

Cal Poly Humboldt
University Senate Meeting Minutes
22/23:3 09/27/2022

Tuesday, September 27, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, September 27, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present (via zoom)

Aghasaleh, Banks, Bell, Burkhalter, Cannon, Capps, Colegrove-Raymond, Gordon, Guerrero, Harmon, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Tillinghast, A. Thobaben, M. Thobaben, Woglom, Wrenn, Wynn

Members Absent

Abarca, Cappuccio, Graham, Jackson, McGuire, Teale

Guests

Bella Gray, Bethany Rizzardi, Carmen Bustos-Works, Deserie Donae, Frank Herrera, Jeanne Wielgus, Jenni Robinson, Kintay Johnson, Mark Larson, Mike Le, Morgan King, Pedro Martinez, Sarah Long, Sheila Rocker Heppe

CFA Interruption Statement

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

Announcement of Proxies

Aghasaleh for Woglom, Anderson for McGuire, Bell for Abarca, Bell for Benevides-Garb, Moyer for Graham

Approval of and Adoption of Agenda

M/S (Aghasaleh/Woglom) to approve the agenda

M/S (Miller/Moyer) to amend the agenda to include the Senate Officer Election of the Third Officer and APC Chair, and the UPC Chair before the approval of the minutes from the meeting on September 13, 2022.

Motion to approve the agenda as amended passed unanimously

Senate Election of the Third Officer of the Senate and Chair of the Academic Policies Committee

Senator Ramsier self-nominated to serve as the Third Officer of the Senate and Chair of the APC seat

Senate vote to approve Senator Ramsier as Third Officer of the Senate and Chair of the APC ***passed unanimously***

Ayes: Abarca, Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Burkhalter, Cannon, Graham, Guerrero, Harmon, McGuire, Metzger, Miller, Miyamoto, Moyer, Ramsier, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Nays: none

Abstentions: none

Senate Election of the Third Officer of the Senate and Chair of the Academic Policies Committee

Senator Harmon self-nominated to serve as Chair of the UPC

Senate vote to approve Senator Harmon as Chair of the UPC *passed unanimously*

Ayes: Abarca, Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Burkhalter, Cannon, Graham, Guerrero, Harmon, McGuire, Metzger, Miller, Miyamoto, Moyer, Ramsier, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Nays: none

Abstentions: none

Approval of Minutes from the meeting on September 13, 2022

M/S (Wynn/Anderson) to approve the minutes from the September 13, 2022 meeting

Motion to approve the minutes passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

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

Appointments and Elections:

- Written report attached

Faculty Affairs Committee:

- Written report

Integrated Curriculum:

- Written report attached

University Resources and Planning:

- Written report attached

Associated Students:

Senator Guerrero reported that the student memorial is up, and will continue to be on their radar; students were assigned to committees, the board is looking at IRA fee and materials service fee, looking into the UC fee increased to support campus dining, received updates from food sovereignty lab, currently functioning on donations and one time funds, campus buy in is needed from the institution. He reported they are looking into the housing policy, as students concerned regarding notices for maintenance work which leads to student conflict, need better housing policy on campus.

Staff Council:

- Written report attached

Academic Affairs:

- Written report attached

California Faculty Association:

Senator Cannon reported that the statewide department chairs and program lead training that he and VP Silvaggio had a part in developing and training was held successfully, and that the CFA Executive Board meets tonight

Administrative Affairs:

- Written report attached

Enrollment Management:

VP Metzger reported that headcount is at 5865, which is still up 133 bodies from last fall, but FTEs are flat which indicated students aren't taking as many units all together. Census is next week, and Mike Le will present more detailed enrollment numbers at the next Senate meeting.

Student Affairs:

Interim AVP for Student Affairs Colegrove-Raymond reported her office is working to fill positions including the ASC position for the cultural centers, and have hired a new Director of Student Life, Ravin Craig.

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

The attached Consent Calendar from the Integrated Curriculum Committee was approved via general consent.

General Consent Calendar

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

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

Frank Herrera and Dr. Kintay Johnson announced the annual Campus Dialog on Race (CDOR), went over some upcoming events, and invited all to attend.

Resolution on the Maritime Archeology Certificate - (01-22/23 - ICC - September 27, 2022 – Curriculum Reading)

Senate vote to approve the Resolution on the Maritime Archeology Certificate *passed unanimously*

Ayes: Abarca, Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Burkhalter, Cannon, Graham, Guerrero, Harmon, McGuire, Metzger, Miller, Miyamoto, Moyer, Ramsier, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

Nays: none

Abstentions: none

TIME CERTAIN: 3:30 PM - Climate Action Plan 2.0 with Morgan King, Office of Sustainability

Climate Analyst Morgan King shared the attached presentation.

TIME CERTAIN: 3:45 PM - Fall 2022 Enrollment Update Part 1 with Mike Le & Peggy Metzger

Mike Le shared the attached presentation.

TIME CERTAIN: 3:55 PM - W vs. WU vs. I, and the new WU policy

Registrar Robinson Resinger shared the attached presentation.

Senator Moyer suggested that every professor should be able to see this presentation, perhaps at a spring welcome or something, it would be helpful. Chair Mola noted that he and ASC Watson will pull the presentation from the meeting recording for general distribution.

TIME CERTAIN: 4:10 PM - Campus Senate Feedback to the ASCSU on the Proposed Cal-GETC lower division transfer curriculum

Senator Burkhalter and Registrar Robinson Resinger reported on the Cal-GETC lower division transfer curriculum using the attached documents.

Senator Moyer noted that making art is a unique experience to be onstage performing so she argued that faculty representatives beg that doing arts courses should be permitted.

Senator Cannon asked whether anyone has run any numbers in terms of individual departments that will have to deal with the cuts; Senator Burkhalter answered that she doesn't believe anyone has looked at that.

Senator Harmon asked whether they will look for us to separate the GE lab courses from lecture components; Chair Mola noted he will be getting clarity on that issue later this week.

VP Gordon asked about whether the timeline is possible for campuses; Senator Burkhalter agreed that yes this is a huge lift, but that she thinks the CO is ready to roll on this, and it may have to go to the Board, depending on whether the 23 campuses agree on something by May. Registrar Robinson Resinger noted that it is her understanding that it will need to go to the board ultimately.

TIME CERTAIN: 4:40 PM - 2022 Annual Security Report with Nicki Viso, Office of Title IX & DHR

Nicki Viso shared the attached Annual Security Report.

M/S (Harmon/Moyer to adjourn)

Meeting adjourned at 5:11 PM

CFA Interruption Statement

As part of our continuing commitment to Racial Justice Work, when we experience examples of racial narratives, racism, or whiteness in our meetings, or as we conduct our business, we will speak up. This means we can interrupt the meeting and draw the issue to one another's attention. We will do this kindly, with care and in good faith. Further, as we engage interruptions we will take an intersectional approach, reflecting the fact that white supremacy and racism operate in tandem with interlocking systems of oppression of colonialism, class, cisheteropatriarchy, and ableism. This statement is a reminder that we commit to do this in the service of ending the system of racial oppression.

University Senate Chair Report September 27, 2022

Norms and Expectations:

Thank you all for your conversation and input on Senate decorum at our last meeting. From the 5 (of 8) sets of notes that I received, I compiled a [list](#) of items that I hope we can all keep in mind as we discuss various topics this year. Please take a look at our list (attached) and let me know if we missed anything. Feel free to make suggestions on the Google doc link above. I will chat with SenEx next week on how this list of items can be displayed during our Senate meetings and provided to guests and outside speakers. Thank you all so much for this. I really appreciate it!

AB 928:

Thank you to Registrar, Jenni Robinson Reisinger, and ASCSU Representative, Stephane Burkhalter, for walking us through the proposed lower division common transfer student GE pathway proposed by the Intersegmental Committee of the Academic Senates (ICAS). Please keep in mind that the California General Education Transfer Curriculum (Cal-GETC) has been negotiated between all three systems of California Higher Ed (UC, CSU, & CCC) and large changes in the structure of this proposal are likely not possible. Suggestions for changes should be focused on ensuring that the proposed structure can be implemented. Remember, if the three systems can't come to an agreement on a Cal-GETC proposal by December of 2022, the administrations of the three systems will decide on the common transfer pathway.

Honorary Degree Nominees:

The honorary degree committee is soliciting nominations for an Honorary Degree recipient at this year's spring commencement. Recipients of honorary degrees have demonstrated excellence in areas that benefit CSU campuses; the state, nation and/or world; and/or humanity. They do not have to be alumni or even be affiliated with Cal Poly Humboldt. Nominations should be sent to VP of University Advancement, Frank Whitlatch.

As always, if you have any questions or concerns, please drop me an email or give me call.

Thanks,
Monty

University Senate Norms & Expectations Summary

Norms: Familiar ways of interacting within the Senate¹

- The purpose of the Senate is to address important campus issues and create policy to support and strengthen the institution.
- Senators and guests as part of the campus community should model appropriate behavior in this representative body.
- We will ask questions to clarify understanding.
- Our feedback is meant to be constructive and solution oriented.
- Though we may disagree, our conversations will be collegial and focused on the issues. We will not direct criticism towards an individual or groups, nor will we allow ad hominem attacks within the Senate.
- The chair will acknowledge the concerns of speakers who come to the open forum and follow up with them.
- We will use *just enough* Parliamentary Procedure - keep the meetings running, but depend primarily on mutual respect to ensure order, use the parliamentary rules only when necessary.
- We will build time for questions into the agenda. If we run out of time, time on the next agenda will be made to allow for questions to be asked and answered.

Expectations: Desired behaviors and outcomes¹

- Start from a position of gratitude with each other.
- Assume others have the best intentions and everyone wants Cal Poly Humboldt to excel.
- Be open to other people's perspectives and aware that they may have a different lived experience than you.
- Listen intently, think before speaking, and ask yourself, "How can I add value to this space?"
- Avoid: hyperbole, personal attacks, and hostility. Grant each of us the grace you wish to be granted, even on your worst day.
- Be aware of your positionality, be conscious of who you are speaking to and how your words might be heard differently by different people.

¹ Evertson, C., Poole, I., & the IRIS Center, (2003), *Establishing classroom norms and expectations*, Retrieved from https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf

- Maintain a healthy dose of humility of all flavors (intellectual, cultural, etc.).

CAL POLY HUMBOLDT

University Senate Written Reports, September 27, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Marissa Ramsier, APC Chair Pro Tem

Members: Julie Alderson, Frank Cappuccio, Thomas Gray, Michele Miyamoto, Humnath Panta, Li Qu, Jenni Robinson Reisinger, Kathy Thornhill. Vacant: AS Student 2nd Rep.

Meeting Date(s): September 12, 2022 & September 21, 2022, both via Zoom

On September 12, the committee held a semester start-up meeting, hosted by Monty Mola (University Senate Chair) given that the APC Chair was vacant. The committee includes multiple new members, so the goal of this meeting was to make introductions and discuss the general work slated for the committee this year as Senate Action Items or otherwise. Attention was drawn to the credit hour policy, underrepresented groups policy, and potential policies/impacts of AB 928. Guest Marissa Ramsier (running for Senate seat) was voted Chair Pro Tem until/if a senate appointment occurs. (Present Members: Alderson, Cappuccio, Gray, Miyamoto, Qu, Robinson Reisinger. Guest: Monty Mola, Marissa Ramsier).

On September 22, the committee held its first regular meeting. We discussed our plan of action for the semester and agreed to start with the credit hour policy (1st). APC members will choose tasks to shepherd to get several balls rolling in several courts. The committee heard a request by John Meyer, Chair of Environmental Studies (ENST), regarding a priority registration (under category C) for ~4-5 student-instructors per semester that lead ENST 123 courses at CCAT. The committee concluded that additional information was needed to evaluate if the request met the criteria - a request for additional information was sent to Professor Meyer. (Present Members: All. Guest: Peggy Metzger, John Meyer, Marissa Ramsier).

Appointments and Elections Committee

Submitted by Jayne McGuire, AEC Chair

Members: Jayne McGuire, Monty Mola, Jorge Monterio, Joshua Frye, Shasheen Raymond, Jenn Capps

The AEC Committee met on 9/23/2022 to confirm appointments and to discuss and develop strategies around the continuing committee vacancies. The following remain high-priority positions.

- ASCSU Representative
- Center for Community Based Learning Advisory Committee (CNRS)
- Instructionally Related Activities Committee
- Grade Appeal Committee
- HSU Sponsored Foundation Board

Please share this information with colleagues and have them contact Jayne McGuire for more information.

The AEC is also beginning work on a flowchart for election and appointment procedures, in collaboration with the Constitution and Bylaws Committee.

Constitution and Bylaws Committee:

Submitted by Rouhollah Aghasaleh, CBC Chair

Members: Chelsea Teale, George Wrenn, Deidre Clem

Meeting Date(s): 09-19-2022

- review of CBC charge for 2022-23
 - Discussion: guidelines for creating/ sunseting committees→ to be discussed w/ VP Gordon
 - Discussion: guidelines for election procedures→ to be discussed with AEC Chair
- Faculty handbook updates: Section 800 under way since Spring
- proposed [Resolution to Amend the Constitution to Allow Lecturer Faculty to Approve the Graduating Students List](#)

Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

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

Vacancy: 1 Faculty 'At-Large'

Meeting Date(s): Regular meeting times are Tuesdays 12:00-12:50 in KA 106, Zoom hyflex by request.

We met 9/13 to set out a plan to address concerns about the role of bias in the Student Evaluations of Teaching Effectiveness – specifically bias against women faculty and faculty of color. We are looking at creating language in the faculty handbook that acknowledges this bias and including trainings on bias in the faculty and student orientation process. We also want to include language about how faculty can petition to have biased evaluations removed or otherwise addressed.

We are planning to meet with a wide range of committees and groups on campus that have experience and/or feedback on the SET process. We invite anyone to meet with us or collaborate on this- please join us at one of our weekly Tuesday meetings or contact Tim (tim.miller@humboldt.edu).

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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

Standing Contributor: Anna Thaler

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

Meeting Date: 9/20/2022

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks. Full Committee meetings are hyflex in FH 235 or Zoom:

<https://humboldtstate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09>

Resources available for curricular proposal development and submission: [Asynchronous Curriculog Training](#), [Curriculum Guidelines, Policies and Procedures](#), and [Associated Curricular Forms](#)

Subcommittee Reports

Course and Degree Change (CDC)- CDC is working through the proposals in Curriculog to meet the deadlines for the 23/24 catalog.

General Education and All University Requirements (GEAR) Curriculum and Assessment Committee- Preparations to move through the GEAR course proposals is underway and a clear organizational process is being developed to track proposal submission and approval. The recertification process proposed in the spring of 22 to align GEAR recertifications with program review is moving forward and an updated GEAR Policy reflecting those changes is forthcoming.

Academic Program and Planning (APPC)- Several new programs are being reviewed and work continues on revamped new program proposal guidelines, updating the course numbering policy to account for GEAR courses, and a policy on differentiating degree types.

Maritime Archeology Certificate

The committee reviewed updates to the proposal based on the feedback last meeting and approved the certificate to move to the senate.

Anthropology Program Change

The committee reviewed the Anthropology program change proposal that moves the major from a BA to a BS. The program change is responsive to shifts in the field of Anthropology, aligns with Cal Poly curriculum, and meets all the requirements from Title 5 and EO 1071. Dr. Risling-Baldy shared that the faculty of the Native American Studies Department were working on a statement of feedback inquiring about the effects changing to a BS would have on the work done with Tribal Nations and cultural artifacts. Points for discussion were on housing artifacts and remains, especially in an area that is shared with the Food Sovereignty Lab and other locations where Elders visit and ceremonies are performed. Additionally, the potential to include an NAS course in the core of the Anthropology BS was discussed in order to purposefully integrate knowledge on working on Tribal lands and recognizing and respecting the processes of working with Tribal Nations on Anthropological projects. Dr. Ramsier responded that the Anthropology department had been in communication with NAS about including coursework and appropriate knowledge into the program and were open to doing so. She also indicated that the program changes would not result in changes to the amount or types of fieldwork done and that the practices of not housing any artifacts or remains of unknown lineage or known lineage to a Tribal Nation would continue. Conversations with NAS and Anthropology will continue on these matters.

ICC Bylaws

The committee reviewed a proposed set of updates to the ICC bylaws. Highlights of the suggestions include:

- Student representation has been minimal in the past few years and the need to explore how to support students participation and/or allow for AS elected staff representation on the ICC was noted.
- Clear communication and expectations about who reviews and makes curricular decisions based on resource limitations.
- Discussion on voting membership ended up recommending keeping the voting the same, where all members except the AVP of AP votes.
- Discussion on an appeals process for any curricular proposal that did not make it out of the Senate was discussed and the need to have something in place was highlighted. This is something the ICC will continue to work on.
- The ICC communicates reasoning for decisions if a proposal is currently unable to move to the next step in the ICC process to proposing faculty already but that language is not explicitly in the Bylaws. It was noted that that language should be added to ensure that practice is preserved.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

Members: Jenn Capps, Jim Woglom, Amy Sprowles, Jaime Lancaster, Nicole Jean Hill, Arlene Wynn, Shawna Young, Peggy Metzger, Frank Whitlatch, Giovanni Guerrero

Meeting Date(s): Bi weekly Fridays 1:00-2:30pm

The University Resources and Planning Committee met once since the September 13th Senate Meeting, on Saturday, September 23rd from 1-2:30. During this meeting, which was held remotely because of scheduling concerns on behalf of the co-chairs, we first worked at ironing out the details of the first in our series of Open Fora, which will be held in two repeated sessions at 9 am and 2pm on Tuesday, October 4th. This first session will cover “Budget 101”, and will be sort of a precursor to the rest of the series’ content. Following this planning session, we received a robust enrollment update from IRAR Lead Mike Le, who will be presenting a similar set of slides and data during the September 27th Senate Meeting. We touched on the President’s charge, which is still in development but should be coming soon. University Budget Director Amber Blakeslee then ran us through an overview of the [OpenBook dashboard](#), a public-facing means of digging into the university budget. We then discussed the CSU Budget Request, which is the first major action in the budget planning cycle for the state. We very briefly previewed the questions of whether we, as a University should move the Summer Schedule to Stateside, and how we might outline an annual schedule of budget information sessions. Thank you for engaging in shared governance around the resources of our shared University.

Office of Equity, Diversity, and Inclusion:

Submitted by Rosamel Benevides-Garb, Interim AVP and Campus Diversity Officer

Meeting Date(s): Month of September 2022

As we advance toward the end of our second month of transition, the Office of Diversity, Equity, and Inclusion has identified the need for creating sustainability and year-to-year long-range continuity of its programming. To this end, we have made significant progress in developing foundational programmatic frameworks that enable clear pathways of cross-departmental collaboration for the successful implementation, sustainability, and assessment of ODEI initiatives for years to come.

1. **ODEI Faculty Diversity and Equity Fellows:** Key to building this foundational framework is our cohort of four Faculty Diversity and Equity Fellows who have made considerable progress toward developing the foundational lanes of multi-year initiatives in alignment with the vision and mission of the ODEI. These projects and programming will make a collective institutional impact at Cal Poly Humboldt and through the equity arcata initiative. The Equity Fellows have dedicated areas of engagement, as follows:
 - **Campus Pride Index:** Dr. Benjamin Graham (Department of Psychology, 2nd year Equity Fellow, representing LGBTQIA+ and the College of Arts, Humanities, and Social Sciences) is working on two ongoing projects that will positively impact the recognition, achievements, and visibility of our LGBTQ+ community.
 - The first is the development of an ongoing commitment to commemorating LGBTQ+ History Month annually in October by inviting faculty to integrate spotlight achievements of the LGBTQ+ community into their classrooms. If Senate members would like to bring this opportunity to the classrooms of your department, please contact Dr. Graham directly (bcg214@humboldt.edu).
 - The second project is pursuing the completion of the Campus Pride Index in which matters of the diversity, equity, and inclusion of our institutional LGBTQ+ community are assessed. The results of this assessment will reveal areas of campus success in creating safe, welcoming, and inclusive spaces, as well as the areas in which we can improve LGBTQ+ policies, programs, and practices. Dr. Graham's project has been met with an enthusiastic agreement by the Transgender, Gender Non-binary & Gender Non-conforming Task Force to collaborate. Cal Poly Humboldt has not conducted a Campus Pride Index since 2015 and it has the potential to elevate Cal Poly Humboldt into national recognition as a LGBTQ+-friendly university. Currently, only one CSU campus is recognized in the Campus Pride Index (CSU San Diego) and Cal Poly Humboldt will be the second CSU institution to complete this index.

- **Equity Arcata:** Dr. Lisa Bond-Maupin (Department of Sociology, 1st year Equity Fellow, representing *equity arcata*, a shared initiative between Cal Poly Humboldt and the City of Arcata) has assumed the role of equity arcata's Network Manager, in which she is assessing the bigger picture of the network, its overarching aspects of commitment to the purpose and support of the network of volunteers who comprise equity arcata. As with all things, the pandemic caused significant disruption of the joint initiative. Dr. Bond-Maupin's work is to honor what has been created and sustained, while exploring what equity arcata means today and how to grow to engage change in a manner that is BIPOC-centric (Black, Indigenous, and Persons of Color) and student-centric. The work of equity arcata reinforces the collective impact model and what it means to work under a shared agenda with shared accountability for impact.
 - equity arcata's Home Away From Home working group recently held an event that was very successful in meeting its purpose and impacting our students. There was high participation by the volunteer working group and donations received. Students who attended the event received a free package of everyday items to assist them in meeting their basic needs. The giveaway ran out of packages within a half hour of opening: 160 packages in total, attesting to the high-volume of need by students. Those students who did not receive a care package were offered a hot meal.

 - **Student Achievement Gap:** Dr. Jianmin Zhong, (Department of Biological Sciences, 1st year Equity Fellow, representing the College of Natural Resources and Sciences) is exploring the development of a framework for how to utilize institutional data to recognize and address academic achievement gaps. Dr. Zhong has enrolled in the CSU Student Success Analytics Certificate Program to gain expertise in how the available data can be disaggregated to account for the achievement gaps experienced by underrepresented groups, Pell Grant recipients, and first-generation students. By assessing this disaggregated data, Dr. Zhong will develop a framework for how our institution collaborates to ask the relevant questions that seek to address inequities in the classroom, create equity in learning outcomes and pedagogical practices, and decrease the number of Cal Poly Humboldt students on academic probation.

 - **ODEI Assessment and WASC Follow up Report:** Dr. Humnath Panta (School of Business, representing the College of Professional Studies) is examining the integration of the Six Pillars of Inclusive Excellence (developed by Dr. Elavie Ndura) into the Cal Poly Humboldt Strategic Plan and non-academic program level. In collaboration with the Director of Non-Academic Assessment, Dr. Amy Moffat, Dr. Panta will prepare a report for the Western Association of Schools and Colleges institutional diversity, equity, and inclusion assessment. In further outlining this lane of engagement, Dr. Panta will focus on the development and implementation of a Six Pillars of Inclusive Excellence assessment tool by which non-academic units will measure their objectives. This data will be an ongoing tool used to inform our campus and WASC of the university's commitment to diversity, equity, and inclusion.
2. **ODEI Equity Advocates:** In collaboration with Academic Personnel Services (APS), the ODEI's Leadership Team has redesigned the duties and responsibilities of the Equity Advocate. The

redesigned role of the Equity Advocate will have a strategic impact in the search process to ensure the most equitable outcomes. We have been able to confirm 24 faculty available to take this role this semester.

3. **Equity and Diversity Grant Program:** The ODEI will issue the Call for Proposals by October 15th for the Equity and Diversity Grant Program. We are building the administrative grant infrastructure in the InfoReady platform. We will be reactivating the grant award committee, per the established directives of the University Senate.

This year, ODEI will grant up to \$42,000 to our campus community's pursuit of advancing programs offered on campus to the university community that raise awareness, deepen understanding, and/or engage the campus community in dialogue about one or more of the multiple dimensions of diversity and equity.

4. **ODEI Welcome to Humboldt Initiative:** The ODEI Welcome to Humboldt Initiative Working Group has been merged with leaders from the Office of Admissions, the College of Professional Studies, Human Resources. This merger will allow for deep collaboration, networking, and resource sharing for the best comprehensive institutional outcomes to support the arrival of new students, faculty, and staff.

The Office of Diversity, Equity, and Inclusion is assisting in establishing the foundational framework for the greater effort that is the Welcome to Humboldt Initiative, while also developing and refining our office mission to support the welcome and retention of underrepresented students, faculty, and staff.

5. **ODEI Newsletter:** The ODEI newsletter, ODEI Pathways, will be published and made available to the campus community in the first week of October. The newsletter documents and celebrates the advancement of the ODEI mission, and networking and collaborative efforts on campus and within the greater community.
6. **ODEI and STARS Collaboration:** The Office of Sustainability has called upon the ODEI to contribute to the STARS Sustainability Report, assessing dimensions of diversity, equity, and inclusion at Cal Poly Humboldt. This report will be completed by March 2023. ODEI will be working on this project for the rest of the fall 2022 semester. The STARS report includes over 1,000 universities across the globe. The STARS Sustainability Rating is a CSU-wide initiative, and Cal Poly Humboldt is rated in the top 2nd position in overall sustainability in the CSU system. Cal Poly Humboldt is currently Gold-rated, and is seeking to become Platinum-rated by 2026.

Staff Council:

Submitted by Senator Sulaina Banks

Staff Council is planning multiple connect events throughout the academic year. At this time, the following dates have been confirmed:

(In-Person) Monday, September 26th

(In-Person) Tuesday, January 24, 2023

(Virtual) Monday, February 27, 2023

The Homecoming Committee would like to invite you to participate in the Homecoming Door Decorating Contest during Homecoming Week (October 3 - 7, 2022).

This year's theme is **Cal Poly Humboldt Spirit (Green & Gold)!**

Judging will take place from October 3rd to October 5th.

Submit a picture of your door through this [GoogleForm](#) by **October 5th** to enter the contest!

The winner will be announced on October 7th. Winners will also receive cupcakes for everyone involved from Mia Bella's cupcakes!

Need materials? Stop by the Gutsurrak Student Activities Center in room 240 to pick up materials from September 26th - 30th.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President

Timothy Downs, Chief of Staff, Interim

Sherie Gordon, CFO/VP Administration and Finance

Jenn Capps, Provost and VPAA

Cooper Jones, Executive Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement
and Interim Dean of Students

People

The search for the Vice President for Enrollment Management & Student Success continues, and candidate semi-finalists are being interviewed this week.

Inclusive Student Experience

Latinx Heritage Month September 15-October 15 [Schedule](#)

Indigenous Peoples Week October 10-14

Community

Homecoming & Family Weekend October 1-9, [Homecoming Schedule](#)

Campus & Community Dialogue on Race October 24-28 [CDOR Schedule](#)

Campus Culture and Operations

The campus is moving to a Day One in Human Resources (HR) model for new employees to ensure timely completion of onboarding documentation.

The 2022 Annual Security Report (*Jeanne Clery Disclosure of Campus Security Policies & Campus Crime Statistics Act*) has been published, in compliance with the Clery Act. [The report can be accessed here:](#)

https://clery.humboldt.edu/sites/default/files/cal_poly_humboldt_2022_annual_security_report.pdf

Innovation

SimpsonScarborough presented their Brand Activation report, and the process is moving forward.

Academic Program Excellence

The Humboldt/CR Partnership Virtual Summit Meeting is scheduled for Friday, September 30th to continue and advance the partnership of College of the Redwoods and Cal Poly Humboldt.

Global and Tribal Outreach and Education

Native student enrollment is over 2%

Sustainability

The STARS (Sustainability Tracking and Assessment & Rating System) reporting process has begun; the report will be submitted for 2023.

**Integrated Curriculum Committee Consent Calendar
September 27, 2022**

[ART - 346 - 21-1288 - Course Change - Sculpture: Material and Methods.](#)

Minor description change:

Current: Continuation and development of skills with emphasis on newer media. Work with public art, ephemera, installation, earth works, performance.

Proposed: Continuation and development of skills with emphasis on mold making, bronze casting, wax and patina working, body casting, fiberglass reinforced resin, etc.

[ENGL - 323 - 21-1666 - Course Suspension - Children's Literature.](#)

Course Suspension. Course not offered since 2019.

[ENGL - 328 - 22-1670 - Course Change - Structure of American English.](#)

Removal of course prerequisite.

[ENGL - 406 - 22-1671 - Course Change - Theories and Technologies of Writing.](#)

Addition of prerequisite to support articulation into updated program.

[ENGL - 424 - 22-1667 - Course Suspension - Communication in Writing I.](#)

Course suspension. Course not offered since 2019.

[SED - 790 - 22-1731 - Course Change - Supervised Teaching Experience.](#)

Change C Classification from S36 to S25 to accurately reflect the nature of the course. This is in alignment with other teaching supervision courses.

[RESOLUTION](#)

[Maritime Archaeology - Certificates of Study - 21-1608.](#)

A newly proposed certificate that provides background information and foundational knowledge in maritime history and archaeology. The Certificate will help prepare students for graduate education in this field. Upon completion, students will have diving qualifications and basic maritime archaeological skills to assist in maritime archaeological projects.

**Cal Poly Humboldt
University Senate**

Resolution to Recommend New Maritime Archeology Certificate

01-22/23-ICC – September 27, 2022 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the new Maritime Archeology Certificate detailed in curriculum proposal [21-1608](#) be approved.

RATIONALE: The proposed Maritime Archeology Certificate will be housed in Anthropology and includes curriculum in beginner, intermediate, and advanced Dive as well as Archeology that provides students with the knowledge and experience to become AAUS certified and carry out underwater archaeological projects. The certificate incorporates existing state-side courses with no additional courses needed and will be the only certificate of its kind within the state of California. Students who earn this certificate will be prepared for graduate programs and careers in Maritime Archeology.

Maritime Archeology Certificate Program Learning Outcomes

1. Identify interactions and relationships between people and maritime environments.
2. Discuss the relevance of maritime heritage to present-day policy and social issues such as climate change, historical preservation, and cultural practices.
3. Demonstrate critical thinking, quantitative analysis, and application of the scientific method to topics relevant to maritime heritage.
4. Demonstrate skills necessary to successfully communicate, collaborate, and consult with communities, partners, and stakeholders while conducting maritime heritage studies.
5. Explain the importance of recognizing tribal sovereignty and authority, and the importance of consulting and collaborating with indigenous communities, while conceiving of and conducting archaeological studies.
6. Apply practical diving skills to support sub-aquatic research, education, and recreational activities with a focus on diver safety and proficiency in California.

Maritime Archeology Certificate Curriculum

Total Units: 19-20 units

Prerequisite (0-1 units):

HED 120- Responding to Emergencies - CPRFPR Units: 1 OR Current equivalent certification

Required courses (12 units):

REC 252 - Diving First Aid, Introduction to HSU Diving Units: 1

REC 262 - Beginning SCUBA Units: 4

REC 362 - Master Diver Units: 4

REC 471 - Scientific Diving Units: 3

Complete two courses (minimum 7 units) selected from the following list:

ANTH 350 - Method & Theory in Archaeology Units: 4

ANTH 354 - Cultural Resource Management Units: 4

ANTH 357 - Field Archaeology Units: 3

ANTH 359 - Special Topics in Archaeology Units: 1-4 (upon approval of advisor)

Cal Poly Humboldt

Climate Action Plan 2.0

Strategies to Achieve Carbon Neutrality and Climate Resilience



2021-22

Honoring the Land and its Original Inhabitants

Cal Poly Humboldt was founded on the land of the Wiyot peoples, which includes the Wiyot Tribe, Bear River Rancheria and Blue Lake Rancheria. Despite their attempted genocide, the Wiyot remain in relationship with this land, known as Goudi'ni, meaning "over in the woods" or "among the redwoods." This land is also within the home range of the Coast Redwood (voupul), Salmonberry (wutwurrulha't), Evergreen Huckleberry (vou'gulhat), Salal (viqhululhwat), American Black Bear (maqh), Wapiti (me'luqh), Mountain Lion (dutgu'shanilh) and other life forms that have persisted against the colonial and extractive pursuits of settlers.

By drawing upon local indigenous knowledge, and by embracing the biological and cultural diversity of the area, Cal Poly Humboldt strives to honor and respect the history of this land and its original inhabitants, and to inspire everyone to love and care for the place that we share and call home.

Acknowledgements

The following individuals deserve special recognition and thanks for their contributions to the development of the CAP 2.0:

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Table of Contents

1.0 Executive Summary	4
2.0 Introduction	6
2.1 Climate Action and Equity	6
2.2 Relevant Policies and Plans	7
2.3 Cal Poly Humboldt and Surrounding Environs	8
3.0 Greenhouse Gas Inventory	9
3.1 Current Emissions	10
3.2 Historical Emissions: Scopes 1 & 2	12
3.3 Historical Emissions: Scope 3	13
3.4 Projected Emissions	13
4.0 Previous Accomplishments	15
4.1 Energy Consumption	15
4.2 Curriculum & Research	16
4.3 Transportation	17
4.4 Solid Waste	19
4.5 Catalysts	20
4.6 Next Steps	20
5.0 Strategies to Achieve Carbon Neutrality	20
5.1 Strategies to Reduce Emissions from Natural Gas, Electricity and Fleet Fuel	21
5.2 Strategies to Reduce Emissions from Commuter and Business Travel	27
5.3 Strategies to Reduce Emissions from Solid Waste and Purchasing	32
5.4 Carbon Sequestration and Offset Strategies	37
6.0 Strategies to Further Sustainability in Academics & Research	41
7.0 Climate Resilience Plan	43
7.1 Climate Hazards of Greatest Concern	44
7.2 Critical Vulnerabilities to Hazards of Greatest Concern	47
7.3 Strengths and Assets	48
7.4 Strategies to Build Resilience	49
8.0 CAP 2.0 and Resilience Plan Implementation	54
8.1 Funding	55
8.2 Plan Review and Future Updates	56
9.0 The Path Forward	57
10.0 Appendix	58
10.1 Glossary of Terms	58
10.2 Category Specific Sustainable Purchasing Criteria	60
10.3 Proposal for Campus Forest Carbon Project	62







1.0 Executive Summary

Cal Poly Humboldt is signatory to the Second Nature Climate Commitment, which calls upon member institutions to set a target date for achieving carbon neutrality, to develop and then update a climate action plan every five years, and to engage in climate resilience planning. The University released its first Climate Action Plan (CAP) in 2017, which set a course for the campus to reduce greenhouse gas emissions to 1990 levels by 2020, and to become carbon neutral by 2050. Humboldt was successful in achieving the 2020 goal. This update to the CAP (CAP 2.0) provides strategies to achieve carbon neutrality by 2045, to integrate sustainability and climate action into academics and research, and to build campus community resilience to present and future climate change hazards.

What will a carbon neutral and resilient campus look like?

Our carbon neutral future is nearly free of fossil fuels. All buildings, campus vehicles and equipment are entirely powered by carbon free energy, either purchased or generated on-site. Any remaining emissions are mitigated by carbon offset purchases or projects to sequester carbon from the atmosphere. Our campus is biologically and culturally diverse, engaged and resilient. Enhancements to campus infrastructure, ecosystem services, mobility, emergency operations and social services ensure we rapidly recover from disruptive climate-change driven events (Table 1):

Table 1. Actions to Build a Carbon Neutral and Climate Resilient Cal Poly Humboldt

 Buildings, Energy & Fuels	 Transportation	 Waste & Purchasing	 Carbon Offset & Sequestration	 Academics & Research	 Resilience
<ul style="list-style-type: none"> Switch from natural gas to electricity Acquire electricity from renewable sources Implement whole-building energy performance measures Zero emission fleet vehicles Install micro-grid with solar and battery storage 	<ul style="list-style-type: none"> Improve bike, ped and transit access to campus Expand micro-mobility and rideshare programs Adjust parking policies to incentivize smart transportation Enhance remote conferencing capabilities 	<ul style="list-style-type: none"> Implement a Zero Waste Action Plan Implement sustainable purchasing policies Increase diversion of construction waste Reduce waste from campus housing 	<ul style="list-style-type: none"> Calculate carbon sequestration on HSU forested lands Business air travel carbon offset policy Voluntary commuter carbon offset program Develop urban forestry and small scale carbon offset projects 	<ul style="list-style-type: none"> Increase number of courses with sustainability content Expand professional development opportunities Foster cross-disciplinary research Establish HSU as a center for sustainability 	<ul style="list-style-type: none"> Address food and housing insecurity Expand emergency operations and communications Foster a prepared and engaged campus community Improve ecosystem and stormwater management

When and how we implement these actions will depend on cost, funding mechanisms, staffing requirements and other factors. Tracking and reporting on progress towards achieving targets and,

ultimately, carbon neutrality, will take place on an annual basis. The plan itself will continue to be reviewed every five years, which may include the adoption of new strategies and new reduction targets.

The scale and scope of the CAP 2.0 reflect the magnitude of the climate crisis, and achieving its goals will require every bit of the ingenuity, passion and determination that define Cal Poly Humboldt. A just and equitable carbon-free future is eminently attainable if we prioritize and integrate this vision into all facets of campus life and decision-making. Humboldt has done much already, but now we must go further, to prepare our campus and our students for a climate constrained future. The CAP 2.0 provides an extraordinary starting point for the work ahead, and we look forward to the resilience and innovation that will emerge as its strategies are implemented.

2.0 Introduction

Cal Poly Humboldt has set the goal of achieving carbon neutrality no later than 2045, in alignment with the California State University Sustainability Policy and the California Governor’s Executive Order B-55-18¹. This carbon neutrality goal is the basis for the update to the Humboldt Climate Action Plan, or “CAP 2.0,” which sets Cal Poly Humboldt on the path towards a sustainable, equitable, vibrant and resilient campus.

Humboldt publicly released its first Climate Action Plan in 2017, with the goal of reducing direct and indirect greenhouse gas (GHG) emissions to 1990 levels, or below, by 2020, to mitigate related emissions from solid waste, commuting and business travel, and to further integrate sustainability into academics, research and campus culture. Humboldt was successful in implementing many of the strategies in its initial CAP, and by 2020 had reduced GHG emissions by over 36% below 1990 levels, even as campus population and building footprint trended upwards during the same period.

Building upon the initial plan, the CAP 2.0 provides a roadmap for further drawing down emissions. It combines additional reduction strategies with efforts to sequester carbon and offset GHG emissions to achieve carbon neutrality by 2045. The plan also lays out actions to foster the integration of sustainability and climate action into all facets of the university. Additionally, CAP 2.0 includes strategies to ensure the campus can withstand and recover rapidly from climate change driven disruptions:

Table 2. Summary of CAP Purpose and Elements

CAP 2.0 Purpose	CAP 2.0 Elements
To better understand the scope of the challenge; To define goals and strategies to achieve equitable and meaningful reductions; To provide a roadmap for a just transition to a low carbon future, and To affirm HSU’s commitment to meeting or exceeding CSU and State policy.	Target dates for achieving goals, including interim goals; An inventory of GHG emissions sources and quantities; Strategies to achieve carbon neutrality, build resilience, and integrate sustainability into academics, research and campus culture, and Implementation overview, including financing and oversight considerations.

2.1 Climate Action and Equity

The mounting effects of global climate change have exposed the intersection of inequity and the climate crisis. Indeed, those communities least responsible for contributing to climate change are often the most vulnerable to its threats of sea level rise, wildfire, drought, disease and more. Conversely, those communities contributing the most to climate change tend to have more capacity to protect themselves from its worst effects. The climate crisis is more than just an ecological

¹ [Exec. Order No. B-55-18](#) To Achieve Carbon Neutrality (September 10, 2018).

catastrophe. It threatens human health, as well as the social and economic wellbeing of this and future generations. Low income and BIPOC communities will continue to be the most at risk unless we act now to address housing and food insecurity, racial discrimination, environmental injustice, access to education and other intersecting vulnerabilities facing these frontline communities.

Humboldt acknowledges the imperative of addressing equity as part of a holistic approach towards a just transition to a low carbon future. Wherever possible, CAP 2.0 strategies are structured to build capacity and access for individuals, communities and programs while reducing disparate and disproportionate impacts resulting from climate change.

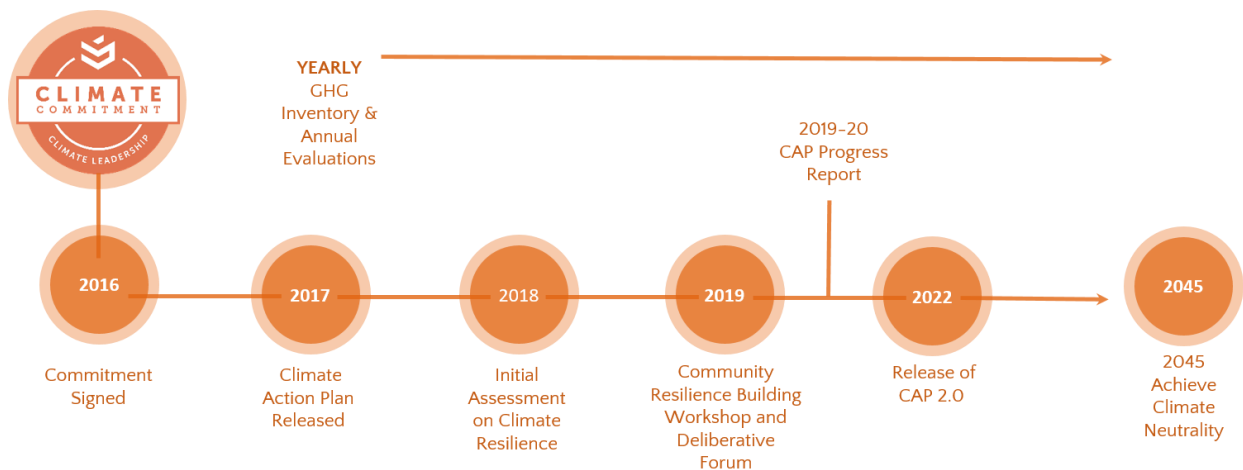
2.2 Relevant Policies and Plans

The CAP 2.0 is closely aligned with several major commitments, policies and plans. These include but are not limited to:

A. Climate Commitment

In 2016 Humboldt President Lisa Rossbacher signed the Climate Commitment, the most comprehensive of Second Nature's three Climate Leadership Commitments². It calls for the publication of annual greenhouse gas (GHG) emissions inventories, setting a target date for achieving carbon neutrality, updating a Climate Action Plan five years after its adoption, and engaging campus and community stakeholders in resilience assessment and planning (Figure 1).

Figure 1. Milestones along Second Nature Climate Commitment Timeline



B. Humboldt Strategic Plan

The 2021-2026 Strategic Plan lays out vision, priorities, goals and actions to meet the University's mission now and into the future. The Strategic Plan dovetails with CAP 2.0 by laying out a framework to:

² Second Nature [Presidents' Climate Leadership Commitments](#).

-
- Provide rich hands-on learning, and developing sustainability-focused, socially and environmentally just, and workforce ready graduates;
 - Create the type of university that can adapt and thrive in the future and respond effectively to internal and external challenges and opportunities, and
 - Appropriately generate, manage, and invest resources through the common lens of “student first,” equity, inclusivity, and sustainability.

C. Sustainability Tracking and Rating System (STARS)

STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. It does this by assessing the integration of sustainability into academics & research, engagement, operations, and planning & administration. In 2020 Humboldt received a STARS Gold rating for the second consecutive 3-year reporting cycle. The Office of Sustainability coordinates reporting and action planning for iterative, campus-wide improvements to our overall sustainability performance. STARS is a program of the Association for the Advancement of Sustainability in Higher Education (AASHE)³.

D. CSU Sustainability Policy

This systemwide policy is designed to drive enhanced sustainability performance while furthering the CSU as a leader in quality and affordable higher education. The policy⁴ calls for the CSU to:

- Reduce systemwide facility carbon emissions to 80 percent below 1990 levels by 2040 in order to achieve carbon neutrality by 2045;
- Pursue sustainable practices in all areas of campus, and
- Further integrate sustainability into the academic curriculum.

2.3 Cal Poly Humboldt and Surrounding Environs

Cal Poly Humboldt is located near Humboldt Bay, approximately 270 miles north of San Francisco. A comprehensive, residential campus of the 23 campus California State University system, Humboldt serves more than 7,700 students and offers a wide array of academic choices, with nearly 50 majors and 11 graduate programs across three Colleges. The rural, 144-acre main campus is bordered by coastal redwood forest to the north and east, and the City of Arcata to the south and west. Humboldt also owns, leases or has use agreements to facilities and properties, including a marine lab, observatory, natural history museum, research vessel, wildlife care facility, the 385 acre L.W. Schatz Demonstration Tree Farm, the 400 acre Bello forest and the 884 acre Jacoby Creek forest. Building stock comprises 114 buildings totaling 1,461,294 assignable square feet. The area experiences a mild climate, typified by a mean annual temperature of 54 degrees and average annual precipitation of 44 inches of rain per year.

³ The [Sustainability Tracking, Assessment & Rating System](#) (STARS) is a program of the Advancement of Sustainability in Higher Education (AASHE).

⁴ The [CSU Sustainability Policy](#) was updated in 2022.

Humboldt has a longstanding commitment to environmental and social responsibility, and is a leader in the integration of sustainability into all facets of the university. Many of Humboldt’s operational and business activities generate greenhouse gas emissions, however, which contribute to global climate change and its associated effects on social, economic and environmental systems. The Humboldt Bay region has already been struck by climate change-driven events, and these events are only expected to intensify in frequency and duration with broad reaching consequences. Vulnerability is defined by the Intergovernmental Panel on Climate Change (IPCC) as “the degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes.” Vulnerability assessments conducted at Cal Poly Humboldt and within the Humboldt Bay region indicate that sea level rise, storm surges, flooding, and wildfires are but some of the climate change driven events that will continue to impact the bio-cultural and socio-economic fabric of the area for decades to come. Humboldt recognizes its responsibility to the region, to the State of California, and to the world, to curb its contributions to climate change while preparing its graduates with the skills and knowledge to be active participants in transitioning society towards a future that is resilient, just and vibrant.

3.0 Greenhouse Gas Inventory

A greenhouse gas (GHG) is generally defined as a gas that traps heat in the atmosphere. Anthropogenic GHG emissions are driving global climate change, responsible for nearly all of the increase in atmospheric GHG over the last 150+ years⁵. A greenhouse gas inventory identifies emissions sources and their overall contribution to the institution’s annual carbon footprint. The inventory is also a necessary first step towards developing effective strategies to curb emissions and to mitigate climate change impacts.

Humboldt’s GHG emissions are reported by organizational boundary, which includes State side as well as auxiliary operations, on the main campus and in off-site properties owned/operated by the campus. Emissions fall under four major categories, or scopes:

Table 3. Scopes

SCOPE 1	SCOPE 2	SCOPE 3	SCOPE 4
Direct Emissions	Indirect Emissions	Related Emissions	Embodied Emissions
Stationary Fuels Transport Fuels Refrigerants	Purchased Electricity	Commuting Business Travel Solid Waste Disposal	Building Materials

⁵ IPCC (2007). Summary for Policymakers. In: *Climate Change 2007: The Physical Science Basis. Contribution of Working Group I to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* [Solomon, S., D. Qin, M. Manning, Z. Chen, M. Marquis, K.B. Avery, M. Tignor and H.L. Miller (eds.). Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.].

SCOPE 1: On-site combustion of fossil fuels in equipment owned or operated by the university. Stationary fuels include natural gas for heating, cooking and laboratory use, and propane and diesel for emergency back-up generators. Transport fuels include gasoline, diesel, and biodiesel used in campus fleet vehicles and Grounds equipment. Because Humboldt's buildings require little active cooling, emissions from refrigerants (chemicals used in air conditioners, water chillers, freezers and refrigerators) leaked to the atmosphere have been determined to be *de minimis*⁶.

SCOPE 2: Indirect emissions (i.e., emissions at the power plant) from purchased electricity. Over 91% of consumed electricity is purchased through a direct access agreement with Shell Energy of North America (SENA); the remainder is purchased from Pacific Gas & Electric or generated by on-site solar photovoltaic systems. As of 2019, 28% of power sold to Humboldt from SENA was derived from eligible renewable resources (the remaining 72% came from unspecified sources, such as natural gas, large hydroelectric and nuclear).

SCOPE 3: Emissions from related activities and supply chain not under direct control. This includes transport and landfill emissions associated with Humboldt's solid waste, emissions from directly financed air travel, and emissions from student, faculty and staff commute.

SCOPE 4: The embodied carbon footprint of materials. The Buy Clean California Act (BCCA)⁷ establishes the maximum acceptable emissions for construction materials such as structural steel, flat glass and mineral wool board insulation. Scope 4 emissions are not included in the greenhouse gas inventory but are addressed in climate action planning strategies.

3.1 Current Emissions

Humboldt conducts an annual greenhouse gas inventory as per Second Nature Climate Commitment guidelines, which call on campuses to report Scopes 1-3 emissions. Annual energy and fuel consumption, solid waste totals, air travel data and commuter survey results⁸ are inputted into the Sustainability Indicator Management & Analysis Platform (SIMAP)⁹ to calculate and inventory Scopes 1-3 emissions. These sources emit a variety of greenhouse gasses, such as carbon dioxide, methane, and nitrous oxide, which vary in their heat-trapping capacities. For example, methane has 25 times the global warming potential (GWP) as carbon dioxide. Metric tons of carbon dioxide equivalent, or MTCDE, is the common metric used to measure GHG emissions from all gasses combined. Table 4 and Figure 2 present the contributions of Scopes 1-3 sources to Humboldt's carbon footprint in the 2019-20 fiscal year. Scope 1 emissions accounted for 34.6% of the footprint, while Scope 2 emissions contributed 20.9%. At 44.5%, Scope 3 emissions contributed the largest amount to the campus' carbon footprint:

⁶ *De minimis* determination is based in part on a 2021 GHG inventory of refrigerant use and recharge on campus that assumed an industry standard of 25% annual rate of leakage. Although refrigerants such as hydrofluorocarbons (HFCs) have a global warming potential of hundreds to thousands of times that of carbon dioxide, refrigerant emissions constitute less than half of one percent of the campus' overall carbon footprint.

⁷ [Buy Clean California Act](#), Public Contract Code Sections 3500 - 3505.

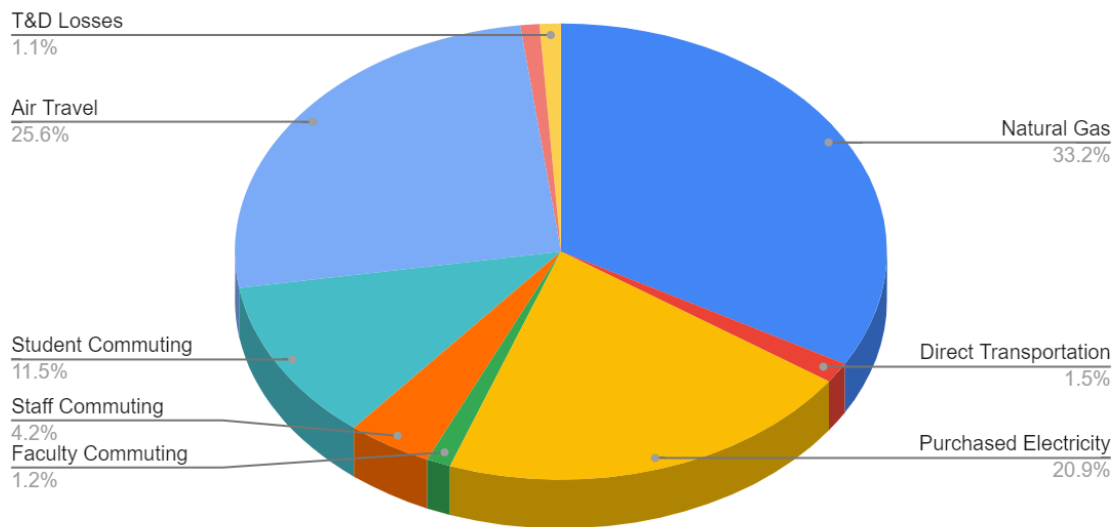
⁸ See the [Commuter Survey Report](#) to better understand student and employee transportation choices and associated greenhouse gas impacts.

⁹ [Sustainability Indicator Management & Analysis Platform](#) (SIMAP).

Table 4. 2019-20 GHG Emissions by Source

Scope	Source	MTCDE	Percent of Total
1	Natural Gas	4,556.6	33.2%
1	Fleet and Grounds Fuels	199.3	1.5%
2	Purchased Electricity	2,866.0	20.9%
3	Faculty Commute	165.0	1.2%
3	Staff Commute	579.34	4.2%
3	Student Commute	1,578.8	11.5%
3	Air Travel	3,507.4	25.6%
3	Landfilled Solid Waste	129.9	1.0%
3	T&D Losses ¹⁰	144.3	1.1%
TOTAL		13,726.64	100.0%

Figure 2. 2019-20 Campus Carbon Footprint



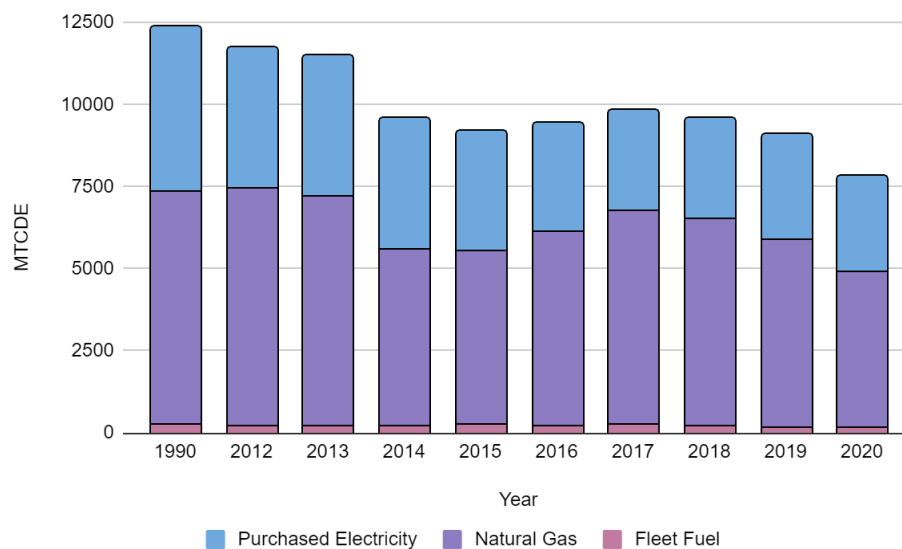
¹⁰ Transmission and Distribution (T&D) losses account for the difference between the amount of electricity generated and the amount of electricity actually delivered.

3.2 Historical Emissions: Scopes 1 & 2

Humboldt's first Climate Action Plan, adopted in 2017, called for reducing Scopes 1 & 2 emissions to 1990 levels by 2020. The campus achieved this goal, and now, along with other California State universities, has the goal of achieving operational carbon neutrality (i.e., eliminating and/or offsetting Scopes 1 & 2 emissions) by 2045, with an interim goal of reducing Scopes 1-2 emissions to 80% below 1990 levels by 2040. As Figure 3 indicates, Humboldt's facilities and fleet emissions have decreased over time as a result of many factors, including:

- California's Renewables Portfolio Standard (RPS) has required electricity sold in the state be derived from an increasing percentage of eligible renewable resources¹¹;
- Grid electricity has become less carbon intensive than natural gas, so emissions dropped when the campus 350 kW natural gas-fired cogeneration plant was taken offline and supplanted by grid electricity;
- Warming trends have resulted in reduced demand for mechanical heating. There were 14% fewer heating degree days in 2019-20 compared to 2010-11;
- Server virtualization, energy efficient lighting and motor upgrades have reduced electricity consumption;
- HVAC upgrades, higher efficiency boiler retrofits, and building commissioning projects have reduced natural gas consumption, and
- Addition of electric and gas efficient vehicles and use of B20 biodiesel blend has reduced fleet emissions.

Figure 3. Scopes 1 (Natural Gas + Fleet Fuel) and 2 (Electricity) Emissions



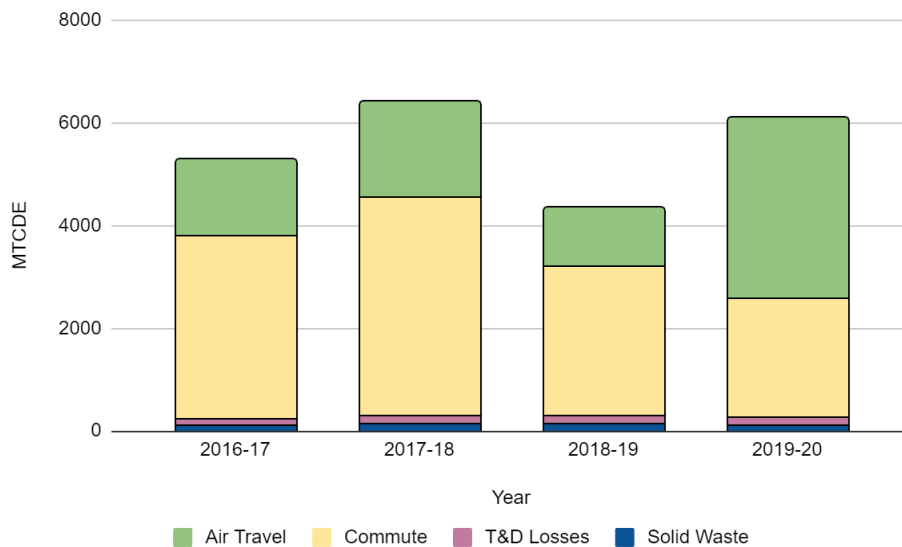
¹¹See the [California Renewable Portfolio Standard](#) (RPS).

3.3 Historical Emissions: Scope 3

While the majority of total campus GHG emissions fall within Scopes 1 and 2, emissions from Scope 3 sources can be responsible for one third or more of the campus carbon footprint. These supply chain-related emissions are in many respects outside of the university's direct control, representing both significant challenges and opportunities to reduce Humboldt's overall carbon footprint as it seeks to achieve Scope 3 carbon neutrality by 2045. The campus has tracked its Scope 3 emissions starting in the 2016-17 fiscal year (Figure 4). Results indicate that:

- Single Occupancy Vehicle (SOV) trips account for the majority of commuter emissions. Investment in bikeshare, carpool, transit pass and other alternative transportation programs contributed to an overall downward trend in SOV trips in both student and employee populations;
- The campus has historically not collected data sufficient to calculate air travel emissions with confidence, so approximations are based on annual estimates of dollars spent on directly financed air travel. Emissions are estimated to have significantly increased in 2019-20, in part as a result of the additional air travel required by a new HSU President and administration joining the campus that year, and
- Food waste diversion, source reduction, re-use and recycling programs have helped prevent growth in emissions from solid waste sent to the landfill.

Figure 4. Scope 3 Emissions



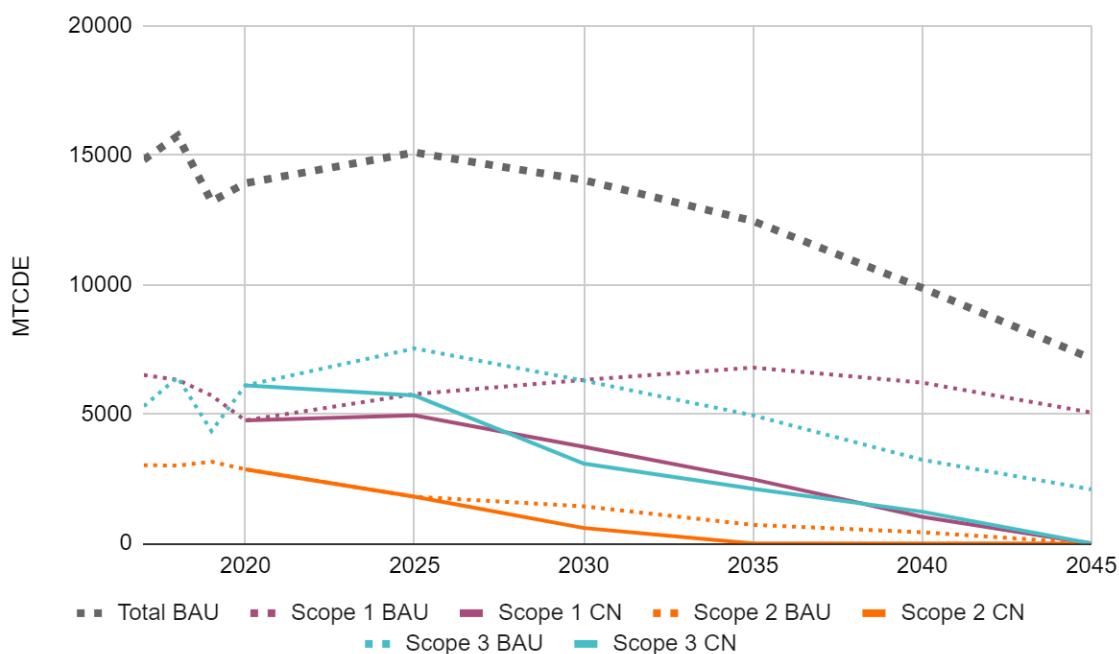
3.4 Projected Emissions

Overall, Humboldt's historical emissions have declined over time. Into the future, total emissions are projected to continue trending downwards under Business As Usual (BAU) conditions, but not at a

rate sufficient to achieve carbon neutrality by 2045. Planned and anticipated new construction, along with an anticipated increase in campus population, are expected to slow emissions reductions. Figure 5 illustrates total projected business-as-usual (BAU) emissions, as well as the emissions reductions that will need to take place to reach carbon neutrality (CN). This BAU scenario takes into account the following assumptions:

- California’s *100 Percent Clean Energy Act of 2018*, or SB 100, requires renewable energy and zero-carbon resources supply 60% of California’s electricity by 2030 and 100% by 2045¹²;
- Per Executive Order N-79-20, 100% sales of zero emission cars and passenger trucks by 2035, full transition of off-road vehicles and equipment to zero emission by 2035, full transition of buses to zero emission by 2045 in California¹³;
- Increase in electricity use resulting from switching away from natural gas (estimated based on efficiency factors of air source heat pump technology);
- Near term building growth during the next five to ten years to support the academic mission, to house students and accommodate growth in student and employee population.
- The addition of diesel-powered backup emergency generators to maintain critical loads during power outages, and
- Increased campus population adding to commuter, air travel and solid waste emissions.

Figure 5. Projected Emissions under Business as Usual (BAU) and Carbon Neutrality (CN) Scenario



Per State law, our purchased electricity will be carbon free by 2045. However, reductions in stationary and mobile fuels, solid waste and air travel are estimated to be insufficient unless we enact more rigorous actions to curtail or offset these emissions sources. Carbon neutrality

¹² See [California Senate Bill 100](#), The 100 Percent Clean Energy Act of 2018.

¹³ See [Executive Order N-79-20](#) from September, 2020.

projections in Figure 5 are estimates resulting from the implementation of planned strategies to transition towards carbon neutral facilities, operations and purchasing, and to develop carbon offset projects. These and other strategies are explained in the following pages.

4.0 Previous Accomplishments

This section summarizes results from the implementation of Humboldt’s 2017 Climate Action Plan, which included 55 strategies for achieving Scopes 1 & 2 reductions (Energy & Utilities strategies), Scope 3 reductions (Transportation and Waste, Purchasing & Food strategies), and for furthering the integration of sustainability into academics and research (Curriculum & Research strategies). Additional strategies (i.e., *catalysts*) facilitated implementation of aforementioned categories while engendering a culture of sustainability across campus. Not all strategies in the plan were started or completed (Table 5), however the campus did achieve the CAP 1.0 goal of reducing GHG emissions below 1990 levels by 2020.

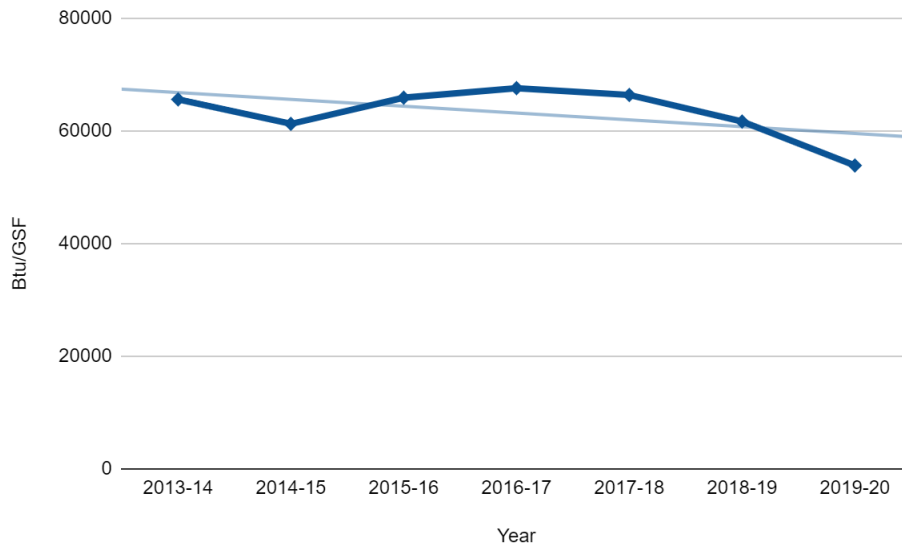
Table 5. Status of CAP 1.0 Strategy Implementation as of 2020

Strategy Category	Number of Strategies	Not Started	In Development or Implementation	Completed
Energy & Utilities	17	11.8%	23.5%	64.7%
Curriculum & Research	14	14.3%	21.4%	64.3%
Transportation	9	22.2%	11.1%	66.7%
Waste, Purchasing & Food	10	0%	20.0%	80.0%
Catalysts	5	0%	0%	100%
All Strategies	55	9.7%	15.2%	75.1%

4.1 Energy Consumption

Energy & Utilities strategies in the initial CAP (CAP 1.0) were designed to curb emissions associated with the operations of our facilities and fleet. The implementation of energy efficiency and conservation strategies - lighting, motor and HVAC upgrades, outreach campaigns, and other measures - contributed to declines in electricity and natural gas use. For example, between 2013-14 and 2019-20, building gross square footage increased by 5%, while overall energy use (natural gas + electricity) declined by 18% in the same period (Figure 6):

Figure 6. Energy Use Intensity (EUI)



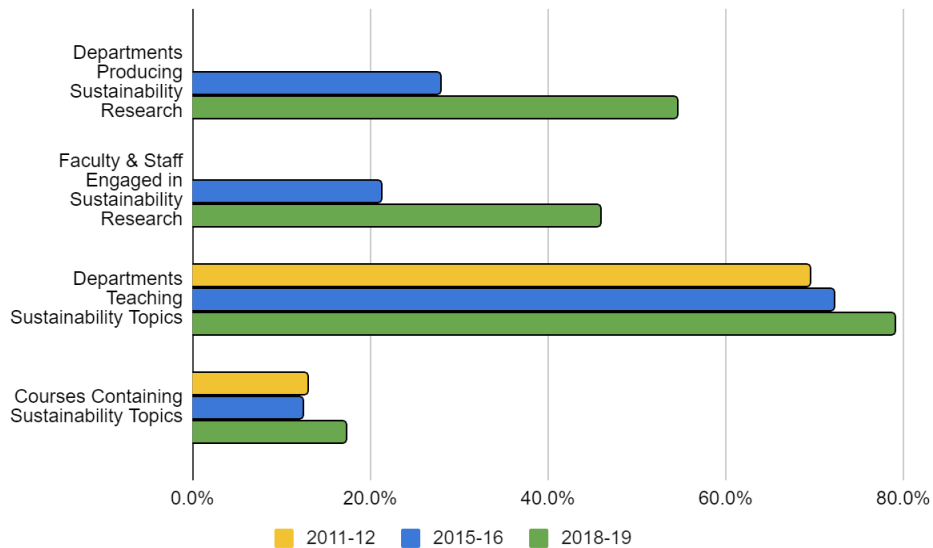
Implemented strategies have included:

- Upgrades of interior and exterior lighting to Light Emitting Diode (LED) fixtures with smart controls;
- Implementation of server virtualization and desktop power management;
- Upgrade of pool lighting , pumps, filtration and control system;
- Use of biodiesel (B20) in fleet vehicles;
- HVAC recommissioning;
- Residence hall cold water laundry project, and
- Green Workplace Assessment program to educate employees.

4.2 Curriculum & Research

Curriculum & Research strategies were designed to prepare students with the skills and knowledge to be sustainability leaders in their communities, to foster campus engagement with sustainable behaviors, and to expand teaching and research into sustainability challenges and solutions. Regular assessments show that the campus has increased sustainability content in curriculum and research (Figure 7):

Figure 7. Sustainability in Curriculum and Research



Implemented strategies have included:

- Formalization of institutional learning outcomes requiring competence in equity and social justice and in sustainability and environmental awareness¹⁴;
- Increase in the number of courses teaching sustainability content;
- Connecting local sustainability practitioners with faculty and students through the Sustainability Practitioners Directory;
- Sustainability research projects showcased through annual ideaFest event and journal¹⁵;
- Development of a sustainability minor, and
- Annual Sustainability Champion Awards highlighting achievements of students, faculty and staff.

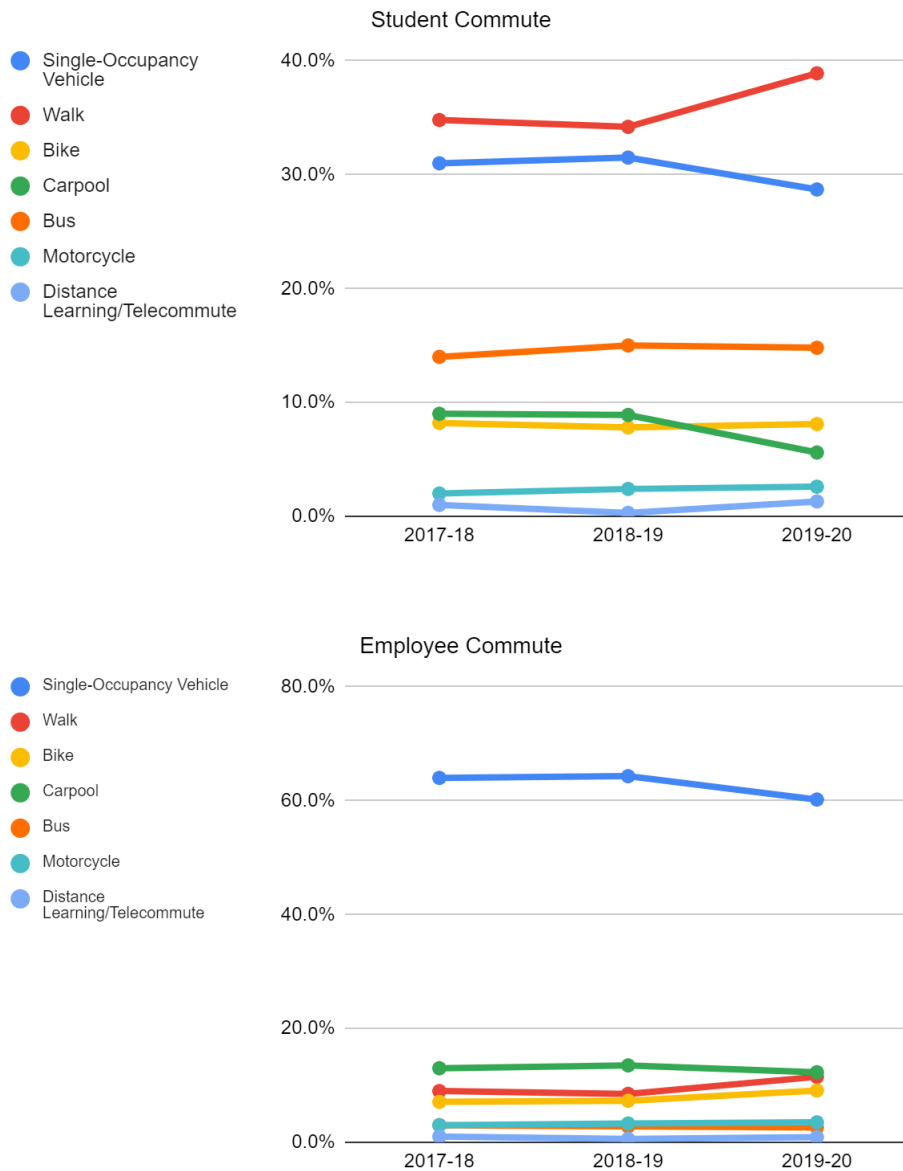
4.3 Transportation

CAP 1.0 transportation strategies were designed to curb emissions from business travel and student/employee commutes, expand alternative transportation programs, and educate the campus community about smart transportation options. Many strategies in this category sought to reduce single occupant vehicle (SOV) trips while increasing transit, bicycling and other alternative transportation modes. Results from a 2019-20 commuter survey show a 4% drop in SOV as primary mode for employees - and a 2.3% drop for students - between 2017-18 and 2019-20 (Figure 8):

¹⁴ See [Institutional Learning Outcomes](#) #1 (Equity and Social Justice) and #2 (Sustainability and Environmental Awareness).

¹⁵ [ideaFest](#) is an annual event and journal showcasing research, performance, digital projects and more.

Figure 8. Annual Commuter Survey Results



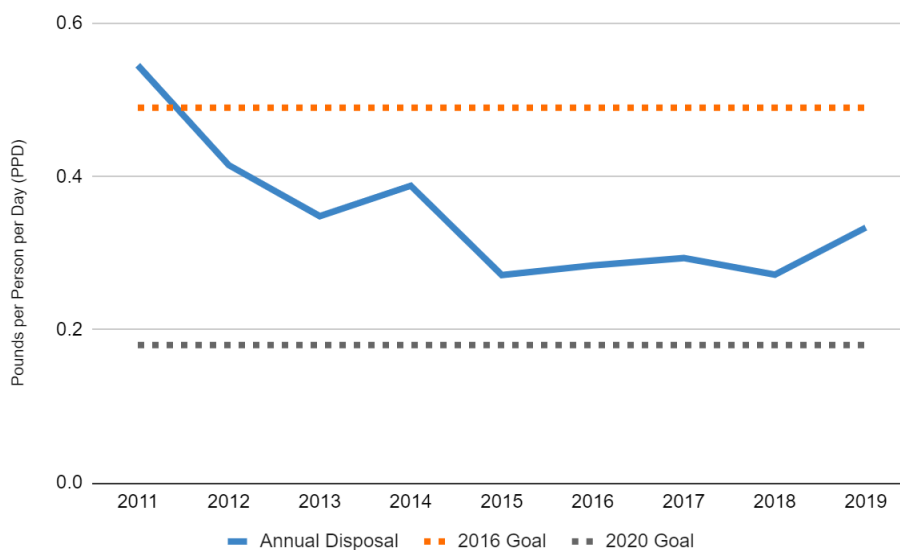
Implemented transportation strategies have included:

- Expansion of the Bicycle Learning Center to better serve more students;
- Implementation of a bikeshare program in partnership with the City of Arcata;
- Carpool program with dedicated parking spaces;
- Dedicated rooms on campus with technology for remote conferencing, and
- Annual Alternative Transportation Fair for new students.

4.4 Solid Waste

Waste, purchasing & food strategies were designed to reduce solid waste¹⁶ disposal and thereby curb indirect emissions associated with its hauling and landfilling. These strategies focused on source reduction, improving recovery and recycling, and engaging the campus in waste reduction behaviors. CAP 1.0 had the goal of reducing per capita solid waste to 80% below 2006 levels by 2020¹⁷. Although waste disposal has trended downward over the years, as of 2019 the campus was short of reaching this goal (Figure 9).

Figure 9. Solid Waste Disposal Rate



Implemented solid waste strategies included:

- Increased Construction & Demolition diversion rate from 50% to 65% and codified in Construction Management Guidelines;
- Enabled default double sided printing in networked printer/copiers to reduce paper waste;
- Implemented food recovery program to divert leftover food from Dining Services to the campus food pantry;
- Catering Services switched to durable tableware only and composting of unrecoverable leftovers, and
- Online posting system (CampusWall), pop-up thrift shop and clothing exchanges to increase re-use.

¹⁶ Solid waste at Cal Poly Humboldt refers to *all* waste going to the landfill. This includes municipal/residential solid waste, along with construction & demolition debris and hazardous waste.

¹⁷ Waste reduction goals in CAP 1.0 were based on the 2014 CSU Sustainability Policy, which included an interim goal of achieving 50% of the 2006 disposal rate by 2016.

4.5 Catalysts

Catalysts did not fit neatly into any particular strategy category. Rather, these were strategies that were cross-cutting in nature and expected to facilitate the implementation of other strategies in CAP 1.0. Successfully implemented catalyst projects included:

- Formalization of an advisory committee on sustainability;
- Establishment of a green fund to provide seed money for student engagement and sustainability projects;
- Implementation of building level utility meters with automated controls, and
- Annual sustainability literacy assessment¹⁸ to evaluate student competency, behaviors and perceptions.

4.6 Next Steps

Overall declines in campus energy consumption, combined with strengthened RPS requirements, fuel efficiency standards, less artificial heating required due to a warming climate and other internal and external factors, have led to ongoing reductions in greenhouse gas emissions over time. Indeed, successful implementation of some CAP 1.0 strategies directly contributed to these reductions. However, those strategies in the plan with the greatest potential for reducing emissions - commercial onsite solar, adoption of green building standards that go beyond LEED *Silver*¹⁹, and purchasing electricity from 100% renewable sources - did not move forward, due primarily to a dearth of human and monetary capital. As we move forward with an eye towards carbon neutrality by 2045, Humboldt must commit to these and other large projects, and if needed leverage creative financing schemes to overcome financial barriers.

5.0 Strategies to Achieve Carbon Neutrality

The following pages present recommended goals and strategies to move Cal Poly Humboldt towards carbon neutrality and resilience to climate change impacts. See the Appendix for the specific actions recommended to facilitate implementation of each strategy, along with a summary of the (a) co-benefits and identified challenges associated with strategy implementation; (b) anticipated GHG reductions; (c) economic impacts; (d) the feasibility of strategy implementation; (e) related plans or policies that may drive adoption of strategies, and (f) the department or division identified to lead strategy development and implementation. Development of goals, strategies and actions took into account equity and social justice, to ensure that the benefits of any actions or programs reach all people, especially disadvantaged communities and populations. All recommended strategies herein will be subject to further administrative review and funding availability, and until analyzed on a

¹⁸ The [Sustainability Literacy Assessment](#) is a longitudinal survey conducted each fall (with new students) and each spring (with graduating students).

¹⁹ According to the 2014 CSU Sustainability Policy, The CSU shall design and build all new buildings and major renovations to meet or exceed the minimum requirements equivalent to LEED "*Silver*."

project by project basis, the true cost and the full potential for GHG reductions may not be fully determined.

5.1 Strategies to Reduce Emissions from Natural Gas, Electricity and Fleet Fuel

This section outlines strategies to curb Scopes 1 and 2 emissions and to adapt our buildings, utilities and fleet infrastructure to climate change impacts. Buildings are the largest users of energy and the largest source of greenhouse gas emissions for the campus. Designing, operating and maintaining our buildings in ways that provide a safe, healthy and accessible indoor environment can simultaneously mitigate our buildings' impact on the outdoor environment. Implementing energy efficiency measures, phasing out fossil fuels through electrification, and powering our campus with on-site and purchased renewable energy will further curtail emissions while saving money and protecting Humboldt from utility rate volatility and the consequences of climate change events.

Figure 10. Buildings, Energy & Fuels (BEF) Goals, Strategies and Actions

BEF Goal 1	All buildings owned/operated by HSU will generate zero direct emissions by 2045
Strategy 1.1	By 2025, 50% of new major renovations of state buildings will be zero net energy (ZNE). By 2030, 50% of buildings will be retrofitted to ZNE and all new construction will be ZNE.
BEF 1.1.A	All new buildings and major renovations are built in accordance with the CSU Sustainable Building guidelines to meet LEED <i>Gold</i> equivalency.
BEF 1.1.B	Utilize the CSU Building Decarbonization Framework and Lifecycle Cost Analysis (LCCA) for new capital and renewal project planning/scoring.
BEF 1.1.C	To the extent possible, design all new construction and major renovations to exceed Title 24 Energy Code by 10%.
Benefits	<ul style="list-style-type: none"> • Shifts focus from first-cost construction practices to long-term cost effective operation • Provides students and employees with healthy, functional and resilient facilities • Better buildings improve productivity, promote health and inspire their users. • STARS credits
Challenges	<ul style="list-style-type: none"> • Extra capital needed to meet green standards. • Realized utility savings may have long payback periods.
GHG Impact	Large: Commercial buildings built to green standards can achieve over 30% in GHG emissions reductions.
Economics	Neutral: Green building practices have a large initial cost but will garner savings over the life of the building from reduced operations and maintenance, as well as improved productivity from a better working environment. Green buildings also typically cost 20% less to operate than standard commercial buildings.
Feasibility	Achievable with some challenges: Much easier to include efficiency at the forefront of design than retrofitting existing buildings. Additional time and money may be needed for construction projects, plus expertise needed to overcome “value engineering” and “first-cost bias.” Could take several years to implement policy and design standards.

Related Plans	California Energy Efficiency Strategic Plan : 50% of new major renovations of state buildings will be ZNE by 2025, and all new commercial construction will be ZNE by 2030 ²⁰ ; and, CSU Compliance Requirements for 2016 and 2019 Title 24 Building Energy Efficiency Standards ²¹ , which sets a target for CSU buildings to equal or exceed 10% better performance than Title 24 energy standards.
Lead	Planning, Design & Construction

Strategy 1.2	Adopt whole-building performance targets for campus buildings to further energy and water efficiency.
BEF 1.2.A	Extend comprehensive metering to all existing and planned buildings.
BEF 1.2.B	To the extent possible, develop energy use intensity (EUI) and water use intensity (WUI) baselines and reduction targets for different building/space types - and for the entire campus - to inform project design and development.
BEF 1.2.C	Develop baseline and reduction targets for campuswide per capita energy and water use.
BEF 1.2.D	Utilize building level dashboards and monitoring to adjust HVAC and electrical systems and to conduct continuous commissioning.
Benefits	<ul style="list-style-type: none"> • Improved temperature control, indoor air quality, light quality and safety leads to improved comfort, health and productivity • Quickly identify and address energy and water use anomalies • Reduce analog meter read and billing charge-back mistakes • Meter data provide student research opportunities • Can integrate demand response for further cost savings • STARS credits
Challenges	<ul style="list-style-type: none"> • Low to moderate initial capital outlay for individual projects • Discarded fluorescent lamps are an environmental hazard
GHG Impact	Moderate to Large: Substantial GHG reductions could be realized due to large energy demand that HVAC, lighting and computing requires.
Economics	Net Savings as a result of reductions in water, natural gas and electricity consumption and peak demand reductions. New meters for un-metered buildings may cost ~\$50-66,000 per building, but quick payback will be realized through increased control, quicker response, and behavior change.
Feasibility	Achievable: May require some engineering/design and commissioning work, but financing opportunities exist that guarantee a projected return on investment.
Lead	Facilities Management

²⁰ See zero net energy goals in the [California Energy Efficiency Strategic Plan](#).

²¹ See the [CSU Compliance Requirements for 2016 and 2019 Title 24 Building Energy Efficiency Standards](#).

Strategy 1.3	Reduce natural gas consumption below 2018-19 levels by 50% by 2030, by 75% by 2040, and by 100% by 2045.
BEF 1.3.A	Adopt a Zero Scope 1 emissions infrastructure procurement policy, which prioritizes electrification of water, space heating and cooking equipment ²² .
BEF 1.3.B	Strive to deliver 100% electric new construction and major building renovations.
BEF 1.3.C	Develop a plan for early retirement of existing natural gas fired equipment and its replacement with electric equipment.
BEF 1.3.D	Until retired, operate existing natural gas-fired boilers at the highest efficiency possible, including resetting temperatures, adjusting building HVAC run times and upgrading controls.
BEF 1.3.E	Specify low-GWP refrigerants for any new heat pump or equipment utilizing refrigerants.
Benefits	<ul style="list-style-type: none"> • Eliminate natural gas, the primary source for GHG on campus • Air source heat pumps can be used for either heating or cooling,, for space or water heating • Heat pumps can reach efficiencies of over 350% • Can be powered by 100% renewable energy • STARS credits
Challenges	<ul style="list-style-type: none"> • Large capital outlay to replace boilers with heat pumps and gas-fired cooking appliances with electric ranges, ovens, etc. • Heat pumps that utilize low-GWP refrigerants may be more expensive. • Power outage may require battery back-up or fossil fuel generator to power equipment
GHG Impact	Significant. Harry Griffith Hall annually emits ~63 MTCDE from natural gas. Electrification in this building is expected to reduce heating related emissions to ~34 MTCDE (based on current grid mix), a 54% reduction in emissions.
Economics	Net Savings: Can take 15+ years until return on investment, although equipment lifespan is 30+ years.
Feasibility	Challenging: Campus currently spends more on electricity than on natural gas, so need to overcome first-cost bias. Requires significant capital outlay to electrify all existing buildings and may require additional utilities and space redesign specific to each building. However, the campus is already underway with heat pump implementation. Best coupled with building envelope improvements.
Lead	Planning, Design & Construction

Strategy 1.4	Increase installation of solar photovoltaic energy systems on campus infrastructure to a minimum of 2.5 MW by 2025
BEF 1.4.A	Explore feasibility of power purchase agreements to install additional solar on rooftops and carports.
BEF 1.4.B	Require all new major construction and additions be built “solar ready”.
Benefits	<ul style="list-style-type: none"> • Reduce dependency on grid • Real-time solar metering provides student research opportunities • Very low operating expense and maintenance requirements • STARS credits

²² See the CSU Chico Facilities Management Services [Zero Scope 1 Emissions Procurement Policy](#).

Challenges	<ul style="list-style-type: none"> • Requires initial investment or long term contract with third party (i.e., power purchase agreement) • Unless roofing is relatively new, may need to remove rooftop arrays to replace roofing • Additional infrastructure and space required if installing parking lot canopy or ground mount solar • Interconnection fees may apply • Finding suitable vendors to do the installations
GHG Impact	Low to Moderate: A 1 MW system in the Humboldt Bay area may generate 878 MTCDE in annual reductions, ~30% of current emissions from purchased electricity, but electricity consumption is expected to rise as natural gas use is phased out.
Economics	Neutral to Net Savings: SGIP, CREBs and other financing and incentive options available for a campus-owned/operated system, can realize payback in 7-12 years. With power purchase agreement, can adopt a negative escalator to realize long term savings.
Feasibility	Achievable: can utilize the CSU solar master enabling agreement. CSU Chancellor's Office covers the cost of proposal and economic review. Power Purchase Agreements are turnkey and based on contractual agreement.
Lead	Planning, Design & Construction

BEF Goal 2	Build resilience into campus buildings and infrastructure to adapt to, and continue to provide functionality during, climate change impacts	
Strategy 2.1	Ensure critical loads maintain power during power shut-off events utilizing low-carbon technologies.	
BEF 2.1.A	Install solar microgrid with battery storage.	
Benefits	<ul style="list-style-type: none"> • Maintains continuity during power outages and blackouts • Potential for economic benefit by reducing peak electric demand charges • Community asset during emergencies 	
Challenges	<ul style="list-style-type: none"> • Requires initial investment or long term contract with third party • May require additional utilities and other infrastructure 	
GHG Impact	Low: Depends on size of microgrid and how and when solar generated electricity and battery electricity are dispatched.	
Economics	Net Cost: Some utility cost savings can be realized if battery electricity is dispatched during peak times and as part of a demand response program. Solar and battery systems can be developed through power purchase agreements. Estimate \$1-2 million to develop the microgrid.	
Feasibility	Challenging but achievable: The campus worked with the Schatz Energy Research Center to conduct a feasibility study and has since released a Request for Proposal. Large initial capital outlay but SGIP and other grants, incentives and financing mechanisms may apply.	
Lead	Planning, Design & Construction	

BEF Goal 3		Zero emissions fleet by 2045
Strategy 3.1		Adopt and implement a long-range plan for transitioning fleet and Grounds equipment to zero emissions.
BEF 3.1.A	Implement a purchasing policy requiring 100% of all light duty vehicle purchases be ZEV or PHEV by 2025, unless there is not an available EV/PHEV model that can meet the required functionality. By 2030, only ZEV can be purchased for fleet light duty vehicles.	
BEF 3.1.B	Plan for full transition of off-highway vehicles and equipment (includes Athletics and Grounds vehicles and forklifts) to ZEV as soon as feasible but no later than 2035.	
BEF 3.1.C	Until replaced by a ZEV alternative, use lower carbon fuels when possible in fleet and fossil fuel-powered equipment.	
BEF 3.1.D	Convert Grounds small off-road engine (SORE) equipment (i.e., mowers, trimmers, blowers) to all-electric by year determined by California Air Resources Board ²³ but no later than 2030.	
BEF 3.1.E	Transition all buses in the campus fleet to zero emission as soon as possible but no later than 2040.	
BEF 3.1.F	Pilot electric assist cargo bikes for mail delivery and other on-campus uses.	
BEF 3.1.G	Enhance charging infrastructure to match adoption of electric fleet vehicles.	
Benefits	<ul style="list-style-type: none"> • Reduce air and noise pollution • Health benefits for employees • Reduce reliance on fossil fuels • STARS credits 	
Challenges	<ul style="list-style-type: none"> • Run time based on battery capacity • Charging infrastructure required, adding to cost • May require replacement batteries over lifetime of equipment • Batteries require non-renewable metals with their own set of negative environmental impacts 	
GHG Impact	Moderate: ZEV fleet can reduce fleet vehicle emissions over 80% (based on current California electrical grid mix) ²⁴ . A new gas-powered mower running for 1 hour produces similar emissions to the average car driving 100 miles ²⁵ . Campus can realize ~66% reduction in emissions in Grounds SORE equipment. ²⁶	
Economics	Net Savings: zero emission alternatives may cost more initially, although costs are coming down as ZE increases market share. Savings will be realized by fuel switching and reduced maintenance ²⁷ . Incentive programs or leasing options available to reduce upfront cost. ROI for SORE equipment can be ~3 years.	
Feasibility	Achievable with some Challenges: Fast charging infrastructure will be required. Mechanics may need additional training, but maintenance will be less compared to gas-powered vehicles/equipment.	

²³Per California AB 1346, the California Air Resources Board unanimously voted to phase out manufacture and sales of gas powered lawn and garden equipment starting in 2024.

²⁴ Alternative Fuels Data Center, U.S. Department of Energy:

https://afdc.energy.gov/vehicles/electric_emissions.html

²⁵ See California Air Resources Board,

<https://ww2.arb.ca.gov/our-work/programs/zero-emission-landscaping-equipment>

²⁶ See *Report on Gas vs Battery Powered Maintenance Tools on the University of Arkansas Campus*,

https://sustainability.uark.edu/resources/publication-series/project-reports/reports-electric_power_tools_ua-2017-ofs.pdf

²⁷ For cost comparisons of EV vs ICE, see PG&E's [EV Savings Calculator](#).

Related Plans	<p><u>ICSUAM Section VIII, Section 9171</u>: 10% of all light-duty fleet purchases by campuses and CSU shall be zero emissions vehicles (ZEV) in FY 2017/18, increasing by 5% annually through FY 2024/25 to a total of 50% of light duty fleet vehicles purchases.</p> <p><u>EO N-79-20</u>: Governor’s order banning sales of gas powered vehicles starting in 2035. Directs CARB to phase out gas-powered passenger vehicles and certain freight trucks by 2035, and medium and heavy duty trucks by 2045. It calls for (a) 100% sales of zero-emission passenger vehicles by 2035, (b) full transition to zero-emission short-haul trucks by 2035, (c) full transition of buses and heavy-duty long-haul trucks to zero emission where feasible by 2045, and (d) full transition of off-road vehicles and equipment operations in the State to ZEV by 2035.</p> <p><u>CA Assembly Bill 1346</u>: Requires the California Air Resources Board to set emissions requirements for small off-road engines to zero by 2024.</p>
Lead	Facilities Management

According to a Business-As-Usual (BAU) Scenario, the university will need to reduce its emissions by approximately 7,622 MTCDE to achieve Scopes 1-2 carbon neutrality. Figure 11 and Table 6 illustrate the estimated GHG reductions from key source reduction and carbon offset/sequestration strategies proposed in the CAP 2.0. Note that, by default, carbon content of electricity purchases will continue to decline per SB 100 requirements, but Humboldt will continue to prioritize the purchase of high renewable power content/low unspecified power content grid electricity as it develops on-site renewable energy generation.

Figure 11. Estimated Scopes 1-2 Reductions Following Key Strategy Implementation

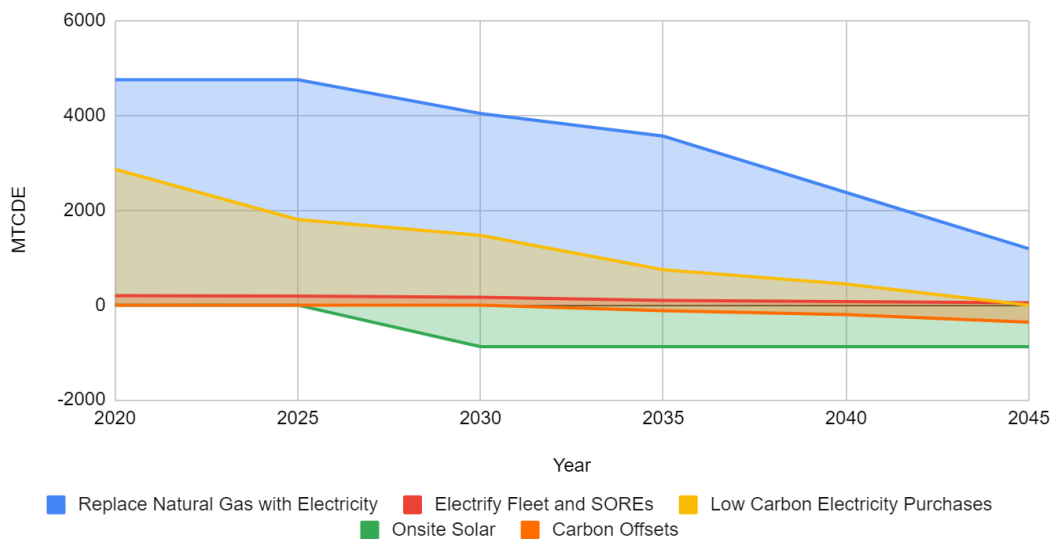


Table 6. Estimated GHG Reductions Resulting from Scopes 1-2 Strategy Implementation

Year	Scope 1		Scope 2	Mitigation		Total (MTCDE)
	Natural Gas (MTCDE)	Campus Fleet and SOREs	Purchased Electricity	On-Site Solar	Carbon Offset	
2020	4756	199	2866	0	0	7821
2025	4756	190	1806	0	0	6752
2030	4043	165	1473	-878	0	4803
2035	3567	100	747	-878	-120	3416
2040	2378	75	444	-878	-200	1819
2045	1189	50	0	-878	-361	0

5.2 Strategies to Reduce Emissions from Commuter and Business Travel

Scope 3 emissions are attributed to non-fleet transportation to and from campus. This includes student, faculty and staff commuting as well as business-related air travel, which combined accounted for over 40% of the University’s quantified carbon footprint in 2019-20. By committing to Scope 3 carbon neutrality by 2045, the campus must take aggressive action to reduce the number of single occupant vehicle (SOV) trips, foster alternative transportation programs and infrastructure, improve access to public transit, and adopt provisions to limit business travel. Furthermore, by lessening our dependence on fossil fuels, Cal Poly Humboldt can positively impact human and ecological health while supporting local economies and equitable transportation systems. These actions are in line with the CSU Transportation and Parking Policy, which requires campuses to prioritize bicycle, pedestrian, and transit (BPT) commute modes over additional vehicle parking infrastructure.²⁸

Figure 12. Transportation (TRA) Goals, Strategies and Actions

TRA Goal 1	Reduce commute emissions 50% below 2015 levels by 2030, and to zero by 2045
Strategy 1.1	Develop and implement a Transportation Demand Management (TDM) Plan
TRA 1.1.A	Form an alternative transportation committee to oversee development of the TDM plan and implementation of its strategies.
TRA 1.1.B	Ensure sufficient staffing to implement a comprehensive sustainable transportation program, which may include hiring a sustainable transportation coordinator.

²⁸ See the [CSU Transportation and Parking Policy](#) (PolicyStat ID: 7728108).

TRA 1.1.C	Integrate TDM and “Complete Streets” design into campus master planning and environmental impact analyses.
Benefits	<ul style="list-style-type: none"> Guides the shift from single occupancy automobile travel to transit, rideshare, bicycle or pedestrian travel Leads to more efficient use of transportation resources TDM strategies provide economic, social and environmental benefits Leads to Improved transportation accessibility and equity
Challenges	<ul style="list-style-type: none"> Staff and committee time May need to hire third party
Economics	Net Cost: If not done in-house, development of a TDM plan may cost \$20-40,000.
Feasibility	Achievable: HSU already has a Parking & Transportation Committee, strong partnerships with local transit agencies, and some alternative transportation programs.
Related Plans	<p><u>CSU Transportation and Parking Policy</u>: Requires campuses instate an alternative transportation committee and develop a TDM plan</p> <p><u>Humboldt Parking Market Demand Study (2018)</u>: Includes strategies to reduce parking constraints by supporting public transit and alternative transportation programs</p>
Lead	Facilities Management

Strategy 1.2	Adjust parking policies, programs and infrastructure to reduce number of personal, non-zero emission vehicles on campus
TRA 1.2.A	Rebrand “Parking & Commuter Services” to “Commuter Services.”
TRA 1.2.B	Update websites and other campus media to prioritize alternative transportation over parking.
TRA 1.2.C	Disallow student general parking permits for students living within 1.5 mile radius from campus with certain exceptions.
TRA 1.2.D	Develop policy to limit first year campus residents from bringing a personal vehicle to campus with certain exceptions.
TRA 1.2.E	Participate in regional partnerships to establish park-n-ride opportunities for students, faculty and staff.
TRA 1.2.F	Develop off-site parking, with bike/ped and/or transit access to campus, for reduced cost and long term parking.
TRA 1.2.G	Once off-site parking is developed, increase on-campus parking fees for campus residents above cost for non-resident users.
TRA 1.2.H	Explore the possibility of offering 3 - 5 discounted daily parking permits per semester to commuters that pledge to use alternative transportation as primary modes of travel.
TRA 1.2.I	Increase the number of carpool-only parking stalls on campus.
TRA 1.2.J	Develop EV charging infrastructure plan, in partnership with regional transportation partners, to match anticipated growth in EV usage ²⁹ .

²⁹ The California Air Resources Board anticipates 8 million out of 28 million (28.5%) of light duty vehicles in the state will be ZEV by 2030. See Figure 15 of the [2020 Mobile Source Strategy](#) report.

TRA 1.2.K	Develop parking area(s) and “green” permit pricing for e-scooters, e-mopeds and other non-gas powered vehicles that cannot use traditional parking stalls or bike parking.
Benefits	<ul style="list-style-type: none"> • Alleviate parking constraints on campus • Reduce air and noise pollution • Improve campus walkability/bikeability • More users of local transit means improved transit services • EV charging on campus could be a revenue stream
Challenges	<ul style="list-style-type: none"> • Potential loss of parking permit/ticket revenue • May be challenging to accurately identify current address of students • May increase student parking on nearby city streets and neighborhoods • HSU’s electricity consumption goes up as EVs get charged on campus
GHG Impact	Large: Potential annual GHG reductions of 500 - 800 MTCDE
Economics	Neutral: Some parking permit revenue may be lost, but savings will be realized through the reduction in size of costly additional parking facilities. There may be costs associated with operating off-site parking. HSU can charge for EV charging to recoup the cost of charging infrastructure.
Feasibility	Challenging: Some campuses (including CSUs) already prevent first year students from bringing vehicles on campus. May require improvements in local transit service to accommodate more student riders.
Lead	Administration & Finance

Strategy 1.3		Improve walkability and bikeability of campus and area surrounding campus
TRA 1.3.A	Strive towards achieving Bicycle Friendly University status ³⁰ .	
TRA 1.3.B	Investigate feasibility of widening sidewalks on B Street, Laurel, Union and 17th streets to accommodate pedestrians during peak usage.	
TRA 1.3.C	Identify feasible safety improvements for bicycles turning across traffic to enter or exit campus (i.e., at the LK Wood intersections with Sunset Ave., Plaza Ave., and Harpst St.).	
TRA 1.3.D	Integrate secure, sheltered and inclusive ³¹ bicycle parking facilities into the design of all new construction of on-campus and off-campus housing and any new passenger vehicle parking facilities.	
TRA 1.3.E	Include showers and secure, sheltered and inclusive bicycle parking facilities in the design for all new non-residential construction, while pursuing opportunities to add bicycle facilities to/outside of existing buildings.	
TRA 1.3.F	Install charging infrastructure for electric bicycles.	
TRA 1.3.G	Lay down clearly marked, ADA accessible crosswalks at street locations commonly crossed by pedestrians (e.g., Laurel/Sequoia, on B Street midway between Harpst and Laurel, and on B Street on the west side of the Natural Resources building).	
TRA 1.3.H	Participate in local and regional collaboratives for planning and designing walkable/bikeable networks between campus and adjacent neighborhoods/city streets.	

³⁰ [Bicycle Friendly University](#) designation, League of American Bicyclists.

³¹ Inclusive bicycle parking facilities can accommodate adaptive cycles (e.g., hand bikes, tricycles), recumbents and cargo bikes.

TRA 1.3.I	Investigate feasibility of developing a separated bikeway along the east side of LK Wood, extending from the north end of campus to the south end.
Benefits	<ul style="list-style-type: none"> • Improves safety of campus users • Incentivizes low carbon mobility • Reduces time to cross campus by foot or by bike • Publicity impact
Challenges	<ul style="list-style-type: none"> • May slow motorists, including service vehicles and truck deliveries • Addition of infrastructure will take staff time and some costs
GHG Impact	Unknown, but will contribute to emissions reductions as more students, faculty and staff choose alternatives to driving.
Economics	Net Cost to widen sidewalks, develop crosswalks and other infrastructure
Feasibility	Doable to Challenging: Some of these strategies will require significant capital outlay and staff time. For example, it may require some re-engineering of roadways to accommodate sidewalk expansions that could cost \$100,000+.
Lead	Facilities Management

Strategy 1.4		Support and expand alternative transportation programs	
TRA 1.4.A	Expand bikeshare and carshare programs, including adding bikeshare stations and car share vehicles into design and planning for construction of off-campus housing.		
TRA 1.4.B	Institutionalize and support annual Alternative Transportation Fair and other outreach campaigns to encourage incoming students and new hires to utilize alternative transportation options and resources.		
TRA 1.4.C	Develop Guaranteed Ride Home (GRH) program for employees and qualifying students who choose to carpool, take public transit, bike or walk to campus ³² .		
TRA 1.4.D	Develop a Sustainable Transportation Rewards program/commuter club to encourage, support and track alternative transportation mode adoption ³³ .		
TRA 1.4.E	Provide new students, faculty and staff with discounted use of car sharing and bike sharing programs.		
Benefits	<ul style="list-style-type: none"> • Builds transportation equity • Improves safety of campus users • Incentivizes low carbon mobility • Hassle free parking for carshare users 		
Challenges	<ul style="list-style-type: none"> • Staff time to develop and manage programs 		
GHG Impact	Unknown, but will contribute to emissions reductions as more students, faculty and staff choose alternatives to driving.		
Economics	Net Cost: Bikeshare program generates some revenue but costs ~\$18,000/yr; minimal cost to operate GRH program; ZipCar and carpool networking are zero cost to the campus.		
Feasibility	Achievable: many of these programs have been or currently are in place.		

³² See the CSU Long Beach [Guaranteed Ride Home \(GRH\) program](#).

³³ For example, see the Indiana University [Hoosier Commuter Club](#).

Lead	Office of Sustainability, Parking & Commuter Services
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Strategy 1.5		Support improvement of public transit services to the campus
TRA 1.5.A	Collaborate with regional transit agencies to better align bus schedules with class times, to encourage routes to/from neighborhoods with high student density, and to identify additional funding to increase frequency of regional transit services.	
TRA 1.5.B	Upgrade transit stop facilities to improve accessibility, lighting, safety and comfort.	
Benefits	<ul style="list-style-type: none"> • Equitable, accessible, safe and convenient transportation for all • Improved transit reduces car trips to campus • Reduces transportation expenses for students 	
Challenges	<ul style="list-style-type: none"> • Difficult for local transit to add drivers and increase frequency before there are more riders to subsidize these additions • Student body must vote to raise Jack Pass student fee • Staff time to work with local transit agencies 	
GHG Impact	Unknown, but will contribute to emissions reductions as more students, faculty and staff choose public transit over driving.	
Economics	Neutral to Net Cost: Jack Pass is funded through an Instructionally Related Activities (IRA) fee levied on students, but costs will be associated with upgrading transit stops.	
Feasibility	Doable: Requires coordination between Associated Students and University, and student support. May require a slight increase to the IRA fee to cover a summer session Jack Pass.	
Lead	Administration & Finance	

Strategy 1.6		Adopt additional provisions to reduce employee trips to/from campus
TRA 1.6.A	Support telecommuting arrangements when determined to be operationally feasible ³⁴ .	
TRA 1.6.B	Consider expansion of flextime options for staff, e.g., working four, ten hour days, when determined to be operationally feasible.	
TRA 1.6.C	Support expansion of on-campus childcare capacity for faculty, staff and student parents.	
TRA 1.6.D	Survey faculty and staff to gauge interest and conduct cost/benefit analysis for making free transit passes available to all non-student employees.	
TRA 1.6.D	Explore the possibility of incentivizing active commuting through a health insurance discount program.	
Benefits	<ul style="list-style-type: none"> • Reduces commute pressures • Reduces campus utility use • Increases job satisfaction and productivity • Better meet family and personal needs 	
Challenges	<ul style="list-style-type: none"> • Can hinder communication and teamwork • Some loss of community • Additional staff, space and coordination to increase childcare capacity 	

³⁴ As of 12/15/21 the campus had not opted-in to the California State University Telecommuting Program.

GHG Impact	Unknown, but will contribute to GHG emissions reductions resulting from fewer commute trips. Campus energy, water and waste reduction can also be realized with remote work.
Economics	Neutral to Net Savings: University may save money on utilities and on a reduction in parking facility maintenance costs..
Feasibility	Doable: HSU already has temporary telecommuting and flextime policies in place and will be constructing a new children's center.
Lead	Administration & Finance

TRA Goal 2	Reduce business air travel emissions by 50% of 2015 levels by 2030
Strategy 2.1	Educate air travelers on their impact while enhancing alternatives to air travel
TRA 2.1.A	Formalize a process for collecting and reporting business travel carbon emissions, and make emissions impact visible to travelers.
TRA 2.1.B	Consider minimum justification criteria for requesting state funds for air travel.
TRA 2.1.C	Continue to enhance facilities and equipment for high-quality remote conferencing capabilities.
TRA 2.1.D	Promote the "Nearly Carbon-Neutral Conference Model" for cost/emissions reductions, improved discussion and greater dissemination of ideas.
Benefits	<ul style="list-style-type: none"> • Educates travelers on the GHG impacts of their travel choices • Directs dollars spent on unnecessary travel to better serving students
Challenges	<ul style="list-style-type: none"> • Staff time to develop procedures and tracking/reporting process • Resources to improve video-conferencing capabilities • Can hamper communication and teamwork
GHG Impact	Moderate: Estimated potential annual GHG reductions of 350 - 525 MTCDE if realized reduction in air travel by 10-15%.
Economics	Net Savings: cost savings realized in travel budgets.
Feasibility	Doable: Concur travel request process can track emissions, and the campus has established systems for remote conferencing.
Lead	Administration & Finance

5.3 Strategies to Reduce Emissions from Solid Waste and Purchasing

This section outlines strategies to curb Scope 3 emissions attributed to solid waste disposal and to expand adoption of zero waste guidelines in purchasing and procurement practices. Zero Waste is a strategy by which Humboldt can take a whole systems approach to products, services and processes, to systematically eliminate the volume and toxicity of waste, and to conserve and recover resources. Zero waste encourages the redesign of resource lifecycles, so that all materials can be

reused, returned or recycled. Although recycling and organics diversion are critical components to a zero waste program, emphasis is placed first and foremost on source reduction and reuse. These initiatives decrease the extraction of virgin materials from the earth and shrink the waste flow to landfills that contaminate air and water, produce carbon emissions and tend to have disproportionate negative impacts on lowest income communities of color. Zero waste initiatives also reduce water and fuel consumption while saving on costly landfill and hauling fees. Thus, each purchasing decision represents an opportunity to choose environmentally and socially preferable products and services that support sustainability and equity.

Figure 13. Solid Waste and Purchasing (SWP) Goals, Strategies and Actions

SWP Goal 1	Humboldt is a zero waste campus by 2045
Strategy 1.1	Develop and implement a Zero Waste Action Plan to achieve 50% below 2015 levels by 2030 and 80% below 2015 levels by 2040 for residential and commercial waste (measured in pounds per person per day, or PPD)
SWP 1.1.A	Incorporate waste reduction elements and infrastructure into new construction and major remodel design (e.g., insets in hallways to accommodate compost/recycle/landfill receptacles).
SWP 1.1.B	Develop interior/exterior building waste management standards and cut sheets specifying bin types, recommended placement, signage, access requirements, etc. for utilization by architects in planning and building design.
SWP 1.1.C	Participate in and support local and regional efforts to develop a commercial facility that can accept pre- and post-consumer food waste and compostable products.
SWP 1.1.D	Implement bin centralization, coupled with an occupant education campaign, in buildings where feasible (i.e., remove bins from classrooms and common rooms, office occupants empty deskside bins into hallway receptacles).
SWP 1.1.E	Encourage all departments with break rooms to participate in the compost bucket program.
SWP 1.1.F	Make more indoor and outdoor waste receptacle sets of 3 (recycle/compost/landfill) with appropriate colors and signage while reducing the overall number of waste receptacles on campus, in Dining Services and in Housing.
SWP 1.1.G	Develop waste education modules, to be integrated into new student and new employee orientations, and to be offered as an ongoing training.
SWP 1.1.H	Reduce the amount of plastic-packaged food sold on campus by instituting more self-serve options (e.g., bulk bins, fountain drinks, salad bars) and by including restrictions on packaging in agreements with food trucks and vendors.
SWP 1.1.I	Identify additional departments to participate in a disposable glove recycling program.
SWP 1.1.J	Continue to adopt digital processes to replace paper-based processes.
SWP 1.1.K	Implement paper towel composting in restrooms while phasing out paper towel dispensers for electric hand dryers, where feasible.
SWP 1.1.L	Require events held on campus be zero waste when feasible and practical.

Benefits	<ul style="list-style-type: none"> • Decrease labor and costs associated with campus waste management • Reduce tip fee costs for waste disposal • Lessen dependency on landfills • STARS credits
Challenges	<ul style="list-style-type: none"> • Initial cost to purchase additional waste receptacles and other collection equipment • Requires additional training for custodial services • Requires greater, sustained participation by all faculty and staff
GHG Impact:	Low: Landfilled solid waste only accounts for approximately 1.0% (130 MTCDE) of the campus' carbon footprint.
Economics:	Neutral: Cost savings from tip fee and labor reductions will offset initial costs over time.
Feasibility:	Challenging: Requires orientation of custodial services, Facilities Management and purchasing towards zero waste methods and thinking.
Related Plans:	<p><u>CA SB 1383</u>: Requires organics/food waste collection service and edible food recovery programs at universities³⁵</p> <p><u>CA AB 1826</u>: Businesses generating 2 cubic yards of waste per week are required to recycle organic waste</p>
Leads:	Housing and Facilities Management

Strategy 1.2	Reduce waste associated with campus resident move-out by 25% below 2019 levels by 2025.
SWP 1.2.A	Increase opportunities and improve accessibility for residents to donate, compost and recycle items as they move out of residence halls.
SWP 1.2.B	Require any new housing owned or operated by Humboldt be designed with space to accommodate Donation Stations and other waste reduction infrastructure.
Benefits:	<ul style="list-style-type: none"> • More donatable goods benefits local charities and the community • Helps campus meet its waste diversion goals • Educates student residents on waste reduction and proper sorting
Challenges:	<ul style="list-style-type: none"> • Requires additional labor (includes students and FM staff) • More staff time and resources to conduct education and outreach to campus residents
GHG Impact:	Low: A conservative estimated increase in diversion of 4.5 tons of donatable goods, 0.83 tons of organics and 0.56 tons of recycling = 10 MTCDE.
Economics:	Neutral: local charities and students volunteer at Donation Stations, savings in tip fee covers some additional costs.
Feasibility:	Doable with some challenges: Donation Station locations must be accessible by truck, which may limit options. Requires additional coordination with charities, Housing and Recology.
Lead:	Facilities Management

³⁵ For more information, see the SB 1383 [Short-Lived Climate Pollutants law](#)

SWP Goal 2		Reduce non-hazardous construction and demolition waste going to the landfill
Strategy 2.1		Divert a minimum of 65% of non-hazardous construction and demolition waste; by 2030 increase diversion rate to 75%.
SWP 2.1.A	Require contractor compliance with each California Green Building Standards Code cycle waste diversion requirement for non-hazardous construction and demolition waste.	
SWP 2.1.B	Work with the CSU to update CSU Division 1 General Conditions to specify waste reduction and recycling/diversion requirements for contractors.	
SWP 2.1.C	Develop and continually update construction and demolition reuse & recycling guides for contractors.	
SWP 2.1.D	Develop and implement contractor training on waste diversion prior to job start.	
Benefits:	<ul style="list-style-type: none"> • Reduces impacts of transport and landfilling of C&D debris • Aligns with green building (e.g., LEED) criteria • STARS credits 	
Challenges:	<ul style="list-style-type: none"> • Limited number of local recycling & salvage businesses for C&D debris • Staff time to develop guide and to enforce guidelines 	
GHG Impact:	Low: 40-100 MTCDE reduced per project at 65% diversion rate depending on size and scope of project.	
Economics:	Neutral: Contractors absorb any additional costs or savings related to increasing diversion.	
Feasibility:	Doable: SUAM General Conditions Section 01151 already requires waste and recycling plans and reporting by Contractors; Section 5.408 in the 2016 Green Building Standards Code already requires a 65% diversion rate.	
Lead:	Construction, Planning & Design	

SWP Goal 3		By 2030 prioritize the procurement and use of materials, goods, and supplies that are recycled, reused, repurposed or returned at the end of life.
Strategy 3.1		Implement policies and procedures to maximize the use of suppliers and vendors with sustainable practices in campus contracting activities.
SWP 3.1.A	When possible, implement a bid evaluation preference for sustainability criteria when procuring category specific ³⁶ supplies and equipment.	
SWP 3.1.B	Prioritize product packaging that is designed, produced, and distributed to the end user in a sustainable manner, and in coordination with campus waste and local waste management capabilities.	
SWP 3.1.C	Educate personnel purchasing goods and services on the sustainability criteria, such as adding a sustainable purchasing module to Pro-card training.	
SWP 3.1.D	Increase percentage of purchased electronics certified EPEAT Gold and/or third party certified at the highest achievable level under multi-attribute sustainability standards.	
SWP 3.1.E	Increase percentage of janitorial cleaning and paper products that meet green certification criteria.	

³⁶ See Appendix 10.2 Category Specific Sustainability Criteria for details.

SWP 3.1.F	Expand paper purchasing policy P19-01 to include stationery, envelopes and other office paper.
Benefits	<ul style="list-style-type: none"> Complies with CSU and State purchasing policies Reduces solid waste generation Reduces costs and labor associated with waste management Improves environmental quality STARS credits
Challenges	<ul style="list-style-type: none"> Additional staff time to develop procedures and train buyers May reduce the number of product choices Sustainable alternatives may be more expensive Dearth of local entities able to accept hard-to-recycle materials
GHG Impact	Low: Potential annual reduction to campus carbon footprint (estimate 40 - 80 MTCDE resulting from waste reduction), but moderate Scope 4 reductions could be realized.
Economics	Small Net Cost: Additional cost of sustainable products may outweigh reduction in landfill costs.
Feasibility	Achievable with Some Challenges: Campus already purchases recycled paper, some EPEAT and certified green cleaning products. Challenge will be to develop and abide by a process for evaluating and selecting vendors and products.
Related Plans	<p><u>Humboldt Policy P19-01</u>: requires exclusive purchase of 100% recycled or 100% agricultural waste fiber paper for general use white paper³⁷</p> <p><u>CSU Single-Use Plastics Policy</u>: Requires elimination of single-use plastic and polystyrene products³⁸</p> <p><u>CSU Sustainable Procurement Policy</u>: Requires evaluating product selection based on sustainability criteria and reducing packaging waste³⁹</p>
Lead	Contracts & Procurement

SWP Goal 4	Reduce the embodied carbon of specified construction materials by 50% of 2022 levels by 2030
Strategy 4.1	Reduce Scope 4 emissions by only purchasing specified building materials with a global warming potential below the industry average
SWP 4.1.A	Evaluate project bids based on contractor disclosure of environmental product declarations for concrete, glass, steel and other specified materials.
Benefits	<ul style="list-style-type: none"> Complies with State and DGS purchasing policies Reduces embodied carbon of our buildings Encourages manufacturer shift towards lower carbon materials
Challenges	<ul style="list-style-type: none"> May require update to bid, evaluation and reporting guidelines and procedures May reduce the number of product choices Lower carbon alternatives may be more expensive
GHG Impact	High: Significant Scope 4 reductions.
Economics	Small Net Cost: Lower carbon construction materials may cost more than traditional materials.

³⁷ See [Policy P19-01](#) requiring use of chlorine free, 100% recycled or 100% agricultural waste fiber paper.

³⁸ For more information, see the [CSU Single Use Plastics Policy](#).

³⁹ A CSU Sustainable Procurement Policy (5325.00) was still in draft form as of Dec 2021.

Feasibility	Achievable.
Related Plans	AB 262 Buy Clean California Act : Targets embedded carbon emissions of certain construction materials ⁴⁰ AB 262 Step-By-Step Guide : Guidelines for CSUs ⁴¹ .
Lead	Contracts & Procurement

5.4 Carbon Sequestration and Offset Strategies

Carbon sequestration is the process by which trees, grasses and other plants remove carbon dioxide from the atmosphere to be stored as organic carbon in forest biomass and soils. Forests managed for carbon sequestration offer a method for offsetting emissions associated with institutional activities. The L.W. Schatz Demonstration Tree Farm (385 acres), the Jacoby Forest (880 acres), the Bello Forest (400 acres) and other campus properties offer such an opportunity. Carbon offset programs are another approach for the campus to compensate for emissions caused by its activities. Carbon offsets can be bought and sold to transfer climate benefits between entities while in turn helping fund reforestation and other GHG reduction projects. Locally, the Arcata Community Forest is a verified forest carbon offset program through the Climate Action Reserve⁴².

Humboldt will prioritize strategies to replace sources of emissions, reduce existing emissions, and avoid new emissions. However, it may be that these actions alone will not completely zero out Humboldt's emissions by 2045. For example, the campus may still use some natural gas for discrete purposes in the ceramics, sculpture and research labs. Investment in sequestration and establishment of internal carbon pricing and offset programs - in particular those that support the academic mission, contribute to community resilience, support local projects, and otherwise produce corollary social and environmental benefits - may be necessary tools for achieving our targets.

Figure 14. Carbon Sequestration & Offset (CSO) Goal, Strategies and Actions

CSO Goal 1	By 2045, any remaining GHG emissions are mitigated through sequestration and carbon offset programs or purchases
Strategy 1.1	Identify and manage for carbon sequestration on Humboldt managed properties
CSO 1.1.A	Formalize management for carbon sequestration in forest management plans, for forests held by the Humboldt Foundation and by the University.
CSO 1.1.B	Develop a program with the Forestry department to train students to conduct regular carbon inventories, and to calculate carbon sequestration, of campus trees ⁴³ .
CSO 1.1.C	Explore the feasibility of retiring carbon credits from the Jacoby Creek Forest.

⁴⁰California Assembly Bill 262, the [Buy Clean California Act](#).

⁴¹See the guidelines in the [AB 262 Step-by-Step Guide](#).

⁴² The City of Arcata sells carbon offsets through the [Arcata Community Forest Carbon Offsets Program](#).

⁴³ See *10.3 Proposal for Campus Forest Carbon Project* in the Appendix.

Benefits:	<ul style="list-style-type: none"> • Applied learning and/or paid opportunity for students • Wildlife and habitat enhancement • Improves nutrient cycling, air and water purification • Offsets emissions generated by campus operations
Challenges:	<ul style="list-style-type: none"> • May need faculty buy-out to conduct carbon measurement trainings • May need funding to pay students to conduct inventories • Access to equipment necessary to do this work
GHG Impact:	Large: potential of ~60 MTCDE/acre in the first reporting period.
Economics:	Net Savings: Sale of carbon offsets will generate revenue, which offsets initial costs for other projects.
Feasibility:	Achievable: Forestry already teaching carbon measurement practices (e.g., in FOR 210) and conducting irregular inventories; managing Foundation and HSU forests for carbon is proposed in forest management plans.
Lead:	Forestry Department

Strategy 1.2	Offset 25% of emissions from business air travel by 2025, and 100% of remaining emissions from air travel by 2045
CSO 1.2.A	Develop and implement Air Travel Offset Policy ⁴⁴ , adding a carbon surcharge to every air travel trip for University business, to purchase verified carbon offsets or to fund verifiable campus carbon reduction projects.
CSO 1.2.B	Establish a voluntary carbon offset purchase program to offset study abroad air travel emissions.
Benefits:	<ul style="list-style-type: none"> • Supports development of carbon reducing projects with co-benefits • Easy way to immediately reduce net emissions • Incentivizes alternatives to air travel
Challenges:	<ul style="list-style-type: none"> • Staff time to modify travel reimbursement and develop accounting system • Travel budgets already constrained • Exempts grant-funded travel • May require some employee education to prevent push-back
GHG Impact:	Low to Moderate: Depends on dollar amount and number of trips/yr, but could offset 300 - 500 MTCDE/yr.
Economics:	Small Net Cost: this is a purchase with no return on investment.
Feasibility:	Doable: Once set up, the system can run with little input.
Lead:	Contracts & Procurement

⁴⁴ See the [CSU East Bay Air Travel Offset Policy](#), which directs \$9 from every air travel trip to fund carbon reduction projects.

Strategy 1.3	Offset 10% of emissions from commute by 2025, and 100% of remaining emissions from commute by 2045
CSO 1.3.A	Establish a voluntary Green Permit program, wherein permit holders pay a carbon surcharge to offset commute-related emissions, either at point-of-purchase or through payroll deductions.
CSO 1.3.B	Provide voluntary carbon offset surcharge option for daily and hourly parking purchases (e.g., through the Passport mobile payment app).
Benefits:	<ul style="list-style-type: none"> • Funds go to purchasing local community offsets or verifiable campus carbon reduction projects • Incentivizes alternative commuting choices • Easy way to immediately reduce net emissions
Challenges:	<ul style="list-style-type: none"> • Staff time to modify parking fees and/or payroll deductions • May require some education to prevent push-back
GHG Impact:	Small: Depends on dollar amount and level of participation.
Economics:	Cost Neutral. Surcharge covers any ongoing programmatic costs.
Feasibility:	Doable: Once set up, the system can run with little input.
Lead:	Contracts & Procurement

Strategy 1.4	Develop community based small-scale carbon offset projects
CSO 1.4.A	Develop and implement small scale offset projects through Second Nature Offset Network ⁴⁵ and other programs, e.g., urban forestry, blue carbon and habitat restoration projects.
Benefits:	<ul style="list-style-type: none"> • Provides educational and research opportunities • Strengthens campus-community partnerships • Builds community resilience • Alternative to traditional offset options • Used to offset Scope 3 emissions
Challenges:	<ul style="list-style-type: none"> • Staff time for long-term coordination and reporting • Requires community partner committed to project long-term • Must find peer verifier from another academic institution
GHG Impact:	Small: Emphasis is on co-benefits, not on maximizing GHG reductions.
Economics:	Small Net Cost: Requires initial investment and some ongoing maintenance to sustain the project.
Feasibility:	Some Challenges: Requires significant coordination between community, campus, and peer verifier over a long term.
Lead:	Office of Sustainability

⁴⁵ [Second Nature Offset Network](#) facilitates offset projects for institutions of higher education.

Strategy 1.5	Develop a carbon reduction fund for purchasing carbon offsets through the traditional voluntary market and for funding small scale carbon projects.
CSO 1.5.A	Grow the carbon reduction fund through the capture of one-time (roll-forward) savings, internal carbon surcharge revenue and donations.
CSO 1.5.B	Develop and release a Request for Proposal (RFP) for carbon offset purchases, and develop internal processes to evaluate the incoming RFP responses.
Benefits:	<ul style="list-style-type: none"> • Quickly and efficiently address remaining emissions • Supports development of carbon reducing projects with co-benefits anywhere in the world
Challenges:	<ul style="list-style-type: none"> • May need to hire third party to manage offsets • Additionality can be challenging to quantify • There may not be a strong connection to projects far from campus
GHG Impact	Large: Offsets can mitigate a significant amount of MTCDE.
Economics:	Net Cost: This is a purchase with no return on investment.
Feasibility:	Doable: Easiest way to immediately reduce net emissions. Offsets can be bought at any time.
Lead:	Administration & Finance

Objective 1.6	Integrate carbon sequestration into campus decision-making.
CSO 1.6.A	Develop and implement a “No Net Tree/Forest Area Loss” policy, requiring that trees are planted/regenerated on or off campus when trees on campus are cut down.
CSO 1.6.B	When possible, proceeds from the sale of any high value tree cut on campus go into a carbon reduction fund to support offset, sequestration and education projects.
CSO 1.6.C	Become a Tree Campus through the Tree Campus Higher Education program, yielding social and ecological co-benefits along with sequestration from campus trees.
Benefits:	<ul style="list-style-type: none"> • Sequesters carbon, moderates temperatures and improves air quality • Provides educational and research opportunities • Helps qualify HSU to receive Tree Campus USA designation
Challenges:	<ul style="list-style-type: none"> • Space to plant new trees • Staff time to plant and maintain new trees • May require alterations of landscape design
GHG Impact	Small: Emphasis is on co-benefits, not on maximizing GHG reductions
Economics:	Cost Neutral to Small Net Cost: This is a purchase with no return on investment - cost of planting a tree may be equal to or less than cutting down a tree. Tree planting cost can be included into overall project cost.
Feasibility:	Doable: Requires development and implementation of policy
Lead:	Administration & Finance

6.0 Strategies to Further Sustainability in Academics & Research

Cal Poly Humboldt is well positioned to understand and address the global challenges of climate change. By developing and offering learning opportunities, platforms for research, and faculty development in sustainability, social and environmental justice, we can help equip our students to be leaders in building resilience to climate change. Co-curricular instruction - and utilizing the campus as a living laboratory - can have the co-benefits of fostering behavior change while contributing to emissions-reducing or resilience-building activities. Extending beyond the campus, engagement with the broader community builds leadership skills while deepening student understanding of practical, real-world problems and the processes for working towards equitable solutions. And by fostering research in sustainability and climate impacts, we can continue to help the world to better understand sustainability challenges, to apply traditional ecological knowledge, and to develop new technologies, strategies and approaches to address climate challenges:

Figure 21. Academics & Research (A&R) Goals, Strategies and Actions

A&R Goal 1	Further integrate sustainability into the curriculum
Strategy 1.1	Increase the percentage of <i>courses</i> with sustainability content to 25% by 2025 and to 40% by 2030. Increase the percentage of <i>academic departments</i> with sustainability course offerings to 85% by 2025 and to 90% by 2030.
A&R 1.1.A	Offer annual professional development on integrating sustainability and climate resilience into the curriculum.
A&R 1.1.B	Develop an ongoing program that offers incentives for lecturers, tenured, and non-tenured faculty in multiple disciplines/departments to develop new sustainability courses and/or incorporate sustainability into existing courses.
A&R 1.1.C	Seek to increase the number of departments integrating sustainability into Retention, Tenure and Promotion (RTP) standards and that incentivize interdisciplinarity.
A&R 1.1.D	Direct each academic department to develop program learning outcomes that address the <i>Equity and Social Justice</i> and the <i>Sustainability and Environmental Awareness</i> institutional learning outcomes.
A&R 1.1.E	Expand utilization of campus infrastructure and operations as a living laboratory for applied student learning.
A&R 1.1.F	Further integrate community and place-based learning opportunities in sustainability into course content.
A&R 1.1.G	Include sustainability integration goals in campus strategic planning, the academic road map, and college-level planning and integrated assessment practices.
Benefits	<ul style="list-style-type: none"> • Improves sustainability literacy • Recruitment tool - prospective students attracted to sustainability • STARS credits • Enhances recruitment of faculty with background in sustainability • Supports Academic Roadmap • Opens new and innovative pathways for learning

Challenges	<ul style="list-style-type: none"> • Will need support and resources for transdisciplinary and other non-traditional models of instruction • May require additional faculty training • May be perceived as additional unpaid work by some faculty • Some departments may push back
Economics	Net Cost: additional cost to support release time, faculty training and course redesign, although may be offset by attracting more students as a result.
Feasibility	Doable with some challenges: May require support from University Senate, the Integrated Curriculum Committee. Requires buy-in from all departments, must overcome perception that sustainability integration is an undue burden on faculty not already teaching sustainability. Requires some funding.
Related Plans	<u>Academic Roadmap</u> : Recommendations for advancing integration of sustainability, equity, social and environmental justice into academic programs, courses and pedagogy.
Lead	Office of Academic Affairs

A&R Goal 2	Foster cross-disciplinary research and creative activities in sustainability.
Strategy 2.1	Increase the percentage of researchers that are engaged in sustainability research to 50% by 2025 and to 60% by 2030.
A&R 2.1.A	Maintain an annual public showcase and publication of student and faculty research in sustainability.
A&R 2.1.B	Organize opportunities for intra- and cross-campus collaboration in sustainability research.
A&R 2.1.C	Create curated grant opportunity lists for sustainability research.
Benefits	<ul style="list-style-type: none"> • Contributes to finding solutions to shared global challenges • Attracts faculty and students interested in sustainability research • Provides applied learning opportunities for students • STARS credits
Challenges	<ul style="list-style-type: none"> • Requires faculty with sufficient interest and expertise • Dependent on grants and potentially unpredictable funding sources • Perceived impact on faculty autonomy
Economics	Neutral: Research funded primarily through grants and other sources not tied directly to university.
Feasibility	Some Challenges: Need to encourage this research without mandating it and be able to attract the necessary funding.
Lead	Sponsored Programs Foundation.

Strategy 2.2	Support the increase and enhancement of creative activities in sustainability.
A&R 2.2.A	Maintain an annual public showcase and publication of student, faculty and staff creative activities in sustainability.
A&R 2.2.B	Organize opportunities for intra- and cross-campus collaboration on creative activities in sustainability.
A&R 2.2.C	Create curated grant opportunity lists for creative activities in sustainability.

Benefits	<ul style="list-style-type: none"> • Contributes to finding solutions to shared global challenges • Fosters community resilience building through art and communications • Provides applied learning opportunities for students
Challenges	<ul style="list-style-type: none"> • Requires faculty with sufficient interest and expertise • Dependent on grants and potentially unpredictable funding sources • Perceived impact on faculty autonomy
Economics	Neutral: Creative activities funded primarily through grants and other sources not tied directly to university.
Feasibility	Some Challenges: Need to encourage creative activities without mandating it and be able to attract the necessary funding.
Lead	Sponsored Programs Foundation.

A&R Goal 3	Firmly and publicly establish Cal Poly Humboldt as a hub for sustainability innovation, curriculum and research
Strategy 3.1	Support the establishment of a sustainability center by 2025.
A&R 3.1.A	Hold a visioning charrette to identify goals, programs, partners, physical space and funding for a center.
A&R 3.2.A	Institutionalize annual faculty sustainability fellow position to support sustainability in academics in collaboration with the sustainability center.
Benefits:	<ul style="list-style-type: none"> • Focal hub for campus-community partnerships • Supports faculty by seeking grants and resources on their behalf • Resource for students and prospective students
Challenges:	<ul style="list-style-type: none"> • May take significant faculty and staff time to develop • Fundraising to support new program
Economics	Net Cost, although grants may help to offset.
Feasibility	Challenging: requires physical space, staffing, budget and leadership.
Leads	Facilities Management, Office of the Provost

7.0 Climate Resilience Plan

In Humboldt County, like elsewhere in California and across the world, climate change-driven events are increasing in frequency and severity. Wildfire, sea level rise, intense storm events and other hazards have the potential of - or are already - disrupting nearly all aspects of community function, from public health to economic continuity, agricultural productivity, transportation networks, ecosystem services and infrastructure.

Building resilience means anticipating risks and preparing for changing conditions, so that when a severe hazard strikes, the campus and community will not suffer irreparable harm. It requires us to

clearly define our vulnerabilities, as well as our strengths and assets that may support resilience. To do so, we take an intersectional approach to develop adaptation strategies that build resilience within the economic, social, and environmental dimensions of our campus community. In this way, we are better able to prepare for changing conditions, to endure and recover rapidly from disruptions, and to prepare our students to be leaders in building resilient communities.

Campus and community stakeholder engagement has been critical to campus climate resilience planning and capacity building. This has included:

- Report on the Initial Assessment of Campus-Community Resilience⁴⁶, completed in April 2018, which identifies vulnerabilities to climate change impacts, initial opportunities to strengthen resilience, and indicators the campus and City of Arcata can use to track progress;
- The Community Resilience Building Workshop in March 2019⁴⁷, which brought together campus and community stakeholders to identify and prioritize actions to improve campus-community resilience;
- The Climate Resilience Deliberative Forum⁴⁸, held in April 2019, which hosted an expert panel and engaged 50 student participants in developing recommendations, and
- Development of the Student Leadership Institute for Climate Resilience (SLICR), a three-day immersive residential program with service learning project for 25 student leaders, which was canceled in March 2020 due to Covid-19 restrictions but has spawned development of a Certificate in Climate Justice program through the Environmental Studies department.

7.1 Climate Hazards of Greatest Concern

The Humboldt Bay region is exposed to three climate change hazards of greatest concern: sea level rise, extreme weather events, and wildfire. Additional climate-related impacts to our area include drought, storm surges, invasive species, and the influx of climate refugees into our communities. Although there is some uncertainty in the timing and levels of frequency and severity of future impacts, Humboldt is planning now to adapt to the climate change hazards affecting our area. The hazards of greatest concern are discussed below.

A. Sea Level Rise

Sea level rise (SLR) is driven by increased global average temperatures causing thermal expansion of seawater and glacial melting. Humboldt Bay is currently experiencing the highest rate of *relative* sea level rise compared to the rest of California (0.2 inches per year, or 19 inches per century), and this rate is expected to increase in the future⁴⁹. Models suggest that, by 2050, Humboldt Bay will

⁴⁶ The [Initial Assessment of Campus-Community Resilience](#) was developed in accordance with Second Nature Climate Commitment guidelines and reporting requirements.

⁴⁷ The HSU-Community Resilience Building Workshop utilized a model developed by [Community Resilience Building](#). See the HSU [Workshop Summary of Findings](#).

⁴⁸ See the Climate Resilience Deliberative Forum [Summary Report](#).

⁴⁹ *Relative* sea level rise accounts for both the rate of sea level rise and land subsidence (local sinking), caused by the movement of tectonic plates. Humboldt Bay is experiencing subsidence of approximately 0.09 inches per year, or almost 10 inches per century. Interestingly, mankind's manipulation of Humboldt Bay has made it into a carbon source: thousands of acres of "reclaimed" tidelands (cut off from the bay by the construction of dikes) are now seasonal freshwater wetlands generating methane emissions, although these emissions may subside

experience between 1.5 - 3.2 feet of sea level rise, depending on different emissions scenarios⁵⁰. Three feet of sea level rise may cause Humboldt Bay to increase in size by 60%, threatening vulnerable coastal ecosystems, communities and infrastructure due to increased flooding, daily inundation and erosion. Although the main campus is approximately 1.5 miles from Humboldt Bay, students, faculty and staff living within and/or utilizing roadways within potential inundation zones will be directly affected. Critical university, municipal and commercial infrastructure (e.g., Arcata Wastewater Treatment Facility, the Humboldt Bay Aquatic Center, port facilities, U.S. Route 101) and farmlands are also within vulnerable locations.

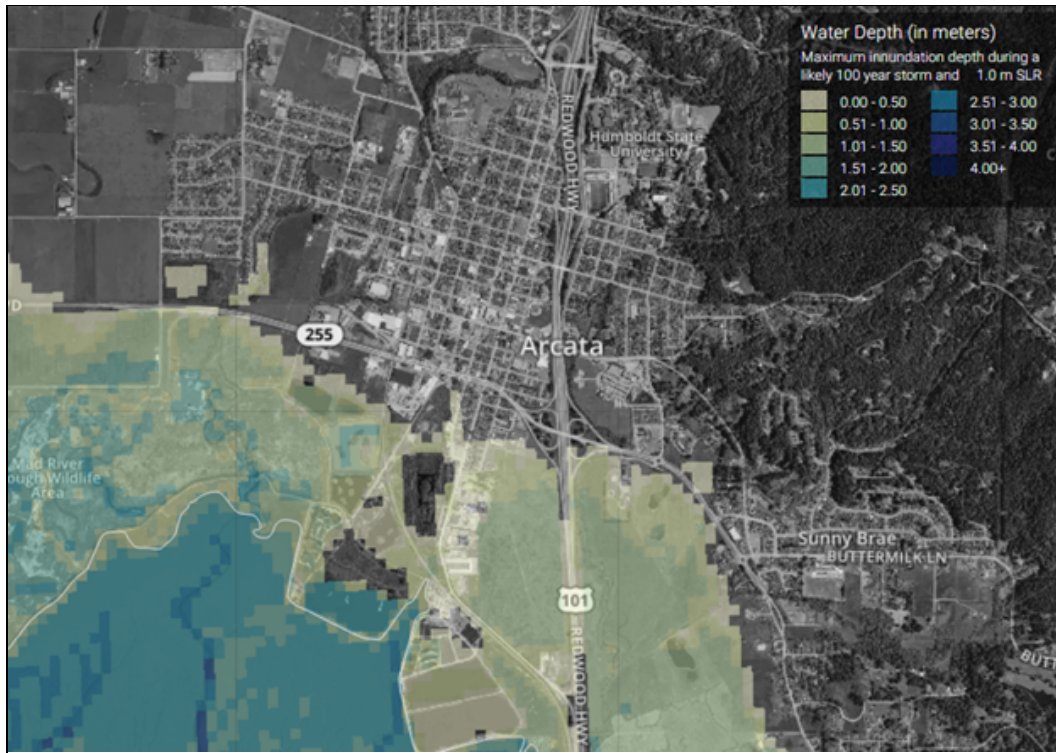


Figure 15. Map depicting Humboldt Bay inundation into the City of Arcata with a sea level rise scenario of 3.2 feet. Source: Cal-Adapt, <http://cal-adapt.org/tools/slr-calflod-3d/>.

B. Extreme Weather

Climate change is expected to result in growing frequency and intensity of high precipitation events, such as extreme atmospheric rivers responsible for great amounts of rain in a short period of time⁵¹, increasing the likelihood of larger and longer-lasting floods and landslides with far-reaching consequences. Already, during winter storm events, one or more of the primary routes into Humboldt County (i.e., US Routes 101 and 199, State Routes 299 and 36) are regularly closed, due to landslides, flooding or snow conditions. Our communities feel the impacts of these extreme weather (EW) related closures in the loss of economic activity, the movement of goods and services, and the ability of residents to reach their homes, work, or emergency services. Similarly, students and

over time as SLR-driven expansion of Humboldt Bay returns the freshwater wetlands to saltwater wetlands. For more information on Humboldt Bay and SLR, see the [Humboldt Sea Level Rise Initiative](#).

⁵⁰ Laird, A. (2018). [Humboldt Bay Area Plan Sea Level Rise Vulnerability Assessment](#).

⁵¹ Dettinger, M. (2011). Climate change, atmospheric rivers, and floods in California - a multimodel analysis of storm frequency and magnitude changes. *Journal of the American Water Resources Association*, 47(3), 514-523.

employees may find themselves unable to get to campus or leave the county during winter break highway closures. Food shipments to HSU's dining services may not reach the campus, affecting on-campus residents. In September 2019 the Humboldt Bay area was struck by a supercell rain event. Within the span of approximately 45 minutes, the event caused flooding in over 15 campus buildings and facilities, causing tens of thousands of dollars in damage, closures, and relocation of campus residents⁵². Heavier downpours on campus and communities surrounding Humboldt Bay will also increase the amount of urban run-off into streams, rivers and the bay, stressing wastewater treatment facilities and washing pollutants, trash, sediment, nutrients and other materials into sensitive areas. Roadways, made impassable by flooding or landslides, will prevent the movement of people and goods to campus and surrounding communities.



Figure 16. In February 2019, heavy rains brought flooding to the Eel River Valley, closing Highway 211, isolating the town of Ferndale and causing the death of one person. Source: California Department of Transportation.

C. Wildfire

Although the Humboldt Bay area is mostly within a low fire-hazard severity zone, the majority of the rest of Humboldt County is in high or very high fire-hazard severity zones⁵³. Wildfire (WF) frequency and severity are projected to intensify in our region, and Humboldt County is projected to have one of the highest increases in burn areas in California, with projections as high as 300% by 2085⁵⁴. Over the coming decades the campus community will be further exposed to diminished local air quality resulting from nearby wildfires. Atmospheric conditions will drive smoke and ash into the area, exacerbating heart and respiratory conditions within vulnerable groups, and reducing productivity

⁵² See the *Lost Coast Outpost*, [HSU Ravaged by Yesterday's Flooding: Numerous Buildings Suffer Water Damage](#).

⁵³ CalFire. (2007). *Draft Fire Hazard Severity Zones in LRA*.

⁵⁴ Westerling, A., Bryant, B.P., Preisler, H.K., Holmes, T.P., Hidalgo, H.G., Das, T., & Shrestha, S.R. (2011). Climate change and growth scenarios for California wildfire. *Climatic Change*, 109 (SUPPL. 1), 445-463.

as outdoor activities are canceled and HVAC systems struggle to maintain indoor air quality. Other risks to the campus community include loss of natural systems, property damage, power and telecommunication outages⁵⁵, landslides and soil erosion.

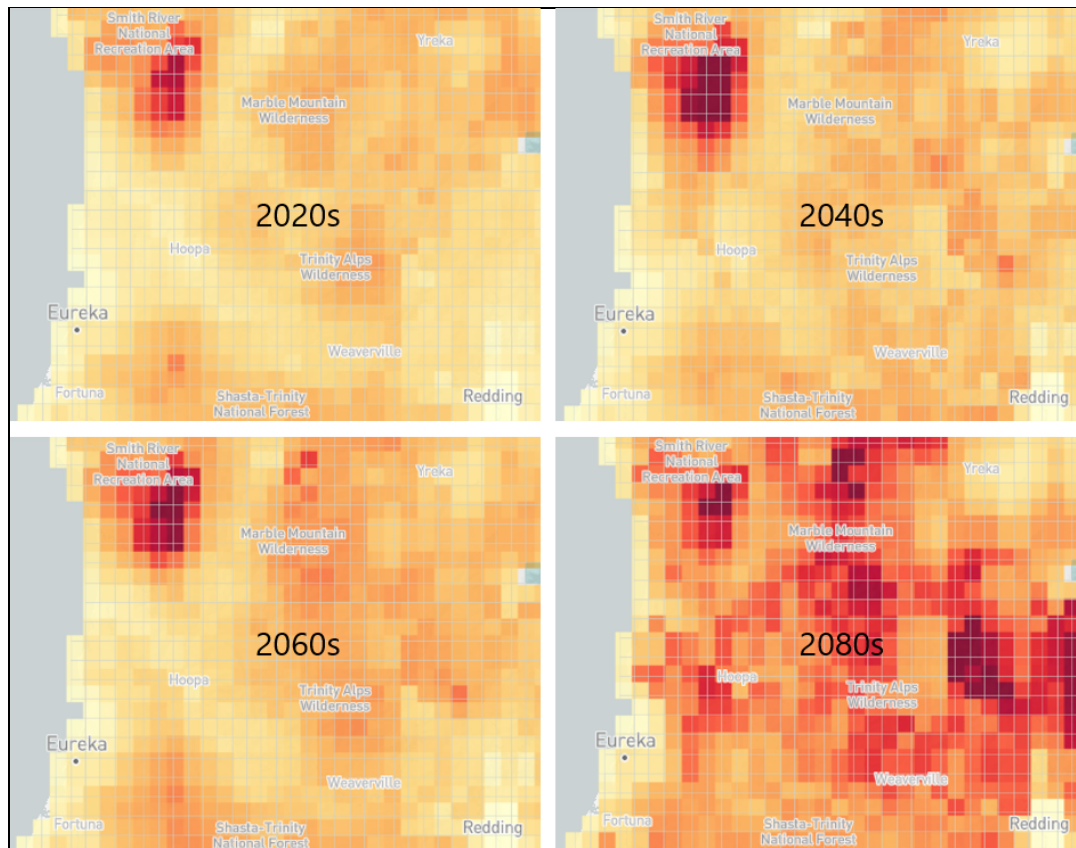


Figure 17. Decadal Averages Map showing Modeled Annual Area Burned under a Medium Emissions scenario and Central Population Growth scenario. Each grid cell represents 100 hectares. Source: <https://cal-adapt.org/tools/wildfire/>

7.2 Critical Vulnerabilities to Hazards of Greatest Concern

Cal Poly Humboldt and the communities near Humboldt Bay are impacted, either directly or indirectly, by the same climate change hazards, and therefore share many of the same vulnerabilities. The interrelationship between Humboldt and local communities provides a framework for evaluating critical vulnerabilities to hazards of greatest concern (Figure 18):

⁵⁵ Public Safety Power Shutoffs (PSPS) are conducted by PG&E, particularly during heavy wind events, to reduce risk of the utility's equipment starting wildfires. In 2020 PG&E was successful in islanding the Humboldt Bay Generating Station from the larger grid so it can continue to supply electricity locally while other parts of the grid are de-energized.

Figure 18. Identified Vulnerabilities to Climate Hazards of Greatest Concern

Dimension	Vulnerability	Hazard		
		SLR	EW	WF
Infrastructural	Telecommunications			
	Power Grid			
	Water Supply/Treatment			
	Roads/Transportation Networks			
	Buildings			
Societal	Housing Security			
	Outreach & Education			
	Food Security			
	Medical and Emergency Services			
Environmental	Coastal Ecosystems (marsh, wetland, dune)			
	Terrestrial Ecosystems (forests, riparian corridors)			
	Agricultural lands (farming, ranching, aquaculture)			
	Air Quality			

SLR = Sea Level Rise | EW = Extreme Weather | WF = Wildfire

7.3 Strengths and Assets

Strengths and assets are resources, capacity and characteristics that can be leveraged to overcome climate change impacts. Local governments, tribes, NGO's and Humboldt are already engaged to varying degrees in climate change adaptation, resilience planning and capacity building – a common strength that is building cohesive, self-sufficient communities with engaged citizens (Figure 19):

Figure 19. Strengths and Assets that Support Resilience

Dimension	Strengths and Assets
Infrastructural	Emergency power (micro-grids at the Blue Lake Rancheria and Humboldt County Airport)
	Capacity for emergency shelter (gymnasiums and other facilities)
	Stable domestic water systems with existing large capacity emergency water storage
Societal	High concentration of educated, actively engaged members of community and campus (e.g., technological and organizational expertise, educators)
	Local expertise in traditional ecological knowledge and self-sufficiency
	Proactive local and tribal governments building capacity and planning for disruptions
	Coordinated and collaborative emergency response
Environmental	Temperate climate
	Water supplies are stable
	Community protection and restoration of wetlands, forests, coastal buffers, parks and trails
	Local agricultural land, bay and ocean can be used to raise food for local consumption
	Local forests provide habitat, carbon sequestration, nutrient cycling, air and water purification, and other benefits to humans and non-humans

7.4 Strategies to Build Resilience

Cal Poly Humboldt understands resilience as the capacity to anticipate risk and to prepare for changing conditions, to retain essential functions during and after a hazard strikes, and to rapidly recover from severe disruptions. We build resilience through the implementation of adaptation measures that reduce our carbon footprint, that build equity and self-reliance, that protect biological and cultural diversity, and that ensure that basic goods and services (healthy food, clean water, health care, transportation) are accessible to all. The following strategies support Humboldt's core educational mission, values and strategic priorities.

Figure 20. Resilience (RES) Goal, Strategies and Actions

RES Goal 1	Develop a campus and community that can withstand and thrive through climate change-driven disruptions
Strategy 1	Plan now for a future constrained by climate change impacts.
1.1.A	By 2025, integrate climate resilience, equity, adaptation and hazard mitigation strategies into the campus physical master plan.
1.1.B	Add climate adaptation planning to the charge of relevant committees, including the Space & Facilities Advisory Committee, the Landscape and Tree Advisory Committee, and the Parking & Transportation Committee.
1.1.C	Advocate for transfer agreements with other CSU's to facilitate educational continuity during a disaster-driven campus closure.
1.1.D	Maintain and enhance community partnerships to improve emergency response, decrease response times, better utilize resources, and advocate for vulnerable/underserved populations.
1.1.E	Strengthen dialogue with tribal, cultural and faith-based leaders to build trust and coordinated responses to climate related hazards. (e.g., community resilience collaborative).
Benefits	<ul style="list-style-type: none"> • Proactive vs. reactive approach to climate change impacts • Bake in nimbleness to response to future risks • Forge stronger relationships with community • Engage campus decision makers in resilience planning
Challenges	<ul style="list-style-type: none"> • Requires investment in education and training of constituents • May require paradigm shift in how planning is conducted
Economics	Low investment today will avoid potentially significant costs in the future (due to clean-up and repair costs, loss of productivity due to climate related disruptions, high costs for emergency response, insurance costs, etc.).
Feasibility	Achievable: Campus is already engaged in a master plan update and has built relationships with community partners.
Leads	Office of the President, Administration & Finance

Strategy 2	Educate the campus community about climate change vulnerabilities and adaptation strategies.
1.2.A	Develop "Building Resilience to Climate Change" displays or dashboards highlighting vulnerabilities, strengths and progress.
1.2.B	Expand emergency preparedness training programs for students, faculty and staff, to address response to poor air quality, flood hazard, and other climate change-driven hazards.
1.2.C	Increase ability to respond to future disasters on and off campus by supporting Center Activities' delivery of CPR, first aid and first responder training.

1.2.D	Foster research on climate adaptation strategies by offering faculty professional development opportunities and encouraging systems to share best practices.
1.2.E	Integrate preparedness, climate resilience and traditional ecological knowledge (TEK) modules into relevant academic curricula.
1.2.F	Enhance opportunities for students to gain hands-on learning in climate resilience through service learning, internships, and other community based offerings.
Benefits	<ul style="list-style-type: none"> • Prepares students, faculty and staff with skills and knowledge to be active participants in climate resilience and emergency response • Fosters self-sufficiency • Builds community resilience through research outcomes • STARS credits
Challenges	<ul style="list-style-type: none"> • May depend on securing grants from unpredictable funding sources • Requires faculty and staff with interest and expertise • May be perceived as an attack on faculty autonomy
Economics	Net cost to enhance training and professional development programs; research can be funded by grants.
Feasibility	Some challenges but achievable: an emergency preparedness program is already in place, professional development on integrating climate resilience into the curriculum has been launched.
Leads	Academic Affairs, Dean of Students, Sustainability Office, Risk Management

Strategy 3		Reduce food and housing insecurity.
1.3.A	Expand and support the Oh SNAP! food pantry's fresh farm stand, its partnership with local working farms, and its food education programs.	
1.3.B	Support the development of traditional and culturally appropriate campus gardens, edible landscapes and curriculum to increase opportunities for students to learn how to grow, find and preserve food.	
1.3.C	Support campus and municipal efforts to develop affordable, equitable, transit-oriented housing in proximity to campus.	
1.3.D	Except where infeasible, incorporate community garden space into the design of all new on- or off-campus housing developments.	
Benefits	<ul style="list-style-type: none"> • Addresses basic needs • Fosters self-sufficiency • Cost savings and GHG reductions for students • Potential to positively impact enrollment 	
Challenges	<ul style="list-style-type: none"> • Costs and available land for new housing, transit and bike parking infrastructure • Limitations to space and solar access for edible landscapes/gardens 	
Economics	Net Cost	
Feasibility	Achievable but with Challenges: High costs for new housing, but some managed gardens and edible landscapes already exist on campus, Oh SNAP currently coordinates a limited farm stand, and the campus participates in housing discussions with the City.	

Leads	Facilities Management, Health Education
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Strategy 4	Improve ecosystem management to increase biodiversity, remove invasive species, and foster pollinator health.
1.4.A	Develop and implement an Integrated Pest Management (IPM) plan.
1.4.B	Phase out the use of glyphosate, aka Roundup®, and other pesticides harmful to biodiversity and human health.
1.4.C	Where possible, replace invasive species with native and pollinator friendly plants.
1.4.D	Where possible, convert unused turf areas to native, climate adapted and pollinator friendly plants.
1.4.E	Become a <i>Bee Campus USA</i> affiliate ⁵⁶ .
1.4.F	Process all green waste on site to use for composting, mulching, moisture retention and carbon sequestration.
1.4.G	To the greatest extent possible, incorporate climate resilient landscape design and the use of native, climate adapted plants into landscape planning for all new construction on and off campus.
Benefits	<ul style="list-style-type: none"> • Enhances ecosystems services • Fosters human health, including health of Grounds personnel • Reduces resource consumption and GHG emissions • Service learning opportunities for students • STARS credits
Challenges	<ul style="list-style-type: none"> • Replacing chemical applications with cultural and mechanical practices may require additional labor hours • May need to train Grounds personnel in alternative techniques • Maintenance of some non-turf landscapes may take as much or more time than turf
Economics	Cost Neutral to Net Cost: cost savings realized from reduced gas, water and chemical use, and from green waste transport costs and fertilizer purchases may offset turf conversion costs, IPM plan development and Bee Campus application fee.
Feasibility	Achievable: the Grounds department has completed some turf conversions already and practices limited application of chemical treatments.
Lead	Facilities Management

Strategy 5	Improve storm, wastewater and irrigation management.
1.5.A	Develop and implement a holistic, Low Impact Development (LID) plan, based on flood modeling, to manage stormwater, wastewater and groundwater (e.g., with bioswale, permeable surfaces, storm drain maintenance, rainwater capture/storage, and greywater treatment/re-use).
1.5.B	Integrate LID and infiltration elements, such as permeable pavement and bioswales, into new paving projects to reduce runoff volume.

⁵⁶ See the [Bee Campus USA](#) Commitments. Application fee is \$300.

1.5.C	Where feasible, decrease runoff from existing parking lots by adding LID elements like open-grid pavement and vegetated bioswale areas.
1.5.D	Work with the City of Arcata to determine the feasibility of irrigating campus with reclaimed water.
Benefits	<ul style="list-style-type: none"> • Clean and slow down release of stormwater prior to discharge into the creeks and City system • Comply with stormwater discharge requirements • Mitigate point source pollutants entering waterways • Reduce dependence on domestic water • STARS credits
Challenges	<ul style="list-style-type: none"> • Costs and maintenance requirements for certain LID elements like bioswales • Costs and permitting for “purple pipe” reclaimed water infrastructure
Economics	Net Cost: Some savings may be achieved by reducing domestic water consumption and stormwater discharge fees.
Feasibility	Doable to Challenging: Significant capital outlay may be required for reclaimed water infrastructure and for planning, engineering and installation of LID elements.
Lead	Facilities Management

Strategy 6	Improve indoor and outdoor air quality.
1.6.A	Develop and implement Smoke Readiness Plans for campus buildings. ⁵⁷
1.6.B	Design new housing with specific measures to minimize occupant exposures to wildfire smoke events, e.g. main entrance doors on the opposite side of the building from prevailing winds, high efficiency HVAC filtration, and building weatherization to limit smoke entry.
1.6.C	Designate and equip indoor clean air respite centers to protect the most vulnerable from hazardous air quality.
1.6.D	Strengthen Zero/Low Volatile Organic Compounds (VOC) requirement for all paints, floor coverings and furniture.
1.6.E	Communicate and comply with CARB anti-idling regulations ⁵⁸
Benefits	<ul style="list-style-type: none"> • Protect health and well-being of vulnerable populations • Improved building comfort and air quality • STARS credits
Challenges	<ul style="list-style-type: none"> • Space and resource requirements to open clean air respite centers • Low to moderate additional capital outlay for high efficiency filtration for buildings • Zero/Low VOC materials and furnishings generally cost more
Economics	Net Cost, although some energy savings may be realized over time through weatherization and HVAC efficiency.
Feasibility	Achievable with Some Challenges: May be difficult to retrofit some existing buildings.

⁵⁷ See the ASHRAE [Planning Framework for Protecting Commercial Building Occupants from Smoke During Wildfire Events](#).

⁵⁸ California Air Resources Board (CARB) [anti-idling regulations](#).

Lead	Facilities Management, Risk Management & Safety Services
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Strategy 7	Strengthen campus emergency operations and response.
1.7.A	Maintain emergency water supply to provide a gallon a day per campus resident for up to seven days.
1.7.B	Maintain and strengthen redundancies in campus telecommunications and IT networks.
1.7.C	Install a solar microgrid with battery storage on campus to maintain continuity of power to critical loads in times of power outage (see BEF 2.1.A).
1.7.D	Support systems for non-electronic communication that require no electricity or internet, such as emergency wayfinding signage.
Benefits	<ul style="list-style-type: none"> • Maintain continuity during extended power outages • Help ensure basic needs are met for most vulnerable populations • Enhance quick response times in an emergency
Challenges	<ul style="list-style-type: none"> • Solar and battery project requires long term contract with a third party • May require additional utilities and other infrastructure • Emergency water distribution requires organized distribution and communications
Economics	Neutral to Net Cost: utility savings can be realized from solar electric systems supplying the microgrid. Grants, incentives and financing mechanisms may apply.
Feasibility	Achievable: Emergency water supply system is currently in place, the IT department is already investing in telecommunications redundancies, and RFP for solar and battery has been released.
Leads	Facilities Management, Risk Management & Safety Services

8.0 CAP 2.0 and Resilience Plan Implementation

It will take strong leadership, coupled with broad campus and community engagement, to successfully implement the strategies in this plan. The entire campus community, from the student body to administration, will collectively engage with integrating sustainability and resilience into all facets of the campus, but leadership responsibility must first be assigned to departments or offices best positioned to implement the various strategies. These areas will then prioritize and develop realistic timelines for the strategies outlined herein. Proposed oversight of CAP 2.0 strategy implementation is summarized below:

- The Humboldt Advisory Committee on Sustainability will support oversight of CAP 2.0 implementation, advise campus leadership on its progress, and intercede as needed to ensure forward movement and campus-community engagement;
- Responsibility for the development, implementation and reporting on specific strategies will be shared across various departments and offices, depending on project type. For example, Construction, Planning & Design will lead electrification and microgrid projects; Contracts & Procurement will lead sustainable purchasing projects;
- The Office of Sustainability will monitor and support strategy implementation, and conduct annual GHG emissions inventories and annual evaluation reporting to the Advisory

Committee on Sustainability, Second Nature, the CSU Chancellor’s Office, and the campus at large, and

- The Office of Sustainability will lead the process to update the CAP every five years, as required by the Second Nature Climate Commitment.

8.1 Funding

Achieving carbon neutrality will incur significant financial costs, but we must consider what the costs will be if we fail to act. Adopting a less ambitious GHG reduction goal, or none at all, will not only lead to greater financial loss over time, but will also contribute to further damage to ecological and social systems and to public health, to the exacerbation of climate change-driven disasters, and potentially to the diminishment of Cal Poly’s standing as a leader in sustainability. These additional costs, though more difficult to calculate, must remain part of the calculus in our decision-making.

Leveraging internal as well as external sources of funding will be critical to bringing initial costs down. Additionally, energy and other utility-related GHG reduction strategies can generate utility cost savings, operational savings, and utility rebates and incentives that, combined, can be leveraged to reduce or negate total project costs, or even lead to net savings. By far, the largest cost for the campus will be to electrify existing infrastructure (i.e., replace existing natural gas infrastructure with infrastructure powered only by electricity). Based on current fuel-switching projects, decarbonization of our facilities could cost between \$60.62 to \$75.77 per gross square foot. Decarbonizing approximately 1.92 million square feet could therefore cost between \$116.4 million to \$145.5 million. If the university was able to retire verified carbon offsets from its forests, this estimated cost could be lowered to between \$87.8 million and \$103.3 million⁵⁹.

Departments responsible for implementing strategies may need to find additional funding. Fortunately, there exists a range of external as well as internal funding sources and finance mechanisms, some of which are described below (Figure 22):

Figure 22. External and Internal Funding Sources

External Sources
Self-Generation Incentive Program (SGIP)
Incentives to support existing, new and emerging distributed energy resources.
California Climate Investments
Statewide program infusing cap-and-trade dollars into GHG reduction projects.
On Bill Financing
Zero interest financing for energy efficiency retrofits, repaid through monthly PG&E bill.
Power Purchase Agreement (PPA)

⁵⁹ Cal Poly Humboldt Forestry Department estimates that the University and Foundation forest lands could sequester enough carbon to offset 15-20% of the campus carbon footprint. It could cost the university between \$5 to \$17 per MTCDE to verify sequestration and retire the offsets.

Long-term arrangement between University and a developer that installs and operates on-site power generation (e.g., solar). Avoids initial cost and guarantees long-term utility savings.
Energy Performance Contract (EPC)
No initial cost and guaranteed savings for equipment and services from an energy services company (ESCO)
Hazard Mitigation Grants
Sponsored by FEMA and the DOD, funds projects that build climate resilience, e.g., micro-grids.

Internal Sources
State Capital Outlay Funds
Allocations from the State Legislature used to build and renovate campus facilities.
Non-State Capital Outlay Funds
Revenue set aside by self-support and auxiliary organizations for construction projects.
Humboldt Energy Independence Fund
Student fee generated fund for campus sustainability projects inspired by student ideas.
Parking Permit Sales/ Parking Fines and Forfeiture Funds
Funds can be used for alternative transportation projects.
Go Green Fund
Advancement Foundation fund supports sustainability projects with direct student involvement and benefit.

8.2 Plan Review and Future Updates

The CAP 2.0 is based on current scientific understanding of climate change and its projected impacts, and recommends best practices to stem GHG emissions based on the current understanding of emissions sources and anticipated campus growth. As a living document, the HSU Climate Action Plan will be reviewed and evaluated no less than every five years, as per Second Nature Climate Commitment requirements. Over time, the plan may need further updates, as anticipated - as well as unanticipated - internal and external factors continue to shape the University's carbon footprint. Such factors may include:

- Humboldt becoming a polytechnic institution, leading to increased campus population, additional construction and solid waste, and other impacts;
- Advancements in energy, energy storage, transportation, and building technologies;
- Variability in capital improvement costs as market competition potentially drives down costs of emerging technologies;

-
- Updates to building and energy codes requiring more aggressive (and perhaps more expensive) approaches;
 - CSU policies and State guidelines requiring additional sustainability measures, and
 - Climate change impacts that accelerate at an unpredicted frequency and intensity.

As Humboldt strives for carbon neutrality and resilience, we must evaluate emerging technologies and new approaches to current systems and, where appropriate, leverage these opportunities to make campus infrastructure, operations, programs and services more efficient, equitable and resilient. And through continuous monitoring, we can make course corrections as needed to ensure we remain on track to meet the 2045 neutrality goal.

9.0 The Path Forward

Global climate change is causing widespread catastrophic impacts locally and throughout the world, including increased frequency and potency of extreme weather events, sea-level rise, species extinction, water shortages, wildfires, declining agricultural production and the spread of diseases. These and other impacts are particularly pronounced for low-income communities and communities of color. The world's top scientists agree that we have about a decade to make drastic changes before we reach a point where runaway global climate change becomes irreversible⁶⁰. This could be the world we graduate our students into.

The situation demands we take immediate and decisive action, to create a campus wherein sustainability defines its built, natural, and socio-cultural dimensions, and where students, faculty and staff are actively engaged in justice as a common good. We can enhance campus community resilience by cooperatively striving towards reducing our carbon footprint, building equity and self-reliance, protecting biological and cultural diversity, and ensuring that basic goods and services (healthy food, clean water, health care, transportation) are accessible to all. To achieve this, we must see our actions as a consequential part of a broader societal transition from an extractive economy to a regenerative one. With humility, with the recognition that humanity is a part of the natural world and not separate from it, and with the understanding that healthy social and economic systems depend on the health and resilience of ecological systems, we must leave behind fossil fuels, landfills, inequality and other social and ecological injustices as relics of the past. And just as importantly, we must embrace the responsibility of preparing our students with the knowledge and skills necessary to navigate a climate constrained world. All of this will take time and the full engagement of the entire campus community. The CAP 2.0 provides a path forward to our shared, resilient future.

⁶⁰ U.N. General Assembly High Level Meeting on [Climate and Sustainable Development](#), 28 March 2019.

10.0 Appendix

10.1 Glossary of Terms

Adaptation: Adjustments of natural or human systems, in response to a changing environment, that mitigate harm from climate change impacts or that take advantage of beneficial opportunities.

Additionality: A carbon offset project's measures resulting in actual reductions/sequestration that would not have otherwise occurred under a business-as-usual scenario.

Anthropogenic: Made by humans or resulting from human activity, such as greenhouse gas emissions generated by human activities.

Blue Carbon: Carbon stored in coastal and marine ecosystems, mostly by algae, seagrasses, macroalgae, mangroves, and other plants in coastal wetlands. These ecosystems can sequester and store more carbon per unit area than terrestrial forests.

Business as Usual (BAU) Scenario: A model that projects GHG emissions into the future, assuming no GHG mitigation projects are implemented outside of what is required by law or policy.

California Renewable Portfolio Standard (RPS): Program requiring retail electricity sold in California is sourced from renewable resources. SB 100 (de León, 2018) mandates a 60% RPS by 2030 and requires all the state's electricity to come from carbon-free resources by 2045.

Carbon Dioxide Equivalent: a metric measure used to compare the emissions from various greenhouse gases based on their global warming potential (GWP). The carbon dioxide equivalent is derived by multiplying the tons of the gas by its associated GWP.

Carbon Offset: Investment in an off-site carbon reduction or sequestration project to compensate for emissions.

Carbon Neutrality: Reduction of the measured campus carbon footprint to net zero, whereby carbon emitted is balanced by carbon sequestered. Carbon neutrality may be achieved through a combination of source elimination and carbon offset practices.

Carbon Sequestration: Process by which trees, plants and soil absorb carbon dioxide, release the oxygen, and store the carbon.

Climate Change: Refers to any significant, persistent change in the climate, including temperature, precipitation, or wind patterns, due to natural variability or to human activity, that occurs over several decades or longer.

Complete Streets: Planning, designing and operating roadways to ensure safe mobility for all users, regardless of age, abilities, or mode of transportation (i.e., pedestrians, bicyclists, or transit riders).

De Minimis: term to describe something too minor to merit consideration. In this case, emissions from refrigerants are considered *de minimis* and therefore not included in the GHG inventory.

Electrification: Switching out fossil-fuel powered equipment with equipment powered by electricity.

Energy Efficiency: Using less energy to provide the same level of service (i.e., lighting, computing, ventilation).

Energy Use Intensity (EUI): Annual total energy consumed divided by the total gross floor area of a building.

Global Warming Potential (GWP): Different GHGs have different effects over different periods of time on the Earth's warming. GWP is a method for comparing global warming impacts of different gasses. For example, carbon dioxide (CO₂) has a GWP of 1 over any timeframe, methane (CH₄) has a GWP of 28-36 over 100 years.

Greenhouse gasses (GHGs): Carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons, and other heat trapping gasses that can remain in the atmosphere and oceans for a few years to thousands of years. Anthropogenic emissions are responsible for almost all of the increase of global GHGs in the last 150 years.

HVAC: Heating, ventilation and air conditioning.

Internal Combustion Engine (ICE): Engine that creates power by burning fossil fuels or blends such as gasoline, diesel or biodiesel.

Life Cycle Cost Analysis (LCCA): Method for assessing the total cost of ownership. LCCA takes into account cradle to grave costs associated with procurement, ownership, and disposal of a facility or piece of equipment.

Leadership in Energy and Environmental Design (LEED): Internationally recognized green building rating system for evaluating the design and performance of nearly all building types.

Resilience: The capacity to prepare for changing conditions, to endure and recover rapidly from disruptions, and to adapt to climate change events, especially when those adaptation strategies substantially reduce greenhouse gas emissions and build social equity.

Single Occupant Vehicle (SOV): Privately operated vehicle in which the driver is the only occupant.

Sustainability: HSU defines sustainability as the recognition that humanity is a part of the natural world, not separate from it, and that healthy social and economic systems depend on the health and resilience of ecological systems.

Unspecified Power: Imported electricity that is not traceable to specific generation sources. In 2019, 28% of electricity purchased by HSU came from eligible renewable resources, while the remaining 72% came from unspecified sources of power.

Water Use Intensity (WUI): Describes a building's total water consumption divided by the buildings' area in gross square feet.

Zero Emission Vehicle (ZEV): Generates zero tailpipe emissions. Battery electric vehicles and hydrogen fuel cell vehicles are examples of ZEV.

Zero Net Energy (ZNE): Total amount of energy used on an annual basis is equal to the amount of renewable energy generated nearby or on site.

10.2 Category Specific Sustainable Purchasing Criteria

The following are recommended sustainable purchasing criteria, for specific product categories, to support the implementation of Solid Waste & Purchasing Strategy 3.1. Relevant reporting requirements are derived from the Sustainability Tracking and Rating System (STARS) and State Agency Buy Recycled Campaign (SABRC) frameworks.

Product Category	Relevant Reporting	Criteria
Electronics	STARS OP-12: <i>Electronics Purchasing</i> STARS OP-20: <i>Hazardous Waste Management</i>	<ol style="list-style-type: none"> All purchased electronics shall be rated EPEAT Gold. If an EPEAT rating is not available for a certain electronics product, it will be ENERGY STAR certified. All purchased electronics shall be recycled by an e-Steward Certified recycler recognized by the Basel Action Network (BAN) or donated to a non-profit organization or sold. CSU shall require vendors to establish BAN-certified e-Steward Enterprise (e-Stewards for Enterprises) manufacturer take-back programs by January 1, 2022.
Cleaning and Janitorial	STARS OP-13: <i>Cleaning and Janitorial Purchasing</i>	<ol style="list-style-type: none"> All purchased Cleaning and Janitorial Paper Products shall meet one or more of the following certifications: Cradle to Cradle Certified, ECOLOGO certified (UL Environment), Forest Stewardship Council (FSC) certified, Green Seal certified, and/or U.S. EPA Safer Choice.
Office Paper	STARS OP-14: <i>Office Paper Purchasing</i> SABRC Annual Report	<ol style="list-style-type: none"> All office paper products shall be a minimum of fifty percent (50%) post-consumer fiber by fiber weight or agricultural residue content. Per state requirements, all paper products purchased must be at least 30 percent (30%) post-consumer fiber by fiber weight. All wood-based fiber paper products shall be either Forest Stewardship Council (FSC), Sustainable Forestry Initiative (SFI), and/or Green Seal (GS-07) certified. Additional preference will be given for paper that is Processed Chlorine Free (PCF).
Other Consumable Office Products	STARS OP-11: <i>Sustainable Procurement</i> SABRC Annual Report	<ol style="list-style-type: none"> All purchased non-paper office supplies shall meet the minimum recycled-content levels of the EPA's Comprehensive Procurement Guidelines⁶¹ for Non-Paper Office Products, and a minimum 30% recycled content for all writing utensils (dry erase markers, highlighters, markers, pens, and pencils) or other plastic-based accessories. All purchased toner shall have at least 10% post-consumer material, have high yield remanufactured cartridges, and have a vendor-offered program that will take back the printer cartridge after their useful life to ensure that the cartridge is recycled and complies with the definition of recycled, per requirements of SABRC. Toner cartridges that are only refilled or recharged do not qualify.

⁶¹ EPA [Comprehensive Procurement Guideline](#) (CPG).

		<ol style="list-style-type: none"> All purchased batteries, with exception for use in smoke alarms and emergency kits, will be rechargeable. All purchased lamps will be low mercury lamps.
Indoor Furniture	STARS OP-11: <i>Sustainable Procurement</i>	<ol style="list-style-type: none"> All furniture purchased shall meet one or more of the following certifications: BIFMA Level, Cradle to Cradle (C2C), SCS Indoor Advantage Gold, GREENGUARD Gold. All furniture shall be free of flame retardant chemicals at levels above 1,000 parts per million (ppm) in both standard and optional components, excluding electrical components. End of life procedures shall prioritize 1) repurposing furniture with other departments on campus, 2) selling or donating to local non-profit or state organizations, and 3) sending to a recycler that directs the furniture away from landfills.
Water Appliances and Fixtures	STARS OP-11: <i>Sustainable Procurement</i>	<ol style="list-style-type: none"> All purchased water appliances and fixtures shall be WaterSense certified. Water appliances and fixtures include residential toilets, showerheads, bathroom faucets, commercial toilets, urinals, pre-rinse spray valves, irrigation controllers, and spray sprinkler bodies.
Garments and Linens	STARS OP-11: <i>Sustainable Procurement</i> STARS EN-15: <i>Trademark Licensing</i>	<ol style="list-style-type: none"> All apparel bearing the institution's logo shall be made with organic, bio-based, or recycled content textiles. Maintain current membership in the Worker Rights Consortium (WRC) and/or the Fair Labor Association (FLA) to ensure that apparel bearing our name/logo is produced under fair working conditions.
Compost	STARS OP-9: <i>Landscape Management</i> SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, all mulch, compost, and co-compost purchased shall be at least 80% recovered material that would otherwise be disposed of in a landfill.
Glass	SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, all glass purchased must be at least 10% post-consumer, by weight.
Lubricating Oils	SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, all lubricating oils purchased shall be at least 70% re-refined base oil.
Plastic	SABRC Annual Report	<ol style="list-style-type: none"> All plastic purchased shall be at least 10% post-consumer, by weight.
Paint	SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, all paint purchased shall be at least 50% post-consumer paint. When 50% post-consumer content is not available or is restricted by a local air quality management district, then a substitute of 10% post-consumer content is applied.
Antifreeze	SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, all antifreeze purchased shall be at least 70% post-consumer material.
Tires and Tire-Derived Products	SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, retreaded tires must use an existing casing that has undergone an approved or accepted recapping or retreading process, in accordance with Chapter 7 (commencing

		<p>with Section 42400) of Part 3 of Division 30 of the Public Resources Code.</p> <ol style="list-style-type: none"> Per state requirements, all tire-derived products purchased shall be made up of at least 50% recycled used tires.
Metal	SABRC Annual Report	<ol style="list-style-type: none"> Per state requirements, all metal purchased shall be at least 10% post-consumer material, by weight.
Food Serviceware	STARS OP-8: <i>Sustainable Dining</i>	<ol style="list-style-type: none"> Prioritize reusable and/or fiber-based compostable products that are locally compostable. Bioplastics are only to be used if a campus' composting facility accepts and composts bioplastic materials. All compostable food service ware shall be certified compostable by the Biodegradable Products Institute (BPI) or Green Seal GS-35, or made 100% from uncoated, unlined, obviously plant based material, and appears on the Cedar Grove Accepted Items List. Additional preference will be given for compostable food service ware that is FSC, Protected Harvest, Rainforest Alliance or Fair Trade USA certified.

10.3 Proposal for Campus Forest Carbon Project

Introduction: Cal Poly Humboldt is striving to achieve carbon neutrality by 2045, while further developing opportunities for students to gain skills and knowledge relevant to the social, economic and environmental dimensions of a future influenced by climate change. The growing carbon offset industry offers employment opportunities not seen even a few years ago; meanwhile, the campus can train students to count the carbon sequestration of its campus trees against its carbon footprint as an important strategy for achieving carbon neutrality.

Proposal: The Forestry Department and the Sustainability Office seek to collaborate on a Campus Forest Carbon Program. The proposed scope of work is as follows:

- Recruitment.** Students that have completed FOR 21 *Forest Measurements & Biometry* will be recruited to participate in the program. This course will provide students with the fundamental skills and knowledge necessary to inventory campus forest carbon sequestration.
- Training.** Professor Pascal Berrill (Forestry and Wildland Resources) will develop and lead student training on conducting inventory. The Sustainability Office will assist with development of training materials.
- Equipment.** Necessary equipment for conducting inventory can be checked out from the Forestry Department. Potential opportunity to include remote sensing through drone flights
- Funding.** The Sustainability Office will seek funding to pay students for their services, e.g., through the Go Green Fund.
- Process.** A thorough inventory of the defined campus forest must be done every five years. The campus forest can be divided into five zones, so that one zone receives a discrete inventory each year.
 - Year 1
 - Define campus forest

-
- ii. Trees comprising the campus forest (includes trees within the campus boundary) will be tagged
 - iii. Campus will be divided into five zones
 - iv. Student training by Dr. Berrill
 - v. Student team will conduct inventory of Zone 1
 - vi. Students will record and report data
 - b. Year 2
 - i. Student training by Dr. Berrill and/or Forestry colleagues
 - ii. Student team will conduct inventory of Zone 2
 - iii. Students will record and report data
 - c. Year 3
 - i. Student training by Dr. Berrill and/or Forestry colleagues
 - ii. Student team will conduct inventory of Zone 3
 - iii. Students will record and report data
 - d. Year 4
 - i. Student training by Dr. Berrill and/or Forestry colleagues
 - ii. Student team will conduct inventory of Zone 4
 - iii. Students will record and report data
 - e. Year 5
 - i. Student training by Dr. Berrill and/or Forestry colleagues
 - ii. Student team will conduct inventory of Zone 5
 - iii. Students will record and report data
 - f. Year 6
 - i. First estimate of growth rates (remeasuring year 1 trees)
 - ii. Develop a protocol for verifying offsets generated by this project (unique to Duke and other Carbon Network protocols)

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Executive Summary

Overall Projection Trends

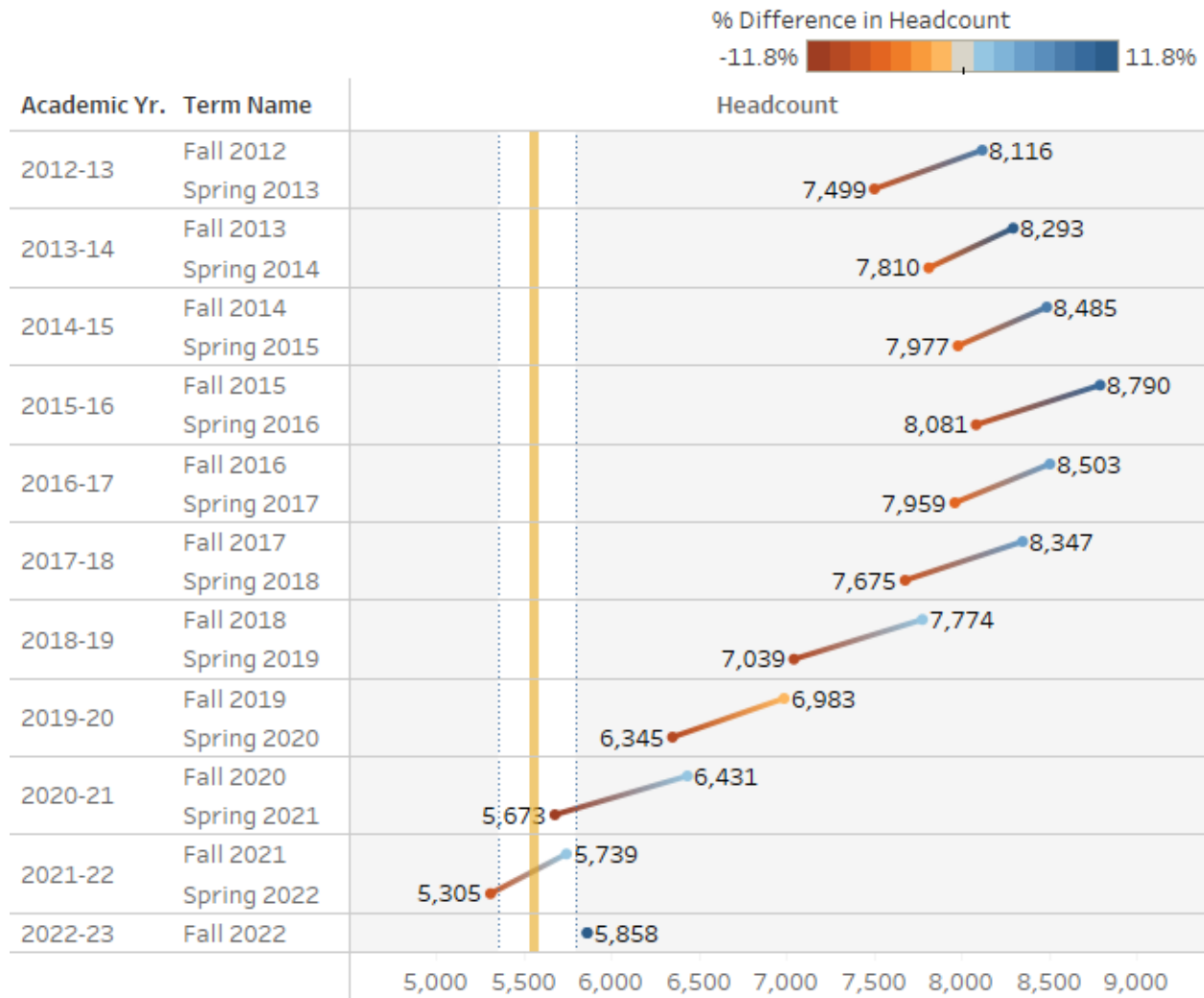
Cal Poly Humboldt enrolled 105% of baseline projection ([Table 1](#)). With a total enrollment of 5,858, Cal Poly Humboldt surpassed fall 2021 overall enrollment ($n=5,739$, [Figure 1](#)) by 119 students. This is the first time since fall 2015 that a fall semester was larger than the previous fall semester.

Table 1. Current Registration, Low/Baseline/High Projection, and Percent of Projection

	Actual Fall 2022 (8/17/2022)	Low		Baseline		High	
		Projection	TD % Projection	Projection	TD % Projection	Projection	TD % Projection
Cont./Ret.	3,693	3,660	101%	3,660	101%	3,660	101%
New	2,165	1,694	128%	1,894	114%	2,136	101%
Total	5,858	5,354	109%	5,554	105%	5,796	101%

Note. This table uses actual registration data, which may vary from operational reports such as the registration campaign report. These data are subject to change until the student census is finalized.

Figure 1. Fall 2022 Headcount Baseline Projection Compared to Historical Enrollment



Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Table of Contents

Overall Projection Trends	1
Table 1. Current Registration, Low/Baseline/High Projection, and Percent of Projection	1
Figure 1. Fall 2022 Headcount Baseline Projection Compared to Historical Enrollment	1
Section 1 - Progress Indicators and 9/26/2022 Updates	3
New Student Registration	3
Table 2. Fall 2022 Headcount Low, Baseline, and High Projection by Student Type	3
Section 2 - Original Projections	4
Original Fall Headcount Enrollment Projection	4
Figure 2. Fall 2022 Headcount Baseline Projection Compared to Historical Enrollment	4
Table 3. Detailed Fall 2022 Headcount Baseline Projection by Student Type	5
Table 4. Actual & Baseline Projected Fall Headcount Change	5
Annual Resident Full-time Equivalent Students (FTES) Projection	5
Table 5. Actual & Projected Resident FTES to Funded Resident FTES Target	6
Figure 3. Semester to Semester Change of Resident FTES to Funded Resident FTES Target	6
Annual FTES to Revenue Projection Model	7
Table 6. Actual & Projected Total FTES and State Tuition (dollars in millions)	7
Course Seat Demand Projection	7
Class FTE Fill Percentages	7
Table 7. Class FTE Fill Percentages	7
Target Fall Headcount and Annual Resident FTES Beyond Fall 2021	7
Section 3 - Frequently Asked Questions	8
Is this report public?	8
What do you mean by unduplicated headcount?	8
How does the enrollment projection model work?	8
What's the difference between a target and a projection	8
How do I contact the Enrollment Projection Group	8
Who is part of the Enrollment Projection Group (EPG)	8
Section 4 - Headcount and FTES	9
Table 8. Headcount and FTES Change	9
Table 9. Transitory Students	9
Table 10. Continuing Seniors	10
Table 11. Headcount and FTES Change with Adjustment	10
Figure 4. Courses enrolled in by Transitory Students	10

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Section 1 - Progress Indicators and 9/26/2022 Updates

This section includes progress indicators, changes, and updates from the original January projection. The original enrollment projection completed in January 2022 can be found in [section 2](#).

Application Data Disclaimer

The data in other sections do not perfectly match the application data shown in this section. The official census process that continues into the 4th week of classes corrects issues and aligns application and registration data. Data in this section is to be used for operational purposes.

New Student Registration

Table 2 compares the fall 2021 census and fall 2022 census enrollment to low, baseline, and high projections (shown in yellow cells) by incoming student type. Total enrollment ($n=2,211$) is just above the high projection of 2,136.

- First-time undergraduates, lower-division transfer, and transitory students exceeded the projected high enrollment number.
- Returning undergraduate, master's, credential, and second bachelor students enrolled just below the projected low enrollment number.

Table 2. Fall 2022 Headcount Low, Baseline, and High Projection by Student Type

Incoming Student Type	Fall 2021	Fall 2022	Fall 2022	Fall 2022	Fall 2022
	Census	Census	Low	Baseline	High
First-time UG	628	961	678	754	904
Lower-div xfer	111	148	89	105	117
Upper-div xfer	645	660	519	613	677
Returning UG	59	62	64	68	73
Masters	176	168	184	192	201
Credential	103	103	105	106	108
Second Bachelor	34	20	35	35	36
Unclassified PB	2	0	2	2	2
Transitory	18	89	18	19	19
Total	1,776	2,211	1,694	1,894	2,136

Note. Fall 2015-2021 is actual, and Fall 2022 is projected. These data are from application data and do not perfectly match the registration data shown in the next section.

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

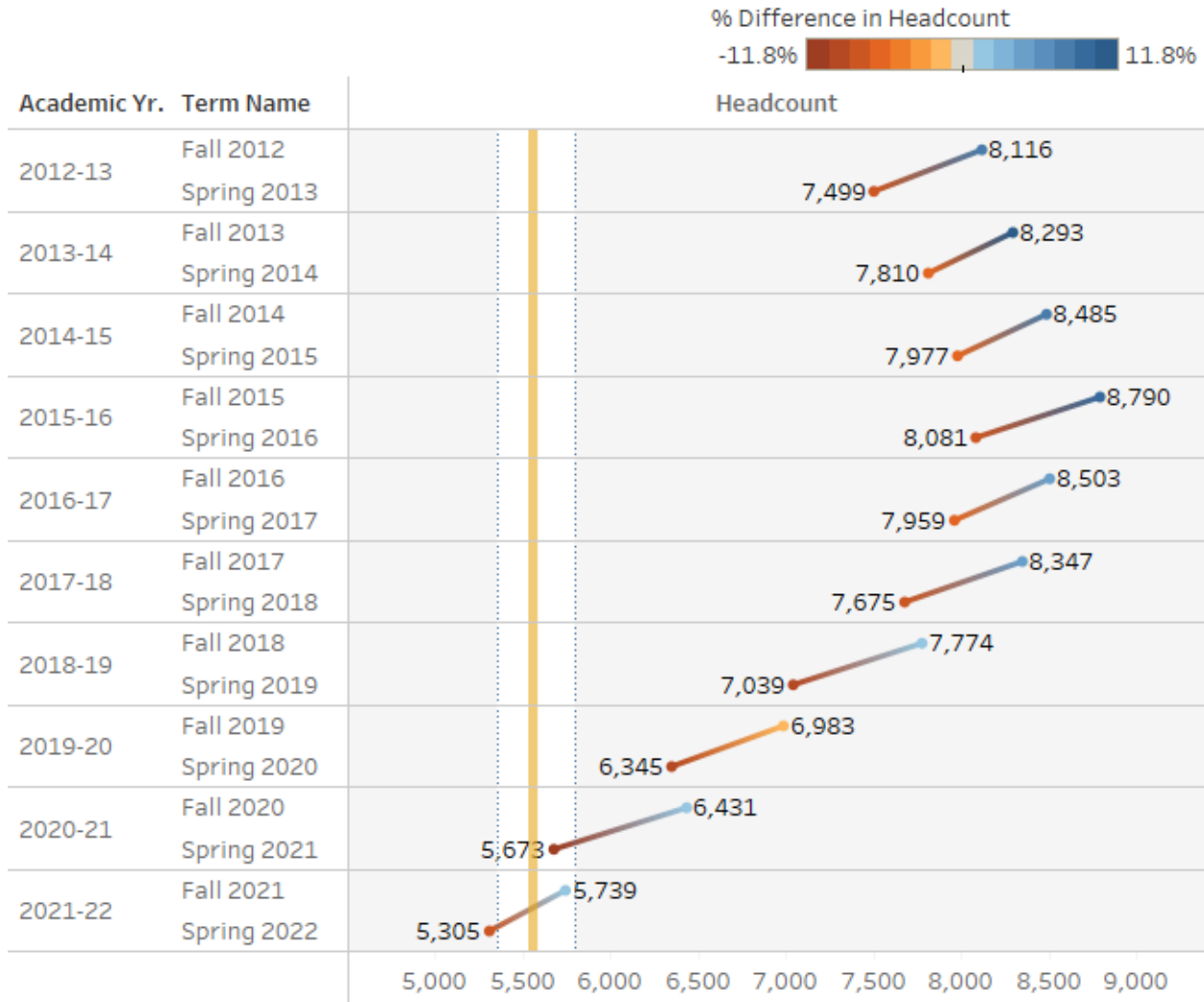
Section 2 - Original Projections

This section includes information from the original enrollment projection that was completed in January 2022. Changes and updates from these original projections can be found in [section 1](#).

Original Fall Headcount Enrollment Projection

Headcount refers to a count of unique/unduplicated students. Fall headcount projections support various fall planning activities, such as course offerings, housing occupancy projections, etc. EPG estimates that the fall 2022 baseline headcount projection is 5,556, with a possible high of 5,796 and a potential low of 5,355 ([Figure 2](#)).

Figure 2. Fall 2022 Headcount Baseline Projection Compared to Historical Enrollment



Note. The chart does not start at zero and is purposely zoomed in to show the projection.

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

While the low and high projections provide a reasonable range of possible outcomes, most of this report focuses on the baseline projection. The baseline projection of 5,556 students includes 3,660 continuing and returning HSU students and 1,897 new students ([Table 4.](#)).

Table 3. Detailed Fall 2022 Headcount Baseline Projection by Student Type

Incoming Student HC	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-time UG	1,295	1,210	1,051	824	545	628	756
Lower-div xfer	23	48	90	98	113	111	105
Upper-div xfer	856	930	844	751	859	645	613
Returning UG	96	103	79	77	109	59	68
Masters	201	210	193	178	192	176	192
Credential	95	97	97	88	111	103	106
Second Bachelor	6	11	18	8	23	34	35
Unclassified PB	1	1	1	1	1	2	2
Transitory	30	23	29	30	26	18	19
Total	2,603	2,633	2,402	2,055	1,979	1,776	1,897
Continuing and returning HC	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Undergrad	5,662	5,449	5,084	4,655	4,194	3,704	3,296
Postbac	238	265	288	273	258	259	364
Total	5,900	5,714	5,372	4,928	4,452	3,963	3,660

Note. Fall 2015-2021 is actual, and Fall 2022 is projected.

Fall 2022 at baseline is projected to be 183 fewer students than fall 2021, a decline of approximately 3.2% ([Table 5.](#)). This represents a significant change from the downward trend from fall 2018 to fall 2021.

Table 4. Actual & Baseline Projected Fall Headcount Change

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Actual HC & Projected HC	8503	8347	7774	6983	6431	5739	5554
Headcount Change	-287	-156	-573	-791	-552	-692	-185
Percent Change	-3.3%	-1.8%	-6.9%	-10.2%	-7.9%	-10.8%	-3.2%

Note. Fall 2015-2021 is actual, and fall 2022 is projected.

Annual Resident Full-time Equivalent Students (FTES) Projection

Budget planning led by the [University Budget Office](#) is based on full-time equivalent students (FTES). One FTES is calculated for every 15 units taken by undergraduates or 12 units taken by all other students. The CSU provides funding to campuses based on system-established annual resident FTES targets. HSU's Annual Resident FTES target is 7,603. [Table 5.](#) shows that HSU's actual 2021-2022 annual resident FTES was 4,746, nearly 38% below the funded resident FTES target.

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

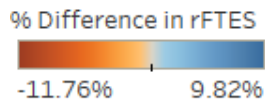
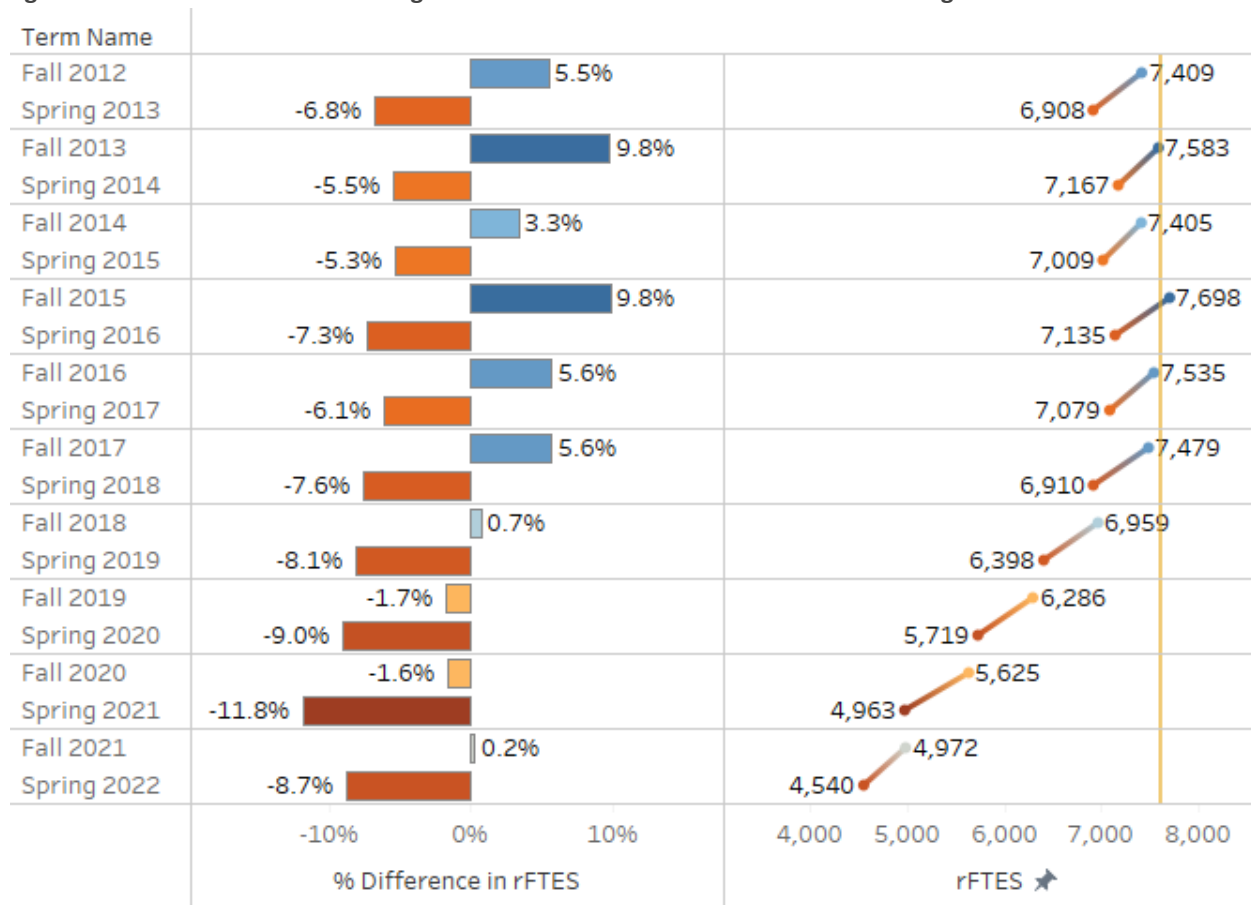
Table 5. Actual & Projected Resident FTES to Funded Resident FTES Target

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	2022-23
Annual Resident FTES	7,307	7,194	6,678	6,002	5,294	4,756	4,776
Funding Target	7,603	7,603	7,603	7,603	7,603	7,603	7,603
Target Difference	-296	-409	-925	-1,601	-2,309	-2,847	-2,827

Note. 2016-17 to 2021-22 is actual, and 2022-23 is projected.

Figure 3 shows the semester-to-semester change of Resident FTES (rFTES) as a percentage of change (in color) and actual rFTES (sparklines).

Figure 3. Semester to Semester Change of Resident FTES to Funded Resident FTES Target



Note. The chart does not start at zero and is purposely zoomed in to show the funded target (gold line).

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Annual FTES to Revenue Projection Model

In addition to Resident FTES, HSU's total annual FTES budget includes Western Undergraduate Exchange (WUE) FTES, Out-of-State FTES, and International FTES, which are used to project tuition revenue. The revenue projection model is a complex model that converts FTES to Headcount while incorporating various factors, including average unit loads, student levels, waivers & refunds, etc. [Table 6](#) shows the actual and projected total annual FTES and state tuition.

Table 6. Actual & Projected Total FTES and State Tuition (dollars in millions)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Annual FTES	7,771	7,621	7,059	6,360	5,601	5,053	5,071
State Tuition Revenue	\$44.11m	\$44.84m	\$41.75m	\$37.34m	\$33.86m	\$30.90m	\$29.64m
Change from Previous Year	-\$1.22m	\$0.73m	-\$3.09m	-\$4.41m	-\$3.48m	-\$2.96m	-\$1.26m

Note. 2016-17 to 2021-22 is actual, and 2022-23 is projected. 2017-18 tuition change reflects rate increase. The 2022-23 budget is relatively unchanged from the prior year, which is significantly smaller than the change reflected in this chart, given actual enrollment significantly outperformed the 2021-22 Budget, which was based on total annual FTES of 5,061 (annual headcount of 5,312) and state tuition totaling \$29.64 million.

Course Seat Demand Projection

The [Office of Institutional Research, Analytics, and Reporting](#) provides deans, department chairs, and faculty with course-seat demand projections. These projections, found under Academic Planning Resources Reports (<https://irar.humboldt.edu/course-class-plan>), are based on the baseline fall headcount projection. These reports are updated when EPG updates its projections.

Class FTE Fill Percentages

Based on historical data, classes offered in the fall reach 80%, 90%, and 95% of their final FTE enrollment 86 days, 66 days, and 55 days before the census, respectively. For Fall 2022, this corresponds to 80% of final FTE enrollment by June 25th, 90% by July 15th, and 95% by July 26th, 2022 ([Table 7](#)). Also, using historical data, classes should be, on average, about 63% of their final FTE enrollment on June 1st, 2022.

Table 7. Class FTE Fill Percentages

Class FTE Fill Percentage	Days Before Census	Fall 2022 Date
80%	86 days	June 25th, 2022
90%	66 days	July 15th, 2022
95%	55 days	July 26th, 2022

Target Fall Headcount and Annual Resident FTES Beyond Fall 2021

California State Polytechnic University, Humboldt has articulated a clear path forward to meet California State University's funded target of 7,603 Annual Resident Full-time Equivalent Students (FTES) through our updated Enrollment Management Plan. The keystone for this plan is our transition to a Polytechnic and the new academic programs. By the Fall of 2028, expected enrollment will match our seven-year target of doubling our student headcount from 5,739 students (Fall 2021) to 11,282 students (Fall 2028). On the way to that goal, HSU will reach the CSU Annual Resident FTES target after the 2025-2026 academic year. Implementation of these targets is being worked on by the Enrollment Management & Growth Management Cal Poly Humboldt Implementation Working Group Co-chaired [Shawna Young](#) and [Pedro Martinez \(Admissions\)](#). Updates from this working group will be provided in future versions of this report.

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Section 3 - Frequently Asked Questions

Is this report public?

Yes! Once this report is finalized, it is distributed to various units and committees, including the University Senate.

What do you mean by unduplicated headcount?

When a student has two majors, it creates an instance where one human is enrolled and paying fees; however, both majors/departments/colleges will need to appear to have enrolled a whole student. This creates a duplicated count. Unduplicated headcount counts a student only once, regardless of the number of majors. Additionally, when calculating full-time equivalent students (FTES), one FTES is calculated for every 15 units taken by undergraduates or 12 units taken by all other students.

How does the enrollment projection model work?

The projection model is in its third iteration. This edition calculates the likely number of students in each of the five class levels in projected fall terms by applying a state-transition matrix to the number of enrolled students in each of the class levels from the previous fall term. The matrix is generated by aggregating a predefined number of previous known fall terms. Incoming students are projected by applying a user-entered growth rate to the last known incoming student population. Students entering the intermediate spring term are projected using a similar process.

What's the difference between a target and a projection

- A projection uses a mathematical model of existing data to make a “best guess or forecast” of what something will be. For this report, we used a state-transition matrix model to project enrollment counts.
- A target, however, is aspirational. Targets in this report represent a goal. From that goal, a model was developed to show a scenario in which that goal could be achieved. The main difference is that a projection attempts to “guess or forecast” the end result, whereas a target states what the end results should be.

How do I contact the Enrollment Projection Group

- Enrollment projections <enrollment-projections@humboldt.edu>

Who is part of the Enrollment Projection Group (EPG)

- Sherie Gordon , Interim Vice President Enrollment Management & Student Success
- Peggy Metzger , Interim Executive Director of Enrollment Management
- Amber Blakeslee , Executive Director of Finance & Budget (*Co-chair*)
- Michael Le , Director, Institutional Research, Analytics, and Reporting (*Co-chair*)
- Pedro Martinez (Admissions) , Director of Admissions
- Jenni Robinson , University Registrar
- Stephen St. Onge , Interim Associate Vice President of Student Success
- Justus Ortega , Associate Dean
- Steven Ladwig , Associate Director of Admissions
- Sky McKinley , Lead Analyst/Programmer, Institutional Research, Analytics, and Reporting
- Patrick Orona , Budget Analyst and Reporting Specialist

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Section 4 - Headcount and FTES

An unduplicated headcount counts a student only once in all circumstances. For instance, a student taking an online 3-unit course counts for the same headcount as a student living on campus taking 21 units. However, as a measure of equity, a full-time equivalent student (FTES) is calculated for every 15 units taken by undergraduates or 12 units taken by all other students.

The fall 2022 headcount increased by 119; however, there were 5 fewer FTES compared to fall 2021 (Table 8.).

Table 8. Headcount and FTES Change

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount	7,774	6,983	6,431	5,739	5,858
Difference in Headcount		-791	-552	-692	119
FTES	7,362	6,658	5,942	5,285	5,280
Difference in FTES		-704	-717	-656	-5
Avg. Units	14.08	14.19	13.73	13.67	13.36

One of the reasons is due to an increase in Transitory students, in particular we saw growth in CSU Fully Online participation. Transitory students fall into a few categories:

1. staff/faculty fee waivers
2. incoming bilateral study abroad exchange students
3. CSU Fully Online students

Previously, the campus opened enrollment to CSU Fully Online students (students from other CSU campuses enrolling in online courses at Humboldt) in the second week of August. In 2022, we opened enrollment on July 5th. Opening earlier allowed more students to find and successfully enroll in Humboldt courses. The increased CSU Fully Online enrollment had a noticeable impact on transitory headcount, but decreased FTES averages due to the nature of the program (CSU students may enroll in one online course at another CSU campus). Thus CSU Fully Online headcount will only be enrolled in ~1-4 units of coursework. (Table 9.)

Table 9. Transitory Students

Student Type		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transitory	Headcount	35	34	30	20	93
	Difference in Headcount		-1	-4	-10	73
	FTES	19	15	6	5	23
	Difference in FTES		-4	-9	-2	19
	Avg. Units	8.07	6.68	3.23	3.40	3.75

Enrollment Projection Update - Fall 2022 Census (9/26/2022)

Additionally, continuing Seniors accounted for 34% of all enrolled students, and on average, this group took 0.43 fewer units than they did in fall 2021 (Table 10.).

Table 10. Continuing Seniors

Student Type	Class Level		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Continuing Undergraduate	4-Senior	Headcount	2,739	2,457	2,320	2,127	1,964
		Avg. Units	13.82	13.87	13.48	13.40	13.00
		Difference in Avg. Units		0.06	-0.39	-0.07	-0.41

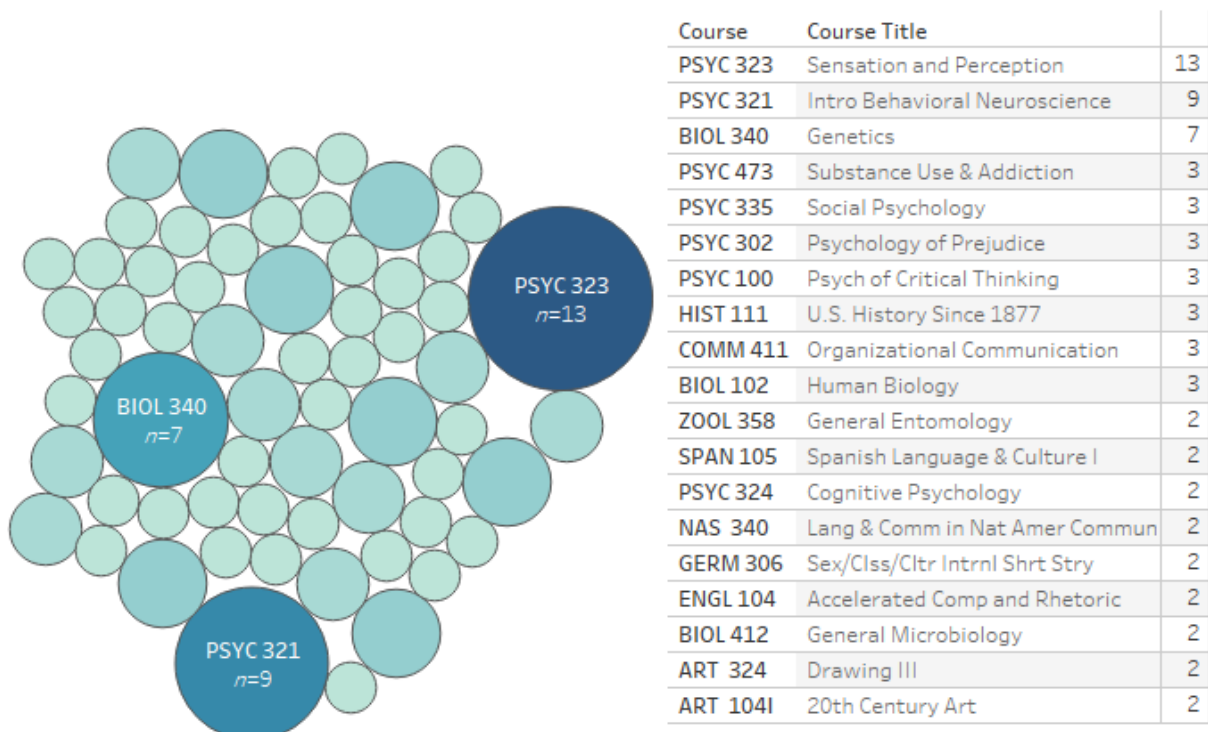
Accounting for these two circumstances normalizes the data into what we might expect as normal year-to-year variance (table 11.)

Table 11. Headcount and FTES Change with Adjustment

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount	5,000	4,492	4,081	3,592	3,801
Difference in Headcount		-508	-411	-489	209
FTES	4,825	4,378	3,856	3,385	3,557
Difference in FTES		-447	-522	-471	172
Avg. Units	14.27	14.42	13.95	13.88	13.78
Difference in Avg. Units		0.15	-0.47	-0.07	-0.10

While most transitory students enrolled in a wide variety of courses, there were three popular courses, (1) PSYC 323 - Sensation and Perception, (2) PSYC 321 - Intro Behavioral Neuroscience, and (3) BIOL 340 - Genetics.

Figure 4. Courses enrolled in by Transitory Students





HUMBOLDT STATE UNIVERSITY

Cal Poly Humboldt Policy on Issues Related to Withdrawing from Courses

[Policy Number]

Academic Policies Committee

Applies to: Faculty, Staff and Students.

Supersedes: [Resolution24-09-10-APCPASSEDAPPROVED.pdf \(humboldt.edu\)](#)
[Resolution on Withdrawal After Census Policy.docx \(humboldt.edu\)](#)
[Revision of Resolution19-08-09-EP 2nd Reading.docx \(humboldt.edu\)](#)

Purpose of the Policy:

Authority: CSU Grading, Repetition of Courses, Academic Renewal, and Appeals Policy (EO 1037)

Effective Fall Semester 2022

To further clarify when and how students may withdraw from one, some or all classes, this campus policy is intended to serve as an addendum for the systemwide policy on CSU Grading, Repetition of Courses, Academic Renewal, and Appeals (formerly known as [Executive Order 1037](#)). Cal Poly Humboldt has provided the following definitions as addendum to the systemwide policy:

- 1) defines “serious and compelling” withdrawal,
- 2) defines “catastrophic” withdrawal,
- 3) defines an internal grade “WC” for these catastrophic withdrawals,
- 4) establishes a Grade Point Average (GPA) forgiveness policy for undergraduate students in the first semester they receive Withdrawal Unauthorized (WU) grades at Cal Poly Humboldt, providing students a one-time opportunity to minimize the GPA impact of Unauthorized Withdrawals and giving them the chance to improve their GPA by engaging with university procedures and resources, and learning how to navigate the official withdrawal process for future semesters if needed

Students are responsible for adding or dropping the correct courses on their schedules prior to the Add/Drop Deadline. After the Add/Drop Deadline students are required to follow university withdrawal procedures by filing a request with the Office of the Registrar, whether the student has ever attended classes or not. Requests to withdraw will only be approved with a “serious and compelling” or “catastrophic” reason with supporting documentation. A student is not allowed to withdraw during the last five

weeks of instruction or later except in cases where the cause of withdrawal is due to circumstances clearly beyond the student's control ("catastrophic") and the assignment of an incomplete grade is not practicable.

Faculty are strongly encouraged to provide students, whenever possible, with graded feedback in every course before the Add/Drop Deadline. Drops and withdrawals often carry serious academic and financial consequences, including delaying time to degree, loss of momentum, impacts on full/part-time status for fees and/or financial aid eligibility, veterans benefits, on-campus housing, athletic eligibility, and visa status for international students. Faculty members are urged to remind students to consult with an advisor as well as the Financial Aid office before withdrawing from a class. Students who receive financial aid funds are urged to consult with Financial Aid prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received, which may result in a debt owed to the institution and negatively impact eligibility to receive financial aid in future semesters. International students here on an F1 or J1 visa are urged to consult with their immigration advisor prior to any drops or withdrawals regarding the effects these changes may have on their immigration status

Definitions and related policy

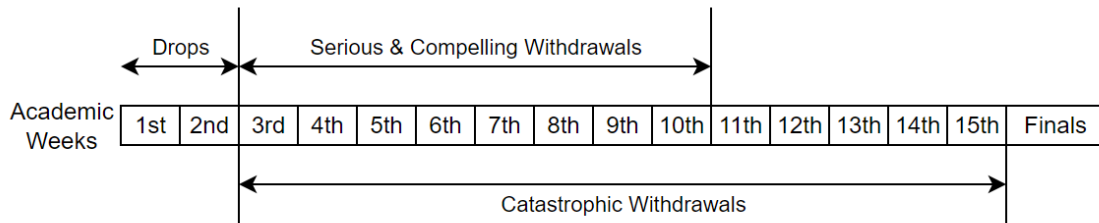
- I. **Add/Drop Deadline:** the Monday after the second week of classes of the regular semester at 11:59pm PST. Students are responsible for ensuring the correct courses are on their official class schedules in their Student Center prior to the Add/Drop Deadline.
- II. **Drops:** Students are allowed to disenroll (drop) a course before the add/drop via Student Center. A student who formally drops prior to the Add/Drop Deadline will have only an appropriate date of withdrawal (no coursework) appear on the academic record for that term.
 - A. Note: the university may disenroll a student from a course administratively, when enrollment in a course is contingent upon attendance (see the [Faculty Initiated Drop for Non-Attendance Policy, 27-15/16-APC](#)), satisfying enrollment requisites, related deadlines, etc.
- III. **Official Withdrawal (W):** The grading symbol "W" on the transcript indicates the student was permitted to withdraw from the course after the deadline with an approved and documented reason. This grading symbol carries no connotation of quality of student performance and is not used in calculating

grade point average. Students who find it necessary to withdraw after enrolling must follow official withdrawal procedures by filing a request with the Office of the Registrar.

- A. **Withdrawal Limits:** Students may withdraw from no more than 18 semester units of coursework at Cal Poly Humboldt.
- B. **Serious & Compelling Withdrawal:**
 1. **Timeline:** Serious & compelling withdrawals are considered after the Add/Drop Deadline through 11:59 PM PST on Monday of the 11th week of classes.
 2. **“Serious and compelling” reasons:** these are typically outside a student’s control and generally limited to the following: mental and physical health, loss of care for dependents, inappropriate behavior of someone else in the classroom, and serious reversal in the student's financial situation. The Office of the Registrar will review the student’s request and documentation. If the student provides sufficient documentation, the faculty members teaching the course will be notified that a student has petitioned for a Withdrawal and be given the opportunity to provide feedback to the Registrar’s office if necessary.
- C. **Catastrophic Withdrawal:**
 1. **Timeline:** Catastrophic withdrawals are considered after the Add/Drop Deadline through the end of instruction. This is the only category of withdrawal permitted in the last five weeks of instruction.
 2. **Catastrophic Reasons:** these are typically events clearly beyond a student's control, preventing attendance, and in cases where the assignment of an Incomplete grade is not practicable. Examples include severe medical and/or mental health conditions, being called to military service, consequences of the death of a close family member, or being directly impacted by natural disaster. Verifiable documentation of the event must be provided to the Registrar’s office, who will determine whether or not a Catastrophic Withdrawal is appropriate. If the student provides sufficient documentation to the Registrar’s office, faculty members teaching the course will be notified that a student has petitioned for a Catastrophic Withdrawal and be given the opportunity to provide feedback to the Registrar’s office if necessary. *Note: internally, the student’s grade will be recorded as a catastrophic withdrawal, “WC”, as Catastrophic Withdrawals do not count toward the 18-unit limit for Official Withdrawals.*

D. **Withdrawal reasons that are not accepted:** while individual circumstances may be considered on their own merit, the following reasons are generally considered *within* the student's control and therefore would not be considered a serious and compelling reason for withdrawal after the deadline

- Change of major or minor
- Not liking the course material, instructional method, or instructor
- Not doing well in the class, or grade not as high as anticipated
- Taking too many units or being too busy to do the work
- Not knowing how or when to drop



IV. **Unauthorized Withdrawal (WU):** The grading symbol "WU" indicates that an enrolled student did not follow the procedures to officially withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F".

A. Petition for Grade Forgiveness of First "WU" Grade(s): In the first semester that an undergraduate student receives one or more "WU" grades at Cal Poly Humboldt, the student may petition the Office of the Registrar to apply grade forgiveness to the "WU" grade. With grade forgiveness, the "WU" grade remains on the student transcript, however the grade(s) are excluded from the GPA calculations.

1. The student may petition the Office of the Registrar at any time prior to degree awarding. After the degree has been awarded, petitions will not be considered.
2. Petitions will only be considered for the first term a student receives one or more "WU" grades at Cal Poly Humboldt. Petitions will not be permitted in subsequent semesters and does not apply to grades received at other institutions.
3. These units will not be considered "repeat units" as specified in systemwide repeat policy (undergraduate students may still repeat up to 16 semester units with grade forgiveness, plus an additional 12 units with grade averaging).

4. Faculty advisors and professional advisors should inform themselves of the petition for grade forgiveness policy and share that information with advisees, when appropriate.

Expiration Date : *does not expire.*

History (*required*)

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Grading FAQs:

W, WU, F & I



Cal Poly Humboldt- Fall 2022

Presenters:

Jenni Robinson Reisinger- Office of the Registrar

Peggy Metzger - Enrollment Management / Financial Aid



Drop

- Students add/drop by deadlines via Student Center (Monday after second week of instruction at 11:59pm PST)
- Administrative disenrollment (ex. Not meeting prereqs, Faculty-Initiated Drop by Wednesday of 2nd week)

W - Withdrawal (official)

- Student submits request to Office of the Registrar
- Reviewed by Registrar's Office for verifiable documentation
- Faculty notified with 3-day response window - instructor has the right to override or object to a W
- No GPA impact



Should I assign an “F”, a
“W U”, or an “I”?





F - Fail

- Student performance does not meet the instructor's grading standards
- Zero units earned
- Impacts GPA - 0.0
- *Entered by instructor into grade roster*
 - *Also FD for Academic Dishonesty*



WU - Withdrawal Unauthorized

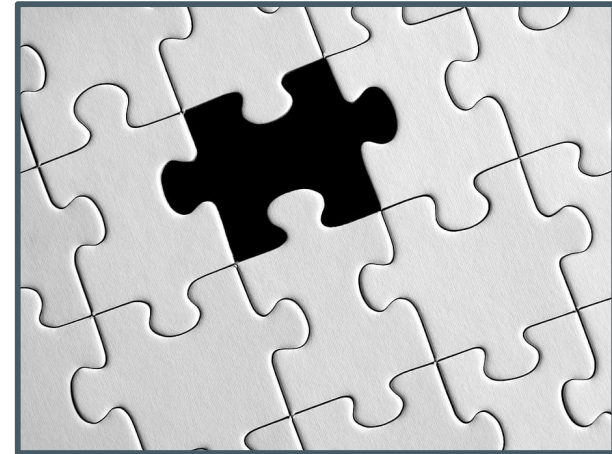
- Enrolled but does not complete the course and no official withdrawal on file
- **Instructor responsibilities**
 - Enter grade of WU on grade roster
 - must report the last known date of attendance by the student
- **NEW as of Fall 2022** - WU grade forgiveness petition - one-time only, first semester student receives WU grade(s) at Humboldt





I - Incomplete

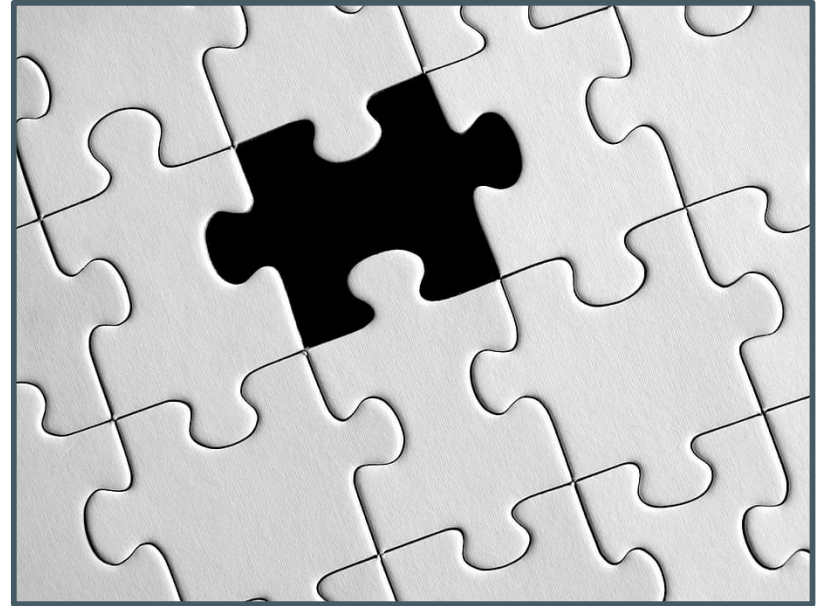
- a clearly identifiable portion of the required work has not been completed during the regular term due to **unforeseen, but fully justified reasons**, and **there is still a possibility of earning credit**
- Assignment of an Incomplete is **at the discretion of the Instructor** .
- Converts to F if not finished within 1 year.
- **Students** must bring information to the attention of the instructor to request incomplete before grading deadline and complete required work within the time agreed upon (no more than 1 year)





I - Incomplete (continued...)

- **Instructor must:**
 - assign grade of I on grade roster
 - Initiate Incomplete contract
 - Submit final grade change via myHumboldt
- Incompletes are NOT appropriate...
 - if student failed the class
 - if the student will sit in on the class in a future semester
 - If course requirements normally extend beyond end of term (thesis, project - use RP symbol instead).



Other notes

- Optional Credit/No Credit (CR/NC) grade mode - faculty enter letter grades on the roster, which converts WU/F to “NC”
- Financial Aid / Satisfactory Academic Progress
 - **Difference between F vs. WU**
 - participating/attending = F
 - FinAid Regs: “attendance or participation in an academically related activity.”
 - disappearing/ceasing participation = WU or W, may result in need to return portion of financial aid

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3565-22/APEP
September 8-9, 2022

**FEEDBACK ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC
SENATES (ICAS) CAL-GETC PROPOSAL**

RESOLVED: That the Academic Senate of the California State University (ASCSU) appreciate the time and effort of the CSU faculty in providing feedback on AB 928 last spring that was important to the development of the ICAS Cal-GETC proposal (June 2022); and be it further

RESOLVED: That the ASCSU request that each Campus Senate submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal (June 2022):

- a. Support the ICAS Cal-GETC proposal (June 2022),
- b. Recommend specific changes that satisfy the requirements of AB 928, with rationale, or
- c. Unable to come to a consensus; and be it further

RESOLVED: That the Executive Committee of the ASCSU compile and distribute to the ASCSU the results of this feedback by October 31, 2022, at 5pm; and be it further

RESOLVED: That the ASCSU distribute this resolution by September 16, 2022, to the CSU campus Senate Chairs, and CSU Provosts/Vice Presidents of Academic Affairs.

***RATIONALE:** This resolution specifies a particular path for the ASCSU to seek guidance on the acceptance or viable alternatives or modifications to the Intersegmental Committee of Academic Senates (ICAS) recommended California General Education Transfer Curriculum (Cal-GETC) proposal for a “singular lower division general education pathway” to meet the requirements of AB 928.*

ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.\(2021-2022\)](#) Specifically, AB 928 required that:

“(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular

lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

(2) Commencing with the fall term of the 2025–26 academic year, the singular lower division general education pathway established pursuant to paragraph (1) shall be the only lower division general education pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the California State University and the University of California.

(3) The singular lower division general education pathway established pursuant to paragraph (1) shall not lengthen the time-to-degree and shall not include more units than is required under the Intersegmental General Education Transfer Curriculum on July 31, 2021.”

This resolution follows earlier calls for guidance and actions related to establishing the proposal for the “singular lower division general education transfer pathway” called for in AB 928. Specifically, during February and March of 2022 the ASCSU requested campuses to indicate priorities and options for consideration in establishing the recommended pathway. AS-3530-22/APEP/AA ([Recommendation for a Singular General Education \(GE\) Transfer Pathway](#)) [March 2022] recommended prioritizing the ‘golden four’ foundational skills and competencies required for admission to the CSU. AS-3535-22/APEP (Rev) [Defining the “Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP (Rev) [Towards Developing Common Understandings for the Content Areas of the California Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) addressed the need for the proposal to go beyond a list of courses and to include both shared definitions of the areas and courses comprising the singular pathway and to establish, in advance, the shared-governance mechanisms for changes and updates to the singular pathway.

Feedback that was received from the earlier calls for campus feedback was used by the ICAS Special Committee on AB 928 to inform the creation of their proposal. This feedback was also given to ICAS prior to their general vote on this proposal. During the time that the Special Committee was working on the proposal, then ASCSU Chair Rob Collins extended the deadline for feedback to address campus and campus Senate Chair

concerns about needing more time to debate AB 928, compile campuswide feedback, and discern the potential impacts of AB 928 to their campus community and departments. Feedback received by the extended deadline, both that received in the Dropbox folders and that sent directly to the ASCSU Chair, was discussed, and used to inform ICAS' final approval decision on the AB 928 pathway. The AB 928 portal used in the past to solicit feedback is still open. However, as the ASCSU prepares to pass a resolution expressing our opinion on the ICAS proposal, we seek feedback that is specifically in response to this proposal and takes into account the limitations that we face under AB 928.

ICAS, in June of 2022, made a recommendation for a "singular lower division general education pathway" pending approval by the three segments¹. Of note, the Cal-GETC package does include oral communication but excludes the IGETC requirement of a language other than English. The essence of the proposal, relative to CSU GE is:

- i. a reduction of 5 units (mandated by AB 928),*
- ii. loss of 3 of the 9 units of area C (Humanities and Arts),*
- iii. loss of 3 of the 3 units of Area E (lifelong learning),*
- iv. the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
- v. defining critical thinking to be writing intensive, and*
- vi. defining oral communication in a manner that focusses on content (vs. skill development).*

¹ *Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved "singular lower division general education transfer pathway"*

In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course <i>(3 units)</i>	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course <i>(3 units)</i>		
	1C*	Oral Communication (*currently CSU only)	1 course <i>(3 units)</i>		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course <i>(3 units)</i>	1 mathematical concepts course	Area B4 – 1 course: Mathematics/Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses <i>(6 units)</i>	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences Physical & Biological Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses <i>(6 units)</i>		Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course <i>(3 units)</i>		Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course <i>(3 units)</i>		
	5C	Laboratory (for Bio/Phys Sci course)	<i>(1 unit)</i>		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course <i>(3 units)</i>		Area F – 1 course Ethnic Studies
TOTAL			11 courses <i>34 units</i>	7 courses	13 courses

RECOMMENDED PROCESS FOR SOLICITING FEEDBACK: *While this resolution does not specify the mechanism to be used to gather the requested feedback and it is the intent of the authors to leave the final decision on this process to the ASCSU Executive Committee. However, it should be noted that it is not the intention of the authors that this feedback be gathered via the previously established portal as that may lead to confusion and campuses feeling that they've already responded. The responses sent before have generally been responses created prior to the ICAS proposal and we are now seeking specific feedback on that proposal. The following model would satisfy the intent of this resolution:*

1. *This resolution should be sent to Campus Senate Chairs by September 16, 2022.*
2. *At or around the time that this is distributed to Campus Senate Chairs, a message from ASCSU Chair Steffel would be sent including some of the following information:*
 - a. *This resolution,*
 - b. *Some background information to include the ICAS proposal and as context, the information in the paragraph above that starts on line 67,*
 - c. *A clear request for a response as described in the second resolved clause with a deadline of Monday, October 24, 2022 for responses.*
 - d. *Information on how campuses should submit their feedback (e.g. email, a new portal, etc. – to be determined by ASCSU Chair Steffel)*
3. *Campus Senates submit their feedback (as described) by Monday, October 24, 2022.*
4. *The ASCSU Executive Committee will compile the responses (Note: this should be at most one per campus) and distribute to the ASCSU by Monday, October 31, 2022.*

Approved – September 8-9, 2022

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3566-22/AA
September 8-9, 2022
First Reading/Waiver

CONSIDERING THE CAMPUS IMPACTS OF AB 928

1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)

2 request that the twenty-three California State University (CSU) Campus senates, in

3 consultation and conversation with relevant constituencies (e.g., General Education

4 committees, department chairs, chairs of curriculum committees) debate the

5 following:

6 a. The implications of aligning CSU General Education (GE) with California
7 General Education Transfer Curriculum (Cal-GETC).

8 b. How might programs and campuses use the 5/6 units released from CSU
9 GE to serve the educational interests of our students, should alignment be
10 required.

11 ; and be it further

12 **2. RESOLVED:** That the ASCSU request that the Senate chairs provide a summary of

13 any discussion on these questions to the ASCSU by the end of the fall semester; and

14 be it further

15 **3. RESOLVED:** That the ASCSU distribute this resolution to the:

- 16 • CSU Chancellor,
- 17 • CSU campus Senate Chairs,
- 18 • CSU campus Senate Executive Committees,

- 19 • CSU Provosts/Vice Presidents of Academic Affairs,
- 20 • California State Student Association (CSSA), and the
- 21 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

22 ***RATIONALE:*** *AB 928 requires a unified transfer pathway from the California Community*
23 *Colleges (CCC) to campuses in either the University of California (UC) or the CSU. The new*
24 *pathway suggested by the Intersegmental Committee of the Academic Senates (ICAS) in May*
25 *comprises 34 units (including a lab); this contrasts with the 39 (or 40 with an optional lab)*
26 *units of lower division GE that CSU students take, per Title 5. The new transfer pathway*
27 *agreed by ICAS (called “Cal-GETC”) must still be approved by the Academic Senates of the*
28 *three systems. If the segments recommend and ICAS approves the Cal-GETC pattern, which -*
29 *per AB928 - they must do by May 2023, the pattern is adopted. If ICAS fails to make a*
30 *recommendation by May 2023, then the task of defining the transfer curriculum falls to the*
31 *administrations of the three system offices.*

32 *The CSU Chancellor’s Office is proposing to ask the BoT to amend Title 5 to align CSU lower*
33 *division GE with the new Cal-GETC pattern. This would reduce CSU lower division GE by*
34 *five or six units which has several implications and questions that require careful consideration by*
35 *the CSU faculty, namely:*

- 36 • *The implications of the 3-unit reduction in Area C and a 3-unit reduction by the*
37 *elimination of Area E from CSU GE.*

- 38 • *The issue of how to use the additional lower division units that would no longer be*
39 *required for GE if Cal-GETC is adopted and CSU GE is aligned with it:*
- 40 ○ *campuses may choose to allow each program to add “preparation for the major”*
41 *required courses;*
- 42 ○ *campuses may require all their students to complete a course (or courses) as a*
43 *graduation requirement.*

44 *The implications of the potential alignment of CSU GE with Cal-GETC require careful*
45 *consideration by the faculty and debate in the faculty senates. Since under Higher education*
46 *employer-employee relations act (HEERA), curriculum is the purview of the faculty, these are*
47 *issues that the faculty needs to debate and ultimately take a position on. This resolution calls for*
48 *that process of faculty consultation and engagement to deal with these issues.*

March 7, 2022

TO: ICAS

FROM: Robert Horwitz
Chair of Special Committee on AB 928

SUBJECT: Recommendation on a singular GE transfer pathway

The Special Committee on AB 928 met three times to discuss the singular general education (GE) transfer pathway. After considering several options and patterns, the group came to consensus on a pattern that it believes satisfies the legislation's requirements for both a clear and transparent singular pathway, and maintaining at 34 the total units required to complete the Intersegmental General Education Transfer Curriculum (IGETC). The recommendation is best understood by the attached chart.

For purposes of quick summary, the new pathway pattern recommended to ICAS requires the following:

- UC will accept Oral Communication as a new (third) course in Area 1 – English Communication.
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.
- The number of courses required in Area 3 – Arts and Humanities will decrease from three to two (one in Arts, one in Humanities).
- UC will remove its Language Other than English proficiency requirement from IGETC and treat it as a graduation requirement.
- CSU will remove its Lifelong Learning and Self-Development course from IGETC and treat it as an upper-division requirement.

Note that the pattern includes a forthcoming new Area 7 – Ethnic Studies requirement. The UC Academic Senate recently approved this requirement, proposing to accommodate it within IGETC by reducing from three to two courses required in Area 4 – Social and Behavioral Sciences. It is anticipated that a final vote to approve Area 7 – Ethnic Studies for the CSU will occur at the March 2022 CSU Board of Trustees meeting.

These recommendations come with full support of the Special Committee members, following careful deliberation as well as a commitment to strong GE preparation for successful CCC student transfer to UC and CSU.

IGETC Area	Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B Critical Thinking & Composition	1 course (3 units)		
	1C* Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences Physical & Biological Sciences	Area C – 3 courses Arts & Humanities
	3B Humanities (1 course required)			
4	4 Social & Behavioral Sciences	2 courses (6 units)		Area D – 2 courses Social Sciences
5	5A Physical Science	1 course (3 units)		Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B Biological Science	1 course (3 units)		
	5C Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A** Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7 Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL		11 courses 34 units	7 courses	13 courses

Your Guide To Understanding the 2022 Annual Security Report

The full report is available at:

clery.humboldt.edu



What is the ASR?

The Jeanne Clery Act (enacted as federal law in 1990) is considered a consumer protection law that focuses on transparency around campus crime policy and statistics.

It is named the 2022 ASR because that is the year it is published, however, it contains statistics from 2019, 2020, and 2021. We compile statistics for a calendar year, rather than an academic year.

The ASR also contains:

- the current security and safety-related policy statements,
- emergency preparedness and evacuation information,
- crime prevention and sexual assault prevention information, and
- information about drug and alcohol prevention programming.

How do we get our statistics?

We use something called the "Three Part Clery Test". If it meets all three criteria, it will count in our ASR.

1. Is it considered one of the **Clery-reportable crimes**?
2. Did it occur on **Clery geography**?
3. Was it reported to a **Campus Security Authority**?

Keep scrolling to learn more about each of these items individually.

"Report" vs. "Crime"

There is a difference between a "crime" and a "report": Certain allegations received by a Campus Security Authority that constitutes a possible violation of specified criminal acts are considered reports. Any report that fits into meets the three criteria described prior is considered a crime statistic. While much of the language used (even in these definitions) comes from federal requirements, it is common to assume that each crime statistics represents more than an allegation; however, assuming that each reported allegation represents an actual crime is misguided.

Clery-reportable Crimes

Clery-reportable crimes fall into four main categories:

- Criminal Offenses
- Hate Crimes
- Violence Against Women Act (VAWA) offenses
- Arrests and Referrals for Disciplinary Action

Some crimes that are included in these categories are:

- Rape
- Fondling
- Burglary
- Dating and Domestic Violence
- Drug Abuse Violations

Full details and definitions are located here:

<https://link.humboldt.edu/crime-categories>

Clery Geography

There are four categories that determine our Clery Geography:

- Residence Halls (places like the Canyon, College Creek, and the Hill).
- Main Campus (places like academic buildings and lawns).
- Noncampus (like the marine lab in Trinidad, the R/V Coral Sea), specifically:
 - places Cal Poly Humboldt owns or controls that isn't part of the Campus,
 - places students frequently use,
 - **and** places that support our educational mission
- Public property (parts of LK Wood Blvd), specifically:
 - sidewalks and streets that are immediately adjacent to our main campus and residence halls

Campus Security Authorities

Regulations provide that CSAs include:

- campus police or security department personnel;
- individuals or organizations identified in institutional security policies;
- individuals with security-related responsibilities;
- an official “who has significant responsibility for student and campus activities.”

CSAs are notified of their designation by the Clery Coordinator and then provided with an online training in their role; this training must be completed annually.

More information can be found here:
<https://link.humboldt.edu/CleryCSAs>

You can obtain a copy of the report by contacting the Clery Director or stopping by the office:

Nicki Viso
Clery Director
nicki.viso@humboldt.edu

Title IX & DHR Prevention Office
Siemens Hall 212
1 Harpst Street
Arcata, CA 95521





CAL POLY
HUMBOLDT

2022 ANNUAL SECURITY REPORT

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICIES
& CAMPUS CRIME STATISTICS ACT (20 U.S.C. § 1092(F))

Clery Crime Statistics 2019-2021

CONTENTS

- CAL POLY HUMBOLDT ANNUAL SECURITY REPORT 1
 - Message from the President 1
 - Preparing the Annual Security Report..... 2
 - Clery Crime Statistics 2019 to 2021..... 4
 - Procedures for Students and Others to Report Criminal Actions or Other Emergencies on Campus..... 7
 - Voluntary and Confidential Reporting..... 8
 - Crime of Violence Disclosures..... 8
 - California Education Code section 67380(a)(6)(A) 8
 - Timely Warning Policy..... 8
 - Additional Considerations 10
 - Contents of a Timely Warning 10
 - Methods of Distribution 10
 - Emergency Notification Policy..... 11
 - Contents of the Emergency Notification 12
 - Methods of Distribution 12
 - Testing and Evacuation System 13
 - Security of and Access to Campus Facilities, and Security Considerations for the Maintenance of Campus Facilities..... 14
 - Access to Campus Facilities 14
 - Boundary Security, Staff Reporting, and Patrols..... 15
 - On-site Police Department 15
 - Telephone Access to UPD..... 15
 - Systemwide Law Enforcement Policy, Law Enforcement Authority..... 15
 - Generalist Philosophy of UPD..... 16
 - Local Relationships and Agreements 16
 - Security Awareness and Crime Prevention Programs..... 17
 - Housing & Residence Life 17
 - Information Security 17
 - Rave Guardians and Safety Timer 17
 - Crime Prevention Programs..... 17
 - Monitoring and Recording Crime Activity at Noncampus Locations of Student Organizations..... 18
 - Possession, Use, Sale and Enforcement of Federal and State Liquor and Drug laws 18
 - Overview of Policies and Standards of Conduct 18
 - Drug-Free Schools & Communities Act: Alcohol and Drug Abuse Prevention..... 20
 - Sanctions and Corrective and Disciplinary Actions 24
 - Sexual Violence Prevention 26

Systemwide	26
Risk Reduction	30
Sexual Misconduct/Sexual Assault.....	30
Dating/Domestic Violence.....	31
Stalking.....	31
Cal Poly Humboldt	33
Preservation of Evidence in cases of Sexual Misconduct/Sexual Assault, Dating Violence, Domestic Violence, or Stalking.....	34
Reporting Options.....	34
Protective Orders.....	34
Supportive Measures	35
Written Notification	35
Disciplinary Procedures.....	36
Applicable Procedures.....	38
The Track System	38
Standard of Evidence	39
Dismissal/Referral	39
Informal resolution	40
Investigation and Hearing for Track 1	41
Investigation and Hearing (if applicable) for Tracks 2 and 3	44
Sanctions	47
Appeals.....	48
Registered Sex Offenders	49
Missing Student Notification Procedures for On-campus Student Housing Facilities.....	49
Purpose	49
Policy	50
Fire Safety Report	50
Appendix A: Jurisdictional Definitions.....	51

CAL POLY HUMBOLDT ANNUAL SECURITY REPORT

MESSAGE FROM THE PRESIDENT

Cal Poly Humboldt, formerly known as Humboldt State University, provides a quality and affordable college education built on the contributions of diverse students, staff, and faculty who are committed to a just and sustainable world. We have 5,800 students and 490 faculty members, who are among the top teachers and researchers in their fields. Academic offerings encompass nationally known programs and popular areas of studies in natural resources and sciences, arts, humanities, social sciences, and professional studies. Throughout the curriculum, students develop a long-standing commitment to social and environmental responsibility.



On January 26, 2022, our university became Cal Poly Humboldt, California's third polytechnic and the first in Northern California. With California's historic investment in our polytechnic vision and approval of our polytechnic designation from the CSU, Cal Poly Humboldt will add a total 27 new academic programs by 2029, with 12 launching in 2023. With more resources to build high-demand programs and expand hands-on learning opportunities, we can better prepare our students to solve the challenges of our time. We will address workforce shortages in STEM; revitalize the North Coast economy; close equity gaps in higher education and provide solutions to the complex social and environmental issues California faces today. Our students and the education they receive at Cal Poly Humboldt will have a long and lasting impact on our communities, the region, and the world.

Cal Poly Humboldt is committed to providing a safe environment for our students, employees, and visitors. The 2022 Annual Security Report (ASR) is provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), a federal mandate that requires all institutions of higher education that participate in federal financial aid programs to maintain and disclose campus crime statistics and security information. The ASR includes reported crimes for January 1, 2019, through December 31, 2021, within these geographical categories: (1) on campus, including campus residence halls (2) on public property directly adjacent to the campus (on sidewalks that are attached to campus), and (3) inside or on noncampus buildings (property that the institution owns or controls). We share this information in a spirit of openness and with a deep commitment to fostering a safer environment for teaching, learning, and living.

We recognize that cultivating a safer campus environment is a continuous journey and is a campus-wide effort. We invite you to read this information and be a participatory member in our University community, working cooperatively to provide a safer educational setting.

Sincerely,

A handwritten signature in black ink that reads "Tom Jackson, Jr." The signature is written in a cursive, flowing style.

Tom Jackson, Jr, Ed.D.
President, Cal Poly Humboldt

PREPARING THE ANNUAL SECURITY REPORT

This report is prepared in cooperation with the local law enforcement agencies surrounding our main campus and satellite facilities, and the Clery Compliance Team to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act). Nicki Viso was appointed as the Clery Director in February of 2022 and leads the Clery Compliance Team. This team assists the Clery Director with the following tasks:

1. The collection of information and required crime statistics;
2. Developing, writing, reviewing and ensuring the accuracy of the ASR and campus policies required to be included in the ASR;
3. The proper identification of relevant Clery Act geography;
4. Programming, developing, and providing training and outreach efforts on the campus for compliance; and
5. Overall compliance with the Clery Act and state student safety laws.

The Clery Compliance Team consists of representatives from the Cal Poly Humboldt Police Department, Housing & Residence Life, the Dean of Students Office, Athletics, Student Health and Wellbeing Services, Facilities Management, Marketing & Communications, and Information Technology Services.

Campus Security Authorities must promptly report allegations of Clery crimes that occur within a Campus' Clery Geography that are reported to them. A report may be a written or verbal disclosure made by any person to the CSA, including information shared with the CSA by witnesses or other third parties. CSA reports must include the following, if known:

- the crime that was reported and the information provided
- the exact location where the reported crime occurred
- the date and time the reported crime occurred
- any witness and perpetrator information
- victim information, unless the victim requests confidentiality**

**Employees may be required to share this information with other offices if they have responsibilities under other laws and policies including, but not limited to, *Mandatory Reporting of Child Abuse and Neglect*, and *CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation*. In the event the victim does request confidentiality, enough information must be obtained and provided by the CSA about the criminal incident to prevent over-reporting or "double-counting" of the incident.

All incoming crime reports to the Title IX & DHR Prevention office, Athletics, the Dean of Students Office, Housing & Residence Life, and UPD are reviewed every day, Monday through Friday, to determine if they meet the Clery Act's classification requirements by representatives in each of those offices. The Clery Director and representatives from UPD and Housing & Residence Life review these incoming reports. When a crime meets the Clery Act's classification requirements, key information is provided to UPD, which is then listed on the Daily Crime Log. The key information that is included is:

- Date Reported
- Time Reported
- Date Occurred
- Time Occurred
- Clery Classification
- General Location
- Disposition

UPD maintains a working relationship with the Arcata Police Department, Eureka Police Department, the Humboldt County Sheriff's Office, as well as local fire departments and other emergency services in order to better serve and respond to the needs of the campus community. UPD has memorandums of Understanding (MOUs) with these allied agencies. Additionally, there is a regional Chief's meeting every month to maintain an effective working relationship between UPD and our local law enforcement agencies.

Arrests, allegations of crime on and around the main campus, and statistics for satellite properties include those reported to the UPD, to applicable local law enforcement agencies, and to designated campus officials defined as CSAs. Some statistics, especially disciplinary referrals for liquor or drug law violations, are difficult to compare accurately from campus to campus because state criminal laws differ at many universities.

The Annual Security Report is published by October 1st for the previous calendar year, and made available for free to the public as well as current and prospective employees and students via the Clery Compliance website (<https://clery.humboldt.edu/content/annual-security-reports>) and through copies at the Title IX & DHR Prevention Office and the UPD Dispatch counter. Copies can be requested by calling 707-826-5175 or by emailing the Clery Director at nicki.viso@humboldt.edu.

Informational messages regarding the availability of the Annual Security Report are printed on employee paycheck stubs, in the University catalog, on the Human Resources Recent Jobs site (<https://careers.humboldt.edu/hm/en-us/listing/>), on the Office of Admissions application information pages for Freshmen, Transfers, and Graduate students (<https://admissions.humboldt.edu/apply/freshmen>; <https://admissions.humboldt.edu/apply/transfers>; <https://admissions.humboldt.edu/apply/graduate/programs>) and in an email notice sent to all currently enrolled students (including those attending less than full time and those not enrolled in Title IV programs or courses), as well as current employees.

The Annual Fire Safety Report is published by October 1st for the previous calendar year, and made available for free to the public as well as current and prospective employees and students via the Housing & Residence Life Department website (https://housing.humboldt.edu/sites/default/files/2022_annual_fire_safety_report.pdf). A printed copy of the Annual Fire Safety Report is available at the Housing & Residence Life front desk on the third floor of the Jolly Giant Commons Monday through Friday from 8 am-5 pm.

CLERY CRIME STATISTICS 2019 TO 2021

Murder/NonNegligent Manslaughter

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Negligent Manslaughter

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Rape

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	1	1	0	0
2020	6	6	0	0
2021	1	1	0	0

Fondling

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	1	1	0	0
2020	5	5	0	0
2021	0	0	0	1

Incest

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Statutory Rape

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Robbery

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	1	0	0
2020	0	0	0	0
2021	0	0	0	0

Aggravated Assault

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Burglary

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	2	6	0	0
2020	4	10	0	0
2021	3	5	0	0

Motor Vehicle Theft

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	2	0	0
2020	0	1	0	0
2021	0	5	0	0

Arson

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	2	0	0
2021	0	0	0	0

Domestic Violence

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	1	1	0	0

Dating Violence

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Stalking

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	1	0	0
2020	0	0	0	0
2021	0	1	0	0

Arrests for Weapons Law Violations

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	1	0	0
2020	0	0	0	0
2021	1	2	0	0

Arrests for Drug Law Violations

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	1	0	0
2020	3	5	0	0
2021	0	1	1	0

Arrests for Liquor Law Violations

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	2	6	0	0
2021	0	0	0	0

Referrals to Disciplinary Action for Weapons Law Violations

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	0	0	0	0
2020	0	0	0	0
2021	0	0	0	0

Referrals to Disciplinary Action for Drug Law Violations

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	68	68	0	0
2020	21	21	0	0
2021	29	29	0	0

Referrals to Disciplinary Action for Liquor Law Violations

Year	Campus Residential	Campus Total	Noncampus	Public Property
2019	20	20	0	0
2020	1	1	0	0
2021	0	0	0	0

Unfounded Crimes

Year	Total
2019	2
2020	2
2021	1

There is a large decrease in both Liquor and Drug law referrals for disciplinary action between the 2019 and 2020 calendar years. The Clery Director and Clery Coordinator both retired in late 2020, prompting the Clery Compliance Team to reexamine our protocols and procedures around classifying Clery crimes and defining Clery geography. Our understanding of what constitutes a Liquor Law referral for disciplinary action and Drug Law referral for disciplinary action evolved, which has resulted in a decrease in our statistics between 2019 and 2020. These three factors contributed the most:

- Residence halls are considered private residences once a locked door is encountered
- Individuals who are 21+ can have possession of up to 28.5g of cannabis
- Individuals under 21 must have possession of a usable amount of cannabis to count as a statistic

Additionally, the California State University system created and implemented required Clery training and hired a systemwide Clery Compliance Officer to provide direction and support. Another factor was COVID-19; starting mid-March 2020, the pandemic was a catalyst for the implementation of a number of safety measures that reduced the overall number of people living on and visiting the campus and noncampus properties, such as closing the main campus to the public, limiting the number of residents living on campus by at least half, closing

several noncampus properties entirely, and directing all non-essential employees to telecommute or work remotely.

Hate Crimes

2019

- Offense: Simple Assault, Intimidation; Bias Category: Race; Geographical Category: On Campus
- Offense: Intimidation; Bias Category: Religion; Geographical Category: On Campus

2020

- No hate crimes reported

2021

- No hate crimes reported

Cal Poly Humboldt uses the FBI's UCR Hate Crime Data Collection Guidelines and Training Manual (Version 2.0) to classify hate crimes appropriately. A Hate Crime is a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. Hate crimes includes any offense in the following group: murder and nonnegligent manslaughter, sexual assault including rape, fondling, incest and statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property.

Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, gender identity, religion, disability, sexual orientation, ethnicity, or national origin.

Hate crime reporting is considered for all Clery geography including on campus, residential facilities, noncampus buildings or property, and public property.

PROCEDURES FOR STUDENTS AND OTHERS TO REPORT CRIMINAL ACTIONS OR OTHER EMERGENCIES ON CAMPUS

If a crime, suspicious incident, or security problem is observed, all persons, including students and employees, are encouraged and requested to report the information to UPD by dialing 9-1-1 from any phone; reports can also be made by texting 9-1-1. All persons are encouraged to contact any campus official to seek their assistance in reporting crimes, suspicious incidents, security problems, or emergencies. For non-emergency or business calls, dial extension 5555 from any campus phone or 707-826-5555 from off-campus. Call or text 9-1-1 for police, fire or medical emergencies. The UPD dispatch center receives cell phone 9-1-1 calls directly from most wireless carriers and continues to work with other carriers to bring them into compliance with the state regulations. Certain areas of campus will route directly to the UPD, while others may still be answered by the California Highway Patrol or the Arcata Police Department.

UPD is responsible for receiving reports, documenting, follow-up investigation, and resolution of any criminal incident that occurs at the University. Crimes committed in or on off-campus buildings owned or controlled by Cal Poly Humboldt (satellite properties) are generally reported to the police agency of jurisdiction where the building or property is located. UPD may be requested to assist or take the lead in the investigation of such incidents as appropriate and/or indicted by interagency agreements.

It is essential that members of Cal Poly Humboldt accurately and promptly report crime as required by law and institutional policy. The University's Workplace Violence Prevention Program (Policy Number: UML 01-04) states that all faculty and staff are responsible for using safe work practices, for following all directives, policies, and procedures, and for assisting in maintaining a safe and secure work environment. This includes the reporting of security risks and cooperating in any investigation that may result. UPD Chief of Police has authority and overall responsibility for implementing the provisions of this program. In addition to this program, Cal Poly Humboldt has adopted a zero-tolerance policy for campus violence and established a Crisis Consultation Team.

The zero-tolerance policy (Violence and Threats of Violence Prohibited, Policy Number: EM:P01-02) states that it is the responsibility of every administrator, faculty member, staff member and student to take any threatening behavior and violent act seriously and to report it to UPD. When confronted by an imminent or actual incident of violence, or a threat of possible violence, on campus, call 9-1-1- immediately.

VOLUNTARY AND CONFIDENTIAL REPORTING

In addition to reporting to UPD, individuals are able to make a voluntary, confidential report of a crime for inclusion in the Annual Security Report through the use of several different online forms, listed below. These forms do not require the individual person to include their name when submitting them.

- Title IX & Discrimination, Harassment, and Retaliation Prevention Office website
 - direct link: https://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=10
- Dean of Students Office website, under “Reporting Students of Concern”:
 - Behavioral Misconduct direct link: http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=1
 - Hazing direct link: http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=11
- Housing & Residence Life website, under “staff resources”
 - direct link: https://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=2

Certain individuals who have significant responsibility for student and campus activities are exempt from disclosing information. To be exempt from disclosing reported offenses, pastoral or professional counselors must be “acting” in the role of pastoral or professional counselors. Professional counselors are defined as a person whose official responsibilities include providing mental health counseling to members of the University’s community and who is functioning within the scope of their license or certification. This definition applies even to professional counselors who are not employees of the University, but are under contract to provide counseling at Cal Poly Humboldt. Cal Poly Humboldt encourages our professional and pastoral counselors to inform individuals they are counseling about the voluntary, confidential reporting options available to them.

CRIME OF VIOLENCE DISCLOSURES

The institution will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such a crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such a victim shall be treated as the alleged victim.

CALIFORNIA EDUCATION CODE SECTION 67380(A)(6)(A)

Pursuant to California Education Code section 67380(a)(6)(A), Campus Security Authorities (CSAs) who receive reports from employees or students of a Part I violent crime, sexual assault or hate crime that occurred in an on or noncampus location as defined by the Clery Act, may not disclose to UPD or local law enforcement agencies the names of the victims or the alleged assailant, unless the victim consents to disclosing their name after being informed of their right to have their personally identifying information withheld. The name of the alleged assailant may be disclosed, however, if all of the following conditions are met:

- The alleged assailant represents a serious or ongoing threat to the safety of students, employees, or the institution; and
- The immediate assistance of the local law enforcement agency is necessary to contact or detain the alleged assailant.

TIMELY WARNING POLICY

This policy describes the procedures that will be used to provide members of the community with information to aid in preventing them from becoming victims of crimes posing a serious or ongoing threat to the Campus communities. It is intended to provide faculty, staff, and students with timely information about Clery

reportable crimes occurring within the defined Clery Geography of their Campuses, and to comply with the Timely Warning requirements of the Jeanne Clery Act.

As required by the Clery Act, CSU Campuses will keep their Campus communities informed by providing a timely warning when appropriate.

- Upon receipt of a Campus Security Authority (CSA) report of a Clery crime on Clery Geography, a Timely Warning analysis shall be completed and documented by the Clery Director. The Clery Director shall have authority to delegate this responsibility as appropriate. It is not necessary to complete and document a Timely Warning analysis for referrals to disciplinary action, however in practice, Cal Poly Humboldt completes a Timely Warning analysis for all situations.
- If it is determined that the report includes a Clery crime on Clery Geography, the Clery Director and Chief of Police (or management designee) will confer to analyze the known pertinent facts to determine whether they constitute a serious or ongoing threat to the Campus community. The unavailability of the Clery Director shall not unduly delay the issuance of a Timely Warning.
- If a CSA report includes 1) a Clery crime 2) on Clery Geography and 3) a discernible serious or ongoing threat, a timely warning as described below shall be issued expeditiously.
- In the absence of any of these three elements, no timely warning will be issued.
- The Chief of Police (or the management designee) shall have ultimate authority and responsibility for determining whether to issue a Timely Warning.

Each reported incident must be analyzed on a case-by-case basis. All known factors shall be considered in the case-by-case analysis to determine whether a timely warning should be issued. No single factor should govern the decision regarding the issuance of a timely warning. Campuses are prohibited from circumventing a case-by-case analysis by issuing a blanket rule that timely warnings will be issued for all reports of any given Clery reportable crime. Requests from an outside law enforcement agency to refrain from issuing a timely warning is insufficient grounds on its own for not issuing or delaying the issuing of a timely warning, unless the Chief of Police concurs that by issuing a timely warning, an identified risk can be articulated that would compromise the law enforcement efforts of the outside agency investigating the crime to gather evidence and/or apprehend suspect(s).

The case-by-case analysis will involve reviewing relevant factors including, but not limited to, the following, if known:

- The timing of the report: shortly after the occurrence of the crime vs. days or weeks after the occurrence of the crime, i.e., a "cold report"
- Physical injury to the victim
- Use of weapons
- Forced entry used and/or tools used in commission of the crime
- A suspect arrested or incapacitated by injury
- A suspect that is identified or otherwise can be located by law enforcement
- A suspect that is out of the area
- A victim who fears for their safety from the suspect
- A clear modus operandi and/or pre-planning indicated
- Multiple suspect(s) involved
- A pattern of similar crimes established
- The possible risk of compromising law enforcement efforts, such as to gather evidence and/or apprehend suspect(s), if a warning was issued

ADDITIONAL CONSIDERATIONS

The Clery Director (or management designee) shall notify the Campus president, as soon as practicable, that a timely warning will be or has been issued.

The Chief of Police (or management designee) is responsible for collaborating with surrounding law enforcement agencies to encourage them to share information with UPD about crimes reported to local law enforcement that occur in Clery Geography.

Nothing in this policy precludes Campuses from maintaining a Campus policy about informing, re-publicizing and/or sharing with the Campus community crimes or other informational notices, (e.g., traffic advisories, events, prevention information) the Campus deems may be of interest to the Campus community. Such a policy is separate and distinct from the Timely Warning Policy. Such notices must differ in appearance or be distributed in a manner that assures that members of the community understand such notices are different from a timely warning notification required by the Clery Act; members of the Campus community should not be misled to believe such notices are timely warnings.

CONTENTS OF A TIMELY WARNING

When a timely warning is issued it shall be entitled "Timely Warning Crime Bulletin" and contain the following:

- A statement that reads, "This Timely Warning Bulletin is being issued in compliance with the Jeanne Clery Act and the purpose is to provide preventative information to the Campus community to aid members from becoming the victim of a similar crime."
- Identify the Clery reportable crime that occurred (i.e., rape, burglary, motor vehicle theft, arson, etc.)
- The date, time, and location the crime occurred
- The date the Timely Warning Bulletin is issued
- Description of the suspect when deemed appropriate, and if there is sufficient detail. Only include a description of the suspect when the descriptors provided by the reporting party could reasonably lead to conclusive identification of the perpetrator(s)
- At least three preventative tips or points of information specifically related to the circumstances of the crime which occurred that could help others from becoming the victim of a similar crime
- The phone number of UPD and a statement encouraging community members to report all information about crimes to UPD
- If appropriate, the phone number of support services

The Timely Warning shall not include, under any circumstances, the name of the victim, or information so specific (i.e., specific address or dorm room number or floor) that would or likely could identify the victim of the crimes of Sexual Violence, Rape, Dating Violence, Domestic Violence, or Stalking. Timely Warning Bulletins should use gender-inclusive and culturally appropriate language and avoid victim blaming and bias language.

METHODS OF DISTRIBUTION

Timely Warnings will be distributed as quickly as possible in a manner that will likely reach the entire campus community. Marketing & Communications (MarComm) and UPD Dispatch have been given authority to distribute Timely Warnings. The UPD Chief of Police (or management designee) will communicate with MarComm or UPD Dispatch when it is determined that the University needs to issue a Timely Warning. Distribution methods include, but are not limited to, the following:

- All employee and student email distribution
- University website banner (see additional specifications below)
- Public area video display monitors
- Hard copies posted on campus building entrance doors
- Press Release

This list is not intended to be exhaustive or intended to prioritize the method of distribution. The UPD Chief of Police will confer with the Clery Director (or management designee), if available, to determine the most appropriate method(s) to distribute a Timely Warning. In the absence of the Clery Director (or management designee) the UPD Chief of Police will determine the appropriate method of distribution. Campuses are required to maintain a list of distribution methods for timely warnings and include said list in the campus' Annual Security Report.

Cal Poly Humboldt uses the Rave Guardian Platform as an additional distribution method for Timely Warnings. Anyone, including campus members, community members, family members, and guardians can sign up to receive text message alerts through this system.

University Website Banner Considerations

MarComm has established four tiers: Green, Yellow, Orange, and Red. There are rough guidelines regarding which tier for what kind of event can be utilized:

- Green: this is our normal day-to-day "No Emergency Conditions Exist" tier. This banner would run after an incident is over, for some time, to ensure people see the all-clear.
- Yellow: something like a power outage, where an emergency might be declared and campus closed, but there is no major threat to campus.
- Orange: potential threat or evacuation that is not immediate.
- Red: immediate, severe threat.

MarComm has the ability to quickly and easily change the tier color in response to events increasing or decreasing in severity. For example, if a yellow banner is up because of a power outage, but that causes a fire to break out or a gas leak or something on campus, MarComm would change that banner to red.

Additionally, there are two levels of emergency. These levels determine whether the emergency alert is a banner at the top of the homepage, or whether it fully takes over the homepage:

Low Level

- No content is removed from the homepage
- A portion of the most recently posted Emergency Notice appears below the main navigation on the homepage
- All published Emergency Notices appear at <http://humboldt.edu/emergency> starting with the most recent notice

High Level

- All content between the main navigation and the footer is removed from the homepage
- Emergency notices appear between the main navigation and footer
- All published Emergency Notices appear on the homepage and at <http://humboldt.edu/emergency> starting with the most recent notice

EMERGENCY NOTIFICATION POLICY

This policy describes the procedures that will be used to immediately notify the Campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students and/or employees occurring on the Campus, as required by the Clery Act.

Any member of the Campus community with information believed to constitute a significant emergency or a dangerous situation that poses an imminent or immediate threat shall report the information to UPD and/or by calling "911." Examples include, but are not limited to, the following types of incidents:

- Severe weather warning (e.g., flash flooding, tsunami, hurricane, etc.)
- Environmental emergency within an on-campus facility (e.g., hazardous chemical spill, fire, earthquake, building collapse)

- Criminal activity with an imminent threat to Campus community (e.g., active shooter, murder, fleeing suspect with a weapon)
- Public Health Emergency (e.g., measles outbreak, swine flu outbreak, etc.)

Once UPD has received the report, the Chief of Police (or management designee) will, without delay and taking into account the safety of the community, confer with any appropriate public official (e.g., fire chief, health department) and any Campus officials responsible for managing the on-campus emergency, if available, to confirm **both**: 1) a legitimate emergency or dangerous situation exists impacting on-Campus geography; **and** 2) the emergency or dangerous situation poses an immediate or imminent threat to members of the on-campus community. This confirmation process may include, but is not limited to, visual observation, officer investigation, the assistance of key Campus administrators, local or Campus first responders, and/or official government reporting through agencies such as the National Weather Service.

If both of the above factors are not met, no emergency notification is required. If it is determined that both of the above factors are met, then an emergency notification as described below shall be issued. The Chief of Police (or management designee) will confer with the Clery Director, if available, to prepare the content of the notification and determine which members of the Campus community are threatened and need to be notified. Additionally, the Chief of Police may confer with Marketing & Communications department and the Risk Management & Safety Services department. The content of the message will be developed based on a careful but swift analysis of the most critical facts.

Once the notification is prepared, the Chief of Police and/or the Clery Director (or their management designees) will, without delay and taking into account the safety of the community, transmit the emergency notification unless doing so would delay the ability to mitigate and/or contain the emergency, including the ability to provide immediate, life saving measures. If an emergency notification is issued, a timely warning shall not be issued for the same incident.

CONTENTS OF THE EMERGENCY NOTIFICATION

The emergency notification shall contain the following information:

- A statement as to what the emergency or dangerous situation is, in specific terms (e.g., chemical spill, active shooter, building fire)
- A statement providing direction as to what actions the receiver of the message should take to ensure their own safety
- A statement as to where or when additional information may be obtained

The Chief of Police and/or Clery Director (or management designees) will provide updates to the emergency notification with pertinent updates or direction to persons for their safety when new information becomes available. Updates will be provided in regular intervals until the emergency has been mitigated or no longer poses an imminent threat, e.g., fire is out, and building has re-opened.

METHODS OF DISTRIBUTION

Emergency Notifications will be distributed as quickly as possible in a manner that will likely reach the segment(s) of the on-campus community threatened by the emergency. Segmentation will be considered by the Chief of Police (or management designee) by evaluating which persons are likely to be at risk based on the circumstances at the time and notifying those persons. Segmentation should not be considered if making this determination would delay issuing the emergency notification. The Chief will determine if notification to the larger community is appropriate. Marketing & Communication (MarComm) shall have primary responsibility for ensuring the accurate preparation and delivery of information submitted to the Chancellor's Office for public release, including intentional outreach and distribution to the larger community through a local news media email distribution list. Distribution methods, including distribution to the larger community, vary depending on the nature of the emergency and may include:

- A Campus mass notification system, including but not limited to phone, Campus email, or text messaging
 - Our system provides currently enrolled students, faculty and staff the ability to adjust their subscription preferences to select multiple contact methods from text messages, emails and phone calls, or if desired, to 'opt out' of the service and not receive any notifications
- Audio/visual message boards
- Audible alarms/sirens
- Campus public address systems
- In person or door-to-door notifications in a building or residence halls
- Local media
- Social media
- Other means appropriate under the circumstances

TESTING AND EVACUATION SYSTEM

In compliance with Executive Order 1056, Cal Poly Humboldt's Emergency Operations Plan & Guidelines (EOP-G) or portions thereof are exercised on an annual basis. Risk Management & Safety Services department is responsible for coordinating and scheduling all drills, exercises, and appropriate follow-through activities. The exercise, training, and emergency management event schedule can be requested from the Risk Management & Safety Services department at (707) 826-4635 or EOC@humboldt.edu.

Instructor-led emergency management training is held on a regular basis. Classes include:

- Introduction to Cal Poly Humboldt's Emergency Operation Center
- ICS Basics
- NIMS/SEMS Overview
- ICS Forms
- Operations/Planning/Logistics/Finance/Command Section Specific Training

Housing & Residence Life coordinates with local fire departments, police departments, the Risk Management & Safety Services department, campus officials, and ambulance companies, and then schedules the following types of tests:

- Fire evacuation drills within the first two months of each semester (Fall and Spring) for all occupied residence halls
- A Tabletop exercise at the beginning of every Spring semester for Housing & Residence Life professional staff
- An Emergency Simulation during Residence Life Student Leader training every Fall semester for Housing & Residence Life student leaders

The tests may be announced or unannounced. Tests are scheduled, contain drills, exercises and appropriate follow-through activities, and are designed for assessment and evaluations of emergency plans and capabilities. At least one test will be publicized in conjunction with the campus' emergency response and evacuation procedures. Each test will be documented to include a description of the exercise, the date of the test, the start and end times of the test, and whether the test was announced or unannounced. The California State University Emergency Management Policy describes these tests and defines responsibility for their completion. A copy of the documentation will be provided to the Clery Director.

SECURITY OF AND ACCESS TO CAMPUS FACILITIES, AND SECURITY CONSIDERATIONS FOR THE MAINTENANCE OF CAMPUS FACILITIES

ACCESS TO CAMPUS FACILITIES

All campus facilities are key-accessed, and most are open daily for scheduled campus community use. Official building hours are published on the Facilities Management website. Campus key control and distribution is a function of Facilities Management, while key access control for the residential complex rests with the Housing & Residence Life Department. To provide for the security of campus facilities, UPD enforces Educational Code 89031 & Residential Life Housing Policies. Campus facility access may be revoked per Penal Code 626.

Residence Hall Access

The Card Access System is designed to enhance the residence hall building security. Residents are encouraged to always carry their Humboldt ID card. For safety reasons, residents must identify themselves and produce a Humboldt ID card when it is requested by housing staff or by other university officials. This card and the PIN allow residents to gain access to the building, floor, room to which they are assigned, and laundry facilities; these doors remain locked 24 hours a day, 7 days a week. The door batteries are changed out every summer by the Housing maintenance staff. Residents are able to change their PIN at the Housing Front Desk on the third floor of the Jolly Giant Commons. Residents are told to not give or lend their Humboldt ID card to anyone, and that doing so may result in student conduct action. This falls under the “Key Misuse” policy, located in the ResLife & You Handbook. The ResLife & You Handbook can be found on the Housing & Residence Life website: <https://housing.humboldt.edu>.

If a resident is locked out of their room Monday through Friday, 8am to 5pm they may obtain a temporary key card for their room from the Housing Office while they retrieve their Humboldt ID card from their room. If they lock themselves out or lose their key card after 5pm on weekdays or on the weekend or holidays, they can contact the Resident Advisor (RA) for their area to let them into their room. If they lose their Humboldt ID card, the Housing Front Desk can temporarily provide them access to their room until they purchase a new Humboldt ID card from the Housing Cashier the next weekday. Proper identification from all borrowers is required. In the event the Housing Front Desk is closed and they are unable to reach their RA on their phone, the resident can contact UPD for assistance getting into your room. For Campus Apartments residents, if they lose their key, they must report this immediately to the Housing Front Desk or the RA for safety and security reasons for themselves, their belongings, and suitemates. This falls under the “Keys/Lockouts” policy, located in the ResLife & You Handbook.

The Housing & Residence Life Office is located on the third floor of the Jolly Giant Commons. Their service hours are every day from 8:00am-8:00pm. The hours are subject to change for breaks and holidays. Additional service hours may be added, depending on COVID-19 restrictions; any changes will be posted and distributed to residents and campus partners.

Other Campus Facilities

The Department of Facilities Management personnel perform daily building lock-up and monitor all maintenance issues in campus lighting, door locks, and general environmental safety in conjunction with UPD. A quarterly inspection and survey of campus indoor/outdoor lighting, shrubbery and walkways is conducted. The University participates in *Crime Prevention through Environmental Design* concepts for planning and improvements on campus. This would include a clear line of sight across campus. Examples include:

- not creating and/or eliminating hidden areas on campus
- controlling landscape to promote visibility
- maintaining and installing sufficient lighting for night visibility
- maintaining and creating an inviting and attractive space
- design to discourage transient use

UPD and Facilities Management follow protocol for building access if a person needs access to a certain building, but they are locked out or it is after building hours. If an officer is available, UPD will assist with building access. A photo ID or some other form of verification will be required in order to access a locked building space. Requesters are asked to keep in mind that responses to medical aid and other life/safety incidents or major infrastructure failures will take precedence over access requests.

BOUNDARY SECURITY, STAFF REPORTING, AND PATROLS

The campus entrances are marked with signs and monuments to identify to visitors that they have entered campus. Police and Parking personnel patrol the campus in uniform in marked police vehicles, on bike, and foot. All personnel of the UPD, including 24-hour armed, uniformed California peace officers, other full-time staff, and student employees, use cell phones, campus phones, and police radios to call in crimes, security problems and emergency situations as they are discovered. Other staff members do the same, including but not limited to: Housing & Residential Life professional and student staff; Facilities Management custodial, maintenance, grounds, and other professional and student staff. UPD and Parking personnel regularly traverse the campus on patrols and take on-view action or notify UPD of security problems or suspicious criminal activity. Arcata Police personnel assist UPD promptly upon request.

To help facilitate safety and security, the Resident Assistants conduct rounds in and around the residence halls and Housing grounds. After 5pm, these student staff members, in conjunction with Housing & Residence Life professional staff, are available to assist with emergencies, potential guideline violation response, lockouts, and other issues that may arise. Individuals may contact the RA directly after 5pm for assistance by calling the RA duty phone number for their area; signs with these numbers are posted prominently in and around the residence halls. If an individual needs general information or maintenance assistance, they are directed to call the Housing Office at (707) 826-3451.

ON-SITE POLICE DEPARTMENT

UPD offices are located on the ground floor of the Student Business Services Building at the intersection of Harpst and Rossow Streets. The Department is marked with signs, and is open 24 hours a day, 365 days a year as an area of relative safety and refuge. The Department is staffed on-site by trained professional 9-1-1 dispatchers who can personally communicate with a walk-up customer or others who may choose to contact the department by phone. UPD also utilizes an outside call box to communicate with any walk-up customer.

TELEPHONE ACCESS TO UPD

There are 63 courtesy phones and 69 public assistance “blue light” phones on campus, which are exterior phones and call boxes that are illuminated at night by blue lights. These assistance phones have direct-dial emergency access to UPD, many with the push of a large red button marked “HELP”. UPD conducts regular audits to ensure the phones are working. Any member of the community may also call UPD at extension 5555 from any campus phone, or may call 707-826-5555 with any cellphone or off-campus phone, for an on-campus “Safety Escort”. UPD may provide the escort while on foot, bike, or vehicle patrol, depending on officer availability.

SYSTEMWIDE LAW ENFORCEMENT POLICY, LAW ENFORCEMENT AUTHORITY

Persons employed and compensated as members of a California State University police department, when so appointed and duly sworn, are peace officers. However, such peace officers shall not exercise their powers or authority¹ except (a) at the headquarters or upon any campus of the California State University and in an area within one mile of the exterior boundaries of each campus or the headquarters, and in or about other grounds or properties owned, operated, controlled, or administered by the California State University, or by trustees or the state on behalf of the California State University, and (b) as provided in Section 830.2 of the Penal Code.

¹ Including the authority to make arrests

The arrest authority outside the jurisdiction of the CSU Police Department includes (Penal Code § 830.2(c); Penal Code § 836):

- a) When the officer has probable cause to believe the person committed a felony.
- b) When the officer has probable cause to believe the person has committed a misdemeanor in the presence of the officer and the officer reasonably believes there is immediate danger to person or property or of escape.
- c) When the officer has probable cause to believe the person has committed a misdemeanor for which an arrest is authorized even if not committed in the presence of the officer such as certain domestic violence offenses and there is immediate danger to person or property or of escape or the arrest is mandated by statute.
- d) When authorized by a cross jurisdictional agreement with the jurisdiction in which the arrest is made.
- e) In compliance with an arrest warrant.

On duty arrests will not generally be made outside the jurisdiction of this department except in cases of hot or fresh pursuit, while following up on crimes committed within the State, or while assisting another agency. On duty officers who discover criminal activity outside the jurisdiction of the State should when circumstances permit, consider contacting the agency having primary jurisdiction before attempting an arrest.

California State University encourages accurate and prompt reporting of crime. All members of the Campus community are encouraged to promptly contact the UPD and/or other appropriate police agencies when they have been the victim of, or have witnessed criminal actions, including when the victim of crime elects to or is unable to make such a report.

GENERALIST PHILOSOPHY OF UPD

UPD assumes primary investigative responsibility for all crimes reported to have taken place upon the University main campus and other University properties. In the event that a serious crime or ongoing pattern of crime requires additional resources, UPD will call on Arcata PD, other local agencies, other California State Universities, and other state and federal agencies for assistance as needed.

LOCAL RELATIONSHIPS AND AGREEMENTS

UPD has positive working relationships and written operational agreements with state and local police departments. UPD assists Arcata PD nearly every day, often during incidents where students are present. UPD maintains contact with other local agencies, like the Eureka PD and the Humboldt County Sheriff's Office, through radio monitoring, electronic and voice communication, and regular inter-agency meetings. UPD has operational agreements with Arcata PD, Eureka PD, and the Humboldt County Sheriff's Department delineating responsibilities and jurisdictional understanding published in accordance with California Education Code § 67381 (the Kristin Smart Campus Safety Act of 1998). These MOUs also specify that when a crime occurs within the University's jurisdiction, 1) UPD and the other agency will communicate regarding the situation, 2) UPD will have primary jurisdiction, which includes being the primary for investigations of alleged criminal offenses, and 3) that UPD and the local agencies can utilize each other as a resource. A copy of these agreements will be made available upon request to UPD by calling 707-826-5555. UPD is available 24 hours a day, 365 days a year.

Cal Poly Humboldt's policy prohibiting violence and threats of violence (policy number: EM:P01-02) states it is the responsibility of every administrator, faculty member, staff member, and student to take any threatening behavior and violent act seriously and to report it to UPD. When confronted by an imminent or actual incident of violence, or a threat of possible violence, on campus, people are directed to call 9-1-1- immediately. Supervisors, Department Chairs, Directors, Managers and other administrators are encouraged to consult with UPD for assistance in assessing the level of danger, designing an intervention, and choosing appropriate safety measures.

SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

During orientation programs at the beginning of the semester, the Dean of Students Office relays information regarding UPD's "Safety Escort" program. Per request of some athletic teams, officers of UPD present a structured lecture to incoming athletes regarding appropriate, lawful behavior, and encouraging members of the team to watch out for one another; this occurs at the beginning of the teams' seasons.

Periodically, upon request, special safety presentations are given to subgroups of employees by the Chief of Police or their designee, such as emergency/disaster procedures, security reminders to Housing staff, night time safety tips for campus custodial staff, or "active shooter" instruction given to an academic department.

HOUSING & RESIDENCE LIFE

Early in the academic semester, RAs facilitate floor and building meetings in the residence halls that cover topics such as safe behavior and security of the residence halls. Residents are notified that each residence hall room has evacuation procedures and other important safety information on the back of the door. RAs also briefly review various safety policies that are published within the ResLife & You Handbook with the residents during floor and building meetings at the beginning of the Fall semester.

During Housing's two-week Student Staff training in August, student staff receive emergency training learning how to respond to different crisis situations in the Residence Halls, such as fires, earthquakes, and active shooters.

Bi-annually, during the third and fourth week of each semester, Housing conducts a full-scale fire and evacuation drill in each of the Residence Hall buildings during the evening hours when most students are present. Residents are advised in advance of the drill through email and posters in their communities; they are not given the exact date or time of the actual drill requiring full participation and evacuation.

INFORMATION SECURITY

Information Security awareness and training is an ongoing process on the Cal Poly Humboldt campus. All members of the campus community are required to accept the Responsible Use Policy (<https://hsu.link/rup>) when they first establish their accounts. Campus employees are required to complete Data Security and FERPA training bi-annually as well as annual focused training if they are in roles with expanded access to data. The Information Security Office also typically runs phishing awareness advertisements in the campus newspapers at the start of each term.

RAVE GUARDIANS AND SAFETY TIMER

Students can identify UPD, friends, roommates, and family as "Guardians" when setting their Rave Guardian Safety Timer. During a timer session, "Guardians" and UPD can check the status of the student. If the Safety Timer is not deactivated before it expires, UPD are automatically provided with the user's Rave Guardian profile to proactively identify and check-in on the individual. Other "Guardians" will also have access to important details such as the user's phone location on a map and contact information.

The Rave Guardian app allows for easy emergency communication. In an emergency situation, one button in the app directly connects the user to UPD dispatch or 911. More information about the Rave Guardian app is available here: <http://www.raveguardian.com/>.

CRIME PREVENTION PROGRAMS

UPD meets with incoming freshman, athletics, Housing student and professional staff, faculty, and other campus staff when requested to provide safety tips, discuss criminal laws that impact the campus, discuss what information is needed when you call 911, general tips on the importance of locking your car, walking with a friend at night, etc. Generally, a part of those discussions includes talking about dating violence and sexual assaults. These discussions generally occur at the start of the Fall academic year. They are then held on a as

needed basis after that. Anyone at the university, including student organizations, can request UPD to attend a meeting or program.

The Title IX & DHR Prevention Office provides information about reducing the risk of dating and domestic violence. It includes information about what dating and domestic violence can look like, warning signs to be aware of, and links to campus and national resources.

Cal Poly Humboldt's Sexual Assault Prevention Committee (SAPC) is comprised of faculty, staff, students, law enforcement, and community partners, including advocates from the North Coast Rape Crisis Team. The SAPC is working toward eliminating rape and all forms of sexualized violence. Their website works within a survivor-centered framework in order to prioritize the healing and safety of the survivor.

Students for Violence Prevention is a learning community that stresses the importance of community, consent, respect, and supporting one another. Anchored by the national award-winning student bystander intervention program called CHECK IT, it offers you the chance to develop skills in violence prevention and take courses from professors with expertise in non-violence and social justice. To learn more and apply, visit the SVP website.

CHECK IT launched at Cal Poly Humboldt in Feb. 2014. It is a student-led movement that is aimed at creating a more consent-centered culture and empowering the community to take action when we witness potential moments of sexual assault, dating violence and stalking in our community. It's also about creating a community where we listen to, believe, and support survivors and make clear to those who choose to commit acts of harm that it's unacceptable.

MONITORING AND RECORDING CRIME ACTIVITY AT NONCAMPUS LOCATIONS OF STUDENT ORGANIZATIONS

No such organizations with noncampus locations exist during this reporting period (2019 – 2021), therefore no policy exists.

POSSESSION, USE, SALE AND ENFORCEMENT OF FEDERAL AND STATE LIQUOR AND DRUG LAWS

OVERVIEW OF POLICIES AND STANDARDS OF CONDUCT

The faculty, staff, and administration of Cal Poly Humboldt are dedicated to creating an environment that allows students to achieve their educational goals. Cal Poly Humboldt believes that awareness through education is necessary to promote a healthy lifestyle for our campus, and that every member of the campus community should be encouraged to assume responsibility for their behavior.

All Cal Poly Humboldt students, faculty, staff, and visitors are subject to Cal Poly Humboldt policies, as well as local, state, and federal laws regarding the unlawful possession, manufacturing, distribution, sale, or use of liquor and illegal drugs. As a Title IV participating institution, the University does not recognize medical marijuana authorization cards because marijuana, under federal Law (Title 21 U.S. Code), is classified as an illegal substance.

The unlawful manufacturing, distribution, possession, sale or use of controlled substances is absolutely prohibited and individuals in violation may be subject to arrest or citation. UPD enforces federal and state laws regulating alcohol and drugs at campus-owned, controlled and officially recognized locations, including State underage drinking laws. Students, faculty, and staff in violation of alcohol and drug laws may also be referred to the Office of Student Rights and Responsibilities, Human Resources, or Academic Personnel Services for administrative discipline. Applicable policies are listed below:

Drug Free Workplace Act, 1988

Employees of the University are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in accordance with the requirements of the Anti-

Drug Abuse Act of 1988 (Public Law 100–690, 102 Stat. 4181). Within 30 days after receiving notice from an employee of a conviction pursuant to section 8102(a)(1)(D)(ii) or 8103(a)(1)(D)(ii) of this title, the University shall take appropriate personnel action against the employee, up to and including termination; or require the employee to satisfactorily participate in a drug abuse assistance or rehabilitation program approved for those purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

Drug-Free Schools and Communities Act Amendment, 1989

The Drug-Free Schools and Communities Act (DFSCA) of 1989 requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program (DAAPP). These policies are briefly described below, under the “DRUG-FREE SCHOOLS & COMMUNITIES ACT: ALCOHOL AND DRUG ABUSE PREVENTION” section heading.

Executive Order 1108

This is the current University policy regarding smoking and tobacco and prohibits the use of cigarettes, cigars, pipes and other smoke emitting products, including e-cigarettes and vapor devices. Smoking, the use or sale of tobacco products, and the use of designated smoking areas are prohibited on all California State University properties. Members of the CSU community are expected to fully comply with the policy. Any sponsorship and/or advertising in respect to any university activity or event by a tobacco product manufacturer is prohibited unless explicitly authorized by the University President or designee. UPD shall reserve all enforcement authority with regards to any violation of existing state and federal law.

Executive Order 1109

This executive order permits each CSU campus to decide if it will permit the sale and service of alcoholic beverages at intercollegiate athletic events, regardless of whether those events are held at university-owned or operated facilities or other facilities over which the university has jurisdiction. Cal Poly Humboldt has established the *Alcoholic Beverages Policy*, detailed below, to establish procedures according to the specifications outlined in EO 1109.

University Code of Rules and Regulations, Chapter V, Article iii

This policy applies to all campus properties, non-campus properties, and residence halls and is enforced by UPD. Any drug, narcotic or controlled substance, the possession of which for any purpose is regulated or proscribed by any law of the United States, is prohibited on the university campus. The possession or consumption of any alcoholic beverage by any person under the legal age, pursuant to the Provisions of the California Business and Professions Code and the California Vehicle Code is prohibited. The consumption of alcoholic beverages or possession of any open container in which a measurable amount of alcoholic beverage remains is prohibited on the streets and grounds, or in any public place as described in Section 1100(l) of this code, except and only with the expressed permission of the president or president’s designee upon prior notification of the UPD Chief of Police.

Alcoholic Beverages Policy, P19-04, April 2019

This policy establishes rules and procedures for the approval of service and consumption of alcoholic beverages at Cal Poly Humboldt. It is the University’s expectation that when alcoholic beverages are served it will be under conditions that complement the orderly functioning of the University. All federal and state laws are applicable to Cal Poly Humboldt and to all individuals on the properties of the University. Only individuals 21 years of age or older can legally possess, consume, or purchase alcoholic beverages.

Enforcement of matters of law is the responsibility of the University Police Department. The institution may impose penalties for violations of standards of conduct up to and including expulsion, termination of employment, and criminal prosecution. Any disciplinary action resulting from violations of this policy shall

be administered in a manner consistent with the terms of the applicable collective bargaining agreement and/or the applicable provisions of the California Education Code.

Disciplinary action directed at students will be in compliance with the Student Conduct Procedures, Executive Order 1098. Penalties will be handled by the appropriate administrator. Additional penalties may be imposed by those areas that have jurisdiction over specific events.

Alcohol and Drugs and Controlled Substances, Housing & Residence Life

These policies are based on the campus-wide policy; they prohibit the same conduct. Violations of either these policies will be addressed in the student conduct process and may have different results due to the nature of the violation(s). Outcomes may include educational administrative sanctions, a student's removal from Housing, referral to the Dean of Students Office, and possible legal charges (including citations and fines).

DRUG-FREE SCHOOLS & COMMUNITIES ACT: ALCOHOL AND DRUG ABUSE PREVENTION

A key element of alcohol and drug abuse prevention is students working with other students to create healthy norms of behavior on campus. Through the Peer Health Education Program, students can become involved in bringing vital health outreach and leadership in a variety of health topics (including substance use) to the campus community. Contact the University Health Educator at 707-826-5228 or review their website (<https://healtheducation.humboldt.edu>) for more information. Additionally, the campus has an Alcohol and Other Drug Abuse Prevention Committee. This campus committee has three primary functions:

1. **Education and Prevention:** The Committee shall develop a plan for comprehensive education, prevention, and intervention programming concerning alcohol, tobacco and other drug use. The Committee shall assess community substance use and abuse and develop appropriate education and social norming strategies.
2. **Review of and Recommendations for Policy:** The Committee shall review and develop recommendations for campus policies and procedures related to alcohol, tobacco and drug use issues for students, staff and faculty. These recommendations will be forwarded to appropriate avenues for consideration.
3. **Communication:** The Committee shall serve as a forum for members and guests from a range of campus and community groups to communicate about issues, policies and activities related to substance use and abuse in the University community.

Associated Health Risks

Substance abuse can cause extremely serious health and behavioral problems, including short- and long-term effects upon the body and mind. The physiological and psychological responses differ according to the chemical ingested, and although chronic health problems are associated with long-term substance abuse, acute and traumatic reactions can occur from one-time and moderate use.

The health risks associated with each of five major classifications of controlled/illegal substances are summarized below. In general, however, alcohol and drugs are toxic to the body's systems. In addition, contaminant poisonings often occur with illegal drug use, and mixing drugs, or using "counterfeit" substances, can also be lethal. In addition, substance abuse impairs learning ability and performance.

Acute health problems may include heart attack, stroke, and sudden death, which, in the case of drugs such as cocaine, can be triggered by first-time use. Long lasting health effects of drugs and alcohol may include disruption of normal heart rhythm, high blood pressure, blood vessel leaks in the brain, destruction of brain cells and permanent memory loss, infertility, impotence, immune system impairment, kidney failure, cirrhosis of the liver, and pulmonary (lung) damage. Drug use during pregnancy may result in miscarriage, fetal damage and birth defects causing hyperactivity, neurological abnormalities, developmental difficulties, and infant death.

Alcohol

As many as 360,000 of the nation's 12 million undergraduates will ultimately die from alcohol-related causes while in school. This is more than the number who will get MAs and PhDs combined. Nearly half of all college students binge drink (binge drinking is defined as five or more drinks at a time for men, four or more drinks for women). On campuses where binge drinking is rampant (where more than 70 percent of the student body binge drinks), the vast majority of college students have experienced one or more problems as a result of their peers' binge drinking. These problems include physical assault, sexual harassment, and impaired sleep and study time. Alcohol on college campuses is a factor in 40 percent of all academic problems and 28 percent of all dropouts.

Sources: Wechsler, Henry, et al. 'Health and Behavioral Consequences of Binge Drinking in College.' Journal of American Medical Association, Vol 272, Number 21 1994), p 1672-1677; Eigan, Lewis, 'Alcohol Practices, Policies and Potentials of American Colleges and Universities,' An OSAP White Paper, office for Substance Abuse Prevention, Rockville, MD, February 1991; Anderson, David, 'Breaking the Tradition on College Campuses: Reducing Drug and Alcohol Misuse,' George Mason University, Fairfax, VA 1994.

Long-term abuse of alcohol results in ulcers, gastritis, pancreatitis, liver disease, hepatitis, and cirrhosis and is associated with cancers of the digestive tract. Chronic heavy consumption can lead to stroke, heart disease, hypertension, anemia, susceptibility to tuberculosis, gastrointestinal bleeding, impotence and fertility loss. Episodic binge drinking can cause toxic reactions leading to death when large amounts are consumed or when alcohol is combined with other drugs. The most common negative health consequences from occasional drinking are trauma-related (accidents and violence), and involve both the drinker and non-drinking victims.

Other Depressants

These drugs include narcotics (for example, opium, heroin, morphine, codeine, and synthetic opiates) and sedative-hypnotics and antianxiety medications (for example, Nembutal, Seconal, Quaalude, Miltown, Equanil). All are central nervous depressants that slow down physical and psychological responses. The most serious risk is toxic reaction, or overdose, which causes death when respiratory, cardiac, and circulatory systems slow down and cease to function. Sedatives and antianxiety drugs can cause temporary psychosis, hallucinations, paranoid delusions, interference with short-term memory, impaired judgment and motor performance. Naloxone is a life-saving prescription medication that can save the life of a person who is experiencing an opioid overdose. For more information on where to get Naloxone and how to use it please contact the health educator at (707) 826-5228 or check <http://stopoverdosehumboldt.org/naloxone.htm>.

Stimulants

These drugs include amphetamines, methamphetamines, and cocaine (crack). Stimulant drugs are exceedingly dangerous to both physical and mental health. Physical complications include heart attack, stroke, permanent brain damage, fatal heart rhythm abnormalities, convulsions, and physical exhaustion. Psychological complications include psychosis, paranoia anxiety, violent behavior, and depression that may lead to suicide. Injection of these drugs may lead to serious infections, including AIDS.

Hallucinogens

These drugs include mescaline, psilocybin, LSD, MDMA (ecstasy), and various mushrooms. They involve health risks such as panic reactions, flashbacks, toxic reactions (overdose), hallucinations, and death. Psychological states induced can include paranoia and Psychosis. Misidentification of mushrooms can lead to serious or fatal illness.

PCP

PCP users often become violent and oblivious to pain, leading to serious injuries to themselves and others.

Cannabis

This drug simultaneously creates physical symptoms akin to both depressants (relaxation, sleepiness) and stimulants (increased respiratory and heart rates). Chronic cannabis smoking results in respiratory difficulties,

bronchitis, and probably both emphysema and lung cancer. Episodic use can cause panic reactions, flashbacks, and depression. Psychosis may occur in susceptible individuals, and severe toxic reactions may result from ingestion of large quantities. Some of the most serious consequences of cannabis use result when decreased judgment, impaired perceptions and motor functions, and inability to carry out multi-step tasks lead to motor vehicle crashes and other trauma.

Available Treatment and Support Programs

Counseling and Psychological Services (CAPS)

CAPS offers a weekly counseling group called *Harm Reduction from Alcohol and Drugs*. This is described as “a supportive group where you can discuss your relationship with substances and discover strategies to make changes.” Information on how to join, and other CAPS groups, can be found on their website. CAPS has also created a list of self-help resources for those who want to assess their substance usage, including an educational Prezi, signs and symptoms of substance abuse, books, and self-help apps. Lastly, CAPS has curated a list of community resources available to faculty, staff, and students at Cal Poly Humboldt. These community resources include AA-style groups and other peer support groups. Check the Counseling and Psychological Services website for dates and times of on campus groups, <https://counseling.humboldt.edu/groups-workshops-during-coronavirus>.

Assistance for Resident Students

Residence Life staff are available to identify, informally counsel, support, and make referrals for students suffering from substance use issues. These interventions may include referral to on or off-campus professionals, group support, and/or directions to participate in online intervention programs.

Employee Assistance Program (EAP)

LifeMatters, the Employee Assistance Program (EAP) through Empathia, is available to University employees and their dependents/permanent household members. Employees can call LifeMatters 24/7/365 to speak with a licensed counselor about issues related to mental well-being, including job stress, financial issues, personal relationship issues, substance abuse concerns, or anything else that you may need to talk through.

In addition to this initial conversation and assessment of needs, the following benefits and services are available to Cal Poly Humboldt employees:

- 8 free, confidential counseling sessions. If continued services are required, Empathia will find a licensed counselor who will work with your insurance plan (if applicable)
- Access to lifematters.com (webinars, self-assessments, interactive courses, trainings, videos, and articles)
- Physical and behavioral health assessment
- Smoking cessation program

Off-Campus Resources

The Department of Health and Human Services of Humboldt County administers a variety of Substance Use Disorder (SUD) Treatment Services and maintains a comprehensive list of other SUD resources in Humboldt County (<https://humboldt.gov/DocumentCenter/View/844/Substance-Use-Disorder-Programs-Contact-List-PDF?bidId>).

SUD treatment services are designed to empower participants to develop the self-awareness and personal motivation needed to make positive and permanent changes in their lives. Program services are provided by substance abuse counselors and may include:

- American Society of Addiction Medicine (ASAM) Assessment
- Consultation and referrals
- Plan development
- Individual and group counseling

- Treatment and recovery services
- Parenting skills
- Skill development
- Case management
- Service coordination
- Field services

Substance Use Disorder Treatment Programs and Support Services in Humboldt County

- Aegis Treatment Centers: 2107 First St., Eureka, CA 95501; 707-273-6395
- Boys and Girls Club of the Redwoods: 939 Harris St., Eureka, CA 95501; 707-444-0153
- Crossroads/North Coast Substance Abuse Council (NCSAC): 1205 Myrtle Ave., Eureka, CA 95501; 707-445-0869
- Department of Health & Human Services (DHHS) Adolescent Treatment Program (ATP): 707-441-3773
- DHHS Healthy Moms Program: 2910 H St., Eureka, CA 95501; 707-441-5220
- DHHS Humboldt County Programs for Recovery (HCPR): 734 Russ St., Eureka, CA 95501; 707-476-4054
- Humboldt Area Center for Harm Reduction (HACHR) Low Barrier Medication-Assisted Treatment (MAT) Access: 1522 3rd Street, Eureka, CA 95501; 707-407-6013
- Humboldt Alcohol Recovery Treatment (HART) program – Fortuna Adventist Community Services: 2331 Rohnerville Road, Fortuna, CA 95540; 707-725-9381
- Humboldt Family Service Center: 1802 California St., Eureka, CA 95501; 707-443-7358
- Humboldt Recovery Center (HRC): P.O. Box 6310, Eureka, CA 95502; 707-443-0514
- Open Door Community Health Centers Medication-Assisted Treatment (MAT) for Substances Program Member Services Department: 707-269-7073
- Priority Care Center: 2316 Harrison Ave., Eureka, CA 95501; 707-442-0478
- Redwood Adult & Teen Challenge: 2212 Second St., Eureka, CA 95501; Administration Office: 707-268-8727, Adult Men’s Center: 707-268-0614, Adult Women’s Center: 707-442-4233, Pastor Tom Throssel-Executive Director: 707-268-8727 Ext. 102
- Two Feathers Native American Family Services: 1560 Betty Court, Suite A, McKinleyville, CA, 95519; 707-839-1933
- United Indian Health Services (UIHS): 1600 Weott Way, Arcata, CA 95521; 707-825-5000
- Waterfront Recovery Services (WRS): 2413 Second St., Eureka, CA 95501; 707-269-9590 Ext. 202
- Fortuna Community Health Center (also serving Ferndale): 1375 Rohnerville Road, Fortuna, CA 95540; 707-725-4477
- Redwoods Rural Health: 101 West Coast Road, Redway, CA 95560; 707-923-2783
- Singing Trees Recovery Center: 2061 US-101, Garberville, CA 95542; 707-247-3495
- Ki’ima:w Medical Center Behavioral Health Department: 535 Airport Road, Hoopa, CA 95546; 530-625-4261 Ext. 0450
- Willow Creek Community Health Center: 38883 Hwy 299, Willow Creek, CA 95573; 530-629-3111

Mutual Assistance/Advocacy

- Al-Anon/Alateen/Adult Children of Alcoholics: P.O. Box 6425, Eureka, CA 95502; 707-443-1419
- Alcoholics Anonymous of Humboldt and Del Norte Counties: P.O. Box 7102 Eureka, CA 95502; 844-442-0711
- Mothers Against Drunk Driving: For location of Victim Impact Panel, call 916-481-6233
- Narcotics Anonymous: P.O. Box 6634, Eureka, CA 95502; 707-444-8645, 866-315-8645

HIV/AIDS Testing

- Planned Parenthood Northern California: 3225 Timber Fall Court, Suite B, Eureka, CA 95503; 707-442-5700
- Humboldt Open Door Clinic: 770 10th St., Arcata, CA 95521; 707-826-8610

Smoking Cessation

- American Cancer Society: 611 Harris St., Eureka, CA 95501; (707) 443-2241
- California Smoker's Helpline: 800-NO-BUTTS, 800-662-8887, 1-844-8-NO-VAPE, 1-844-866-8273
- Open Door Community Health Centers Smoking Cessation Services Member Services Department: 707-269-7073

Other Resources

- DHHS Mobile Outreach Program: Crisis Line - 707-445-7715, Toll-Free - 888-849-5728
- ED Bridge Program Substance Use Navigator (SUN): 2700 Dolbeer St., Eureka, CA 95501; Hospital - 707-445-8121 ext. 5840, SUN - 707-499-1072
- Humboldt RISE Project Perinatal Navigator: 707-267-6469
- Humboldt Domestic Violence Services: P.O. Box 969, Eureka, CA 95502; 24-hour support line: 707-443-6042
- North Coast Resource Hub: (707) 443-4563 ext 126
- The Road to Resilience Project: 325 Second St., Suite 201, Eureka, CA 95501; 707-445-7379
- St. Joseph Health CARE Network: 2200 Harrison Ave., Eureka, CA 95501; 707-445-8121 ext. 5825

This list is updated on an annual basis by the Substance Use Prevention (SUP) Program of the Healthy Communities Division of Humboldt County DHHS Public Health Branch. For questions about this list or to request an update to information on this list, please contact: publichealthaad@co.humboldt.ca.us.

SANCTIONS AND CORRECTIVE AND DISCIPLINARY ACTIONS

Employees

Violations of these policies by employees may result in the application of sanctions, including but not limited to required participation in an approved drug abuse assistance or rehabilitation program, referral for prosecution, and disciplinary action up to and including dismissal, demotion or suspension without pay under the applicable provisions of the California Education Code, University policies and labor contracts.

Corrective and Disciplinary Action for employees is imposed in accordance with current collective bargaining agreements, when applicable, and may include:

- **Written Reprimand:** Any written communication from an appropriate administrator to an employee that criticizes or otherwise comments negatively upon the personal/professional conduct and/or job performance of the employee if that written communication is placed in the official personnel file, but does not include performance evaluations or notices of performance expectations or rules and regulations.
- **Change in Work Location:** A change in the Employee's work location to a different office within the University or other campus properties, to remote work, etc.
- **Reduction in Salary:** A reduction in the amount of salary or involuntary reduction in an Employee's time base.
- **Temporary or Permanent Demotion:** A temporary or permanent reduction in an Employee's job title, role or duties.
- **Paid Administrative Leave:** A temporary leave from a job assignment, with pay and benefits intact.
- **Denial or Curtailment of Emeritus Status:** Denying Emeritus Status to Employees who would otherwise meet the criteria and be granted Emeritus Status, or reducing or restricting an Employee's Emeritus Status and/or benefits of such status.
- **Education, Treatment, Training, or Resignation in lieu of Disciplinary Action:** An employee agreeing to attend treatment, education, or training, or resigning in place of receiving disciplinary action or going through the University's disciplinary process. Education, Treatment, or Training can include the resources listed above, in the "Available Treatment and Support Programs" section.

- **Restrictions from all or Portions of Campus:** A designated period of time during which the Employee is not permitted on University Property or specified areas of Campus.
- **Restrictions to Scope of Work:** An adjustment of the work-related tasks to include or uninclude specific work-related tasks.
- **Suspension:** A temporary separation of the Employee from their employment status with the University. The President may temporarily suspend with pay an employee for reasons related to (a) the safety of persons or property, (b) the prevention of the disruption of programs and/or operation, or (c) investigation for formal notice of disciplinary action. The President may terminate or extend a temporary suspension and shall notify the employee of any such extension and the anticipated completion date of the investigation, in writing, at the beginning of each thirty (30) day period.
- **Termination:** A permanent separation of the Employee from their employment status with the University.

Students

The following sanctions may be imposed for violation of the Student Conduct Code:

- **Restitution:** Compensation for loss, damages or injury. This may include appropriate service and/or monetary material replacement.
- **Loss of Financial Aid:** Scholarships, loans, grants, fellowships and any other types of state financial aid given or guaranteed for the purposes of academic assistance can be conditioned, limited, canceled or denied.
- **Educational and Remedial Sanctions:** Assignments, such as work, research, essays, service to the University or the community, training, counseling, removal from participation in recognized student clubs and organizations (e.g., fraternities and sororities), and/or University events, or other remedies intended to discourage similar misconduct or as deemed appropriate based upon the nature of the violation.
- **Denial of Access to Campus or Persons:** A designated period of time during which the Student is not permitted: (i) on University Property or specified areas of Campus or (ii) to have contact (physical or otherwise) with the Complainant, witnesses or other specified persons.
- **Disciplinary Probation:** A designated period of time during which privileges of continuing in Student status are conditioned upon future behavior. Conditions may include the potential loss of specified privileges to which a current Student would otherwise be entitled, or the probability of more severe disciplinary sanctions if the Student is found to violate the Student Conduct Code or any University policy during the probationary period.
- **Suspension:** Temporary separation of the Student from active Student status or Student status.
 - A Student who is suspended for less than one academic year shall be placed on inactive Student (or equivalent) status (subject to individual Campus policies) and remains eligible to re-enroll at the University (subject to individual Campus enrollment policies) once the suspension has been served. Conditions for re-enrollment may be specified.
 - A Student who is suspended for one academic year or more shall be separated from Student status but remains eligible to reapply to the University (subject to individual Campus application policies) once the suspension has been served. Conditions for readmission may be specified.
 - Suspension of one academic year or more, withdrawals in lieu of suspension, and withdrawals with pending misconduct investigations or disciplinary proceedings shall be entered on the Student's transcript permanently without exception; this requirement shall not be waived in connection with a resolution agreement.
- **Expulsion:** Permanent separation of the Student from Student status from the California State University system. Expulsion, withdrawal in lieu of expulsion, and withdrawal with pending misconduct investigation or disciplinary proceeding shall be entered on the Student's transcript permanently, without exception; this requirement shall not be waived in connection with a resolution agreement.

- **Administrative Hold and Withholding a Degree:** The University may place an administrative hold on registration transactions and release of records and transcripts of a Student who has been sent written notice of a pending investigation or disciplinary case concerning that Student, and may withhold awarding a degree otherwise earned until the completion of the process set forth herein, including the completion of all sanctions imposed.

Legal Sanctions

A list of applicable legal sanctions under Federal, State or local laws for the unlawful use, sale, possession, or distribution of illicit drugs and alcohol include referrals to the Student Conduct Administrator for students, Human Resources or Academic Personnel Services for employees, diversion programs, fines, probation, and/or incarceration.

Under federal law, the manufacture, sale or distribution of all Schedule I and II illicit drugs (e.g., cocaine, methamphetamines, heroin, PCP, LSD, and all mixtures containing such substances) is a felony. A first offense incurs a prison sentence of five years to life (20 years to life if death or serious injury is involved), and fines of up to \$4 million for offenses by individuals (\$10 million for other than individuals).

Federal law also prohibits trafficking in marijuana, hashish and mixtures containing such substances. A first offense for these offenses may incur a maximum penalty of five years to life (20 years to life if death or serious injury is involved) and fines up to \$4 million for offense by individuals (\$10 million for other than individuals). Penalties vary depending upon the quantity of drugs involved. A second offense in marijuana or related trafficking may result in penalties ranging from 10 years to life (not less than life if death or serious injury is involved), and fines up to \$8 million for individuals (\$20 million for other than individuals).

The trafficking of medically useful drugs (e.g., prescription and over the counter drugs) is illegal. A first offense may result in prison sentence up to five years, while a second offense may incur a prison sentence up to ten years.

A first offense for possession of illicit drugs may incur prison sentences up to one year and fines up to \$100,000. A second offense may incur prison sentences up to two years and fines up to \$250,000. Special sentencing provisions apply for possession of crack cocaine, including imprisonment of 5 to 20 years and fines up to \$250,000 for first offenses, depending upon the quantity possessed.

SEXUAL VIOLENCE PREVENTION

SYSTEMWIDE

The California State University (CSU) promotes a safe living, learning, and working environment through systemwide policies and through a variety of campus educational programs provided to students, faculty, and staff. The CSU prohibits dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking, and provides programs to prevent, educate, and promote awareness of these topics, in accordance with the CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation (“Nondiscrimination Policy”). These prohibited behaviors are also crimes as defined by 34 C.F.R. §668.46, and California criminal definitions.

The CSU provides comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to stop dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking before they occur through the promotion of behaviors that foster healthy relationships, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

The CSU’s prevention programs and initiatives are sustained over time and focus on increasing awareness and understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking, using a range of strategies with audiences throughout the CSU community. This includes both community-wide or audience-specific programming,

initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, reduce perpetration, promote safety and a culture of respect.

Campus programs must include primary prevention and awareness training: (1) for all new Students²; and new Employees; (2) refresher programs at least annually for all Students; (3) twice a year for all Students who serve as advisors in residence halls; (4) annually for all Student members of fraternities and sororities; (5) annually for all Student athletes and coaches; and (6) annually for all Employees consistent with their role in responding to and reporting incidents. Ongoing prevention and awareness campaigns for all Students and Employees will also be conducted. The CSU system will provide online training for all Employees and each campus will provide online training for all Students. All training must be consistent with the applicable CSU policy and state and federal regulations.

Each campus must assess which student organizations participate in activities that may place Students at risk and ensure that they receive annual supplemental training focused on situations the group's members may encounter.

To ensure that all Students receive the necessary information and training enumerated above on dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking, campuses should impose consequences such as registration holds on those Students who do not participate in and complete such mandatory training.

Training for Employees

Training is mandatory for all employees within six months of their initial hiring, and on an annual basis thereafter. Such training will include, but not be limited to: what constitutes discrimination, harassment, retaliation, sexual misconduct/sexual assault, dating and domestic violence, sexual exploitation and stalking under applicable law; the rights and responsibilities of each Employee relating to discrimination, harassment, retaliation, sexual misconduct/sexual assault, dating and domestic violence, sexual exploitation and stalking including the duty to report and exceptions; the protection against retaliation for Employees who report discrimination, harassment, retaliation, sexual misconduct, dating and domestic violence, sexual exploitation and stalking; the procedures provided under the CSU Nondiscrimination Policy for filing, investigating and resolving a complaint; and the option and method for filing complaints with external government agencies such as the Department of Fair Employment and Housing (DFEH) and the Equal Employment Opportunity Commission (EEOC).

Under Cal. Govt. Code § 12950.1, each campus shall provide supervisory Employees at least two hours of interactive sexual harassment training within six months of the Employee's assignment to a supervisory position and every two years thereafter. Each campus shall maintain documentation of the delivery and completion of these trainings. For detailed guidance regarding the definition of "supervisor" and the implementation of this training, campuses shall consult Coded Memoranda HR 2005-35 and other applicable policies.

Prevention and Awareness Programming

California State University campuses provide primary prevention programs to all incoming students and new employees. California State University campuses provide ongoing prevention programs to all students and employees during their time at the institution. The University is contracted with Vector Solutions to provide educational programming, which we rolled out during the Fall of 2021. The University places a hold on any student's account that does not complete this mandatory training program. To comply with CSU Policy and 34 C.F.R. §668.46., campus-specific programs to prevent dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking will include:

1. A statement that the CSU prohibits dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking as defined under CSU policy and 34 C.F.R. §668.46.

² This includes incoming transfer, graduate, online, and extended education Students. The programs should occur no later than the first few weeks of the semester.

2. The definitions of “dating violence,” “domestic violence,” “sexual assault,” and “stalking” in the applicable jurisdiction, California (California Penal Code) and the definitions under CSU policy (to also include the CSU policy definition of “sexual exploitation”).
3. The definition of “consent,” in reference to sexual activity, in the applicable jurisdiction, California (California Penal Code), and the definition of “affirmative consent” under CSU policy.
4. Common facts and myths about the causes of sexual misconduct/sexual assault.
5. A description of safe and positive options for bystander intervention, as exemplified below.
6. Information on risk reduction, exemplified below.
7. Information regarding campus, criminal, and civil consequences of engaging in acts of sexual misconduct/sexual assault, sexual exploitation, dating and domestic violence, and stalking.

Information about reporting, adjudication, and disciplinary procedures as required by 34 C.F.R. §668.46 and as described in the procedures under the CSU Nondiscrimination Policy.

Information About Campus Reporting, Adjudication, and Discipline Procedures

Campus training programs will reference the procedures outlined in the CSU Nondiscrimination Policy that victims/survivors may follow if an incident of dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, or stalking has occurred. Training programs will also reference information about preserving evidence, reporting to the appropriate authorities, confidentiality options, available protective and supportive measures.

Campuses apply the relevant CSU policy and procedures when responding to all reports of dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, or stalking. Campuses shall establish processes to provide a print and/or digital copy of the "Rights and Options for Victims" as outlined in the CSU Nondiscrimination Policy to any community member who reports experiencing such harm, regardless of whether the incident occurred on or off campus.

Campus training programs regarding the procedures for reporting and addressing reports of dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, and stalking will include the following:

- A statement explaining that the campus' primary concern is the safety of members of the campus community; that the use of alcohol or drugs never makes the victim/survivor at fault for sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking; that Students who experience or witness sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking should not be deterred from reporting incidents out of a concern that they might be disciplined for related violations of drug, alcohol, or other CSU policies; and that Students who experience or witness sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking shall not be subject to discipline for related violations of conduct policies at or near the time of the misconduct unless the violation is egregious (including actions that place the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.)
- A statement that "CSU policy prohibits retaliation against a person who: reports sex discrimination, sexual harassment, sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking; assists someone with a report of such conduct; or participates in any manner in a related investigation or resolution.
 - Retaliation means that a substantial motivating reason for an Adverse Action taken against a person was because the person has or is believed to have:
 - Exercised their rights under this policy,
 - Reported or opposed conduct which was reasonably and in good faith believed to be in violation of this policy,
 - Assisted or participated in an investigation/proceeding under this policy, regardless of whether the Complaint was substantiated,
 - Assisted someone in reporting or opposing a violation of this policy or assisted someone in reporting or opposing Retaliation under this policy.

- Adverse Action means an action engaged in by the Respondent that has a substantial and material adverse effect on the Complainant's ability to participate in a university program, activity, or employment. Minor or trivial actions or conduct not reasonably likely to do more than anger or upset a Complainant does not constitute an Adverse Action.
 - Retaliation may occur whether or not there is a power or authority differential between the individuals involved.
- What someone should do if they have experienced or witnessed sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking.
 - Individuals to whom incidents may be reported along with information regarding what degree of confidentiality may be maintained by those individuals.
 - The availability of, and contact information for, campus and community resources for victims/survivors of sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking.
 - A description of campus and systemwide policies and disciplinary procedures available for addressing alleged violations and the consequences of violating these policies, including the fact that such proceedings shall:
 - Provide a prompt, fair, and impartial investigation and resolution; and,
 - Be conducted by officials who receive annual training on issues related to sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking and how to conduct an investigation and hearing process that protects the safety of victims/survivors and promotes accountability.
 - The fact that the Complainant and the Respondent will be afforded the same opportunities to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the Advisor of their choice.
 - The fact that both the Complainant and the Respondent shall be simultaneously informed in writing of:
 - The outcome of any disciplinary proceedings that arises from an allegation of a sex discrimination, sexual harassment, sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking.
 - The CSU's procedures for the Complainant or Respondent to appeal the results of the disciplinary proceeding.
 - Any change to the disciplinary results that occurs prior to the time such results become final.
 - When disciplinary results become final.
 - Possible sanctions or remedies the campus may impose following the final determination of a campus disciplinary procedure regarding sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking.
 - How the campus will protect the confidentiality of Complainants, including how publicly available recordkeeping (e.g., campus Clery reports) will be accomplished without the inclusion of identifying information about the Complainant to the extent permissible by law.
 - That all students and employees must receive written notification about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims/survivors, both on campus and in the community.
 - That all students and employees who report being a victim/survivor of sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking must receive written notification of available assistance in, and how to request changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim/survivor chooses to report the incident to campus police or local law enforcement.
 - Procedures victims/survivors are recommended to follow if sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking has occurred, as well as the fact that the following written information must be provided to victims:

- The importance of preserving evidence following an incident of sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking, which may also be used to obtain a temporary restraining or other protective order.
- The name and contact information of the campus Employee(s) to whom the alleged incident should be reported.
- Reporting to law enforcement and campus authorities, including the option to: (a) notify law enforcement authorities, including on-campus and local police; (b) be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and, (c) decline to notify such authorities.
- Where applicable, the rights of victims/survivors and the campus' responsibilities regarding orders of protection, no contact directives, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court.

RISK REDUCTION

The CSU provides community members with information and strategies for risk reduction designed to decrease perpetration, promote bystander intervention and healthy relationships, empower marginalized voices, and support victims/survivors. Information and strategies for risk reduction help promote safety and help individuals and communities address conditions that facilitate violence.

SEXUAL MISCONDUCT/SEXUAL ASSAULT

The CSU is committed to maintaining a safe campus for all members of the CSU community. Risk reduction strategies are focused on creating a culture of respect, reducing the risk for perpetration and for victimization. It is important to emphasize that only those who engage in sexual misconduct/sexual assault, dating violence, domestic violence, sexual exploitation, and stalking are responsible for those actions. With this in mind, the following tips provide some possible strategies to help promote a caring community and mitigate personal risk.

- Communication is key to healthy relationships and healthy sexual interactions. Obtain Affirmative Consent from your partner for all sexual activity.
 - Affirmative Consent means an informed, affirmative, conscious, voluntary, and mutual agreement to engage in sexual activity.
 - Engaging in any sexual activity without first obtaining Affirmative Consent to the specific activity is Sexual Misconduct, whether or not the conduct violates any civil or criminal law.
 - Affirmative Consent can be withdrawn or revoked at any time.
 - Affirmative Consent to sexual activity in the past does not mean consent in future – there must be voluntary consent for all sexual activity.
 - Lack of protest, resistance, or mere silence does not equal Affirmative Consent.
 - Sexual activity between a minor (a person younger than 18 years old) and a person who is at least 18 and two years older than the minor always constitutes Sexual Misconduct, even if there is Affirmative Consent to all sexual activity.
- Do not engage in sexual activity with someone who is incapacitated.
 - A person who is incapacitated by alcohol or drugs cannot give Affirmative Consent.
 - A person who is unconscious or asleep cannot give Affirmative Consent.
 - A person's own intoxication or incapacitation does not diminish their responsibility to obtain Affirmative Consent from any person with whom they engage in sexual activity.
- Signs that someone does not respect the importance of consent:
 - They pressure or guilt you into doing things you may not want to do.
 - They suggest you "owe" them something (including sexual acts) because you're dating or because they have done or claim to have done something for you.
 - They react negatively with sadness, anger, or resentment if you don't consent to something or don't do so immediately

[Source: [Love Is Respect](#)]

DATING/DOMESTIC VIOLENCE

Common signs of abusive behavior in a relationship

According to the National Domestic Violence Hotline, one feature shared by most abusive relationships is that an abusive partner tries to establish or gain power and control through many different methods, at different moments. Even one or two of the following behaviors is a red flag that a partner may be abusive.

- Showing extreme jealousy of friends or time spent away from a partner.
- Preventing or discouraging one's partner from spending time with friends, family members, or peers.
- Insulting, demeaning, or shaming a partner, especially in front of other people.
- Preventing one's partner from making their own decisions about working or attending school.
- Controlling finances in the household without discussion, including taking a partner's money or refusing to provide money for necessary expenses.
- Pressuring one's partner to have sex or perform sexual acts they are not comfortable with.
- Pressuring a partner to use drugs or alcohol.
- Threatening to harm or take away a partner's children or pets.
- Intimidating one's partner with weapons
- Destroying a partner's belongings or home

If you notice warning signs in your relationship or that of someone you care about, remember there are support resources available on your campus, including individuals with whom you can speak confidentially and who can assist you with making a safety plan. A good starting place for a list of resources is your campus Title IX webpage. You can also contact the National Domestic Violence Hotline at 1.800.799.SAFE (7233), which is free and confidential.

[Source: [National Domestic Violence Hotline](#)]

Abusive behaviors can be difficult to recognize in a relationship, even if you are the one engaging in them. In addition to some of the common signs of abusive behavior outlined above, ask yourself if your partner:

- Seems nervous around you,
- Seems afraid of you,
- Flinches, cringes, or retreats when you are emotional,
- Seems scared, or unable to contradict you or speak up around you, and/or
- Restricts their own interactions with friends, family, coworkers, or others in order to avoid upsetting you

If you recognize the behaviors above in yourself, or in how your partner reacts, these could be signs that you are hurting them. This can be a difficult realization to come to but it's vital that you do so if you want to change and stop harming your partner. By acknowledging that your actions are harmful and taking responsibility for them, you can continue to progress on the path toward correcting them.

You could consider contacting the psychological counseling center on your campus to speak with a counselor confidentially, or you could contact the National Domestic Violence Hotline at 1.800.799.SAFE (7233), which is free and confidential.

[Source: [National Domestic Violence Hotline](#)]

STALKING

Respecting boundaries

If someone tells you that they do not want you to contact them or do something like visit their home or send them gifts, or if they have stopped interacting with you, respect their choice. Everyone has the right to set boundaries.

Recognizing stalking behaviors

A person who engages in stalking may:

- Repeatedly call or send other unwanted communication such as text messages, emails, social media messages, letters, etc.
- Follow the person and seem to “show up” wherever they are.
- Send unwanted gifts.
- Damage home, car, or other property.
- Monitor phone calls or computer use.
- Drive or linger near the home, school, or work of the person they are stalking.
- Use other people to try and communicate with the person they are stalking, like children, family, or friends.

[Source: [Victim Connect Resource Center](#)]

Below are some tips from the Stalking Prevention Awareness and Resource Center (SPARC) regarding steps one can take if they are experiencing stalking

- Trust your instincts – if you/someone feels they are in immediate danger or fear a threat of harm, call 911
- Keep a record or log of each contact with the stalker
- Save evidence when possible, such as emails, text messages, postings on social media, etc.

Know that there are support resources available on each CSU campus, including individuals with whom individuals can speak confidentially and who can assist in making a safety plan and/or seeking a protective order. A good starting place for a list of resources is the Title IX & DHR Prevention Office’s website:

<https://titleix.humboldt.edu>.

Bystander Intervention

The California State University and the campuses provide training on safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual misconduct/sexual assault, sexual exploitation, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene. Information about bystander intervention is included in a variety of prevention, outreach, and awareness programs across the CSU.

This training encourages employees and students to:

- Notice the Event
- Interpret the Event as a Problem
- Assume Personal Responsibility
- Learn How to Help
- And Step Up by utilizing the “4 Ds” – Direct, Distract, Delegate, and Delay
 - Direct – Directly addressing the situation.
 - Distract – Making a simple (or elaborate) distraction to diffuse the situation.
 - Delegate – Finding someone else to address the concern.
 - Delay – Checking in with the person after to see if you can do anything to support them.

CSU Policy Definitions

Definitions of conduct that is prohibited under CSU policy are found in Article VII of the CSU Nondiscrimination Policy. These definitions are applicable in relation to the University’s administrative processes and may differ from the criminal law definitions (California) found in Appendix A.

CAL POLY HUMBOLDT

The Office of Student Life requires Title IX training for student leaders, all Rec Sports members, and Fraternity & Sorority Life members. Housing & Residence Life, as well as Cal Poly Humboldt Athletics, requires annual Title IX training for all student-athletes, coaches, resident advisors, and residence life professional staff. Lastly, all current employees of Cal Poly Humboldt, including student employees and faculty members, are required to complete *Gender Equity & Title IX*".

In addition, ongoing prevention and awareness events are offered throughout the year for students and employees, which include such events as: Consent Project, CHECK IT Anniversary Party, Take Back the Night, Love KNOWS Boundaries, and Check IT Bystander Intervention workshops. In June, incoming students receive emails with the link to the annual Course Catalog which includes a section called "Student Rights, Responsibilities & The Fine Print" that contains:

- the Anti-Hazing & Initiation Policy;
- Student Conduct;
- Whom to Contact If You Have Complaints, Questions or Concerns;
- Information Regarding Campus, Criminal, and Civil Consequences of Committing Acts of Sexual Violence;
- Confidentiality and Sexual Violence, Dating Violence and Stalking;
- Sexual Assault and Domestic Violence Counselors and Advocates;
- Reporting to University or Local Police, Reporting to the Title IX Coordinator and Other University Employees;
- and the Notice of Non-Discrimination on the Basis of Gender or Sex.

[UPD](#) meets with incoming freshman, athletics, Housing student and professional staff, faculty, and other campus staff when requested to provide safety tips, discuss criminal laws that impact the campus, discuss what information is needed when you call 911, general tips on the importance of locking your car, walking with a friend a night, etc. Generally, a part of those discussions includes talking about dating violence and sexual assaults. These discussions generally occur at the start of the Fall academic year. They are then held on a as needed basis after that. Anyone at the university, including student organizations, can request UPD to attend a meeting or program.

The [Title IX & DHR Prevention Office](#) provides information about reducing the risk of dating and domestic violence. It includes information about what dating and domestic violence can look like, warning signs to be aware of, and links to campus and national resources.

Cal Poly Humboldt's [Sexual Assault Prevention Committee \(SAPC\)](#) is comprised of faculty, staff, students, law enforcement, and community partners, including advocates from the North Coast Rape Crisis Team. The SAPC is working toward eliminating rape and all forms of sexualized violence. Their website works within a survivor-centered framework in order to prioritize the healing and safety of the survivor. The North Coast Rape Crisis Team also staffs our Campus Advocate Team – they provide free and confidential tailored support and services to Humboldt students, staff and faculty of all gender identities, including those who identify as Transgender, Gender Non-Conforming, and Non-Binary, who have been affected by sexual assault, dating/ domestic violence, stalking, and/or sexual harassment.

[Students for Violence Prevention](#) is a learning community that stresses the importance of community, consent, respect, and supporting one another. Anchored by the national award-winning student bystander intervention program called CHECK IT, it offers students the chance to develop skills in violence prevention and take courses from professors with expertise in non-violence and social justice. To learn more and apply, visit the SVP website.

[CHECK IT](#) launched at Cal Poly Humboldt in Feb. 2014. It is a student-led movement that is aimed at creating a more consent-centered culture and empowering the community to take action when people witness potential moments of sexual assault, dating violence and stalking in the community. It's also about creating a community

where people listen to, believe, and support survivors and make clear to those who choose to commit acts of harm that it's unacceptable.

PRESERVATION OF EVIDENCE IN CASES OF SEXUAL MISCONDUCT/SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, OR STALKING

It is important that you take steps to preserve and collect evidence; doing so preserves the full range of options available to you, be it through the University's administrative complaint procedures or criminal prosecution. To preserve evidence: (1) do not wash your face or hands; (2) do not shower or bathe; (3) do not brush your teeth; (4) do not change clothes or straighten up the area where the assault took place; (5) do not dispose of clothes or other items that were present during the assault, or use the restroom; and, (6) seek a medical exam immediately. If you already cleaned up from the assault, you can still report the crime, as well as seek medical or counseling treatment. You should preserve text messages, social media postings, or notes that demonstrate the course of conduct. Contemporaneous photos of bruises or other injuries are helpful. You may consult with the campus Title IX Coordinator or Sexual Assault Victim's Advocate for assistance as well.

REPORTING OPTIONS

The University's primary concern is your safety and the safety of the campus community. The use of alcohol or drugs never makes the victim at fault for sexual misconduct/sexual assault. If you have experienced sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking you should not be deterred from reporting the incident out of a concern that you might be disciplined for related violations of drug, alcohol, or other University policies. A person who participates in investigations or proceedings involving sexual misconduct/sexual assault will not be subject to discipline for related violations of the Student Conduct Code or other University policies at or near the time of the incident unless the University determines the conduct places the health and safety of another person at risk or is otherwise egregious. You have several reporting options, and you may pursue one or more of these options at any time. It is your right to have a friend, family member, Sexual Assault Victim's Advocate, or other representative present with you while reporting the incident. You also have the right to have a sexual assault counselor, Sexual Assault Victim's Advocate and/or support person of your choice present with you during a rape examination. You are strongly encouraged to report any incidents to the police and/or campus Title IX Coordinator so that steps may be taken to protect you and the rest of the campus community. However, non-reporting is also an option.

Reporting to university police and/or local police is an option at any time. If you choose not to report to the police immediately following an incident, you can still make the report at a later time. However, with the passage of time, the ability to gather evidence to assist with criminal prosecution may be limited. Depending on the circumstances, the police may be able to obtain a criminal restraining order on your behalf. The campus Title IX Coordinator or Sexual Assault Victim's Advocate can assist you in notifying the police if you choose.

The campus is required by law to disclose reports of some crimes (including dating violence, domestic violence, sexual assault/sexual misconduct and stalking) including through the daily crime log, the Annual Security Report, and Timely Warning Notices as explained in greater detail below. However, while the University will include reportable incidents in these disclosures, the victim's name/identity will not be included in publicly-available records or reports.

PROTECTIVE ORDERS

You may also choose to obtain a protective or restraining order (such as a domestic violence restraining order or a civil harassment restraining order). Restraining orders must be obtained from a court in the jurisdiction where the incident occurred. Restraining orders can protect victims who have experienced or are reasonably in fear of physical violence, sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking. University police and your campus Title IX Coordinator can offer assistance with obtaining a protective or restraining order. The Title IX Coordinator can provide a connection to the most applicable entity designed to assist the specific needs of the student. This could include the Student Legal Lounge, Two Feathers Native

American Family Services, Humboldt County Behavioral Services, North Coast Rape Crisis Team, the Arcata Police Department or other local law enforcement agency, or an additional resource.

Protective or restraining orders can be obtained at the Humboldt County Superior Court. This courthouse is located at 825 5th St, Eureka, CA 95501. Assistance with protective or restraining orders is contained on the Humboldt County Superior Court's website under the "Self Help" section or by contacting Victim Witness Assistance Program at (707) 445-7417. Those who have a protective or restraining order can notify UPD and the Dean of Students Office for assistance with enforcement on campus.

SUPPORTIVE MEASURES

Supportive Measures are individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or Respondent regardless of whether a Formal Complaint is filed, and regardless of if the offense is reported to have taken place on or off campus. Supportive Measures are designed to restore or preserve equal access to CSU education programs or activities, or the workplace without unreasonably burdening the other Party, including to protect the safety of all Parties or the educational or work environment. Supportive Measures may include counseling, extensions of deadlines or other course or work-related adjustments, modifications of work or class schedules, campus escorts, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Title IX Coordinator/DHR Coordinator is responsible for coordinating the effective implementation of Supportive Measures. Supportive Measures will remain confidential except when it is not possible to maintain confidentiality in order to provide the Supportive Measures.

WRITTEN NOTIFICATION

Along with the information provided in the outreach communication, the Title IX Coordinator will provide Complainants alleging Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence or Stalking, with the information in Attachment D to the CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation - Rights and Options for Victims of Sexual Misconduct/Sexual Assault, Sexual Exploitation, Dating And Domestic Violence, And Stalking.

This written notifications states that the Campus and Title IX Coordinator will provide supportive measures, if they are reasonably available, regardless of whether the Complainant chooses to report sexual misconduct/sexual assault, sexual exploitation, dating or domestic violence, or stalking to Campus or local police; and also that they will:

- Assist the Complainant in accessing other available victim advocacy, academic support, counseling, disability, medical/health or mental health services, and legal assistance both on and off campus;
- Make connections to individuals on campus who can provide support and solutions with respect to a variety of logistics, including transportation assistance, visa/immigration assistance, and financial aid assistance;
- Provide other security and support, which could include issuing a mutual no-contact order, helping arrange a change of campus-based living or working arrangements or course schedules or adjustments for assignments, tests, or work duties; and
- Inform you of your right to report a crime to university or local police – and provide you with assistance if you wish to make such a report.

The following person has been designated to handle inquiries regarding the non-discrimination policies, receive Title IX reports and complaints, and issue supportive measures for Cal Poly Humboldt:

David Hickcox
Title IX Coordinator and Discrimination, Harassment, & Retaliation Prevention Administrator
Siemens Hall 212
1 Harpst Street
Arcata, CA 95521
david.hickcox@humboldt.edu
Office: (707) 826-5177

Attachment D also informs victims that disciplinary procedures for sexual misconduct/sexual assault, sexual exploitation, dating and domestic violence, and stalking will:

- Provide a prompt, fair, and impartial process and resolution;
- Be conducted by officials who receive annual training on sexual misconduct/sexual assault, sexual exploitation, dating and domestic violence, and stalking, including how to conduct a process that protects the safety of members of the campus community and promotes accountability;
- Provide the Complainant and the Respondent the same opportunity to be accompanied to any related meeting or proceeding by an Advisor of their choice;
- Simultaneously inform the Complainant and the Respondent in writing of:
 - The disciplinary outcome;
 - The procedures available to appeal the results of the disciplinary outcome;
 - Any change to the disciplinary results that occurs prior to the time such results become final; and
 - When disciplinary results become final.

This same information is provided in writing to all students and employees within the CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation, and as part of annually assigned training.

DISCIPLINARY PROCEDURES

The following statements are excerpts from the [CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation \(“the Policy”\)](#). As required by law, the excerpts in this Annual Security Report capture the steps, decisionmakers, and anticipated timelines for both formal and informal resolution processes, as applicable. For details beyond the steps, decisionmakers, and anticipated timelines, please see the policy.

The campus Title IX Coordinator is the designated administrator to receive reports of Sex Discrimination, Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and associated Retaliation.

The following person has been designated to handle inquiries regarding the non-discrimination policies, receive Title IX reports and complaints, and issue supportive measures for Cal Poly Humboldt:

David Hickcox
Title IX Coordinator and Discrimination, Harassment, & Retaliation Prevention Administrator
Siemens Hall 212
1 Harpst Street
Arcata, CA 95521
david.hickcox@humboldt.edu
Office: (707) 826-5177

Reports and formal complaints can be submitted to the Title IX Coordinator or at the links below:

- Report Form direct link: https://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=10
- Formal Complaint direct link, which should be downloaded as a PDF and then can be filled out electronically or printed and handwritten:
<https://drive.google.com/file/d/1VKXLDMK0PaLrNz8VR0DwmSyNOdef-BsO/view>

Complaints against a Chancellor's Office employee, or a campus Title IX Coordinator/ Discrimination, Harassment, and Retaliation Administrator ("DHR Administrator") will be made to the Chancellor's Office at eo-wbappeals@calstate.edu.³

The campus will respond in a timely and appropriate manner to all Complaints and will take appropriate action to prevent continuation of and correct Policy violations.

After receiving a report, the Title IX Coordinator will assess the report and provide outreach to the possible Complainant named in the report. This outreach will include information regarding potential Supportive Measures, where applicable. The Title IX Coordinator will describe and offer Supportive Measures to Complainants during the initial assessment (even if the Complaint is ultimately not investigated). Supportive Measures may include counseling, extensions of deadlines or other course or work-related adjustments, modifications of work or class schedules, campus escorts, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The Title IX Coordinator will make reasonable efforts to ensure that anyone involved in conducting investigations, finding facts, and making disciplinary decisions in a matter will be impartial, neutral, and free from actual Conflicts of Interest. The proceedings will include a prompt, fair, and impartial process and resolution.

All persons involved in implementing these procedures (e.g., the campus Title IX Coordinator and any Deputy Title IX Coordinator(s), Investigators, Human Resource Directors and Hearing Officers presiding over hearings) shall have relevant annual training on issues related to Sex Discrimination, Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Dating and Domestic Violence, and Stalking. Such annual training shall include the CSU complaint processes, as well as the handling, investigation, and analysis of complaints of Sex Discrimination, Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Dating and Domestic Violence, and Stalking. The annual training shall also address applicable confidentiality issues, especially with respect to the Title IX Coordinator's duty to weigh any victim's request for confidentiality against the duty to provide a safe and nondiscriminatory environment for all members of the campus community. For matters involving Sexual Misconduct, Sexual Exploitation, Dating and Domestic Violence, and Stalking, the training shall also include how to conduct an investigation and hearing process that protects the safety of the person(s) involved and promotes accountability.

The Complainant and Respondent may choose to be accompanied by an Advisor of their choice during meetings or any stage of the Complaint process. The Parties also have the right to consult with an attorney, at their own expense, or a union representative at any stage of the process if they wish to do so. An attorney or union representative may serve as a Party's chosen Advisor. The unavailability of a specific Advisor will not unduly interfere with prompt scheduling.

³ Complaints against a President should be made to the Chancellor's Office, but only if it is alleged that the president directly engaged in conduct that violates the Policy. Any other Complaints against a president (for example, that the president had no substantial involvement other than to rely on or approve a recommendation made by another administrator) will be made to and addressed by the campus.

APPLICABLE PROCEDURES

The campus will investigate or otherwise respond to reports of alleged misconduct committed by a student in accordance with the Procedures for Complaints of Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation Made Against a Student ("Student Respondent Procedures") if the alleged misconduct violates the Policy and:

- occurred on campus; or
- involved or impacted a campus program or activity (including campus employment); or
- affected a student's or Employee's ability to participate in a program, activity, or employment; AND
- The alleged misconduct was committed by a person who at the time of the alleged misconduct was a student.

The campus will investigate or otherwise respond to reports of alleged misconduct committed by an Employee or Third-Party in accordance with the Procedures for Complaints of Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation Made Against an Employee or Third-Party ("Employee or Third-Party Respondent Procedures") if the alleged misconduct violates the Policy and:

- occurred on campus; or
- involved or impacted a campus program or activity (including campus employment); or
- affected a student's or Employee's ability to participate in a program, activity, or employment; AND
- The alleged misconduct was committed against a person who at the time of the alleged misconduct was a student, or the alleged misconduct was committed by or against an Employee.

Depending on the circumstances, the campus response may or may not include a formal investigation. When a Complainant requests that no investigation occur, the Title IX Coordinator will balance the request against the campus' duty to provide a safe and nondiscriminatory environment for all members of the campus community.

THE TRACK SYSTEM

There are three possible sets of procedures ("tracks") for formal resolution of Complaints against a Student⁴(Track 1, Track 2, Track 3) as required by federal and state law. There are two sets of procedures ("Tracks") for formal resolution of Complaints against an Employee or a Third-Party (Track 1 or Track 3) as required by federal and state law. The remaining track, track 2: State Mandated Hearing Process, is not applicable to Complaints against Employees or Third-Parties, as it applies only to certain Complaints against Students. Which procedure applies to any given Complaint will depend on a variety of factors described below. Questions about which procedures apply to any specific case should be directed to the campus Title IX Coordinator and/or the Discrimination, Harassment, and Retaliation Administrator ("DHR Administrator").

Prior to a Notice of Investigation being sent to the Complainant and the Respondent, the Title IX Coordinator/DHR Administrator will determine which Track applies.

- Track 1 applies when the alleged conduct:
 - Meets the definition of Sexual Harassment as defined in Article VII.C of the Policy; and
 - Occurred in the United States; and
 - Occurred in an education program or activity at the university, as defined in Track 1
- Track 2 applies when:

⁴ A Complaint against a Student-Employee where the alleged conduct arose out of the Respondent's status as an Employee and not their status as a student, should be made using the Procedures for Complaints of Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation Made Against an Employee or Third-Party.

- The Complaint is against a student; and
 - The Complaint is one of Sexual Misconduct, Dating Violence, or Domestic Violence; and
 - The credibility of one (or both) of the Complainant and the Respondent ("the Parties"), or any witness is central to the determination as to whether the student violated the policy; and
 - The student is facing a severe disciplinary sanction (expulsion or suspension) if found to be in violation of university Policy.
- Track 3 applies to all other Complaints under these procedures that allege a Policy violation.

Under Track 1 or 2, the campus will conduct an investigation, and the Complaint will proceed to a hearing unless otherwise resolved. An Investigator will first interview the Complainant, the Respondent, and any witnesses, and gather any documentary evidence. The hearing will occur once an investigation has finished. During the hearing, a hearing officer listens to the witnesses, including the Complainant and the Respondent, and analyzes the evidence, before deciding whether or not the Respondent violated the Policy.

Under Track 3, an Investigator interviews the Complainant, the Respondent, and any witnesses, gathers any documentary evidence, analyzes the evidence, and decides whether or not the Respondent violated the Policy. There is no hearing in Track 3 cases.

Any communications relating to the result or outcome of an investigation or hearing, including any changes to the outcome, when the outcome becomes final, or information regarding the appeals process, will be provided in writing simultaneously to the Complainant and the Respondent under all three tracks.

STANDARD OF EVIDENCE

The Preponderance of the Evidence based on the facts available at the time of the decision is the standard for demonstrating facts and reaching conclusions in an investigation and hearing that uses the Procedures. Preponderance of the Evidence means the greater weight of the evidence; i.e., that the evidence on one side outweighs, preponderates over, or is more than, the evidence on the other side.

DISMISSAL/REFERRAL

When the Title IX Coordinator receives a Formal Complaint under Track 1, or where new information or events arise under this Track, the Title IX Coordinator will assess whether the Formal Complaint meets the requirements of the Federal Regulations to move forward under the process under Track 1. A determination that allegations in a Formal Complaint do not meet the requirements of the Federal Regulations will result in a mandatory dismissal of the allegations in the Formal Complaint that do not meet the requirements and, in some cases, a referral of the allegations to another process as the campus may have an obligation to address the matter under other laws and policies. The Title IX Coordinator will determine whether allegations in a Formal Complaint must be dismissed for purposes of the Federal Regulations. If a Formal Complaint is dismissed it may still be referred, if appropriate, to be addressed under the processes in Track 2 or Track 3, CSU Executive Order 1098, or other applicable policies.

At any time after a Complaint has been accepted for investigation, it is within the discretion of the Title IX Coordinator/DHR Administrator to dismiss a Complaint, or any part of a Complaint, if the Complainant notifies the Title IX Coordinator/DHR Administrator in writing that they would like to withdraw the Complaint or any part of it, or if the specific circumstances prevent the campus from gathering evidence necessary to reach a determination as to the Complaint or part of the Complaint.⁵

Written notice of dismissal (mandatory or discretionary) and reason(s) for the dismissal will be sent simultaneously to the Parties when a Title IX Coordinator dismisses any Complaint. The notice will inform the Parties of their right to appeal the dismissal, whether the matter will be referred to another process, and the process for submitting an appeal.

⁵ Formal complaints under track 1 may be discretionarily dismissed for the additional reason that the Respondent is no longer a student or Employee

Either Party may appeal from a dismissal of a Complaint or any part of the Complaint. The appeal must be filed within 10 Working Days from the date of the notice of dismissal.

Appeals against a dismissal under Track 1 will be filed with the Chancellor's Office (CO) and will be addressed to:

Systemwide Title IX Unit
Systemwide Human Resources
Office of the Chancellor
TIX-Dismissal-Appeals@calstate.edu

Appeals against a dismissal under Track 2 or Track 3 will be submitted to the Chancellor's Office and will be addressed to:

Equal Opportunity and Whistleblower Compliance Unit
Systemwide Human Resources
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802
eo-wbappeals@calstate.edu

If a Party is unable to file an appeal or a response to an appeal electronically, they should contact the campus Title IX Office for assistance. When an appeal is submitted, the other Party as well as the campus Title IX Coordinator will be notified in writing. In response to the appeal, the other Party will be given 5 Working Days from their receipt of notice of the appeal to submit a written statement in support of or challenging the dismissal. Within 10 Working Days of the CO's receipt of the appeal, the Parties will simultaneously receive (via email) a written decision with explanation.

INFORMAL RESOLUTION

The CSU recognizes some Parties may desire resolution of their matter through an Informal Resolution process ("Informal Resolution"), instead of through the formal resolution process (described below). Accordingly, Parties may mutually agree, with the agreement of the Title IX Coordinator, to resolve a Complaint through an Informal Resolution process, instead of undergoing the formal resolution process⁶. The Informal Resolution process is entirely voluntary and will not occur unless both Parties agree in writing to participate in an Informal Resolution process.

The Title IX Coordinator/DHR Administrator will oversee the Informal Resolution process, conduct an initial and on-going assessment as to whether the Informal Resolution process should continue, and make the final determination on all Informal Resolutions facilitated by the Title IX Coordinator or designee regarding whether the terms agreed to by the Parties are appropriate in light of all of the circumstances of the Complaint. In some circumstances, depending on the nature and/or severity of the allegations, an Informal Resolution may not be appropriate, and the Title IX Coordinator/DHR Administrator will not approve an Informal Resolution. Prior to approving an Informal Resolution, the Title IX Coordinator/DHR Administrator will consult with the appropriate administrator in human resources or faculty affairs.

Prior to engaging in an informal resolution process, the campus will obtain the Parties' voluntary, written consent. Parties who choose to participate in the voluntary Informal Resolution process will be sent a notice of agreement to engage in Informal Resolution.

⁶ Track 1, a Formal Complaint must be filed before the informal resolution process may take place and that under Track 1, informal resolution cannot be used to resolve allegations that an employee sexually harassed a student

The Informal Resolution process may take place at any time before a determination of responsibility is made, but no later than 60 Working Days after both Parties provide voluntary, written consent to participate in the Informal Resolution process.

Any agreed-upon Remedies and disciplinary sanctions agreed to in an Informal Resolution have the same effect as Remedies given and sanctions imposed following an investigation (and/or hearing), consistent with an applicable collective bargaining agreements.

The terms of any Informal Resolution must be put in writing and signed by the Parties, and the Title IX Coordinator. The resolution will be final and not appealable by either Party.

INVESTIGATION AND HEARING FOR TRACK 1

Supportive Measures

After receiving a report of Sexual Harassment, the Title IX Coordinator will contact the Complainant promptly to discuss the availability of Supportive Measures. The Title IX Coordinator will conduct an intake meeting with any Complainant who responds to outreach communication, or otherwise makes a report of a potential Policy violation to discuss the Complainant's options, explain the process, and provide information about Supportive Measures. During the discussion, the Title IX Coordinator will consider the Complainant's wishes with respect to Supportive Measures, inform the Complainant of the availability of Supportive Measures with or without the filing of a Formal Complaint⁷, and explain the process for filing a Formal Complaint.

Notice of Allegations

When the Title IX Coordinator receives a Formal Complaint, the Title IX Coordinator will Simultaneously provide both Parties a written notice of allegations. If new allegations are raised during the investigation that were not included in the notice of allegations, a revised notice of allegations will be issued Simultaneously to the Parties. If the notice of allegations also serves as notice of a Respondent's expected attendance at an interview, it will include details of the date, time, location, participants, and purpose of that interview. The notice of allegations must be provided to a Respondent at least 5 Working Days prior to the interview. If a Respondent requests to meet sooner than 5 Working Days after receipt of the notice of allegations, they should verbally confirm at the start of the meeting that they are aware that they were provided notice of at least 5 Working Days and this confirmation should be documented by the Title IX Coordinator or Investigator.

Investigation of a Formal Complaint

The Title IX Coordinator will either promptly investigate the Formal Complaint or assign this task to another Investigator. If assigned to another Investigator, the Title IX Coordinator will monitor, supervise, and oversee all such delegated tasks, including reviewing all investigation draft reports before they are final to ensure that the investigation is sufficient, appropriate, impartial, and in compliance with Track 1.

The investigator will take reasonable steps to gather all relevant evidence from the Parties, other witnesses, or other sources. The investigator will document the steps taken to gather evidence, even when those efforts are not successful.

The Complainant and the Respondent may each elect to be accompanied by an Advisor to any meeting, interview, or proceeding regarding the allegations that are the subject of a Formal Complaint. The advisor may be anyone, including a union representative from the Complainant's or Respondent's collective bargaining unit, an attorney, or, in the case of the Complainant, a Sexual Assault Victim's Advocate.

⁷ Formal Complaint means a document or electronic submission filed by a Complainant that contains the Complainant's physical or digital signature¹⁵ or a document signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting an investigation of the allegation of Sexual Harassment. At the time that the Formal Complaint is filed, a Complainant must be participating in or attempting to participate in an Education Program or Activity of the CSU.

Parties will be provided written notice of the date, time, location, names of participants, and purpose of all meetings and investigative interviews at which their participation is expected. This written notice should be provided with at least 3 Working Days for the Party to prepare to participate in the meeting or interview. This requirement will not apply where a Party themselves requests to meet with the Title IX Coordinator or Investigator or as addressed in Article VI of Track 1.

If a Party requests to meet with the Title IX Coordinator sooner than 3 Working Days after receipt of written notice of an investigative interview or meeting, they should verbally confirm at the start of the interview or meeting that they are aware that they were provided notice of at least 3 Working Days and this confirmation should be documented by the Title IX Coordinator or Investigator.

Review of Evidence

Before issuing a final investigation report, the investigator will send to the Complainant and Respondent, and their respective advisors, if any, all evidence (including evidence upon which the campus does not intend to rely) obtained as part of the investigation that is Directly Related to the allegations raised in the Formal Complaint (preliminary investigation report).

Each Party will be given a minimum of 10 Working Days for the initial review of evidence to respond to the list of disputed facts and evidence and submit additional questions for the other Party and witnesses. This timeframe may be extended at the discretion of the Title IX Coordinator (either on their own or in response to a Party's request). The extension must be made available to both Parties, who must be notified as such. During the review of evidence, each Party may:

- Meet again with the investigator to further discuss the allegations.
- Identify additional disputed facts.
- Respond to the evidence in writing.
- Request that the investigator ask additional specific questions to the other Party and other witnesses.
- Identify additional relevant witnesses.
- Request that the investigator gather additional evidence.

The investigator will share with the Parties the answers to questions posed during the review of evidence. If additional disputed material facts are identified or evidence is gathered, it will be included in the preliminary investigation report (or in a separate addendum) and shared with all Parties, who will be given a reasonable opportunity to respond to the new evidence and submit additional questions to the other Party and other witnesses about the new evidence only. The investigator determines when it is appropriate to conclude the review of evidence.

Final Investigation Report

After the review of evidence phase is concluded, the Parties will receive a final investigation report that will summarize all Relevant evidence (inculpatory and exculpatory), including additional Relevant evidence received during the review of evidence. Any Relevant documentary or other tangible evidence provided by the Parties or witnesses, or otherwise gathered by the Investigator will be attached to the final investigation report as exhibits. The final investigation report shall be sent to the Parties and their respective advisors, if any, in electronic format (which may include use of a file sharing platform that restricts the Parties and any Advisors from downloading or copying the evidence) or hard copy. The Parties and their advisors will be provided 10 Working Days to review and provide a written response to the final investigation report.

Timeframe

Absent a determination of good cause made by the investigator or Title IX Coordinator (of which the Parties will receive written notice): (i) the investigation should be concluded within 100 Working Days from the date that the notice of allegations is provided to the Parties; and (ii) the final investigation report should be completed and provided to the Parties within 10 Working Days after the review of evidence has concluded. Extensions may

be granted for good cause as determined by the Title IX Coordinator. The Parties will receive written notice from the Title IX Coordinator or designee if an extension is necessary and why. The notice will indicate if the extension alters the timeframes for the major stages of the Formal Complaint process.

Within 10 Working Days after the Parties have been provided the final investigation report, the Parties will be informed of the timelines that will apply to the pre-hearing and hearing processes described below. The Parties will be required to provide the name and contact information for their hearing advisor within 5 Working Days after notice of the hearing timeline.

Track 1 Hearing

The Parties will be given written notice of the date, time, location, participants, and purpose of the hearing, as well as the identity of the hearing officer. Notification of the hearing will be sent to the designated CSU campus email address, unless the recipient has specifically requested in writing to the hearing coordinator that notice be given to a different email address. Communications from the hearing coordinator will be deemed received on the date sent. The hearing will not be set sooner than 20 Working Days after the date of notice of hearing. Any objections to an appointed hearing officer must be made in writing to the hearing Coordinator within 5 Working Days after notice of the identity of the hearing officer has been communicated to the Parties.

No later than 15 Working Days before the hearing, each Party may provide to the hearing coordinator a proposed witness list that includes the names of, and current contact information for, that Party's proposed witnesses as well as an explanation of the relevance of each proposed witness's testimony and the disputed issue to which the witness's testimony relates. The hearing officer may also identify witnesses from the final investigation report.

No later than 10 Working Days before the hearing, the hearing coordinator will share a final witness list with the Parties, and notify each witness of the date, time, and location of the hearing. Witnesses will be directed to attend the hearing and to promptly direct any questions or concerns about their attendance at the hearing to the hearing coordinator.

No later than 5 Working Days prior to the hearing, the Parties may submit a list of proposed questions to the hearing coordinator. The questions will be provided to the hearing officer. Parties are strongly encouraged to provide questions in advance of the hearing in order to streamline the hearing process and provide the hearing officer an opportunity to resolve relevancy concerns prior to the hearing. The proposed questions will not be shared with the other Party.

The hearing will begin with an overview of the hearing process given by the hearing officer, after which the Parties will be given an opportunity to ask questions about the hearing process. Each Party will be given an opportunity to make an opening statement that may not last longer than 10 minutes. Only the Parties themselves will be permitted to make opening statements. The hearing advisor and any advisor are not permitted to make the opening statement. The advisor may not speak during the hearing. Closing arguments will not be made.

Generally, the hearing officer will start the questioning of witnesses and Parties. The Investigator or the Title IX Coordinator (if not the Investigator) will be the first witness and will describe the Formal Complaint, investigation process, and summarize the evidence. Hearing advisors will be permitted to ask Relevant questions once the hearing officer has concluded their questioning of the other Party and each witness. The hearing officer may ask questions of any Party or witness who participates in the hearing.

Determination Regarding Responsibility Under Track 1

After the hearing, the hearing officer will make written findings of fact and conclusions about whether the Respondent violated the Policy with respect to the definition of Sexual Harassment⁸. The hearing coordinator

⁸ See definition of Sexual Harassment in the [CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation](#)

will Simultaneously send the hearing officer's report promptly to the Parties, the Title IX Coordinator, and the appropriate campus administrator, usually within 15 Working Days of the close of the hearing.

If no violation of the Policy is found, the president (or designee) will be notified along with the Parties. The notification will include the outcome of the hearing, a copy of the hearing officer's report (redacted as appropriate or as otherwise required by law) and notice of the Complainant's and Respondent's right to appeal to the Chancellor's Office.

If a violation of the Policy is found, within 5 Working Days of receiving such finding the Parties may submit to the hearing coordinator an impact statement or other statement regarding discipline that is no more than 2000 words in length. The document is an opportunity for the Parties to suggest disciplinary outcomes and to provide information that they believe is important for the hearing officer to consider. The student conduct administrator and/or appropriate campus administrator responsible for discipline and Title IX Coordinator may also submit a written statement regarding aggravating and mitigating factors that provides a recommendation regarding the disciplinary outcome, including information regarding prior disciplinary outcomes for similar conduct and whether the Respondent was previously found to have violated university policy.

Within 5 Working Days after receiving and considering any impact or other statements submitted by the Parties and other statements described above, the hearing officer will submit the hearing officer's report to the president (or designee). The hearing officer's report will be amended to include a statement of, and rationale for, any recommended disciplinary sanctions to be imposed on the Respondent ("final hearing officer's report"). The final hearing officer's report will attach the final investigation report.

In cases where the hearing officer has found a violation of the Policy, the president (or designee) will review the final investigation report and the final hearing officer's report and issue a decision ("decision letter") concerning the appropriate sanction or discipline within 10 Working Days of receipt of the final hearing officer's report.

The president (or designee) will simultaneously send the decision letter electronically to the Respondent and Complainant at the campus-assigned or other primary email address linked to their campus accounts.⁹ The decision letter will include:

- The outcome of the hearing, including any sanction imposed, and the name of the Respondent(s).
- Information regarding the procedures and permissible bases for the Complainant and Respondent to appeal to the Chancellor's Office.
- If a finding of responsibility is made against the Respondent, a statement as to whether Remedies will be provided to the Complainant that are designed to restore or preserve equal access to the campus's education program or activity. The specifics of any such Remedies may be discussed separately between the Complainant and the Title IX Coordinator and need not be included in the decision letter.
- A copy of the final hearing officer's report will be attached to the decision letter, redacted as appropriate or as otherwise required by law.

INVESTIGATION AND HEARING (IF APPLICABLE) FOR TRACKS 2 AND 3

At the onset of the investigation, the Title IX Coordinator/DHR Administrator will simultaneously provide both Parties a notice of investigation.

In the notice of investigation, the Title IX Coordinator/DHR Administrator will schedule an initial meeting with the Respondent. At this meeting, the Title IX Coordinator/DHR Administrator will explain the allegations against the Respondent, as well as the investigation process, and the Respondent's rights during the process. The Title IX Coordinator/DHR Administrator will also explain that during the investigation, the Respondent and the Complainant will have the opportunity to present evidence, identify witnesses, and review evidence.

⁹ Communication with Parties who are neither Students nor Employees will be sent to an email address that they designate.

During the investigation, the Investigator will take reasonable steps to gather all relevant evidence from the Parties, other witnesses, or other sources. The Investigator will document the steps taken to gather evidence, even when those efforts are not successful. Before finalizing the investigation, the Investigator will share with the Complainant and Respondent a preliminary investigation report, along with all relevant evidence gathered. Each Party will be given a reasonable opportunity to respond to the preliminary investigation report and any attached evidence and ask questions.

In matters where a hearing is not required (Track 3 cases)¹⁰, a final investigation report will be provided to the Parties along with a notice of investigation outcome. The final investigation report will include a summary of the allegations, the investigation process, the Preponderance of the Evidence standard, a detailed description of the evidence considered, analysis of the evidence including relevant credibility evaluations, and appropriate findings. Relevant exhibits and documents will be attached to the written report. The final investigation report will be attached to a notice of investigation outcome. The notice may be delivered to the Parties electronically. If the notice includes a determination that the Policy was violated, the Title IX Coordinator/DHR Administrator will notify the campus student conduct administrator (where the Respondent is a student)/appropriate campus administrator (where the Respondent is an employee) of the investigation outcome and provide a copy of the final investigation report.

The Title IX Coordinator/DHR Administrator or designee will send the Final Investigation Report to the Parties within 100 Working Days from the date that the Notice of Investigation is provided to the Parties. Extensions may be granted for good cause as determined by the Title IX Coordinator/DHR Administrator. The Parties will receive written notice from the Title IX Coordinator/DHR Administrator or designee if an extension is necessary and why. The notice will indicate if the extension alters the timeframes for the major stages of the Complaint process.

Any communications relating to the outcome of an investigation or hearing, including any changes to the outcome or when the outcome becomes final, will be provided in writing simultaneously to the Complainant and the Respondent.

Track 2 Hearing process:

As stated above in the explanation of Track 2, a hearing will be required (unless the case is resolved by way of Informal Resolution). Below are the steps, decision-makers, and anticipated timelines for a Track 2 hearing process that commences after the issuance of the final Investigative report.

Prior to a hearing:

Parties will be given written notice of the date, time, location, and purpose of the hearing as well as the identity of the hearing officer. The Parties will be sent a notice of the hearing at least 20 Working Days before the hearing. Objections to an appointed hearing officer will be made in writing to the hearing coordinator no later than 5 Working Days after notice of hearing has been sent to the Parties.

No later than 15 Working Days before the hearing, each Party will provide to the hearing coordinator a proposed witness list that includes the names of, and current contact information for, that Party's proposed witnesses as well as an explanation of the relevance of each proposed witness' testimony. The hearing officer may also identify witnesses from the Final Investigation Report.

¹⁰ Under Track 2, the process will proceed to a hearing, as outlined below, and the final investigation report will include all of the information included in the preliminary investigation report as well as additional relevant evidence received during the review of evidence. Any relevant evidence provided by the Parties or witnesses, or otherwise gathered by the Investigator, will be attached to the final investigation report, or made available for review by the Parties. Evidence offered by the Parties or any other witnesses that the Investigator concluded is not relevant will be noted but not included in the final investigation report and should be available at the time of the hearing such that it can be provided to the hearing officer if requested.

Where there is more than one Respondent or Complainant in connection with a single occurrence or related multiple occurrences, the hearing officer and the Parties may agree to a single hearing. A Party may request consolidation with other cases, or the Title IX Coordinator, may initiate the consolidation (subject to FERPA and other applicable privacy laws). Request for consolidation will be made no later than 15 Working Days before the hearing. The hearing officer makes consolidation decisions.

Parties must provide the name of, and contact information for, the Party's Advisor and Support Person (if any) to the hearing coordinator 15 Working Days before the hearing.

No later than 10 Working Days before the hearing, the hearing coordinator will share a final witness list with the Parties, and notify each witness of the date, time, and location of the hearing. Witnesses will be instructed to attend the hearing and to promptly direct any questions or concerns about their attendance at the hearing to the hearing coordinator. No later than 5 Working Days before the hearing, the Parties will submit to the hearing coordinator any objections to, or questions about, the witness list.

At the hearing:

Each Party will be given an opportunity to make an opening statement that will last no longer than 10 minutes. The Parties will not make closing statements. An opening statement is intended to give the Parties the opportunity to share their perspective regarding the facts and discuss the core disputes in the investigation. It should focus on the facts of the matter and not be argumentative.

Parties will have the opportunity to submit written questions to the hearing officer in advance of the hearing. The Parties may also submit written follow-up questions to the hearing officer during the hearing, at appropriate times designated by the hearing officer. The hearing officer will ask the questions proposed by the Parties except for questions that:

1. Seek information about the Complainant's sexual history with anyone other than the Respondent (unless such evidence about the Complainant's sexual behavior is offered to prove that someone other than the Respondent committed the alleged misconduct).
2. Seek information about the Respondent's sexual history with anyone other than the Complainant, unless such information is used to prove motive or pattern of conduct.
3. Seek information that is unreasonably duplicative of evidence in the hearing officer's possession.
4. The hearing officer determines are not relevant to material disputed issues, are argumentative or harassing or unduly intrude on a witness' privacy.

At the hearing, each Party will have an opportunity to ask questions, submit concerns, or note an objection to questions posed. All such questions, concerns, or objections will be submitted in writing to the hearing officer. The hearing officer is not required to respond to an objection, other than to include it in the record.

The hearing officer has the authority and duty to decline or rephrase any question that the hearing officer deems to be repetitive, irrelevant, or harassing. Formal rules of evidence applied in courtroom proceedings (e.g., California Evidence Code) do not apply in the hearing. However, the hearing officer may take guidance from the formal rules of evidence.

After the hearing:

After the hearing, the hearing officer will make written findings of facts and conclusions about whether the Respondent violated the Policy. The Title IX Coordinator will review the hearing officer's report to ensure compliance with the Policy. The hearing coordinator will forward the hearing officer's report promptly to the Parties, the Title IX Coordinator, and the student conduct administrator, usually within 15 Working Days of the close of the hearing.

If no violation is found, the hearing coordinator will notify the Parties of their appeal rights. The campus president (or designee) will also be notified.

If a violation is found, the Parties may submit to the hearing coordinator an impact statement or other statement regarding discipline. The statement may not be more than 2000 words in length and will be submitted no later than 5 Working Days after the hearing officer's report is sent to the Parties. The statement is an opportunity for the Parties to suggest disciplinary outcomes and to provide information that they believe is important for the hearing officer to consider. The student conduct administrator and the Title IX Coordinator may also submit a written statement regarding aggravating and mitigating factors no later than 5 Working Days after the hearing officer's report is sent to the Parties.

Within 5 Working Days after receiving and considering the statements described above, the hearing officer will submit the hearing officer's report to the president (or designee), including recommended sanctions (as defined in Executive Order 1098 Student Conduct Procedures¹¹) if a Respondent has been determined to have violated university Policy.

Within 10 Working Days of receipt of the hearing officer's report, the president (or designee) will review the Investigation Report and the hearing officer's report and issue a decision concerning the appropriate sanction. The president may impose the recommended sanctions, adopt a different sanction or sanctions, or reject sanctions altogether. If the president adopts a sanction other than what is recommended by the hearing officer, the president must set forth the reasons in the Decision Letter. The president will simultaneously send the decision letter electronically to the Respondent and Complainant. The decision will also be sent to the student conduct administrator and the hearing officer. Unless the campus and Parties are notified that an appeal has been filed, the president's (or designee's) sanction decision becomes final 11 Working Days after the date of the decision letter.

SANCTIONS

Employees will be subject to progressive discipline (e.g. suspension, demotion, and termination of employment, etc.).

Employees disciplined by the university may be entitled to additional processes as required by law and/or collective bargaining agreements, including in some cases the right to a hearing before an independent arbitrator or a state agency where the employee may contest the discipline.

The following sanctions may be imposed for violation of the Student Conduct Code:¹²

- **Restitution.** Compensation for loss, damages or injury. This may include appropriate service and/or monetary material replacement.
- **Loss of Financial Aid.** Scholarships, loans, grants, fellowships and any other types of state financial aid given or guaranteed for the purposes of academic assistance can be conditioned, limited, canceled or denied.⁸
- **Educational and Remedial Sanctions.** Assignments, such as work, research, essays, service to the University or the community, training, counseling, removal from participation in recognized student clubs and organizations (e.g., fraternities and sororities), and/or University events, or other remedies intended to discourage similar misconduct or as deemed appropriate based upon the nature of the violation.
- **Denial of Access to Campus or Persons.** A designated period of time during which the Student is not permitted: (i) on University Property or specified areas of Campus,⁹ or (ii) to have contact (physical or otherwise) with the Complainant, witnesses or other specified persons.
- **Disciplinary Probation.** A designated period of time during which privileges of continuing in Student status are conditioned upon future behavior. Conditions may include the potential loss of specified privileges to which a current Student would otherwise be entitled, or the probability of more severe

¹¹ See Sanctions, below

¹² Found in Article V, Executive Order 1098 Student Conduct Procedures

disciplinary sanctions if the student is found to violate the Student Conduct Code or any University policy during the probationary period.

- **Suspension.** Temporary separation of the student from active Student status or Student status.
 - A Student who is suspended for less than one academic year shall be placed on inactive Student (or equivalent) status (subject to individual Campus policies) and remains eligible to re-enroll at the University (subject to individual Campus enrollment policies) once the suspension has been served. Conditions for re-enrollment may be specified.
 - A Student who is suspended for one academic year or more shall be separated from Student status but remains eligible to reapply to the University (subject to individual Campus application policies) once the suspension has been served. Conditions for readmission may be specified.
 - Suspension of one academic year or more, withdrawals in lieu of suspension, and withdrawals with pending misconduct investigations or disciplinary proceedings shall be entered on the student's transcript permanently without exception; this requirement shall not be waived in connection with a resolution agreement.
- **Expulsion.** Permanent separation of the Student from Student status from the California State University system. Expulsion, withdrawal in lieu of expulsion, and withdrawal with pending misconduct investigation or disciplinary proceeding shall be entered on the student's transcript permanently, without exception; this requirement shall not be waived in connection with a resolution agreement.

APPEALS

A written appeal may be submitted to the Chancellor's Office no later than 10 Working Days after the date of the decision letter (Track 2) or notice of investigation outcome (Track 3). All arguments and/or evidence supporting the appeal must be submitted by the deadline to file the appeal. Evidence/arguments submitted after the appeal submission deadline will not be considered by the Chancellor's Office. A written appeal may not exceed 3,500 words, excluding exhibits. Appeals will be submitted to:

Equal Opportunity and Whistleblower Compliance Unit
Systemwide Human Resources
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802
eo-wbappeals@calstate.edu

The Chancellor's Office will provide prompt written acknowledgement of the receipt of the appeal to the appealing Party, and will provide written notification of the appeal, including a copy of the appeal, to the non-appealing Party and the campus Title IX Coordinator/DHR Administrator. The notice will include the right of the non-appealing Party and the campus to provide a response to the appeal within 10 Working Days of the date of the notice. The appeal response will be limited to 3,500 words, excluding exhibits. Any response to the appeal received by the Chancellor's Office will be provided to the appealing Party for informational purposes only.

The Chancellor's Office will not conduct a new investigation; however, the Chancellor's Office may make reasonable inquiries to determine if the new evidence could have affected the investigation or hearing determination. On appeal, the Chancellor's Office does not reweigh the evidence, re-decide conflicts in the evidence, or revisit determinations made by the Investigator or hearing officer about the credibility or reliability of witnesses and the Parties. The Chancellor's Office appeal response will include a summary of the issues raised on appeal, a summary of the evidence considered, the Preponderance of the Evidence standard, and the determination(s) reached regarding the issue(s) identified within the written appeal. A copy of the final Chancellor's Office appeal response will be forwarded to the Complainant, the Respondent, and the Title IX Coordinator/DHR Administrator.

If the Chancellor's Office review determines that an issue raised on appeal would have affected the investigation outcome or hearing outcome, the investigation or hearing will be remanded back to the campus and the investigation or hearing reopened at the campus level. The Chancellor's Office will return the matter to the

campus and will specify in writing the timeline by which a reopened investigation or hearing must be completed. The Chancellor's Office will notify the Parties of the reopening of the investigation or hearing and the timeline for completion of the reopened investigation or hearing. The campus will complete the reopened investigation or hearing and provide the Chancellor's Office with an amended final investigation report/final decision. The campus will also provide the Parties with amended notices of investigation outcome/final decision, and such notices will provide the non-prevailing Party the opportunity to appeal. Upon receipt of the amended final investigation report/final decision, if the outcome remains unchanged, the Chancellor's Office will contact the original appealing Party to determine whether that Party wishes to continue with the appeal. If the outcome is reversed by the campus, the non-prevailing Party will be given an opportunity to appeal.

If the Chancellor's Office determines that no reasonable fact finder (Investigator or hearing officer) could have made the findings as determined by the Investigator or hearing officer, the Chancellor's Office may vacate and reverse the investigation or hearing outcome, but only with respect to whether the Policy was violated (and not with respect to factual findings). If the Chancellor's Office vacates and reverses the investigation or hearing outcome, it will notify the Parties simultaneously in writing, as well as the Title IX Coordinator/DHR Administrator. Following a reversal of an investigation or hearing outcome by the Chancellor's Office, the Chancellor's Office decision is final and is not subject to further appeal. In the event that the final outcome has been reversed by the Chancellor's Office and a sanction will be imposed by the campus, both Parties have a right to appeal the sanction only. If a sanction is found to be objectively unreasonable, or arbitrary based on substantiated conduct, the matter will be sent back to the campus for reconsideration of the sanction.

The Chancellor's Office will respond to the appealing Party no later than 30 Working Days after receipt of the written appeal unless the timeline has been extended¹³

REGISTERED SEX OFFENDERS

California's sex offender registration laws require convicted sex offenders to register their status with the University police department if they are enrolled, residing, attending, carrying on a vocation (i.e., contractor or vendor on campus for more than 30 days in the year), or working with or without compensation for the institution. All public information available in California about registered sex offenders, to include the ability to look-up offenders by name, residence address, and zip code, is on the California Department of Justice Megan's law web site at <http://www.meganslaw.ca.gov/>

MISSING STUDENT NOTIFICATION PROCEDURES FOR ON-CAMPUS STUDENT HOUSING FACILITIES

Housing & Residence Life oversees the University's Missing On-Campus Resident Student Policy, which can be accessed here: https://housing.humboldt.edu/sites/default/files/missing_persons_policy_2022.pdf. The specific portions of this policy that are applicable to the Annual Security Report follow:

PURPOSE

The purpose of this policy is to establish procedures for the University's response to reports of missing students residing on campus, as required by the Higher Education Opportunity Act of 2008. For purposes of this policy, a student residing on campus may be considered to be a "missing person" if the person's absence is contrary to

¹³ The Chancellor's Office has discretion to extend the timelines for the appeal process for good cause or for any reasons deemed to be legitimate by the Chancellor's Office. This includes the time for filing an appeal, the time for a reopened investigation or hearing to be completed, and the time for the Chancellor's Office to respond to the appeal. The Chancellor's Office will notify the Parties and the Title IX Coordinator of any extensions of time granted pertaining to any portion of the appeal process.

their usual pattern of behavior and/or unusual circumstances may have caused the absence. People do not need to wait 24 hours to report someone as missing.

POLICY

Individuals having reason to believe that a resident is a missing person must immediately notify UPD, either in-person on campus in the Student Business Services building, Room 101, or by calling (707) 826-5555. A sworn police officer will initiate an investigation in accordance with the UPD's missing person policy, procedures, and regulations, which includes notifying and collaborating with local law agencies within 4 hours of UPD receiving a missing person report.

Additionally, anyone may make a missing person report to any department on campus, including:

- Housing & Residence Life Office located on the 3rd floor of the Jolly Giant Commons or by calling (707) 826-3451
- Dean of Students Office in Siemens Hall 211 or by calling (707) 826-3504

All reports of a missing person are forwarded to UPD immediately.

On-campus housing students have an option to identify a confidential contact (separate from their emergency contact) person to be notified within 24 hours when the student has been determined to be missing. All resident students will be advised of this option by Housing staff at check-in, and will be told how to make any necessary changes to this information in the future, if needed. Additionally, all resident students shall be advised by Housing at check-in that in the event they are reported missing, UPD shall be notified, regardless of whether or not they have registered a "Confidential Contact" person.

Missing person contact information will be retained and confidential, accessible only to the authorized university officials who retain the information, and may not be disclosed except to law enforcement personnel in furtherance of an official missing person investigation.

The parents and listed confidential contact, if any, of on-campus housing students that are minors under the age of 18 and not emancipated, will be notified within 24 hours of an official determination that they are missing. UPD will also be notified within 24 hours of an official determination that they are missing.

FIRE SAFETY REPORT

The 2022 Fire Safety Report is available at the following link:

https://housing.humboldt.edu/sites/default/files/2022_annual_fire_safety_report.pdf

APPENDIX A: JURISDICTIONAL DEFINITIONS

Rape (CA Penal Code Chapter 1 Section 261)

(a) Rape is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under any of the following circumstances:

(1) If a person who is not the spouse of the person committing the act is incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act. Notwithstanding the existence of a conservatorship pursuant to the provisions of the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving consent. This paragraph does not preclude the prosecution of a spouse committing the act from being prosecuted under any other paragraph of this subdivision or any other law.

(2) If it is accomplished against a person's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the person or another.

(3) If a person is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused.

(4) If a person is at the time unconscious of the nature of the act, and this is known to the accused. As used in this paragraph, "unconscious of the nature of the act" means incapable of resisting because the victim meets any one of the following conditions:

(A) Was unconscious or asleep.

(B) Was not aware, knowing, perceiving, or cognizant that the act occurred.

(C) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraud in fact.

(D) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraudulent representation that the sexual penetration served a professional purpose when it served no professional purpose.

(5) If a person submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by artifice, pretense, or concealment practiced by the accused, with intent to induce the belief.

(6) If the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat. As used in this paragraph, "threatening to retaliate" means a threat to kidnap or falsely imprison, or to inflict extreme pain, serious bodily injury, or death.

(7) Where the act is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official. As used in this paragraph, "public official" means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or deport another. The perpetrator does not actually have to be a public official.

(b) For purposes of this section, the following definitions apply:

"Duress" means a direct or implied threat of force, violence, danger, or retribution sufficient to coerce a reasonable person of ordinary susceptibilities to perform an act which otherwise would not have been performed, or acquiesce in an act to which one otherwise would not have submitted. The total circumstances, including the age of the victim, and his or her relationship to the defendant, are factors to consider in appraising the existence of duress.

(c) "Menace" means any threat, declaration, or act that shows a n intention to inflict an injury upon another.

Sodomy (CA Penal Code Chapter 1 Section 286)

Sodomy is sexual conduct consisting of contact between the penis of one person and the anus of another person. Any sexual penetration, however slight, is sufficient to complete the crime of sodomy.

(b) (1) Except as provided in Section 288, any person who participates in an act of sodomy with another person who is under 18 years of age shall be punished by imprisonment in the state prison, or in a county jail for not more than one year.

(2) Except as provided in Section 288, any person over 21 years of age who participates in an act of sodomy with another person who is under 16 years of age shall be guilty of a felony.

(c) (1) Any person who participates in an act of sodomy with another person who is under 14 years of age and more than 10 years younger than he or she shall be punished by imprisonment in the state prison for three, six, or eight years.

(2) (A) Any person who commits an act of sodomy when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person shall be punished by imprisonment in the state prison for three, six, or eight years.

(B) Any person who commits an act of sodomy with another person who is under 14 years of age when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person shall be punished by imprisonment in the state prison for 9, 11, or 13 years.

(C) Any person who commits an act of sodomy with another person who is a minor 14 years of age or older when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person shall be punished by imprisonment in the state prison for 7, 9, or 11 years.

(3) Any person who commits an act of sodomy where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat, shall be punished by imprisonment in the state prison for three, six, or eight years.

(d) (1) Any person who, while voluntarily acting in concert with another person, either personally or aiding and abetting that other person, commits an act of sodomy when the act is accomplished against the victim's will by means of force or fear of immediate and unlawful bodily injury on the victim or another person or where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat, shall be punished by imprisonment in the state prison for five, seven, or nine years.

(2) Any person who, while voluntarily acting in concert with another person, either personally or aiding and abetting that other person, commits an act of sodomy upon a victim who is under 14 years of age, when the act is accomplished against the victim's will by means of force or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 10, 12, or 14 years.

(3) Any person who, while voluntarily acting in concert with another person, either personally or aiding and abetting that other person, commits an act of sodomy upon a victim who is a minor 14 years of age or older, when the act is accomplished against the victim's will by means of force or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 7, 9, or 11 years.

(e) Any person who participates in an act of sodomy with any person of any age while confined in any state prison, as defined in Section 4504, or in any local detention facility, as defined in Section 6031.4, shall be punished by imprisonment in the state prison, or in a county jail for not more than one year.

(f) Any person who commits an act of sodomy, and the victim is at the time unconscious of the nature of the act and this is known to the person committing the act, shall be punished by imprisonment in the state prison for three, six, or eight years. As used in this subdivision, “unconscious of the nature of the act” means incapable of resisting because the victim meets one of the following conditions:

(1) Was unconscious or asleep.

(2) Was not aware, knowing, perceiving, or cognizant that the act occurred.

(3) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator’s fraud in fact.

(4) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator’s fraudulent representation that the sexual penetration served a professional purpose when it served no professional purpose.

(g) Except as provided in subdivision (h), a person who commits an act of sodomy, and the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act, shall be punished by imprisonment in the state prison for three, six, or eight years. Notwithstanding the existence of a conservatorship pursuant to the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving consent.

(h) Any person who commits an act of sodomy, and the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act, and both the defendant and the victim are at the time confined in a state hospital for the care and treatment of the mentally disordered or in any other public or private facility for the care and treatment of the mentally disordered approved by a county mental health director, shall be punished by imprisonment in the state prison, or in a county jail for not more than one year. Notwithstanding the existence of a conservatorship pursuant to the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving legal consent.

(i) Any person who commits an act of sodomy, where the victim is prevented from resisting by an intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused, shall be punished by imprisonment in the state prison for three, six, or eight years.

(j) Any person who commits an act of sodomy, where the victim submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by any artifice, pretense, or concealment practiced by the accused, with intent to induce the belief, shall be punished by imprisonment in the state prison for three, six, or eight years.

(k) Any person who commits an act of sodomy, where the act is accomplished against the victim’s will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official, shall be punished by imprisonment in the state prison for three, six, or eight years.

As used in this subdivision, “public official” means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or deport another. The perpetrator does not actually have to be a public official.

(l) As used in subdivisions (c) and (d), “threatening to retaliate” means a threat to kidnap or falsely imprison, or inflict extreme pain, serious bodily injury, or death.

Oral Copulation (CA Penal Code Chapter 1 Section 287)

(a) Oral copulation is the act of copulating the mouth of one person with the sexual organ or anus of another person.

(b) (1) Except as provided in Section 288, any person who participates in an act of oral copulation with another person who is under 18 years of age shall be punished by imprisonment in the state prison, or in a county jail for a period of not more than one year.

(2) Except as provided in Section 288, any person over 21 years of age who participates in an act of oral copulation with another person who is under 16 years of age is guilty of a felony.

(c) (1) Any person who participates in an act of oral copulation with another person who is under 14 years of age and more than 10 years younger than he or she shall be punished by imprisonment in the state prison for three, six, or eight years.

(2) (A) Any person who commits an act of oral copulation when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person shall be punished by imprisonment in the state prison for three, six, or eight years.

(B) Any person who commits an act of oral copulation upon a person who is under 14 years of age, when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 8, 10, or 12 years.

(C) Any person who commits an act of oral copulation upon a minor who is 14 years of age or older, when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 6, 8, or 10 years.

(3) Any person who commits an act of oral copulation where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat, shall be punished by imprisonment in the state prison for three, six, or eight years.

(d) (1) Any person who, while voluntarily acting in concert with another person, either personally or by aiding and abetting that other person, commits an act of oral copulation (A) when the act is accomplished against the victim's will by means of force or fear of immediate and unlawful bodily injury on the victim or another person, or (B) where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat, or (C) where the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act, shall be punished by imprisonment in the state prison for five, seven, or nine years. Notwithstanding the appointment of a conservator with respect to the victim pursuant to the provisions of the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime described under paragraph (3), that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving legal consent.

(2) Any person who, while voluntarily acting in concert with another person, either personally or aiding and abetting that other person, commits an act of oral copulation upon a victim who is under 14 years of age, when the act is accomplished against the victim's will by means of force or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 10, 12, or 14 years.

(3) Any person who, while voluntarily acting in concert with another person, either personally or aiding and abetting that other person, commits an act of oral copulation upon a victim who is a minor 14 years of age or older, when the act is accomplished against the victim's will by means of force or fear of immediate and

unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 8, 10, or 12 years.

(e) Any person who participates in an act of oral copulation while confined in any state prison, as defined in Section 4504 or in any local detention facility as defined in Section 6031.4, shall be punished by imprisonment in the state prison, or in a county jail for a period of not more than one year.

(f) Any person who commits an act of oral copulation, and the victim is at the time unconscious of the nature of the act and this is known to the person committing the act, shall be punished by imprisonment in the state prison for a period of three, six, or eight years. As used in this subdivision, "unconscious of the nature of the act" means incapable of resisting because the victim meets one of the following conditions:

(1) Was unconscious or asleep.

(2) Was not aware, knowing, perceiving, or cognizant that the act occurred.

(3) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraud in fact.

(4) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraudulent representation that the oral copulation served a professional purpose when it served no professional purpose.

(g) Except as provided in subdivision (h), any person who commits an act of oral copulation, and the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act, shall be punished by imprisonment in the state prison, for three, six, or eight years. Notwithstanding the existence of a conservatorship pursuant to the provisions of the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving consent.

(h) Any person who commits an act of oral copulation, and the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act, and both the defendant and the victim are at the time confined in a state hospital for the care and treatment of the mentally disordered or in any other public or private facility for the care and treatment of the mentally disordered approved by a county mental health director, shall be punished by imprisonment in the state prison, or in a county jail for a period of not more than one year. Notwithstanding the existence of a conservatorship pursuant to the provisions of the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving legal consent.

(i) Any person who commits an act of oral copulation, where the victim is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused, shall be punished by imprisonment in the state prison for a period of three, six, or eight years.

(j) Any person who commits an act of oral copulation, where the victim submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by any artifice, pretense, or concealment practiced by the accused, with intent to induce the belief, shall be punished by imprisonment in the state prison for a period of three, six, or eight years.

(k) Any person who commits an act of oral copulation, where the act is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official, shall be punished by imprisonment in the state prison for a period of three, six, or eight years.

As used in this subdivision, “public official” means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or deport another. The perpetrator does not actually have to be a public official.

(l) As used in subdivisions (c) and (d), “threatening to retaliate” means a threat to kidnap or falsely imprison, or to inflict extreme pain, serious bodily injury, or death.

Bigamy, Incest, and the Crime against Nature (CA Penal Code Chapter 1 Section 285 and section 289)

Section 285

Persons being within the degrees of consanguinity within which marriages are declared by law to be incestuous and void, who intermarry with each other, or who being 14 years of age or older, commit fornication or adultery with each other, are punishable by imprisonment in the state prison.

Section 289

(a) (1) (A) Any person who commits an act of sexual penetration when the act is accomplished against the victim’s will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person shall be punished by imprisonment in the state prison for three, six, or eight years.

(B) Any person who commits an act of sexual penetration upon a child who is under 14 years of age, when the act is accomplished against the victim’s will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 8, 10, or 12 years.

(C) Any person who commits an act of sexual penetration upon a minor who is 14 years of age or older, when the act is accomplished against the victim’s will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person, shall be punished by imprisonment in the state prison for 6, 8, or 10 years.

(D) This paragraph does not preclude prosecution under Section 269, Section 288.7, or any other provision of law.

(2) Any person who commits an act of sexual penetration when the act is accomplished against the victim’s will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat, shall be punished by imprisonment in the state prison for three, six, or eight years.

(b) Except as provided in subdivision (c), any person who commits an act of sexual penetration, and the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act or causing the act to be committed, shall be punished by imprisonment in the state prison for three, six, or eight years.

Notwithstanding the appointment of a conservator with respect to the victim pursuant to the provisions of the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving legal consent.

(c) Any person who commits an act of sexual penetration, and the victim is at the time incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act or causing the act to be committed and both the defendant and the victim are at the time confined in a state hospital for the care and treatment of the mentally disordered or in any other public or private facility for the care and treatment of the mentally disordered approved by a county mental health director, shall be punished by imprisonment in the state prison, or in a county jail for a period of not more than one year. Notwithstanding the existence of a conservatorship pursuant to the provisions of the Lanterman-Petris-Short Act (Part 1 (commencing with Section 5000) of Division 5 of the

Welfare and Institutions Code), the prosecuting attorney shall prove, as an element of the crime, that a mental disorder or developmental or physical disability rendered the alleged victim incapable of giving legal consent.

(d) Any person who commits an act of sexual penetration, and the victim is at the time unconscious of the nature of the act and this is known to the person committing the act or causing the act to be committed, shall be punished by imprisonment in the state prison for three, six, or eight years. As used in this subdivision, "unconscious of the nature of the act" means incapable of resisting because the victim meets one of the following conditions:

(1) Was unconscious or asleep.

(2) Was not aware, knowing, perceiving, or cognizant that the act occurred.

(3) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraud in fact.

(4) Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraudulent representation that the sexual penetration served a professional purpose when it served no professional purpose.

(e) Any person who commits an act of sexual penetration when the victim is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused, shall be punished by imprisonment in the state prison for a period of three, six, or eight years.

(f) Any person who commits an act of sexual penetration when the victim submits under the belief that the person committing the act or causing the act to be committed is someone known to the victim other than the accused, and this belief is induced by any artifice, pretense, or concealment practiced by the accused, with intent to induce the belief, shall be punished by imprisonment in the state prison for a period of three, six, or eight years.

(g) Any person who commits an act of sexual penetration when the act is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official, shall be punished by imprisonment in the state prison for a period of three, six, or eight years.

As used in this subdivision, "public official" means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or deport another. The perpetrator does not actually have to be a public official.

(h) Except as provided in Section 288, any person who participates in an act of sexual penetration with another person who is under 18 years of age shall be punished by imprisonment in the state prison or in a county jail for a period of not more than one year.

(i) Except as provided in Section 288, any person over 21 years of age who participates in an act of sexual penetration with another person who is under 16 years of age shall be guilty of a felony.

(j) Any person who participates in an act of sexual penetration with another person who is under 14 years of age and who is more than 10 years younger than he or she shall be punished by imprisonment in the state prison for three, six, or eight years.

(k) As used in this section:

(1) "Sexual penetration" is the act of causing the penetration, however slight, of the genital or anal opening of any person or causing another person to so penetrate the defendant's or another person's genital or anal opening for the purpose of sexual arousal, gratification, or abuse by any foreign object, substance, instrument, or device, or by any unknown object.

(2) "Foreign object, substance, instrument, or device" shall include any part of the body, except a sexual organ.

(3) “Unknown object” shall include any foreign object, substance, instrument, or device, or any part of the body, including a penis, when it is not known whether penetration was by a penis or by a foreign object, substance, instrument, or device, or by any other part of the body.

(l) As used in subdivision (a), “threatening to retaliate” means a threat to kidnap or falsely imprison, or inflict extreme pain, serious bodily injury or death.

(m) As used in this section, “victim” includes any person who the defendant causes to penetrate the genital or anal opening of the defendant or another person or whose genital or anal opening is caused to be penetrated by the defendant or another person and who otherwise qualifies as a victim under the requirements of this section.

Fondling (CA Penal Code Chapter 9. Section 243.4, Assault and Battery)

(a) Any person who touches an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, and if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of sexual battery. A violation of this subdivision is punishable by imprisonment in a county jail for not more than one year, and by a fine not exceeding two thousand dollars (\$2,000); or by imprisonment in the state prison for two, three, or four years, and by a fine not exceeding ten thousand dollars (\$10,000).

(b) Any person who touches an intimate part of another person who is institutionalized for medical treatment and who is seriously disabled or medically incapacitated, if the touching is against the will of the person touched, and if the touching is for the purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of sexual battery. A violation of this subdivision is punishable by imprisonment in a county jail for not more than one year, and by a fine not exceeding two thousand dollars (\$2,000); or by imprisonment in the state prison for two, three, or four years, and by a fine not exceeding ten thousand dollars (\$10,000).

(c) Any person who touches an intimate part of another person for the purpose of sexual arousal, sexual gratification, or sexual abuse, and the victim is at the time unconscious of the nature of the act because the perpetrator fraudulently represented that the touching served a professional purpose, is guilty of sexual battery. A violation of this subdivision is punishable by imprisonment in a county jail for not more than one year, and by a fine not exceeding two thousand dollars (\$2,000); or by imprisonment in the state prison for two, three, or four years, and by a fine not exceeding ten thousand dollars (\$10,000).

(d) Any person who, for the purpose of sexual arousal, sexual gratification, or sexual abuse, causes another, against that person’s will while that person is unlawfully restrained either by the accused or an accomplice, or is institutionalized for medical treatment and is seriously disabled or medically incapacitated, to masturbate or touch an intimate part of either of those persons or a third person, is guilty of sexual battery. A violation of this subdivision is punishable by imprisonment in a county jail for not more than one year, and by a fine not exceeding two thousand dollars (\$2,000); or by imprisonment in the state prison for two, three, or four years, and by a fine not exceeding ten thousand dollars (\$10,000).

(e)(1) Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of misdemeanor sexual battery, punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail not exceeding six months, or by both that fine and imprisonment. However, if the defendant was an employer and the victim was an employee of the defendant, the misdemeanor sexual battery shall be punishable by a fine not exceeding three thousand dollars (\$3,000), by imprisonment in a county jail not exceeding six months, or by both that fine and imprisonment. Notwithstanding any other provision of law, any amount of a fine above two thousand dollars (\$2,000) which is collected from a defendant for a violation of this subdivision shall be transmitted to the State Treasury and, upon appropriation by the Legislature, distributed to the Civil Rights Department for the purpose of enforcement of the California Fair Employment and Housing Act (Part 2.8 (commencing with Section 12900) of Division 3 of Title 2 of the Government Code), including, but not limited to, laws that proscribe sexual harassment in places of employment. However, in no event shall an

amount over two thousand dollars (\$2,000) be transmitted to the State Treasury until all fines, including any restitution fines that may have been imposed upon the defendant, have been paid in full.

(2) As used in this subdivision, “touches” means physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim.

(f) As used in subdivisions (a), (b), (c), and (d), “touches” means physical contact with the skin of another person whether accomplished directly or through the clothing of the person committing the offense.

(g) As used in this section, the following terms have the following meanings:

(1) “Intimate part” means the sexual organ, anus, groin, or buttocks of any person, and the breast of a female.

(2) “Sexual battery” does not include the crimes defined in Section 261 or 289.

(3) “Seriously disabled” means a person with severe physical or sensory disabilities.

(4) “Medically incapacitated” means a person who is incapacitated as a result of prescribed sedatives, anesthesia, or other medication.

(5) “Institutionalized” means a person who is located voluntarily or involuntarily in a hospital, medical treatment facility, nursing home, acute care facility, or mental hospital.

(6) “Minor” means a person under 18 years of age.

(h) This section shall not be construed to limit or prevent prosecution under any other law which also proscribes a course of conduct that also is proscribed by this section.

(i) In the case of a felony conviction for a violation of this section, the fact that the defendant was an employer and the victim was an employee of the defendant shall be a factor in aggravation in sentencing.

(j) A person who commits a violation of subdivision (a), (b), (c), or (d) against a minor when the person has a prior felony conviction for a violation of this section shall be guilty of a felony, punishable by imprisonment in the state prison for two, three, or four years and a fine not exceeding ten thousand dollars (\$10,000).

Statutory Rape (CA Penal Code, Chapter 1, Section 261.5)

(a) Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a “minor” is a person under the age of 18 years and an “adult” is a person who is at least 18 years of age.

(b) Any person who engages in an act of unlawful sexual intercourse with a minor who is not more than three years older or three years younger than the perpetrator, is guilty of a misdemeanor.

(c) Any person who engages in an act of unlawful sexual intercourse with a minor who is more than three years younger than the perpetrator is guilty of either a misdemeanor or a felony, and shall be punished by imprisonment in a county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170.

(d) Any person 21 years of age or older who engages in an act of unlawful sexual intercourse with a minor who is under 16 years of age is guilty of either a misdemeanor or a felony, and shall be punished by imprisonment in a county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170 for two, three, or four years.

Incest (CA Penal Code, Chapter 1, Section 285)

Persons being within the degrees of consanguinity within which marriages are declared by law to be incestuous and void, who intermarry with each other, or who being 14 years of age or older, commit fornication or adultery with each other, are punishable by imprisonment in the state prison.

Abuse: (CA Family Code, 6203 (definitions) and 6211)

(a) For purposes of this act, “abuse” means any of the following:

- (1) To intentionally or recklessly cause or attempt to cause bodily injury.
- (2) Sexual assault.
- (3) To place a person in reasonable apprehension of imminent serious bodily injury to that person or to another.
- (4) To engage in any behavior that has been or could be enjoined pursuant to Section 6320.

(b) Abuse is not limited to the actual infliction of physical injury or assault.

“Domestic violence” is abuse perpetrated against any of the following persons:

- (a) A spouse or former spouse.
- (b) A cohabitant or former cohabitant, as defined in Section 6209.
- (c) A person with whom the respondent is having or has had a dating or engagement relationship.
- (d) A person with whom the respondent has had a child, where the presumption applies that the male parent is the father of the child of the female parent under the Uniform Parentage Act (Part 3 (commencing with Section 7600) of Division 12).
- (e) A child of a party or a child who is the subject of an action under the Uniform Parentage Act, where the presumption applies that the male parent is the father of the child to be protected.
- (f) Any other person related by consanguinity or affinity within the second degree.

Domestic Violence/Dating Violence (CA Penal Code, Chapter 2, Section 273.5 and Section 243)

(a) Any person who willfully inflicts corporal injury resulting in a traumatic condition upon a victim described in subdivision (b) is guilty of a felony, and upon conviction thereof shall be punished by imprisonment in the state prison for two, three, or four years, or in a county jail for not more than one year, or by a fine of up to six thousand dollars (\$6,000), or by both that fine and imprisonment.

(b) Subdivision (a) shall apply if the victim is or was one or more of the following:

- (1) The offender’s spouse or former spouse.
- (2) The offender’s cohabitant or former cohabitant.
- (3) The offender’s fiancé or fiancée, or someone with whom the offender has, or previously had, an engagement or dating relationship.
- (4) The mother or father of the offender’s child.

CA Penal Code 243(e)

(1) When a battery (willful and unlawful use of force or violence upon the person of another) is committed against a spouse, a person with whom the defendant is cohabiting, a person who is the parent of the defendant’s child, former spouse, fiancé, or fiancée, or a person with whom the defendant currently has, or has previously had, a dating or engagement relationship, the battery is punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail for a period of not more than one year, or by both that fine and imprisonment.

Stalking: CA Penal Code, Chapter 2, Section 646.9

Any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking, punishable by imprisonment

in a county jail for not more than one year, or by a fine of not more than one thousand dollars (\$1,000), or by both that fine and imprisonment, or by imprisonment in the state prison.

Stalking: CA Penal Code, Chapter 2, Section 653m

(a) Every person who, with intent to annoy, telephones or makes contact by means of an electronic communication device with another and addresses to or about the other person any obscene language or addresses to the other person any threat to inflict injury to the person or property of the person addressed or any member of his or her family, is guilty of a misdemeanor. Nothing in this subdivision shall apply to telephone calls or electronic contacts made in good faith.

(b) Every person who, with intent to annoy or harass, makes repeated telephone calls or makes repeated contact by means of an electronic communication device, or makes any combination of calls or contact, to another person is, whether or not conversation ensues from making the telephone call or contact by means of an electronic communication device, guilty of a misdemeanor. Nothing in this subdivision shall apply to telephone calls or electronic contacts made in good faith or during the ordinary course and scope of business.

Consent to Sexual Activity (CA Penal Code, Chapter 1, section 261.6 and section 261.7)

- a) Consent is positive cooperation in act or attitude pursuant to an exercise of free will. The Person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved.
- b) A current or previous dating or marital relationship shall not be sufficient to constitute consent where consent is at issue in a prosecution under section 261, 286, 287, or 289, or former section 262 or 288a
- c) This section shall not affect the admissibility of evidence or the burden of proof on the issue of consent.

In prosecutions under Section 261, 286, 287, or 289, or former Section 262 or 288a, in which consent is at issue, evidence that the victim suggested, requested, or otherwise communicated to the defendant that the defendant use a condom or other birth control device, without additional evidence of consent, is not sufficient to constitute consent.