembly, or protest, shall carry or possess a signpost, pole, pipe or stake fabricated of metal or composite material, regardless of width or diameter.
7. Additional prohibited items include, but are not limited to¹:
 - A. Any bag exceeding the size of 18" by 14" by 7"
 - B. Any Weapons
 - C. Mace, pepper spray, or similar chemical spray
 - D. Helmets and face shields
 - E. Gas masks
 - F. Shields and body armor
 - G. Glass, thermal and metal containers
 - H. Flammable liquids and gas
 - I. Torches and other open flames
 - J. Aerosol and other pressurized canisters and sprays
 - K. Balloons filled with any substance other than air and any non-flammable and non-hazardous gas
 - L. Drones and other unmanned aircraft systems, without authorized approval
 - M. Laser pointers
 - N. Selfie sticks
 - O. Toy and replica guns or blades unless the possession of these items is expressly pursuant to the Theater, Film and Dance Department Prop Weapon

¹ As appropriate, these restrictions do not apply to members of law enforcement or if given prior approval by the appropriate office

Use Policy and prior written authorization of the Chief of Police or their designee is obtained.

- P. Bicycles, skateboards, roller skates and scooters where prohibited (University Regulations Codes - 3405 & 3407)
8. No person or persons shall engage in any assassination or war type game, or any other type of event which involves stalking others, ambushing, lying-in-wait for, or following another person by means of stealth (i.e., laser tag) (UCR 5006)
 9. One table and two chairs are permitted, provided their use complies with the time, place, and manner limitations. However, the erection of temporary or permanent structures, including, but not limited to, booths and canopies, is not permitted, unless with prior approval from the Office of Student Life. If a recognized student organization requires more tables and chairs they should seek guidance from the Office of Student Life. Any employee or non-affiliate activity should contact the University Center.

C. Distribution of Printed Non-Commercial Material

Non-commercial printed material may be distributed on University property or at official University functions subject to the following provisions:

1. On University grounds that are generally open to the public (as specified in this regulation), literature may be distributed as follows:
 - a. The free flow of pedestrian and vehicular traffic is not obstructed or impeded;
 - b. Printed material is not forced upon others
 - c. Printed material shall not be placed on or in vehicles parked on University property;
 - d. Persons distributing printed material shall be responsible to ensure the printed material does not litter the area of distribution.
2. Tables and portable (i.e., hand carried) displays used to facilitate distribution may be placed on only paved pedestrian walkways, and may not block walkways or entrances to buildings or otherwise impede the free flow of traffic. Tables or portable displays must be attended at all times by the individuals or groups sponsoring the distribution, and such individuals or groups must ensure the printed material they are distributing does not litter the area.
3. Printed material may not be distributed in University buildings or parking lots.
4. Distribution must not interfere with classes and other University functions, operations and events or obstruct the free flow of pedestrian and vehicular traffic, and may not be conducted at the top or bottom of elevators and stairs.

D. Commercial Transactions, Commercial Solicitation and Solicitation for Donations

All solicitation, commercial solicitation, and private sale are prohibited unless approved in advance by the University (delegated to the Vice President, Enrollment Management) (Title 5 California Code of Regulations, section 42350.6). The University shall determine and restrict time, place, and means of distribution of all commercial solicitations. Commercial solicitors may NOT sell food on campus. All commercial solicitors must complete a "Commercial Solicitor Form," available in the Clubs Office, to request permission to solicit on campus. Refer to the On-Campus Sales and Solicitation policy for more information.

E. Posting of Signs

Posting on campus bulletin boards is permitted as follows:

- General bulletin boards: Anyone may post signs on general bulletin boards (indoor or outdoor). These bulletin boards are marked "General."
- University bulletin boards: Only official University documents and announcements may be posted to University bulletin boards by authorized University officials or personnel.
- Department bulletin boards: Department bulletin boards are reserved for the posting of materials relating to and approved by the pertinent Department. Department bulletin boards are marked as such.
- Union (collective bargaining agreement) bulletin boards: Union bulletin boards are reserved for posting of official union documents and announcements as approved by the pertinent union.

Posting of signs on building walls, restrooms, windows, glass surfaces, doors, benches, utility poles, sculptures, garbage receptacles, railings, trees, traffic control signs, stairs, bus stop areas, and sidewalks is prohibited. Exceptions are allowed in those buildings where it has been customary for faculty and staff to post materials on their own office doors or when work such as plumbing, heating/air conditioning, electrical or computer networking is underway. In such cases the posting method must not damage the door in any manner. The University reserves the sole right to post signage for emergency and safety purposes on otherwise prohibited surfaces and locations.

The following rules apply to all postings on general bulletin boards. Postings on all other bulletin boards may be subject to requirements as set forth by the pertinent authority (i.e. department or union).

1. Posters may not exceed 11"x17" in size.
2. Duplicate copies of a posting on a single bulletin board is not permitted.

3. Postings may not be placed in a way that might deface or damage university property (i.e. posted using staples, taped onto painted surfaces, painted, etc.) Only thumbtacks may be used to secure posters on bulletin boards.
4. All postings (except for student housing) must be reviewed by the appropriate office or administrator for compliance with these rules and policy prior to posting. Postings that comply with these rules and this policy will be stamped and dated. On-campus events: 50 copies. Off-campus events/all other: 20 copies.
 - a. Posting in student housing areas requires that flyers are reviewed and approved by the Director of Residence Life, no less than 2 weeks prior to the event. If approved, they can bring a specific number of copies to the Housing Front desk, and Residence Life staff will distribute through the buildings.
5. Publicity may be posted for a maximum of 14 calendar days.
6. Posters advertising or promoting events occurring on a set date must be removed within one week after the event has occurred.
7. Postings that contain defamation, obscenity, terrorist threats, false advertising, or the promotion of actual or imminent violence or harm, speech not protected by the United States Constitution and/or the California constitution, or speech that otherwise violates the restrictions in this policy, are not permitted.
8. Any poster that does not comply with these rules or that otherwise violates this policy is subject to removal at any time.

Removal of signs, other than by posting party or University personnel acting pursuant to their duties, is prohibited.

The University residence halls are not available for posting of materials or solicitation of goods and are not accessible to the public, please refer to the “Publicity” policy in the [Residence Life & You Handbook](#). Violations of the Bulletin Board Policy shall be reported to the Clubs and Activities Coordinator. Organizations in violation shall be informed and their publicity materials will be removed from the campus bulletin boards. Any additional violations shall be sent to the for further action. Publicity privileges’ may be suspended or revoked by the University at any time for violations.

F. Banners

Banners are a special category of postings because of their size and will only be permitted in designated locations. Banners must be larger than 2’ x 3’ but may not exceed 3’ x 5.5’ to advertise on the UC building.

Due to the limited space available, banners may only be used to publicize special events that are open to and held primarily for the campus community. Banners may NOT be used to endorse political parties, candidates, or initiatives, including items pertaining to

Associated Students elections.

A reservation is required for posting banners in the designated locations. Banner reservations may be made at the UC information Desk (707-826-4414). Banner space may be reserved up to one (1) academic semester in advance of the event. There are a limited number of banner spaces allocated for use by Clubs and Organizations. Each club is restricted to ten business days of banner space per semester. In the event that all club spaces are reserved, club representatives may check in daily with the UC information desk to see if a banner space becomes available. The UC information desk will not hold onto banners, unless the space has been reserved.

For safety reasons and to minimize the risk of damage to University property, banners will be posted only by authorized University personnel. Banners should be submitted to the University Center Information Desk no later than 4:00 p.m. the weekday prior to the requested day of posting. In the event of inclement weather (wind, rain, etc.) banners will not be posted. Days that banners are not able to be posted still count as part of the ten-day limit for Student Clubs and Organizations.

G. Chalking

Chalking is permitted on flat, concrete surfaces. Chalking is not permitted on buildings, doors, steps, windows, vertical surfaces (such as retaining walls or planters), painted surfaces, posts, lawn areas, railings, trees, traffic control signs, utility poles, construction fences, vehicles, garden areas, flowerbeds, newspaper racks, trash or recycle bins, streets or stairs, or within 20 feet of stairs or entryways. Only washable sidewalk chalk may be used. Housing & Residence Life has a separate process for chalking approval and is limited to events/activities sponsored by Housing & Residence Life Organizations.

Chalking must be approved in advance by the Office of Student Life (707.826.3776) and Facilities Management (707.823.3646). The University reserves the right to designate “no chalking days” during which days chalking will not be permitted on campus. Failure to comply with these chalking rules or with the other requirements of this policy in association with a chalking activity may result in denial of future requests for chalking approval.

Within 72 hours after completion of the advertised event, the posting entity or person is responsible for cleaning up the chalk with a scrub brush and water. The Office of Student Life has a bucket and scrub brush that can be used to remove chalking.

H. Staking

Staking is defined as a stick, pole or post pointed at one end for driving into the ground as a boundary mark, typically for flier or message promotion. Staking must be approved in advance by the Office of Student Life and Facilities Management. For spaces within Housing & Residence Life, staking must be approved in advance by the Director of Residence Life. All signs must identify the responsible club/organization. Failure to comply with the staking rules provided once staking has been approved, including required size, or with the other requirements of this policy in connection with a staking activity may result in denial of future requests for staking approval.

Within 72 hours after completion of the advertised event, the posting entity or person is responsible for removing the posters and all stakes.

I. Tabling on the UC Quad

Tabling is available to various members of the on and off-campus community. Recognized clubs and organizations must fill out the appropriate tabling form at the Office of Student Life. Clubs and student organizations may not use state resources to endorse individual political candidates. If clubs or student organizations would like to table in other spaces on campus, they must obtain appropriate approval from the designated building coordinator. The club or student organization can work with the Office of Student Life to identify who the designated building coordinator is for the space they would like to table.

Tabling rules:

1. Can only occur Monday through Friday 9AM – 5PM;
2. Cannot block walk-ways;
3. Cannot hock or pawn;
4. Cannot or interfere or impede on campus groups/departments reserved activities/events, with determination coming from the Office of Student Life or Dean of Students designee;

Non-profit off-campus organizations or individuals are allowed to table on the UC quad as long as they are not selling anything or promoting a business. These groups must follow the general tabling rules as stated above.

For-profit off-campus organizations or individuals will only be permitted to table 5 business days per semester. These groups or individuals will be charged a \$100 fee per day to table on the UC Quad. For the complete Quad Policy (<https://policy.humboldt.edu/sa0001-university-quad-events-policy>)

All clubs, student organizations or on-campus entities or individuals should check with the University Center information desk to reserve the UC Quad for their tabling event and before setting up tables in the lower quad to see if it has been reserved. All off campus entities are limited to tabling in the upper quad, and must complete the appropriate tabling forms with the Office of Student life.

J. Use of University Facilities for Fundraising Events

Recognized student, faculty, staff, or affiliate organizations may be granted use of the University facilities for functions at which admission is charged or donations solicited, when facilities are available and providing the event sponsors observe University policies and regulations.

The Event Approval Process, Facility Use Agreement form, or Department confirmation process, depending on the status of the event sponsor, must be completed and filed prior to the event.

K. Filming on Campus

Student film productions shall not interfere with normal campus operations. For any commercial filming, please refer to the [Commercial Visual and Sound Productions Policy](#).

Definitions. As used in this Regulation I, the following definitions apply:

“Camp or Lodge”: [UCR - 5100](#). Sleeping or Camping on University Campus. No person shall camp on any property owned, operated, or controlled by the University or use any University facility or parking lot as a living space except in the Residence Halls per their established guidelines; or with the permission of the President or his designee for the facility being used.

“Commercial solicitation” means any direct and personal communication in the course of a trade or business reasonably intended to result in a sale. (Title 5, California Code of Regulations, section 42350)

“Commercial transaction” means selling or purchasing or both selling and purchasing by any person in the course of employment in, or in the carrying on of, a trade or business.

“Designated University Official” means the HSU official delegated authority by the President over the relevant operation or facility.

“Employee” means any person listed in the HSU payroll system and employed by any

academic or nonacademic department or division or other official HSU entity including campus auxiliaries (e.g. Associated Students, Sponsored Programs Foundation, etc) or an approved and verified volunteer.

“Employee Organization” means an independent organization organized and existing for the purpose, in whole or in part, of dealing with University management concerning grievances, labor disputes, wages, hours and other terms and conditions of employment of employees, as defined by Section 3562(f) of the Higher Education Employer-Employee Relations Act (HEERA).

“Instructionally activities” refers to essential educational experiences and activities that aid and supplement the fundamental educational mission of the instruction. Please refer to [Article 20 of the CFA Handbook](#) for a full definition of instructional related activities.

“Grounds open to the Public” means:

- Between the hours of 6:00 a.m. and 10:00 p.m., paved pedestrian walkways and lawns on University property are generally open to the public, except those:
 - Within areas reserved for classes, public performances, Official University Functions, or HSU sponsored events;
 - On vehicular driveways, streets and parking lots.
- Paved pedestrian walkways within designated food service or eating areas are generally open to the public for the purpose of food service or eating only;
- Between the hours of 10:00 p.m. and 6:00 a.m., paved pedestrian walkways and lawns on University property are generally closed to the public except for coming and going to a University building, Official University Function, or crossing the campus;
- No non-affiliate of the University shall enter or otherwise remain on the campus or other University property between the hours of 10:00 p.m. and 6:00 a.m. This curfew shall not apply to University housing residents or their authorized guests, or people possessing valid written authorization, or to those on legitimate University-related business or attending a specific University-sponsored event or other Official University Function. Those persons possessing a valid written authorization or attending a specific event shall be allowed to remain and use the facilities as specified in their authorization or through the duration of the specific event, after which time they shall leave the property forthwith and without delay. This time restriction shall not apply to people proceeding directly across a roadway or path that has been designated as open to the public during curfew hours;
- If a non-affiliate enters the HSU campus or one of its facilities, and it reasonably appears to the Designated University Official to maintain order on the campus or facility, that the person is committing any act likely to interfere with the peaceful conduct of campus activities or facility, or has entered the campus or facility for the purpose of committing

any such act, the Designated University Official may direct the person to leave the campus or facility;

- Any person on the campus or other University property may be required to present identification to verify their affiliation with the campus if it reasonably appears to the Designated University Official that the person is committing any act likely to interfere with the peaceful conduct of campus activities or facility, or has entered the campus or facility for the purpose of committing any such act.

“Hock or pawn” means to pledge, borrow or stake a service or good.

“Non-Affiliate” or “Off-Campus Entity” means any person who is not a student, officer, official volunteer, employee, or emeritus faculty or staff of HSU, nor a member of a household authorized to reside in University Property.

“Official University Functions” means scheduled academic classes, research and activities; normal daily operations of HSU units; and programs or activities sponsored by HSU units in the course of fulfilling HSU’s educational function and mission.

“Open Fire” means any fire, controlled or uncontrolled, including a campfire.

“Sale,” “selling,” or “purchasing” means an activity creating an obligation to transfer property or services for a valuable consideration. “Solicitation” means to request or endeavor to persuade or obtain by asking.

“Student” means an individual for whom the HSU maintains student records and whom as used in Regulation I is:

- Enrolled in or registered with an academic program at HSU ;
- Has completed the immediately preceding term and is eligible for re-enrollment, including the intersession periods between academic terms;
- Is on an approved educational leave or other approved leave status;
- The term “student” includes individuals registered with a program of HSU’s Extended Education program.

“Torch” means any object consisting of combustible or flammable material that is ignited and produces a flame.

“University” means the California State University and the Humboldt State University (HSU) campus and all property under its control.

”University President” means those persons referred to as “Campus President” in California

Code of Regulations, Title 5, Section 42355, and includes their designees.

“University Property” means any University owned, operated, leased, or operated by the University and its affiliated auxiliary organizations. This includes all of the buildings and grounds of the HSU campus and any building and ground otherwise within HSU’s direction and control, including property owned and operated by campus auxiliaries. This policy does not include off campus leased space or facilities.

“Volunteer” means any person who is formally registered with HSU Human Resource Management or any campus auxiliary organization (e.g. Associated Students, University Center, sponsored programs foundation, etc.) and authorized to provide volunteer services on behalf of HSU in campus facilities.

“Weapon” includes, but is not limited to, any firearm (including with a concealed carry permit), any knife with a metal blade of any length, any ice pick or similar sharp object that may be used as a stabbing implement capable of inflicting serious bodily harm, any razor with an unguarded blade, any cutting, stabbing or bludgeoning weapon or device capable of inflicting serious bodily harm, any dirk or dagger, any “Taser,” stun gun, or other similar electronic device; any torch – whether or not lit, and any instrument or device capable of expelling a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun.

Supersedes:

- **Policy Number:** EM:P10-01: Time, Place and Manner of Free Expression Policy June 2010
- **Policy Number:** SA0001: S A0001 University Quad Events

Policy References:

- **Policy Number:** P18-02: Temporary Food Facility Policy
- **Policy Number:** P19-04: Alcoholic Beverages Policy
- **Policy Number:** UML 00-04: On-Campus Sales and Solicitation Policy

TIME, PLACE AND MANNER OF FREE SPEECH AND EXPRESSION, COMMERCIAL ACTIVITY AND USE OF UNIVERSITY BUILDINGS AND GROUNDS

This regulation is issued by the University President pursuant to [California Code of Regulations, Title 5, Sections 42350-42354](#), and [CSU Executive Order 669](#), and concerns the use of University buildings and grounds for purposes of commercial transactions and commercial solicitation, non-commercial solicitation, the distribution of handbills and circulars, public meetings, performances, rallies, and similar campus events. This regulation applies to all members of the HSU community including, but not limited to, students, student organizations, faculty, faculty organizations, staff, staff organizations, campus-affiliated organizations, and other off-campus groups or persons while on campus grounds, including commercial vendors or solicitors. This regulation controls HSU's time, place, and manner restrictions on commercial transactions and solicitation, non-commercial transactions and solicitation, freedom of expression activities, amplified sound, and posting or chalking, including the distribution of handbills and circulars. This regulation does not control instructional activities or official university commercial or professional activities.

HSU supports creative, thoughtful, and respectful discourse where conflicting perspectives are vigorously debated and thoroughly discussed. HSU is dedicated to affording all members of the HSU community the protections for free speech, expression, assembly, religion, and press available under the U.S. and California constitutions and all applicable federal and state laws, in accordance with the University's purpose and function except insofar as limitations on those freedoms are necessary to HSU's functioning. It is not the proper role of the University to attempt to shield persons from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although HSU greatly values civility, and although all members of the HSU community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect are not a justification for closing discussions of ideas, however

offensive or disagreeable those ideas may be. Yet, the University also has the duty to restrict expression that violates the law, falsely defames a specific individual, constitutes a genuine threat or harassment, unjustifiably invades substantial privacy and confidentiality interests, or is otherwise directly incompatible with the University's functioning. Additionally, HSU may reasonably regulate the time, place and manner of expression on University property and over its communication systems to ensure the expression does not disrupt ordinary University functions and activities.

Although the HSU community is free to criticize and contest views expressed on University property and over its communication systems, and to criticize and contest speakers invited to campus to express their views, they may not obstruct or otherwise interfere with the freedom of others to express their views, even if they reject or even loathe those views. Further, each member of the HSU community shares the responsibility of maintaining conditions conducive to achieving HSU's mission of teaching, research, and public service. The time, place and manner policy exists to protect and promote the rights of the HSU community, prevent interference with HSU's operations, functions and activities, and assure compliance with all applicable laws and HSU policies and regulations. **All criteria for assessing events and other necessary approvals shall be applied in a viewpoint neutral manner.**

Nothing in this policy shall prohibit any union from communicating with its members regarding union-related activities or engaging in protected or concerted activities otherwise allowed under HEERA, or rights provided by the terms of a controlling collective bargaining agreement.

A. Use of University Buildings, Facilities and Grounds

The use of campus buildings, facilities, and grounds for any purpose is subject to the following:

1. All persons on University property are required to abide by [University policies and regulations](#). Violation of University policies or regulations may subject a person to legal penalties. If the person is an HSU student, faculty member or staff member, that person may also be subject to University discipline. Individuals on University property or in attendance at an official University function assume the obligation of conducting themselves in a manner compatible with the University's responsibilities as an educational institution. This includes, but is not limited to, complying with the following prohibitions:

No person on University property or at official University functions may:

- a. Block entrances to or otherwise interfere with the free flow of traffic into and out of campus buildings;
- b. Block any street, roadway, crosswalk, driveway, parking structure or

parking lot and its entrance and exit, or otherwise obstruct the free flow of pedestrian or vehicular traffic unless authorized to do so;

- c. Knowingly and willfully interfere with the peaceful conduct of campus activities or any campus facility by intimidating, harassing, or obstructing any University employee, student, or any other person having lawful business with the University;
- d. Delay or linger without lawful purpose for being on University property while, or for the purpose of committing, a crime or violation of this regulation or any other University policies or regulations;
- e. Engage in the production of amplified or non-amplified sound that disrupts or interferes with campus business or activities, except when allowable per this policy in section B. 2.;
- f. Camp or Lodge on University property, except in facilities or locations specifically authorized by the University;
- g. Engage in physically abusive, threatening, or intimidating conduct toward any person;
- h. Exhibit disorderly or lewd conduct;
- i. Urinate, defecate or expel any bodily fluids (e.g. spit, blood, vomit, etc.) in any place on University property other than a designated restroom or other facility designated for the sanitary disposal of human waste;
- j. Participate in a disturbance of the peace or unlawful assembly;
- k. Use, possess, sell, or manufacture narcotics, illegal drugs, tobacco or any products containing tobacco, and marijuana or any products containing marijuana or any of its byproducts, unless allowable by the smoking [CSU Executive Order 1108](#);
- l. Possess, conceal, carry, use, store or manufacture any firearm (including those subject to a concealed carry permit, and replicas), weapon, knife, or other device or instrument capable of causing or inflicting bodily injury or property damage including, but not limited to, any explosive, flammable liquid, and incendiary device, unless expressly and specifically permitted by University policy or regulation;
- m. Fail to comply with the directions of a University official acting in the performance of their duties;
- n. Engage in the theft, destruction or other misuse of University property or equipment;
- o. Possess or ignite any Torch;
- p. Have any Open Fire or Torch anywhere on University property, unless, and only to the extent, specifically authorized and limited by another University policy or regulation (such as the University Policy on Smudging, Housing & Residence Life, or Student Theater Productions);

- q. No climbing or standing on elevated surfaces (e.g. retaining walls, towers, runways, building roofs, etc.) or trees.

No person on University property or at official University functions may:

- a. Use University facilities not generally open to the public including, but not limited to, showers, storage lockers, study lounges or recreational facilities, without authorization of a Designated University Official;
 - b. Disturb plants and wildlife in any way, including climbing or placing objects in trees or bushes or attaching items to them.
2. All persons on University property are required, for reasonable cause, to identify themselves to, and comply with instructions and directives of, Designated University Officials and University Police acting in the performance of their duties.
 3. HSU prohibits all non-University commercial activity on University property unless specifically approved by the University President or designee. This includes the distribution of commercial literature and other such products and services. No non-affiliate of the University may solicit, sell, or rent any goods, wares, merchandise, liquids, or edibles for human consumption or services on University property, operate any commercial enterprise, or give any lessons, classes or instruction on University property, whether for profit or otherwise, unless specifically authorized by the University President or designee. For purposes of this regulation, soliciting and selling includes the leafleting or distribution of advertisements or other promotional devices and products.
 4. Scheduling of campus facilities by non-campus organizations or individuals requires the completion of the "Application for Lease/Rental of University Facilities" form and can take up to 3 weeks for processing. If approved, a Lease will be created including estimated costs for facilities rentals, parking, custodial services, and any other costs applicable to the event, etc. Insurance is required to be provided no less than 7 days prior to the event. Full payment is due within 90 days of invoicing or will be sent to collections. Payment can be made in Cash, check, or credit card (in-person only).
 5. All facilities on campus are managed by their respective administrator or staff. The respective office or respective administrator or staff will inform all clients of applicable requirements, including insurance if needed. Events exclusive of HSU also require approvals from Facilities Management, University Police, Parking and Transportation Services, and Risk Management before scheduling is confirmed. Additional clearances may be required depending on the services requested. These approvals are facilitated in collaboration with the client by the appropriate administrator or staff. The University's Chief of Police will

determine the type of security necessary for events based on the public safety needs of any event being held in or around University property. Each event will be considered on a case-by-case basis to determine appropriate staffing and other security and safety measures. The University will assess security needs, and assess fees for security provided by the University, based on content and viewpoint neutral factors. The University always reserves the right to charge fees for security on a content and viewpoint neutral basis.

6. A request for use of University property may be denied if the request is not in accordance with University policies and these regulations, and shall be denied if circumstances are such that the use may cause an unreasonable disruption to the orderly operation of the University or create a threat to the safety of persons or property, as determined by the University.
7. Commercial support of student programs and activities organized or coordinated by recognized student organizations, as defined and governed by Title 5, California Code of Regulations sec. 41400-41505, is not considered a commercial activity under these guidelines and may therefore be permitted, provided the primary purpose of such support is to underwrite a student program or activity, as opposed to the promotion or endorsement of a commercial product. Such activity must go through the Event Approval Process. Recognized student organizations contact the Office of Student Life and Development for assistance.
8. Voter registration activity is permitted on University property generally open to the public, as defined in this regulation.
9. Domestic Animals may not enter any campus buildings with the exception of Service and Emotional Support Animals (refer to refer to [Animals on Campus Policies P17-09](#) and [Students, Campus Residents and Visitors and P17-08](#)). Domestic Animals must be under control while on any campus grounds, restrained by a leash that does not exceed six (6) feet in length and in the possession of the animal's handler. Any Domestic Animal brought to campus must be licensed and fully inoculated, with the burden of proof on the owner. Fecal matter deposited by any Domestic Animal brought to campus must be removed immediately by the animal's owner or handler. Owners or handlers may not feed their Domestic Animals on campus grounds. Domestic Animals found tethered, unattended or abandoned may be impounded in accordance with all applicable law and regulations. Domestic Animals may be confined in vehicles parked on campus for a reasonable period of time. However, the animal must not be endangered and must not endanger others or create a nuisance. This paragraph does not apply to police service dogs as described in Penal Code section 600.

B. Free speech, expression, demonstrations, protests, rallies and other public

assemblies on university property.

HSU supports and is committed to open, free and robust discussion, debate and exchange of ideas as an indispensable part of its educational mission, especially when the ideas expressed are controversial and unpopular. However, HSU also has the obligation to ensure the safety and security of persons and property, and that University operations, functions and events are not disrupted. The time, place, and manner of persons exercising their rights of free expression, speech, assembly, and religious worship is subject to this regulation, and applies to all members of the University community, including students, faculty, staff, administrators, volunteers, and non-affiliated members of the public, while on University property:

1. Individuals and groups may assemble on University Grounds open to the public (as specified in this regulation) to engage in non-amplified speech and expression, including the solicitation of signatures on non-commercial petitions, provided such activity does not disrupt the functions, operations and events of the University or interfere with the free speech rights of others, as previously addressed in this regulation, including, but not limited to, or jeopardize the safety of persons and property. The exercise of free speech and assembly rights shall not:
 1. Interfere with class instruction or other scheduled academic, educational, or cultural/arts program or with the use of the University Library;
 2. Obstruct pedestrian or vehicular traffic, or otherwise endanger persons or property;
 3. Be conducted in or on campus parking lots, parking structures, driveways, crosswalks, streets, roadways, and paths of pedestrian travel, inside university buildings and within 20 feet of any location in which instruction, education and/or official business activities are being conducted, unless allowable by B.3. regarding recognized by the university;
 4. Employ sound amplification or create noise that disrupts University activities or interferes with the exercise of free speech by others (please refer to amplification regulation);
 5. Harass, intimidate, or impede the movement of persons;
 6. Create or cause unsafe congestion around stairs and elevators;
2. In order to minimize interference with academic programs, activities that involve amplified sound. (e.g. music, speech, drumming) may only occur between 12:00 pm to 1:00 pm, Monday – Friday, on the University Center Quad, unless prior University approval is obtained from the Dean of Students Office. The reservation protocol above must be followed in order to use amplified sound. The Dean of Students or designee is charged with making a final determination about whether amplified sound is considered disruptive.

A. Sound amplification

- i. Amplification for any other location or time requires prior approval through the Dean of Students or their designee. Requests to use amplification should be submitted in writing at least five (5) working days prior to the event. Exceptions may be made for spontaneous events and in other extraordinary circumstances. The sound level for any event may not exceed that which is disruptive to instructional programs, scheduled events, University business operations, and/or Library or classroom study and research. Amplified sound is intended to be heard in the immediate area only. Amplified sound base decibel rates of 75dbA and spikes of 90dbA are permitted, as measured by a sound meter using the “A” weighted network (scale) at slow meter response, ten (10) feet from the amplified sound source. Outdoor amplified sound events are subject to monitoring and regulation. Amplified sound shall not exceed 90 decibels and shall not disrupt University business. It is the responsibility of the sponsoring individual or organization, in collaboration with University personnel, not to exceed the 90-decibel level.
- ii. Hand-held amplification (e.g. “bullhorns”) is considered a sound amplification device under this policy, and all amplified sound must conform to the general limitations outlined in this policy. The Dean of Students or their designee has the authority to make the final determination, using reasonable judgment, whether or not an item is considered a sound amplification device for purposes of enforcing this policy.
- iii. Recognizing the importance of instructional activities, sound complaints concerning outdoor events should be directed to the University Police business number (707.826-5555). Decibel level is subject to administrative review.

B. Meetings, rallies, etc. can normally occur from 9:00 a.m. – 5:00 p.m, unless given specific permission through the event approval process.

3. Recognized student organizations, student body organizations, individual students, faculty and staff, and other entities of the University may reserve specified areas of University property and facilities for meetings, programs, and events consistent with this regulation.

Recognized student organizations should refer to the Club and Activities Handbook (https://clubs.humboldt.edu/handbook/organizing_events) for reservation information.

All others who wish to reserve campus facilities for non-instructional use may visit the [Contracts, Procurement and Accounts Payable](#) website for more information.

4. No person, while in or on any University property or facility may wear a mask (unless the

wearing of a mask is consistent with local, state, or federal public health orders or guidance), personal disguise or otherwise conceal one's identity to evade or escape discovery, recognition, or identification associated with committing violations of University policy, University regulations, or state, municipal or federal laws.

5. Any non-affiliate of the University holding or conducting any demonstration, gathering or rally in or upon University property or facility is subject to time, place, and manner restrictions as the University Center, the Office of Student Life, and the Dean of Students Office or their designee may impose to ensure University functions, operations and events are not interrupted or prevented by the demonstration, gathering or rally due to, among other things, scheduling conflicts. Criteria for approval of demonstrations, gatherings and rallies shall be neutral of the content of speech or purpose of the demonstration, gathering or rally.
6. Signs, posters, placards and banners on University property may not be of a size, shape, or type that will interfere with University functions, operations or events, cause damage to university property, or pose a danger to the safety of persons or property. Signs exceeding 24" by 36" dimensions may be made only of vinyl, foam core, cardboard or paper. No sign of any size or shape shall be made of metal. No person, while participating in any demonstration, rally, picket line, public assembly, or protest, shall carry or possess a signpost, pole, pipe or stake fabricated of metal or composite material, regardless of width or diameter.
7. Additional prohibited items include, but are not limited to¹:
 - A. Any bag exceeding the size of 18" by 14" by 7"
 - B. Any Weapons
 - C. Mace, pepper spray, or similar chemical spray
 - D. Helmets and face shields
 - E. Gas masks
 - F. Shields and body armor
 - G. Glass, thermal and metal containers
 - H. Flammable liquids and gas
 - I. Torches and other open flames
 - J. Aerosol and other pressurized canisters and sprays
 - K. Balloons filled with any substance other than air and any non-flammable and non-hazardous gas
 - L. Drones and other unmanned aircraft systems, without authorized approval
 - M. Laser pointers
 - N. Selfie sticks
 - O. Toy and replica guns or blades unless the possession of these items is expressly pursuant to the Theater, Film and Dance Department Prop Weapon

¹ As appropriate, these restrictions do not apply to members of law enforcement or if given prior approval by the appropriate office

Use Policy and prior written authorization of the Chief of Police or their designee is obtained.

- P. Bicycles, skateboards, roller skates and scooters where prohibited (University Regulations Codes - 3405 & 3407)
8. No person or persons shall engage in any assassination or war type game, or any other type of event which involves stalking others, ambushing, lying-in-wait for, or following another person by means of stealth (i.e., laser tag) (UCR 5006)
 9. One table and two chairs are permitted, provided their use complies with the time, place, and manner limitations. However, the erection of temporary or permanent structures, including, but not limited to, booths and canopies, is not permitted, unless with prior approval from the Office of Student Life. If a recognized student organization requires more tables and chairs they should seek guidance from the Office of Student Life. Any employee or non-affiliate activity should contact the University Center.

C. Distribution of Printed Non-Commercial Material

Non-commercial printed material may be distributed on University property or at official University functions subject to the following provisions:

1. On University grounds that are generally open to the public (as specified in this regulation), literature may be distributed as follows:
 - a. The free flow of pedestrian and vehicular traffic is not obstructed or impeded;
 - b. Printed material is not forced upon others
 - c. Printed material shall not be placed on or in vehicles parked on University property;
 - d. Persons distributing printed material shall be responsible to ensure the printed material does not litter the area of distribution.
2. Tables and portable (i.e., hand carried) displays used to facilitate distribution may be placed on only paved pedestrian walkways, and may not block walkways or entrances to buildings or otherwise impede the free flow of traffic. Tables or portable displays must be attended at all times by the individuals or groups sponsoring the distribution, and such individuals or groups must ensure the printed material they are distributing does not litter the area.
3. Printed material may not be distributed in University buildings or parking lots.
4. Distribution must not interfere with classes and other University functions, operations and events or obstruct the free flow of pedestrian and vehicular traffic, and may not be conducted at the top or bottom of elevators and stairs.

D. Commercial Transactions, Commercial Solicitation and Solicitation for Donations

All solicitation, commercial solicitation, and private sale are prohibited unless approved in advance by the University (delegated to the Vice President, Enrollment Management) (Title 5 California Code of Regulations, section 42350.6). The University shall determine and restrict time, place, and means of distribution of all commercial solicitations. Commercial solicitors may NOT sell food on campus. All commercial solicitors must complete a "Commercial Solicitor Form," available in the Clubs Office, to request permission to solicit on campus. Refer to the On-Campus Sales and Solicitation policy for more information.

E. Posting of Signs

Posting on campus bulletin boards is permitted as follows:

- General bulletin boards: Anyone may post signs on general bulletin boards (indoor or outdoor). These bulletin boards are marked "General."
- University bulletin boards: Only official University documents and announcements may be posted to University bulletin boards by authorized University officials or personnel.
- Department bulletin boards: Department bulletin boards are reserved for the posting of materials relating to and approved by the pertinent Department. Department bulletin boards are marked as such.
- Union (collective bargaining agreement) bulletin boards: Union bulletin boards are reserved for posting of official union documents and announcements as approved by the pertinent union.

Posting of signs on building walls, restrooms, windows, glass surfaces, doors, benches, utility poles, sculptures, garbage receptacles, railings, trees, traffic control signs, stairs, bus stop areas, and sidewalks is prohibited. Exceptions are allowed in those buildings where it has been customary for faculty and staff to post materials on their own office doors or when work such as plumbing, heating/air conditioning, electrical or computer networking is underway. In such cases the posting method must not damage the door in any manner. The University reserves the sole right to post signage for emergency and safety purposes on otherwise prohibited surfaces and locations.

The following rules apply to all postings on general bulletin boards. Postings on all other bulletin boards may be subject to requirements as set forth by the pertinent authority (i.e. department or union).

1. Posters may not exceed 11"x17" in size.
2. Duplicate copies of a posting on a single bulletin board is not permitted.

3. Postings may not be placed in a way that might deface or damage university property (i.e. posted using staples, taped onto painted surfaces, painted, etc.) Only thumbtacks may be used to secure posters on bulletin boards.
4. All postings (except for student housing) must be reviewed by the appropriate office or administrator for compliance with these rules and policy prior to posting. Postings that comply with these rules and this policy will be stamped and dated. On-campus events: 50 copies. Off-campus events/all other: 20 copies.
 - a. Posting in student housing areas requires that flyers are reviewed and approved by the Director of Residence Life, no less than 2 weeks prior to the event. If approved, they can bring a specific number of copies to the Housing Front desk, and Residence Life staff will distribute through the buildings.
5. Publicity may be posted for a maximum of 14 calendar days.
6. Posters advertising or promoting events occurring on a set date must be removed within one week after the event has occurred.
7. Postings that contain defamation, obscenity, terrorist threats, false advertising, or the promotion of actual or imminent violence or harm, speech not protected by the United States Constitution and/or the California constitution, or speech that otherwise violates the restrictions in this policy, are not permitted.
8. Any poster that does not comply with these rules or that otherwise violates this policy is subject to removal at any time.

Removal of signs, other than by posting party or University personnel acting pursuant to their duties, is prohibited.

The University residence halls are not available for posting of materials or solicitation of goods and are not accessible to the public, please refer to the “Publicity” policy in the [Residence Life & You Handbook](#). Violations of the Bulletin Board Policy shall be reported to the Clubs and Activities Coordinator. Organizations in violation shall be informed and their publicity materials will be removed from the campus bulletin boards. Any additional violations shall be sent to the for further action. Publicity privileges’ may be suspended or revoked by the University at any time for violations.

F. Banners

Banners are a special category of postings because of their size and will only be permitted in designated locations. Banners must be larger than 2’ x 3’ but may not exceed 3’ x 5.5’ to advertise on the UC building.

Due to the limited space available, banners may only be used to publicize special events that are open to and held primarily for the campus community. Banners may NOT be used to endorse political parties, candidates, or initiatives, including items pertaining to

Associated Students elections.

A reservation is required for posting banners in the designated locations. Banner reservations may be made at the UC information Desk (707-826-4414). Banner space may be reserved up to one (1) academic semester in advance of the event. There are a limited number of banner spaces allocated for use by Clubs and Organizations. Each club is restricted to ten business days of banner space per semester. In the event that all club spaces are reserved, club representatives may check in daily with the UC information desk to see if a banner space becomes available. The UC information desk will not hold onto banners, unless the space has been reserved.

For safety reasons and to minimize the risk of damage to University property, banners will be posted only by authorized University personnel. Banners should be submitted to the University Center Information Desk no later than 4:00 p.m. the weekday prior to the requested day of posting. In the event of inclement weather (wind, rain, etc.) banners will not be posted. Days that banners are not able to be posted still count as part of the ten-day limit for Student Clubs and Organizations.

G. Chalking

Chalking is permitted on flat, concrete surfaces. Chalking is not permitted on buildings, doors, steps, windows, vertical surfaces (such as retaining walls or planters), painted surfaces, posts, lawn areas, railings, trees, traffic control signs, utility poles, construction fences, vehicles, garden areas, flowerbeds, newspaper racks, trash or recycle bins, streets or stairs, or within 20 feet of stairs or entryways. Only washable sidewalk chalk may be used. Housing & Residence Life has a separate process for chalking approval and is limited to events/activities sponsored by Housing & Residence Life Organizations.

Chalking must be approved in advance by the Office of Student Life (707.826.3776) and Facilities Management (707.823.3646). The University reserves the right to designate “no chalking days” during which days chalking will not be permitted on campus. Failure to comply with these chalking rules or with the other requirements of this policy in association with a chalking activity may result in denial of future requests for chalking approval.

Within 72 hours after completion of the advertised event, the posting entity or person is responsible for cleaning up the chalk with a scrub brush and water. The Office of Student Life has a bucket and scrub brush that can be used to remove chalking.

H. Staking

Staking is defined as a stick, pole or post pointed at one end for driving into the ground as a boundary mark, typically for flier or message promotion. Staking must be approved in advance by the Office of Student Life and Facilities Management. For spaces within Housing & Residence Life, staking must be approved in advance by the Director of Residence Life. All signs must identify the responsible club/organization. Failure to comply with the staking rules provided once staking has been approved, including required size, or with the other requirements of this policy in connection with a staking activity may result in denial of future requests for staking approval.

Within 72 hours after completion of the advertised event, the posting entity or person is responsible for removing the posters and all stakes.

I. Tabling on the UC Quad

Tabling is available to various members of the on and off-campus community. Recognized clubs and organizations must fill out the appropriate tabling form at the Office of Student Life. Clubs and student organizations may not use state resources to endorse individual political candidates. If clubs or student organizations would like to table in other spaces on campus, they must obtain appropriate approval from the designated building coordinator. The club or student organization can work with the Office of Student Life to identify who the designated building coordinator is for the space they would like to table.

Tabling rules:

1. Can only occur Monday through Friday 9AM – 5PM;
2. Cannot block walk-ways;
3. Cannot hock or pawn;
4. Cannot or interfere or impede on campus groups/departments reserved activities/events, with determination coming from the Office of Student Life or Dean of Students designee;

Non-profit off-campus organizations or individuals are allowed to table on the UC quad as long as they are not selling anything or promoting a business. These groups must follow the general tabling rules as stated above.

For-profit off-campus organizations or individuals will only be permitted to table 5 business days per semester. These groups or individuals will be charged a \$100 fee per day to table on the UC Quad. For the complete Quad Policy (<https://policy.humboldt.edu/sa0001-university-quad-events-policy>)

All clubs, student organizations or on-campus entities or individuals should check with the University Center information desk to reserve the UC Quad for their tabling event and before setting up tables in the lower quad to see if it has been reserved. All off campus entities are limited to tabling in the upper quad, and must complete the appropriate tabling forms with the Office of Student life.

J. Use of University Facilities for Fundraising Events

Recognized student, faculty, staff, or affiliate organizations may be granted use of the University facilities for functions at which admission is charged or donations solicited, when facilities are available and providing the event sponsors observe University policies and regulations.

The Event Approval Process, Facility Use Agreement form, or Department confirmation process, depending on the status of the event sponsor, must be completed and filed prior to the event.

K. Filming on Campus

Student film productions shall not interfere with normal campus operations. For any commercial filming, please refer to the [Commercial Visual and Sound Productions Policy](#).

Definitions. As used in this Regulation I, the following definitions apply:

“Camp or Lodge”: [UCR - 5100](#). Sleeping or Camping on University Campus. No person shall camp on any property owned, operated, or controlled by the University or use any University facility or parking lot as a living space except in the Residence Halls per their established guidelines; or with the permission of the President or his designee for the facility being used.

“Commercial solicitation” means any direct and personal communication in the course of a trade or business reasonably intended to result in a sale. (Title 5, California Code of Regulations, section 42350)

“Commercial transaction” means selling or purchasing or both selling and purchasing by any person in the course of employment in, or in the carrying on of, a trade or business.

“Designated University Official” means the HSU official delegated authority by the President over the relevant operation or facility.

“Employee” means any person listed in the HSU payroll system and employed by any

academic or nonacademic department or division or other official HSU entity including campus auxiliaries (e.g. Associated Students, Sponsored Programs Foundation, etc) or an approved and verified volunteer.

“Employee Organization” means an independent organization organized and existing for the purpose, in whole or in part, of dealing with University management concerning grievances, labor disputes, wages, hours and other terms and conditions of employment of employees, as defined by Section 3562(f) of the Higher Education Employer-Employee Relations Act (HEERA).

“Instructionally activities” refers to essential educational experiences and activities that aid and supplement the fundamental educational mission of the instruction. Please refer to [Article 20 of the CFA Handbook](#) for a full definition of instructional related activities.

“Grounds open to the Public” means:

- Between the hours of 6:00 a.m. and 10:00 p.m., paved pedestrian walkways and lawns on University property are generally open to the public, except those:
 - Within areas reserved for classes, public performances, Official University Functions, or HSU sponsored events;
 - On vehicular driveways, streets and parking lots.
- Paved pedestrian walkways within designated food service or eating areas are generally open to the public for the purpose of food service or eating only;
- Between the hours of 10:00 p.m. and 6:00 a.m., paved pedestrian walkways and lawns on University property are generally closed to the public except for coming and going to a University building, Official University Function, or crossing the campus;
- No non-affiliate of the University shall enter or otherwise remain on the campus or other University property between the hours of 10:00 p.m. and 6:00 a.m. This curfew shall not apply to University housing residents or their authorized guests, or people possessing valid written authorization, or to those on legitimate University-related business or attending a specific University-sponsored event or other Official University Function. Those persons possessing a valid written authorization or attending a specific event shall be allowed to remain and use the facilities as specified in their authorization or through the duration of the specific event, after which time they shall leave the property forthwith and without delay. This time restriction shall not apply to people proceeding directly across a roadway or path that has been designated as open to the public during curfew hours;
- If a non-affiliate enters the HSU campus or one of its facilities, and it reasonably appears to the Designated University Official to maintain order on the campus or facility, that the person is committing any act likely to interfere with the peaceful conduct of campus activities or facility, or has entered the campus or facility for the purpose of committing

any such act, the Designated University Official may direct the person to leave the campus or facility;

- Any person on the campus or other University property may be required to present identification to verify their affiliation with the campus if it reasonably appears to the Designated University Official that the person is committing any act likely to interfere with the peaceful conduct of campus activities or facility, or has entered the campus or facility for the purpose of committing any such act.

“Hock or pawn” means to pledge, borrow or stake a service or good.

“Non-Affiliate” or “Off-Campus Entity” means any person who is not a student, officer, official volunteer, employee, or emeritus faculty or staff of HSU, nor a member of a household authorized to reside in University Property.

“Official University Functions” means scheduled academic classes, research and activities; normal daily operations of HSU units; and programs or activities sponsored by HSU units in the course of fulfilling HSU’s educational function and mission.

“Open Fire” means any fire, controlled or uncontrolled, including a campfire.

“Sale,” “selling,” or “purchasing” means an activity creating an obligation to transfer property or services for a valuable consideration. “Solicitation” means to request or endeavor to persuade or obtain by asking.

“Student” means an individual for whom the HSU maintains student records and whom as used in Regulation I is:

- Enrolled in or registered with an academic program at HSU ;
- Has completed the immediately preceding term and is eligible for re-enrollment, including the intersession periods between academic terms;
- Is on an approved educational leave or other approved leave status;
- The term “student” includes individuals registered with a program of HSU’s Extended Education program.

“Torch” means any object consisting of combustible or flammable material that is ignited and produces a flame.

“University” means the California State University and the Humboldt State University (HSU) campus and all property under its control.

”University President” means those persons referred to as “Campus President” in California

Code of Regulations, Title 5, Section 42355, and includes their designees.

“University Property” means any University owned, operated, leased, or operated by the University and its affiliated auxiliary organizations. This includes all of the buildings and grounds of the HSU campus and any building and ground otherwise within HSU’s direction and control, including property owned and operated by campus auxiliaries. This policy does not include off campus leased space or facilities.

“Volunteer” means any person who is formally registered with HSU Human Resource Management or any campus auxiliary organization (e.g. Associated Students, University Center, sponsored programs foundation, etc.) and authorized to provide volunteer services on behalf of HSU in campus facilities.

“Weapon” includes, but is not limited to, any firearm (including with a concealed carry permit), any knife with a metal blade of any length, any ice pick or similar sharp object that may be used as a stabbing implement capable of inflicting serious bodily harm, any razor with an unguarded blade, any cutting, stabbing or bludgeoning weapon or device capable of inflicting serious bodily harm, any dirk or dagger, any “Taser,” stun gun, or other similar electronic device; any torch – whether or not lit, and any instrument or device capable of expelling a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun.

HUMBOLDT STATE UNIVERSITY
University Senate

**Sense of the Senate Resolution on The URPC's Progress Report on
"The URPC's Balanced Budget Proposal for AY 2020-22"**

20/21-URPC – April 27th, 2021

RESOLVED: That the University Senate of Humboldt State University receive and recommend for review the University Resources and Planning Committee (URPC) Progress Report on "The URPC Balanced Budget Proposal for AY 2020-22" (attached below) to the University President, and be it further

RESOLVED: That the University Senate express its gratitude for the work of the URPC.

RATIONALE: The University Senate approved the "URPC's Balanced Budget Proposal for 2020-22" on February 11th, 2020. As this plan is well underway, and planning for the next few contiguous budget cycles is beginning, the Senate forwards this progress report to the campus community and President that helps to outline the actions undertaken in relation to that plan, as a means of maintaining transparency, mutual accountability, and shared governance.

The URPC's Progress Report on the "The URPC's Balanced Budget Proposal for AY 20-22"

Over the course of the Fall Semester of 2019, the University Resources and Planning Committee developed a ["Balanced Budget Proposal for 2020-22"](#) and submitted it to University Senate Chair Stephanie Burkhalter on December 23rd, 2019. This proposal consisted of a two-tier plan through which \$5.4M in reductions in base budget would be affected along [FIRMS Codes](#), and based on the URPC's [Guiding Measures and Principles](#), in order to bring expenditures into alignment with projections of reduced tuition-based income over the next 3 fiscal years. This temporary allocation plan thus allotted time for the URPC to develop a robust, strategic, budget model that places student success as its highest priority, and that reflects the observations/recommendations of the Spring 2018 [WSCUC accreditation report](#), [our Strategic Plan](#), and the shared values of Humboldt State University.

The substance of this plan was approved by the University Senate on February 11th, 2020. By March 6th, projections of enrollment decline for AY20-21 had doubled from the 7% (requiring the aforementioned 5.4 million dollar structural reduction) to 14%. On March 16th, the impact of the COVID-19 pandemic became apparent, and all campus instruction was shifted to a virtual format. On April 7th, President Jackson composed [a letter to the URPC](#) outlining further anticipated reductions in incoming enrollment, culminating in a projection of 20% fewer

students, and expanding the necessary structural reductions to [\\$20M](#). Reduction efforts towards that new target commenced immediately thereafter.

At two points in the intervening year, each division has provided reports on their reduction activities to the URPC, including: actions towards implementation of their respective reductions, projected consequences of those actions, how stakeholders were engaged in planning, and how planning conformed with the Guiding Measures and Principles mentioned above. Divisional reductions have been fully realized in [Administrative Affairs](#), [Advancement](#), & [Enrollment Management](#), while an additional year (2021-22) has been afforded to [Academic Affairs](#) to achieve the remainder of their proportionally commensurate, but numerically larger, \$13.4M portion of the University's overall reductions. To date, Academic Affairs has achieved \$9,848,199 toward their target of \$13.4, leaving a remainder of \$3,151,801 to be addressed in year three (2021-2022).

Within Academic Affairs (AA), the three colleges have planned and are implementing their plans to meet their assigned targets through AY 2021-22. The colleges have not yet developed their respective base budget reduction plans for year three, as coordination within and across AA needs to occur to achieve the division's year three target (\$3,151,801) in a strategic way. Brainstorming for year three reductions is in an early stage, and will be developed further in a manner that is designed to engage AA stakeholders during the 2021-22 academic year. The other units within AA are working toward their respective year three targets, and will also be modifying those plans based on strategic coordination and planning within AA.

We anticipate improvement to HSU's budget picture in 2021-22 as a result of increased funding from the State, smaller than anticipated enrollment declines, and existing campus reduction planning efforts. As a result of the proactive planning described above, the University anticipates having \$1.56 million available to restore back into divisions in 2021-22 (in the quantities outlined in the table below), though all restoration/reinvestment is contingent on receipt of anticipated additional funding from the State. This does not change the need to balance our structural budget via the reductions underway, but provides an opportunity for funding to be available for future-forward investments. Divisional and MBU input will be critical in determining these investment strategies.

| Proposed Divisional Allocation of Funding | |
|-------------------------------------------|---------|
| Academic Affairs | 500,000 |
| Admin. Affairs | 100,000 |
| Enrollment Mgmt. | 110,000 |
| President | 300,000 |
| Univ. Advancement | 30,000 |
| University Wide | 520,000 |

| | |
|-------------|-----------|
| Grand Total | 1,560,000 |
|-------------|-----------|

Budget planning will continue in cycles, with a new multiyear proposal due to be developed and submitted to the Senate and the President in AY 21-22. The process of aligning our structural budgets to consecutive years of decline in enrollment-based income has been a difficult task, both practically and personally, and the manner through which those decision points have been determined and affected has been a necessarily fast-paced and admittedly imperfect process. Many University stakeholders have had to make difficult decisions that have proved curricularly, systemically, and emotionally impactful, and have required considerable effort and thought. The robust advocacy, oversight, and feedback efforts of the campus community have helped to shape those decisions in meaningful ways, and the URPC is grateful for campus participation in shared governance around decision making processes, and encourages continued engagement in the work of future budget cycles. Keep it up. Let's all make sure to work towards continued transparency, expansive stakeholder inclusion in processes, and mutual accountability in the stewardship of our shared resources.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 27, 2021

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer (mds65@humboldt.edu)

Membership: Clint Rebik, Kathy Thornhill, Kayla Begay, Matthew Derrick, Malluli Cuellar, Michael Goodman, Morgan Barker & Humnath Panta

(Panta, Goodman, Rebick, Thornhill, Schnurer working as committee of the whole.)

Update on policy work for minors and certificates

- CEEGE work and conversations
- Details - CSUN certificate policy as model to include
- How minors enhance majors and the relationship to certificates
- Parsing out the different kinds of certificates.
- Writing policy to minimize educational duplication while honoring current practice on campus.
- Teaching qualifications for instructors in departments and relationship to minors and certificates.
- Mapping how to add a program to the university and whether it should be stateside, self support, academic and/or other options.

Charge of the committee: **Duties:** “Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” ([Senate Bylaws](#), Section 11.2).

Next meeting is April 28 at 1pm.

Appointments and Elections Committee:

Submitted by Mary Watson, on behalf of the AEC

Spring 2021 General Faculty Elections Results

March 29, 2021

Cycle 1: February 1, 2021- February 8, 2021

Cycle 2: February 18, 2021 - March 4, 2021

Cycle 3: March 23, 2021 – March 29, 2021

Faculty Elected Positions:

The following candidates ran unopposed and received at least 50% of the vote required for election.

GENERAL FACULTY President / University Senate Chair, 2 year term

Monty Mola

UNIVERSITY SENATE

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

Stephanie Burkhalter

General Faculty Representative to the ASCSU (Statewide Senate) 1 year term

Ara Pachmayer

Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term

William Fisher

Tenure Line At-Large Faculty Delegate, 3 year term

Ramona Bell

Tenure Line CAHSS Instructional Faculty Delegate, 3 year term

Jim Woglom

Tenure Line CNRS Instructional Faculty Delegate, 3 year term

Jim Graham

Tenure Line CPS Instructional Faculty Delegate, 2 year term

Rouhollah Aghasaleh

Tenure Line CNRS Instructional Faculty Delegate, 2 year term

Kimberly White

UNIVERSITY SENATE OFFICER ELECTIONS

Chair, Faculty Affairs Committee, Senate 2nd Officer, and General Faculty Vice President

Mark Wilson

Chair, Academic Policies Committee, Senate 3rd Officer

Maxwell Schnurer

Chair, Constitution and Bylaws Committee

Chelsea Teale

Chair, University Policies Committee

Jayne McGuire

Co-Chair, University Resources and Planning Committee

Jim Woglom

Chair, Appointments and Elections Committee

Jennifer Eichstedt

Faculty Representative, Appointments and Elections Committee

Brandilynn Villarreal

INTEGRATED CURRICULUM COMMITTEE (ICC)

At-large Faculty Representative serving as Chair of the Integrated Curriculum Committee

Jill Anderson - Faculty Member (At-Large), 3 year term

At-large Faculty Representative serving as Chair of the GEAR Curriculum and Assessment Committee

Lisa Tremain - Faculty Member (At-Large), 3 year term

CPS Faculty Representative serving on the ICC's subcommittee on Course and Degree Changes

Eden Donahue - Faculty Member (CPS), 3 year term

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

- Faculty Member (CAHSS), 2 year term

Chelsea Teale

- Faculty Member (CPS), 2 year term

Meenal Rana

PROFESSIONAL LEAVE COMMITTEE

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

Anne Paulet

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

Laurie Richmond

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

Joshua Smith

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (At-Large), 2 year term
Ben Marschke
- Faculty Member (At-Large), 1 year term
Suzanne Pasztor
- Faculty Member (CAHSS), 2 year term
Nikola Hobbel
- Faculty Member (CNRS), Fall 2021 semester term
Tyler Evans
- Faculty Member (CPS), Fall 2021 semester term
Ethan Gahtan

TENURE AND PROMOTION COMMITTEE FOR THE COLLEGE OF PROFESSIONAL STUDIES

- Faculty Member (CPS), 2 year term
Ronnie Swartz

The following candidates ran unopposed and did not receive at least 50% of the vote required for election. These seats remain open.

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (CPS), 1 year term
John Lee

Appointment and Elections Committee Appointed Positions:

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms
Jennifer Eichstedt
Brandilynn Villarreal

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member, CAHSS 2 year term
Armeda Reitzel

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

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

- Tenured Faculty Member, CAHSS 3 year term
Sondra Schwetman

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Whitney Ogle

FACULTY AFFAIRS COMMITTEE

- Faculty Member, 3 year term

Jayne McGuire

GEAR (General Education and All-University Requirements) Subcommittee

- Faculty Member (CPS), 3 year term

Ramesh Adhikari

- Faculty Member (CAHSS), 3 year term

Cutchu Risling-Baldy

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

Candidates are recommended by the Appointments and Elections Committee to the President for final appointment.

- Faculty Member, 1 year term

Stephen Nachtigal

- Faculty Member, 1 year term

Diedra Pike

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

Candidates are recommended by the Appointments and Elections Committee in consult with the Senate Executive Committee to the President for final appointment.

- Faculty Member, 2 year term

Mark Rizzardi

- Faculty Member, 2 year term

Tyler Stumpf

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member from CPS, 3 year term

Meenal Rana

- Faculty Member (University Library), 3 year term

Katia Karadjova

- Faculty Member (CNRS), 3 year term

Tesfayohanes "Tesfa" Yacob

STUDENT GRIEVANCE COMMITTEE

- Faculty Member (CNRS), 3 year term

Mark Rizzardi

- Faculty Member (CPS), 3 year term

Christopher Walmsley

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 3 year term

Troy Lescher

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Two Faculty Members, 2 year terms

Jim Graham

Rouhollah Aghasaleh

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Resolution to Update the General Faculty Handbook (Second Reading Senate 4/27)

The following additional revisions were added to the Handbook based on feedback and Senate votes of the 4/13 meeting:

Section 400- The phrase "though only members of the Senate participate in the discussion and debate" was deleted from the Senate description in section 404 to reflect the engagement option that allows for non-senators to be recognized on the floor.

Section 800- The newly formed Bookstore Advisory Committee was added and the RPT committee description was updated to match that included in Resolution on the Membership of the RTP Criteria and Standards Committee - Appendix J.

With the second reading of the Resolution to Update the General Faculty Handbook, the working items in the CBC have been completed and the CBC has no further meetings schedule for this academic year. Chair Anderson is working to compile the End of Year Report and met with Incoming chair Teale on 4/19 to discuss committee work and plan for the transition.

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 3 pm.

Members: Mark Wilson (Chair), Simone Aloisio, Loren Canon, Jeremiah Finley, Kirby Moss, Elavie Ndura, Marissa O'Neill, Ara Pachmayer, George Wrenn.

Instructional Observation Checklists

The Instructional Observation Checklist is a form used for collegial evaluations of faculty that was originally developed by the FAC in 2013. It was developed to improve the quality of and standardize the scope of collegial observations used for faculty evaluations. Although not universally used by all Departments, review committees that do use the form have found it to help generate specific observations on the range of areas that are important in evaluating teaching excellence, and individual faculty making observations have found it useful in focusing their efforts. To the extent that the checklist is NOT used by certain departments, it is often due to simply not knowing about its existence.

The Inclusive Teaching and Culturally Responsive Pedagogies subcommittee of the Diversity, Equity and Inclusion Council revised the existing Checklist to include explicit references to diversity and inclusion teaching practices, and to facilitate synchronous online courses as well as face-to-face courses. They also created a new version of the checklist for use with asynchronous online courses. We were concerned that the Checklist was expanded from a single page to six pages in the revision, which might make it harder to use in a classroom evaluation and hence reduce the usefulness and adoption of the checklist. We edited the revisions of the Instructional Observation Checklist with the primary goal to make it more succinct and clearly structured, and returned our edited versions to the Inclusive Teaching and Culturally Responsive Pedagogies subcommittee for comments.

Advising Policy

We have been working with the Advising Working Group to help improve student advising, define the role of faculty advisors, identify training needs, and to create an Advising Policy. Some of the concerns the Advising Working Group has raised include: new faculty sometimes report that they are unclear on what their responsibilities are, or that they are not sufficiently trained in how to advise; students sometimes report that it is difficult to meet with their advisor or their advisor isn't helpful; advising loads vary significantly from one academic department to another and some advisors have so many advisees that they need to limit the amount of time they spend with individual advisees; and there is no university mechanism for assessment of advising so we don't know how significant these problems are.

We have been seeking feedback on a draft Advising Policy and draft Resolution, and as part of that effort got feedback from department chairs of all the colleges, and solicited feedback from and via senators of the University Senate. There are significant concerns about workload associated with any new expectations about advisor responsibilities, and concerns about workload associated with increased assessment. There are also concerns about resources being available to allow departments to reduce advisee loads. Individual departments have developed different approaches due to the differences in their programs.

We are seeking input from the Senate on a way forward for improving advising.

Diversity Equity and Inclusion Council:

Submitted by Dr. Elavie Ndura, Associate Vice President & Campus Diversity Officer

Submitted by Dr. Elavie Ndura, Associate Vice President and Campus Diversity Officer

The DEIC meets every third Wednesday of the month at 3:00 pm

Last meeting held on April 21, 2021

The final DEIC meeting of the semester will be May 19, 2021, at 3:00 pm

Members Present: Dr. Kayla Begay, Dr. Lisa Bond-Maupin, Dr. Nikola Hobbel, Dr. Tasha Howe, Dr. Katia Karadjova, Dr. Elavie Ndura, Nancy Olson, Meridith Oram, Linda Parker, Fernando Paz, Sasheen Raymond, Dr. Edelmira Reynoso, Tracy Smith, Roman Sotomayor, Kumi Watanabe-Schock, Dr. Brandilynn Villarreal, Dr. Kimberly White, and Dr. Mark Wicklund. **Recorder:** Jeanne Riecke

Guests: Dr. Nievita Buena Watts, Dr. Rona Halualani of Halualani and Associates, Dr. Dale Oliver, and Dr. Amy Sprowles

Purpose: *Engage with Dr. Rona Halualani on Diversity Mapping Project Findings and Recommendations*

1. Check-in

Objective: Convening & Connecting

1. A moment of reflection: Reflections shared by members on the verdict and justice for George Floyd's family.
2. Ongoing action: What can we do collectively to support CSU Chancellor Castro's urgency to "actively embrace anti-racist policies and practices..."

https://www2.calstate.edu/Pages/justice-for-george-floyds-family.aspx?fbclid=IwAR1TYesUVMHutop4Bk6uEhM30fvhI9Jh5LdaEoGi8lKJIS6hyMj6i9_2GA

2. Diversity Mapping Project

Objective: Engage & Affirm

2.1. Engage with Dr. Rona Halualani

Introduction of Dr. Rona Halualani of Halualani and Associates

Dr. Halualani is currently a faculty at CSU San Jose State University. Along with being a faculty, she is a consultant who engages in diversity, equity, and inclusion and has helped 54 campuses map out their efforts.

Dr. Halualani presented to the DEIC her findings in her presentation entitled, "Focused Diversity Mapping for Humboldt State University: Key Insights for Action." Her review highlighted the strengths, leverage points, and growth opportunities and provided recommendations.

HSU Diversity Mapping Planning Team

Thank you to the Diversity Mapping Planning team, whose support made it possible to have evidence-based efforts in preparation for WSCUC Special Campus Visit:

Dr. Nievita Bueno Watts, Director of INRSEP; Dr. Matt Johnson, Professor, Department of Wildlife; Dr. Mary Oling-Sisay, Vice Provost and Dean of Undergraduate and Graduate Studies; Dr. Dale Oliver, Dean, College of Natural Resources and Sciences; Dr. Elavie Ndura, Associate Vice President and Campus Diversity Officer, ODEI; Dr. Edelmira Reynoso, Associate Director, ODEI; and Dr. Amy Spowles, Department Chair and Associate Professor, Department of Biological Sciences.

Diversity Mapping is based on taking stock of actual efforts, setting a baseline, and identifying leverage points; this also highlights what the University is doing well, notes gaps and opportunities for growth.

Scope of Work and Areas of Focus

Dr. Halualani said that her Scope of Work and Areas of Focus was in the present time only. The mapping included diversity, equity, and inclusion (DEI) strategy, overall assessment of the quality, range, scope, and rigor of core University-wide diversity, equity, and inclusion (DEI) programs/initiative. This included the Scope of Work and Areas of Focus to identify spaces, cultural centers, student belonging items and aspects, diversity components of the general education program, Diversity and Common Ground (DCG), diversity, equity, and inclusion (DEI) alignment, and diversity change order.

Mapping Methodology

Dr. Halualani explained her methodology to mapping with a document analysis (81 aboveboard multi-page institutional documents, 34 media coverage items, and 315 information entries) gathered through web scraping to gain institutional evidence and an archival path including media and historical contexts). The period covered was January 1, 2020, through January 15, 2021. She used a spreadsheet with coding and 42 key analytical layers assessed through H&A taxonomies, scales, and informed by impactful practices. Analytics were applied to all information (domain analysis coding) to provide insights, gaps, and leverage point analysis.

What Does Focused Diversity Mapping Reveal About the State of Diversity, Equity, and Inclusion at HSU?

Dr. Halualani said she enjoyed mapping HSU as an institution and could see a dedicated DEI effort and dedicated people. She is heartened by what she saw in this project, mainly focusing on retention of historically minoritized student population. There are strengths to work from and several opportunities to move forward.

Evidence of Diversity

The key thing is to have a DEI strategy and specifically DEI strategic priorities. Question - What do you want to accomplish in DEI for the next 2, 3, and 5 years. Dr. Halualani is aware of the

University Strategic Plan. There are elements of DEI strewn throughout, with the statement that there will be an operational plan coming out of DEIC. That is key so that actions and initiatives become strategic priorities because they are much more sustainable and have a particular vision.

Diversity Strategy

Dr. Halualani is aware of a current/formal DEI Strategic Plan is being planned for this Spring through the Humboldt State University *Future Forward Strategic Plan 2021-2026*. This outlines overall what the goal areas all but the Operational Plans' designated goals, action steps, outcomes, the indicators, and the accountability mechanisms are going to be important. A DEI Strategic Priority needs to have budget resources to continue.

Even though the University does not have a current formal Diversity Strategic Plan in place, HSU does have intentionality and purposefulness concerning actions. There is a list of measures such as student belonging and success, place-based student learning efforts, diversity-related co-related opportunities, DCG growth requirements, retention and graduation development, etc.

What are HSU's Diversity Intentions for the Future?

Question: What does a diversity, equity, and inclusion committed Polytechnic University look/feel/act like? What uniquely sets HSU apart as a DEI committed University and as a Polytechnic University? HSU needs a fully operational Diversity Strategic Plan.

Diversity Strategy Taxonomy – Elements are a Vision, Structure, Assessment, and Accountability in a DEI Strategic Plan.

The Gold Standard is a stand-alone DEI Plan that connects to the University Strategic Plan with a centralized or de-centralized framework and time frames of 2, 3, and 5-year sections.

There are many different approaches to DEI, such as Inclusive excellence (AACU), equity and achievement gaps, and cultural competencies (strengths/limits). HSU has experience in the most important thing, to build in impact measures and outcomes.

She was looking at overall the nature of efforts and actions, of 213 efforts. It is more about quality efforts that are institutionalized, resourced, and strategically aligned across campus. She divided actions and efforts into whether they were primarily focused efforts that would not exist unless it was a DEI effort.

Dr. Halualani said that HSU had 94% of the efforts are primarily focused on DEI. She asked, what constitutes quality? It is a strategic, sustained, centrally resourced, institutionalized part of the institutional culture, and there is impact determination. Most of the HSU efforts are predominantly events, which is pretty common across campuses. Many are specific group-focused, separated into factors such as race/ethnicity, gender, socioeconomic status, and other identifying factors. The Codes are based on four different diversity types or definitions. She said there needs to be more done on disability studies.

Range Scope and Rigor of Core University-Wide Diversity, Equity, and Inclusion (DELTA + Levels)

Dr. Halualani created an overall assessment of seven different levels of Delta+ Levels. She looked at HSU events that engage the blue Delta levels, and some are at beginning levels.

Impact Determination

DEI impact. Dr. Halualani said that one of the most extensive critiques of DEI work, in general, is that it does not amount to anything. There is no measurement or outcome base. She said it does not always have to be quantitative. It requires changing culture to determine it is moving us in the direction we want and, if it is not, to change course. She said 62% of the HSU efforts that she looked at have impact determination. A closer look is that most measurements are at the lower level, in that the effort was completed or how many people attended, which is a start. Question - There are more options for assessing outcomes or measures that can be quantitatively or qualitatively identified? Is there a learning outcome assessment for an event? Is there a Student Learning Outcome (SLO) or a student success center, or Cultural Centers for Academic Excellence? Is there a student-learning outcome that you want to gauge that the event targeted? Can we have an impact marker?

HSU does have efforts that are medium and high-level DEI impact, and those are programs for historically minoritized students, place-based learning programs, and STEM grant programs with impact markers in place. She recommended continuing with those efforts. She looked at all the HSU identity spaces and cultural centers in all key schemata (coverage, scope, and connectivity). She said she was impressed with the cultural centers. She noted that Student Affairs has always been a champion of DEI work, long before universities focused on DEI. She was impressed and gave more recommendations for further development in this area.

Identity Spaces and Cultural Centers

Dr. Halualani looked at Student Belonging, including key needs, social support, academic support, and learning engagement. HSU does have in place all of them. She recommended continuing with social support with linkages to academic support, the co-curricular social with curricular. She was impressed with Dr. Sprowles' work with place-based learning and continued use of impressive DEI best practices with some recommendations.

Diversity Alignment Scale

Dr. Halualani answered, "Yes," everyone is going in the same direction, and there is a shared direction. The only thing that separates from complete alignment is finishing the DEI Operational Strategic plan, and when it is in place, it will increase alignment. It is important to have actions beyond attachment to people, to have them embedded in policies, strategies, processes, roles, and curriculum.

Diversity Components of the General Education Program

As it pertains to Diversity and Common Ground (DCG) models with embedded Student Learning Objectives for Multicultural Studies, Identity Politics, Differential Power and Privilege and Integrative approach and their Delta+ Levels 4-7 for HSU.

Diversity Change Order

Dr. Halualani reviewed First Order through Fourth Order: First Order is the establishment of a commitment to Diversity, Equity, and Inclusion; Second Order demonstrates a commitment through action; Third Order, action is sustained over a period of time, with links to strategic priority and impact assessment; Fourth Order is a fully resourced and institution-wide that has a significant impact in diversity engagement for the entire campus-wide community. She said she saw HSU at the highest level of the Second Order. HSU needs the Diversity Strategic Alignment and Plan to go to the Third Order.

Dr. Halualani said that she has not visited Humboldt State University but would love to visit.

Wrap Up and Adjournment

A few questions were answered due to lack of time.

Dr. Reynoso said that the Diversity Mapping project results will be distributed widely and shared with the campus community.

The last meeting will be held on Wednesday, May 19, before summer vacation for faculty. The purpose of the meeting will be used for a time to highlight all of the DEI work being done by the subcommittees.

Dr. Ndura thanked everyone for their attendance. Dr. Ndura invited Dr. Halualani to visit the HSU campus.

Meeting adjourned at 4:02 pm.

Integrated Curriculum Committee:

Meeting summary: March 30, 2021

Submitted by ICC Interim Chair Lisa Tremain

1. Proposed Minor in Peace & Justice Studies:
 - a. Student Roman Sotomayor and Professor Sara Hart presented on the proposed Peace & Justice Studies minor program. The presentation provided details on how the minor would be designed, including various options for how students might complete the minor in alignment with existing programs of study, including the Peace Corp certificate program. ICC members provided feedback on the minor proposal and asked for clarification on how the program would be administered and in which program it would be housed.
2. CNRS Chairs discussion request

- a. Chairs Steve Martin, Beth Eschenbach, and Erin Kelly joined ICC to discuss impacts on their programs - all “high unit” majors - in terms of the impact of DCG requirements and upper division transfer students. ICC members engaged in brainstorming pathways for transfer students that can account for the DCG requirement. It was determined that a focused discussion on DCG at HSU will occur in the next academic year.
 - b. ILOs and Sustainability requirement: Chair Steve Martin brought to the ICC’s attention the extent to which ILO 2 (Sustainability and Environmental Awareness) is part of the requirements for undergraduates.
 3. Polytechnic Self-Study- Academic Programming Working Group Chairs Eileen Cashman and Bori Mazzag presented plans for academic programs as part of securing a polytechnic designation for HSU.
 4. ICC reviewed and discussed the following re: GEAR certification and Area F:
 - a. [GEAR Certification & Alignment with Area F](#) (Senate Resolution, 2nd reading scheduled for April 27)
 - b. [GEAR Certification](#)
 - c. [AB 1460 Ethnic Studies Policy](#) (Area F)
 - d. High unit majors and Area F: [ES response](#): NAS 200 will be put forward for Area F designation as an existing course in these majors’ curricula.
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April 27, 2021

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Sherie Cornish Gordon, CFO/VP Administration and Finance and Chief of Staff
Jason Meriwether, VP Enrollment Management
Jenn Capps, Provost and VPAA
Jane Teixeira, Director of Athletics and Recreational Sports
Frank Whitlatch, VP Advancement
Lisa Bond-Maupin, Acting Deputy Chief of Staff, Editor

Inclusive Student Experience

Humboldt State University has been named in the top 30 of universities nationally who are the [*Most Promising Places to Work in Student Affairs*](#). According to the national announcement in *Diverse Issues in Higher Education*, this ranking is determined with a focus on workplace diversity, staffing practices and work environment, the research uses a web-based survey approach to examine categories such as family friendliness, salary/benefits and professional development opportunities, to name a few. ***Congratulations to Dr. Meriwether, Dean Turnbow Ford and the entire Student Affairs team for this recognition.***

The CSU Student Success Network is recruiting a cross-functional team from HSU to be part of the **5th Middle Leadership Academy**. Through the lens of educational equity, the Academy focuses on developing the skills and relationships of middle leaders to make meaningful change on their campuses. The academy takes place over a full academic year with three virtual events in fall 2021 and in-person sessions tentatively planned for February and April of 2022. All associated costs are paid for by the CSU SSN MLA. Humboldt has been an inaugural participant in previous years sending 3-4 teams in the past.

2021-2022 project proposals need to address the implications of two pandemics—COVID-19 and racial injustice—in contributing to campus inequities, and explore approaches to address these inequities. Only one team/proposal will be accepted per CSU campus so I am asking that you submit proposals to me at OAAVP@humboldt.edu by **May 7, 2021** so we can ensure that a collaborative team proposal can be submitted by the system deadline of Monday, May 11, 2021. For more information please visit <http://www.csustudentsuccess.net/activities/middle-leadership-academy>

Human Resources, in partnership with Payroll, are gearing up for 2021 Summer Bridge student employment. Summer Bridge offers an opportunity for students who are either registered for Fall 2021, or have graduated Spring 2021, to work over the summer months of June and July. The program offers employment opportunities to students who rely on student employment for living expenses. We have streamlined this year's process for efficiency, as well as a seamless onboarding process for departments and students.

Pride

We are excited to host a **virtual visit with the new California State University Chancellor Joseph I. Castro** today. Part of a virtual tour of all 23 CSU campuses that started last month, the visit presents an opportunity

for the Chancellor to get to know HSU by meeting various stakeholders from campus and the local community. The constituents, schedule, and format were determined based on requests by the Chancellor's Office. Throughout the day, Chancellor Castro will learn more about Humboldt State's innovative teaching and learning, research, programs, current initiatives, and the significant impact HSU has on the North Coast.

The **fifth annual Sustainability Champion Awards** honor HSU employees whose practices have deepened a culture of sustainability on campus, have furthered the integration of sustainability into academics or student life, or have reduced HSU's environmental footprint.

Each year the Sustainability Awards selection committee reviews nominations and selects one faculty, one staff, and one student employee who have excelled in advancing sustainability at HSU and in the community.

This year's award winners are Amanda McDonald (NAS Research Assistant), Frank Herrera (Coordinator for the Social Justice, Equity and Inclusion Center), and Dr. Sarah Ray (Chair of the Environmental Studies Department), all of whom embody a spirit of innovation, collaboration, and leadership to create solutions to pressing challenges facing the campus and society. Each winner will be presented with an art piece made by local artist Katie Belknap.

The HSU Office of Sustainability sponsors the annual Sustainability Champion Awards. For more information on sustainability at HSU, visit the [Office of Sustainability website](#).

<https://pmc.humboldt.edu/portal/hsu-sustainability-champions-announced>

Campus Culture and Operations

The next phases of strategic planning are underway. Our phase 1 strategic plan forms the foundation from which to build division and college (or other similar unit) plans. These plans will include prioritized initiatives, outcomes, objectives, and measures. As such, they are also the next steps in the institutional assessment work ahead for us as an organization. These plans will make it possible to eventually conduct our annual assessment of impact and will map the good work in all divisions back to the shared strategic goals in our phase 1 plan. Similar to academic assessment and program review, we are slowly moving towards annual operational and co-curricular assessment and reporting guided by the 3 phases of strategic planning.

Co-led by Amy Moffat and Lisa Bond-Maupin, we are moving forward integrating assessment with the next phases of strategic planning. Building on the work of the former Integrated Assessment, Planning and Budgeting group, we have formed the **Integrated Assessment and Planning Working Group (IAPW)**, including senate representation, to engage the assessment and planning representatives from the divisions and colleges in developing our institutional assessment capacity and knowledge, infrastructure for sustainability, and approaches to showcasing bright spots and celebrating successes. The member of the IAPW are:

Division of Enrollment Management and Student Affairs

Eboni Turnbow Ford
Robert Keever
Corliss Bennett
Stephen St. Onge

University Advancement

Stephanie Lane

Angie Petroske

Office of the President

Lisa Bond-Maupin (Co-chair)

Athletics

Jane Teixeira

Kelly Kime

Division of Academic Affairs

Amy Moffat (Co-chair)

Elavie Ndura

Mike Le

Cyril Oberlander

George Wrenn

Shawna Young

Heather Madar

Rick Zechman

Division of Administrative Affairs

Liz Whitchurch

Patrick Orona

University Senate

Monty Mola

Department Chairs Professional Development Opportunity at the CSU Department Chairs Forum on April 30, 2021 from 2:00pm-3:30pm. [REGISTER HERE](#).

The forum features Maureen De Armond who is an attorney turned Human Resources administrator. She serves as the Associate Vice President of Human Resources at Oregon Institute of Technology and previously worked at the University of Florida and Iowa State University. She has enjoyed partnering on chair and dean workshops for many years and recently presented at the Emerging Leaders Academy sponsored by the Association of American Veterinary Medical Colleges.

Forum description: A year into the pandemic, many leaders are feeling exhausted, maybe even discouraged. Our session will focus on resilience during difficult times and ways chairs can consider preparing for continuing challenges in the next academic year. While department culture and other challenges will likely present obstacles, resilience is a trait that can be cultivated with thought and practice, and can often be the defining factor in practicing effective leadership. We'll identify the main ingredients that go into personal resilience and discuss some tools that can help individuals be more resilient leaders. We will start this conversation and leave you with some resources to go from there. This forum event will be recorded and available via [CSU Learn](#).

Innovation

This summer, Humboldt State University will transition to a **new software system for staff and faculty recruitments**. Implementation is scheduled to take place on July 20, 2021, after which most HSU recruiting

processes will be supported by the Common Human Resources System (CHRS) Recruiting tool (powered by PageUp)._

The CHRS Recruiting project is sponsored by David Hickcox, Interim AVP of Human Resources, as well as Simone Alisio, AVP of Faculty Affairs. According to David, *“CHRS Recruiting will move the campus away from a paper-based model and modernize the staff and faculty recruiting process. It will be a huge step forward, and will help our recruitment support staff and search committees complete more work in less time. While it may take people some time to get used to the change, once they get comfortable with the software, they will see the efficiencies we are gaining.”*

Our dedicated CHRS Recruitment Implementation Team has committed hundreds of work hours to date to realize this improvement. CHRS Recruitment Implementation Team: Bree Gossi, Nicole Log, Sabre Stacey, Rhonda Stockwell, and Stephanie Vick.