

Cal Poly Humboldt  
University Senate Meeting Minutes  
21/22:10 02/22/2022

Tuesday, February 22, 2022, 3:00pm, Goodwin Forum, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, February 22, 2022, via oom and in Goodwin Forum; a quorum was present.

**Members Present (via zoom)**

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

**Members Present (in Goodwin Forum)**

Aghasaleh, Meriwether, Mola, Moyer, White, Wynn

**Members Absent**

Jackson

**Guests (via zoom)**

Amy Moffat, Ana Bernal, Bella Gray, Carmen Bustos-Works, Chris Aberson, Cyril Oberlander, David Greene, Erik Jules, Jeff Crane, Jeff Dunk, Jenni Robison, Joshua Frye, Kenneth Fulgham, Michihiro Clark-Sugata, Mira Friedman, Patrick Malloy, Peggy Metzger, Rachael Gipson, Romi Hitchcock-Tinseth, Ross Mackinney, Scott Paynton, Sheila Rockar Heppe, Simone Aloisio, Sulaina Banks, Vickie Thornburgh

**CFA Interruption Statement**

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

**Announcement of Proxies**

St. Onge for Meriwether (as needed)

**Approval of and Adoption of Agenda**

M/S (O'Neill/Tillinghast) to approve the agenda

Motion to approve the agenda as amended passed unanimously

**Approval of Minutes from the meeting on February 8, 2022**

M/S (Anderson/Miyamoto) to approve the minutes from the February 8, 2022 meeting

Motion to approve the minutes passed unanimously

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

- Written report attached

In addition to the written report, Chair Mola noted that SenEx approved the addition of an extra green day on the Saturday after finals week in December 2022, to account for a

problem in the perpetual calendar principles.

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

### **Academic Policies:**

- Written report attached

### **Appointments and Elections:**

- Written report attached

### **Constitution and Bylaws:**

- Written report attached

### **Faculty Affairs:**

- Written report attached

### **Integrated Curriculum:**

- Written report attached

### **University Policies:**

- Written report attached

### **University Resources and Planning:**

- Written report attached

### **CFA**

Senator Cannon reported there is a general membership meeting on Thursday at 5pm.

### **ASCSU (Statewide Senate):**

- Written report attached

### **ERFSA:**

- Written report attached

### **Labor Council**

Senator Tillinghast reported that workload is a significant issue across the campus, especially among Administrative Support Coordinators (ASC's), and requested that everyone be kind to them. He also reported the Labor Council was happy to learn that Humboldt has opted into the permanent telecommunication policy, noting the implementation of it will be the next issue.

### **Staff Council:**

- Written report

**President and President's Administrative Team:**

- Written report attached

In addition to the written report, Provost Capps thanked the Honorary Degree Nominating Committee for their work to get Betty Quan Chinn an honorary Doctorate in May. VP Roohparvar reported for Administrative Affairs that they are working on getting a hiring committee together to select a new Chief of Police. Steve St. Onge reported for Enrollment Management that A.S. is in a leadership change right now and have yet to appoint a new President, but is working on doing so.

**Consent Calendar from the Integrated Curriculum Committee**

It was noted there were no items to consider on the Consent Calendar from the Integrated Curriculum Committee.

**General Consent Calendar**

The attached list of nominees for Emeritus status was approved via general consent

M/S (M. Thobaben/Miyamoto) to designate the list an emergency item

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

On behalf of students Jasper Larkins and Ash McElroy, ASC Watson informed the Senate that the Social Justice Summit invites everyone to attend their events February 28 through March 5.

Professor Joshua Frye and Professor Scott Paynton read the attached letter from the Department of Communication, regarding the Resolution on AB928. ASC Watson shared the letter via chat so folks can sign the letter in support if they wish.

On behalf of Professor Chris Aberson, ASC Watson read the attached remarks regarding the Sense of the Senate Resolution regarding Former Chancellor Castro, and regarding the Distinguished Faculty Awards Resolution.

**TIME CERTAIN: 3:30-3:45 PM - Safer Campus Survey About Sexualized Violence - Maxwell Schnurer, Amy Moffat, & Ana Bernal**

Senator Schnurer, Amy Moffat, and Ana Bernal shared the attached report from the Sexual Assault Prevention Committee's survey on sexualized violence.

Senator Graham shared appreciation for the work, and asked whether this information is integrated into the orientation process for new students; Senator Schnurer affirmed that it is, as well as in the introduction to the campus advocate team.

**TIME CERTAIN: 3:45-4:00 PM - Sense of the Senate Resolution on AB 928 (14-21/22-EX - February 22, 2022 - First Reading)**

Chair Mola introduced the Resolution, and explained that it is regarding the pending reduction in General Education units.

Senator Burkhalter thanked those who worked on the resolutions and spoke in favor of the resolution.

Senator Schnurer spoke in favor of the Resolution.

Chair Mola reminded the Senate that this Resolution is a piece of feedback that will be brought to the attention of those who are in charge of voting on the reduction in GE.

Senate vote to approve the Sense of the Senate Resolution on AB 928 **passed without dissent.**

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

Nays: none

Abstentions: Capps, Ndura, Pachmayer, Roohparvar

M/S (M. Thobaben/Wrenn) to designate the Resolution an emergency item

Motion carried unanimously

**TIME CERTAIN: 4:00-4:15 PM - Sense of the Senate Resolution on an Independent Investigation of Chancellor Castro (15-21/22-EX - February 22, 2022 - First Reading)**

M/S (Moyer/M. Thobaben) to move this time certain item up to 3:45 PM

Motion passed unanimously

Chair Mola introduced the resolution and reminded the Senate that then Chancellor Castro, when they were President mishandled a very prolonged Title IX problem on this campus, which clearly must have been known to the former Chancellor White and may have been concealed from the Board of Trustees when considering him for appointment to Chancellor.

Senator Cannon noted that this resolution is consistent with the CFA's stance on what to do, and spoke in favor of the Resolution.

Chair Mola recognized Mira Friedman who highlighted retreat rights, citing examples on this campus of a Dean and a Chair who in the past had multiple Title IX cases brought against them (one of which constituted physical assault and harm) and were then allowed to retreat to their department, and do currently still work on this campus.

Senator Burkhalter thanked Mira Friedman for bringing that up, noted that other issues include gender discrimination and workplace bullying, encouraged everyone to read the EO 1096

report, and noted that there is a gap in the CSU system in responding to cases of any nature. She also noted that for folks who get the mandated CSU training for supervisors, there is specifically a note in that training which states that if there is a one-off incident, the supervisor can just look the other way, because it doesn't constitute sexual harassment, which is the kind of policy of looking the other way to protect the university really needs to change.

Senator Tillinghast echoed what Senator Burkhalter and Mira Friedman stated, noting that he deals with cases like these a lot, and that Humboldt has to find another way to address these situations so that employees have more tools and more options.

Senator Wrenn spoke in favor of the Resolution, but suggested that the title might be adjusted to reflect what the Senate is asking for towards the end of the document. The Senate decided on the new title "Sense of the Senate Resolution Calling for Systemic Reform and an Independent Investigation of Former Chancellor Castro."

Senate vote to approve the Sense of the Senate Resolution Calling for Systemic Reform and an Independent Investigation of Former Chancellor Castro **passed without dissent.**

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

Nays: none

Abstentions: Capps, Ndura, Roohparvar

M/S (M. Thobaben/Miyamoto) to designate the Resolution an emergency item

Motion carried unanimously

**TIME CERTAIN: 4:15-4:30 PM - Resolution on the Faculty Awards Policy (13-21/22-FAC - February 22, 2022 - Discussion Item)**

Senator O'Neill introduced the Resolution, noting that language was added to ensure that the recipients of these awards are representative of Cal Poly Humboldt core purpose and values, as well as an accountability aspect, such that if there was harmful and egregious behavior exhibited by an award winner, then the President can rescind that award (although the President already has that ability.) Lastly, the committee felt that since being nominated is an honor, that the list of nominees be published to allow for feedback, instead of keeping the names confidential, as is the current practice.

Senator M. Thobaben and ERFSA Co-Chair Kenneth Fulgham read the letter that constitutes the ERFSA report (toward the end of this meeting's written reports document, which is attached).

Professor Jeff Dunk noted that the idea to publish the names of nominees and allow for feedback would potentially allow for members of the campus community to engage in a

political contest, or popularity contest, such that it'd be possible for a misguided person to not only give feedback in support of someone but also give feedback to denigrate others so that their favorite person might have a higher chance of being picked. He wondered if the committee is making these amendments in response to someone who needed their award rescinded or something else.

Senator Moyer noted that the statement in the Strategic Plan also asks for free and critical inquiry and the line between free speech and not is very thin. She noted she'd love to have the entire award process go away and have all faculty be considered for awards automatically when they present tenure files, post tenure review, or range elevation files. She reported she has attempted to nominate many people for awards, all of whom declined saying it was too much work to put a packet together, and that when she was asked to be nominated, she declined, saying it was too much work. If the process were better there would be more nominations.

Senator Cannon thanked the rest of the committee (of which he is a member) and for the feedback, and shared his concerns around rescinding the award. He answered Professor Dunk that yes, this is in response to an incident last spring in which he felt that he (Senator Cannon) and the whole Senate failed in take responsibility of something that happened. He reported that his award for excellence in teaching in AY 15/16 is the highlight of his career, but if he isn't teaching at the same level then he wouldn't get the award this year. Should the award be rescinded, would the awards committee go to collect the medal that comes with it?

Senator Aghasaleh noted that much language in the amendment is problematic to him, including the part about sending the nominees names for feedback, as they might become a popularity contest.

Senator Wrenn noted that he is swayed by Senator M. Thobaben's comments in their letter and stated that he would not like to have a public comment period which might be open to abuse. The faculty can petition the President to rescind the award.

Senator A. Thobaben stated that she feels some concern about the vulnerability of the people who are nominated and open to public comments, and especially if they don't get the award, that would add to low morale.

**TIME CERTAIN: 4:30 - Faculty Cluster Hire Initiative Update - Elavie Ndura, Simone Aloisio, David Greene, Carmen Bustos-Works, Rafael Cuevas Uribe, Michihiro Sugata, & Cyril Oberlander**

CDO Ndura gave the attached presentation on the Faculty Cluster Hire Initiative and requested feedback.

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M/S (Graham/Aghasaleh) motion to adjourn

**Meeting adjourned at 5:05 pm**

## **California Faculty Association's Interruption Statement**

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

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

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

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

## University Senate Chair Report February 22, 2022

So much has happened since our last meeting. Below is a number of updates, issues we are currently dealing with, and issues that we will need to address in the future:

### Info from the CSU Chairs Meeting:

- Governor's Proposed budget: 5% increase to state side portion of funding; tuition to remain the same. Increase in system wide enrollment target of ~9800 students.
- All campuses to get within +/- 5% of *adjusted* enrollment targets by 2024-25.
- AB 928: What do we expect from students coming to us from the CCCs? Provide impact statements on what these changes will cause campuses to do.
- AB 927: How would CR offering BAs impact us? What mechanisms can we put in place to keep them from duplicating our current and future programs?

### Chancellor Castro:

- Despite Chancellor Castro resigning, system wide work needs to be done on workplace practices and Title IX. See the Sense of the Senate Resolution on this agenda.

### Approved Resolutions:

- 07-21/22-ICC - Resolution on the Climate Justice and Resilience Leadership Certificate
- 08-21/22-GFA - Resolution on Condolence Donation and Recognition Policy
- 09-21/22-ICC - Resolution to Recommend New Bachelors of Arts in Cannabis Studies
- 10-21/22-ICC - Resolution to Recommend New Bachelors of Science in Data Science
- 11-21/22-ICC - Resolution to Recommend New Bachelors of Science in Marine Biology
- 12-21/22-ICC - Resolution to Recommend New Sustainable Food Systems Minor
- 20-19/20-APC -Resolution on Grade Appeal Policy

The Resolution on Grade Appeal was passed by the 2019/2020 Senate just prior to the COVID shutdown and got lost in the shuffle. It's approval allows us to continue to work on the Student Grievance Policy, which we will see later this term.

### University Senate Webpage:

- There is now a [suggest a Senate agenda item form](#) link on the Senate's homepage.
- There will also be a University Senate Calendar available soon, with links to all of the Senate Standing committee's Zoom links and meeting locations posted. Here is the current [draft](#).



# CAL POLY HUMBOLDT

## University Senate Written Reports, February 22, 2022 Standing Committees, Statewide Senators and Ex-officio Members

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### Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer ([mds65@humboldt.edu](mailto:mds65@humboldt.edu))

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

The Committee met on February 7 and 17th to work on an updated withdrawal policy, syllabus policy, and an amendment to the Minors, Concentrations and Academic Credit-Granting certificates policy

Feb 7 meeting focused on the Syllabus policy with a review of the decolonizing statement, structural plans for the revision of the policy and updates. The meeting also reviewed the withdrawal policies and synthesized three recent policies into a single document, we also reviewed some of the language around mental health, added language about natural disasters. We also discussed if the current add/drop date was appropriate and the possibility of adopting elements of a Sac State model for easier withdrawal for first semester first year students who might need later withdrawal.

Feb 17 meeting reviewed updated language for the amendment for the minors, concentrations and academic credit-granting certificate (including a suggestion for clarification from ICC). We reviewed the emerging draft of the withdrawal policy and have decided not to address add/drop date in this legislation. Additional work on the language for those appeals which are not approved. Report back on suggested language for portions of the syllabus policy. The committee was informed about a presentation about life-long learning in ICC and possible policy needs to address the gap of a process to review/assess prior demonstrated learning. Anti-racist syllabus statements were shared from ODEI.

APC next meets on Monday February 21 at 3pm.

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### Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

February 21, 2022

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

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

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

**Nominations are due by Monday, March 7, 2022**

Please visit the Committee Directory <http://www2.humboldt.edu/senate/committees> for more information about each committee. For general information on committees, see section 800 of the *HSU Faculty Handbook* via the following link:  
<http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/Section800.pdf>

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## **Elected Position Openings:**

### **GENERAL FACULTY / UNIVERSITY SENATE**

- General Faculty Secretary / Treasurer, 2 year term

### **UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)**

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

- Faculty Member (CPS), 2 year term

Please refer to the following page for information regarding the duties of the UFPC:  
<http://www2.humboldt.edu/senate/ufpc>

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## **Appointed Position Openings:**

### **ACADEMIC POLICIES COMMITTEE (APC)**

- Faculty Member, 3 year term

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

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE**

- Faculty Member, 2 year term

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

### **CENTER FOR COMMUNITY BASED LEARNING**

- Faculty Member (CNRS), 2 year term

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

### **COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS**

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

- \*Tenured or Tenure Line Faculty Member (CAHSS), 1 year term

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

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

### **CONSTITUTION AND BYLAWS COMMITTEE**

- TWO Faculty Members, 2 year terms
- Faculty Member, 1 year term

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

### **FACULTY AFFAIRS COMMITTEE**

- Faculty Member, 3 year term

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

### **FACULTY AWARDS COMMITTEE**

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

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

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

### **INTERNATIONAL ADVISORY COMMITTEE**

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

- Faculty Member (CNRS), 3 year term

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

### **INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)**

- Faculty Member, 3 year term

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

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

- Faculty Member (CNRS), 2 year term

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

## **PROFESSIONAL LEAVE COMMITTEE**

- Tenured Faculty Member, 2 year term

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

## **UNIVERSITY POLICIES COMMITTEE**

- Faculty Member, 3 year term

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

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## **Constitution and Bylaws Committee:**

Submitted by Chelsea Teale, CBC Chair

Submitted by Chelsea Teale (chair)  
George Wrenn, Garrett Purchio, and Deirdre Clem

The CBC met on 2/9/2022 and discussed the Committee Directory Initiative with Stephanie Burkhalter, who is familiar with the history of the project. After reviewing documents created by other individuals/committees in the past, and understanding the motivation behind building a master list of committees, we are taking the next steps toward providing a pdf of the list for inclusion on the Senate's website. The idea is to ask senators – to start – to review the list and let the CBC know if there are any changes. We anticipate that having an easily updated list on the Senate website will be a benefit to faculty and staff as they are reviewed for promotion, are looking for a committee to join, or have a question and are unsure what committee to contact.

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## **Integrated Curriculum Committee:**

Submitted by Jill Anderson, ICC Chair

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

### **ICC Members:**

Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy

Kerhoulas (CDC Chair), Heather Madar, Cindy Moyer, Marissa Ramsier, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

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

### **Subcommittee Reports**

- **Academic Policies Committee (APC)** The APC is working on revisions to the Minors Certificates and Concentrations Policy as well as the syllabus policy. Work on the Add/drop date is also being reviewed.
- **General Education and All University Requirements (GEAR)** The GEAR committee is working through GE and GEAR petitions for new Polytechnic programs that APPLY FOR accreditation through ABET and thus have constraints related to program units. The committee is also working on plans for outreach and beginning work for the recertification of DCG courses, the next group set for recertification based on the GEAR policy established last AY. Part of this work includes a resolution on the yet unanswered question on what happens if recertification is not submitted.
- **Course and Degree Change (CDC)** The CDC met for multiple ad-hoc meetings in the fall semester to facilitate getting through the proposals in the Curriculog Cue. Due to that extra time and the Cue being cleared for that moment, the CDC took a much deserved break for the subcommittee meeting.
- **Academic Programs and Planning Committee (APPC)** The APPC reviewed new programs. The remaining programs under review for this AY are Energy Systems Engineering, Applied Fire Science, Software Engineering, Geospatial Science and Technology, and Mechanical Engineering.

**Engineering and Community Practice.** The committee reviewed the new MS program in Engineering and Community Practice, a few questions arose around the appropriate combination of course numbers and names for the newly proposed culminating experience courses, catalog copy, and questions about program name. These questions will be discussed with the faculty proposers and the program will return at the next ICC meeting.

**Credit for Prior Learning.** Cyril Oberlander gave a wonderful presentation on the work that is being done around credit for prior learning. Credit for prior learning has been shown to boost student completion and equity by providing credit for real world experiences on par with college level work. Prior Learning encompasses transfer credit, military service, and proficiency credit. The new policy on this calls for each campus to establish a process and the working group at Cal Poly Humboldt is looking to establish a policy and resolution for each of the articles (i.e. type of credit) included in the policy. Currently, the CEEGE website includes detailed

information about processes for everything except the non-collegial education components. The ICC discussed many components about the process including the scope (there are still limits to the number of units that can be allocated in this way), potential impacts on ILOs, need around quality of learning and application/appeals process, and labor and compensation of faculty involved in the program/processes (especially if a portfolio process is put back in place). Proposed work to further these efforts is to consult with appropriate committees on campus for recommendations on policy creation.

**Program Review.** Mark Wicklund oriented the group to the program review process as this year's batch of program self-studies are being submitted. As this process is a peer-review process, only the faculty on the ICC are assigned programs to review. Each program has 6 faculty providing feedback through a systematically organized response from that is then collected and consolidated into one feedback letter. In addition to this feedback, Mark reads the assessment plans and reporting for each to provide targeted assessment feedback. This is a continuation of the process put in place last AY that resulted in high quality feedback in a timely fashion that served to support the program review process in an efficient way.

**AB 928.** Jenni Robinson provided a very thorough and clear presentation about the structural differences in GE between the CSU and UC systems and the processes in the legislation. Maxwell Schnurer discussed the Communication Department's advocacy around oral communication. Oral Communication is the one aspect of the golden four that is represented in the CSU system but not in the UC system of GE leaving it more vulnerable to being eliminated from the common transfer pathway than those components that are already represented in both systems. Lisa Tremain discussed the plans for next steps which includes a Sense of the Senate Resolution around the Golden Four. Due to the presence of the Golden Four as cornerstones of WSCUC standards, the exclusion of any of the Golden Four from the common transfer pathway could have implications for CSU campuses.

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## **University Policies Committee:**

Submitted by George Wrenn, UPC Chair

Meeting date: February 10, 2022, 10 a.m., via Zoom

Attendance: UPC Members: Troy Lescher, Deirdre Clem, Sara Sterner, George Wrenn

Guests: Monty Mola, Chris Walmsley

Meeting notes:

The Grade Appeal Policy that passed the Senate in spring 2020 was approved by the Provost and has been posted to the Policies web pages (see [VPAA 22-01, Grade Appeal Policy](#)). The Chair has asked members of the Student Grievance Committee and Kathy Thornhill to review the approved policy alongside the Student Grievance Policy ([UML 00-01](#)) to bring both policies up to date with current CSU executive orders and to ensure that the Grievance Policy appropriately references the Grade Appeal Policy. Also under consideration are revisions that would clarify the pathway for appeals related to academic dishonesty. After this review is complete, the policies will be shared more widely for review and comment (including Dean of Students; department chairs; A.S., Provost, VP of Enrollment Management).

Because the Grade Appeal Policy calls for the formation of a Grade Appeal Committee (as a subcommittee of the Student Grievance Committee), the UPC Chair has drafted this addition to Section 800 of the Faculty Handbook. Monty Mola proposed structuring committee membership to allow departmental faculty to share specific expertise in cases of academic dishonesty. The UPC will consider how to do this.

The Committee expects to submit its work on these policies for review at SenEx on March 22.

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## **University Resources and Planning Committee:**

Submitted by Jim Woglom, URPC Co-Chair

The URPC Met on Friday, February 11th from 1-2:30. During that meeting, we worked to finalize our proposed roll-forward guidelines, which will be presented to the Senate at an upcoming meeting. We began a robust discussion of an “Enrollment Growth Funding Model” in anticipation of enrollment expansion we are anticipating and hoping for with the Polytech implementation. We then briefly addressed the Polytech Revised Financial plan and Enrollment & Revenue Projections.

During our next meeting, we will be reviewing the duties of the URPC as outlined in the Senate Bylaws, and mapping them in relation to both our progress to date and plans moving forward. We will address our projected schedule for the remainder of the AY and think through our means of addressing those intentions as a committee.

Agenda and minutes are attached below.

## **UNIVERSITY RESOURCES & PLANNING COMMITTEE**

January 21, 2022

1:30 PM – 3:00 PM

In-person meeting location: CCR

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## 2021-22 URPC:

In-person	Virtual		In-person	Virtual	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jeremiah Finley, Student (voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	<input type="checkbox"/>	Vacant, Student (voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jim Graham, Faculty (voting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Amber Blakeslee, Advisor (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Rouhollah Aghasaleh, Faculty (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kevin Furtado, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nicole Jean Hill, Faculty (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jamie Rich, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anthony Baker, Staff (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Simone Aloisio, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Arlene Wynn, Staff (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jenessa Lund, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Shawna Young, Dean (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Michael Le, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sharooz Roohparvar, VP (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jason Meriwether, VP (voting) Proxy: Kevin Furtado	<input type="checkbox"/>	<input type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	<input type="checkbox"/>	

### Meeting Minutes:

1. Approve Minutes from 12/3/21: (M/S) Kevin/Jim - Approved without alterations
2. Spring Meeting Schedule and Planning Timeline (10 min)
  - a. Brief discussion of shifting meeting time - Committee was surveyed and current meeting time, 1-2:30pm on Friday, was determined to have the least conflicts.
3. Roll Forward Guidelines (15 min)
  - a. Review Survey Results
    - i. The following options were ranked by the committee. The number of first choice votes received is indicated below:
      1. Option 1: % of Total Savings to Divisions – 0 votes
      2. Option 2: % of Salaries and OE Savings to Divisions – 0 votes
      3. Option 3: 100% of OE Savings to Divisions – 0 votes
      4. Option 4: Increase Contingency; 100% of all savings back to divisions – 1 vote
      5. Option 5: Increase Contingency/Sweep Benefits – 6 votes
  - b. Review Draft Revisions to Roll Forward Guidelines
    - i. Committee Discussion of Option 5: Increase Contingency/Sweep Benefits
      1. This option will simplify the guidelines for unrestricted balances: Salaries to be retained by the division, no change to benefits (swept centrally), and OE to be retained by the division.
    - ii. [Draft guidelines](#) updated to reflect option 5:
      1. Next steps:
        - a. Committee has been asked to review and provide suggested edits by the Wednesday prior to next meeting as the guidelines will be finalized at the next meeting.
        - b. The revised guidelines will then be shared with University Senate (or SenEx) prior to going to the President for approval.

4. Governor's Budget Proposal (10 min)
  - a. [Governor's Budget Proposal](#) was released on Monday, January 10,
    - i. The State of California Expecting surplus of \$45.7 billion. 86% of the proposed investments are one-time.
    - ii. Inclusion of a five-year budget compact for CSU and UC allocating ongoing 5% general fund increases each year for the next five years. The framework has a goal of 70% degree attainment, among many others.
    - iii. By dollar amount for 2022-23, CSU increases totaling \$537 million are as follows:
      1. Ongoing: \$304.1M
        - a. \$211.1M ongoing GF support for operating costs (5% compact)
        - b. \$81M ongoing for 2.5% enrollment growth (9,434 FTES)
        - c. \$12M ongoing for Foster Youth Support
      2. One-Time DM and Energy Efficiency Projects: \$100M
      3. One-Time Earmarks for Bakersfield Innovation Center (\$83M) and University Farms (\$50M)
      4. Other Investments to "Make College More Affordable":
        - a. \$750M toward cutting cost of student housing (part of \$2B plan from last year - not specific to CSU only)
        - b. \$515M middle class scholarships
  - b. Board of Trustees Committee on Finance [Agenda for Wednesday, January 26, 2022](#) meeting included CSU 2022-23 Operating Budget Update
5. Preliminary Enrollment Projections (10 min)
  - a. Preliminary enrollment projections were reviewed. Baseline headcount for budget planning is relatively stable.
  - b. Fall Enrollment Projections Update will be provide at University Senate meeting on Tuesday, January 25<sup>th</sup>.
6. Polytech Budget Working Group Update and Updated Financial Plan Review (20 min)
  - a. A [summary of the Polytech Transition \\$25 million spending plan for year 2](#) highlighting the updates from year 1 will be shared with the CO at the end of January.
  - b. Working group will be holding an open forum on Tuesday to share changes from preliminary planning and answer questions from the campus community.
7. Enrollment Growth Model (15 min)
  - a. Agenda item shifted to next meeting

**HUMBOLDT STATE UNIVERSITY**  
**University Resources & Planning Committee**  
**February 11, 2022**  
**1:00 PM – 2:30 PM**

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**In-person meeting location: CCR (Siemens Hall 222) OR join Zoom meeting:**

<https://humboldtstate.zoom.us/j/88207481576?pwd=WitMOG1oa1VOB3RzTStuT3NqT1pCZz09>

Meeting ID: 882 0748 1576

Passcode: R6hnjo

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**URPC Meeting Agenda**

- 1. Approve Minutes from 01/21/22**
- 2. Finalize Roll Forward Guidelines (10 minutes)**
- 3. Enrollment Growth Funding Model (40 minutes)**
- 4. Polytech Revised Financial Plan Update (10 minutes)**
- 5. Enrollment & Revenue Projections (15 minutes)**

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## Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Ara Pachmayer, ASCSU Representatives

### ASCSU report 2-22-22 Senate

Senators Stephanie Burkhalter and Ara Pachmayer

As most of you know, Chancellor Castro stepped down from his position late Thursday, February 17. Several factors influenced this decision, and we enclose the letter that the ASCSU Executive Committee sent to the Board of Trustees. If you would like more information about the actions and reporting that are ongoing related to this situation, you can follow up with Stephanie Burkhalter.

We include in this report the Chancellor's Office responses to the ASCSU resolutions passed at the January, 2022, plenary.

We continue to gather feedback regarding faculty preference for prioritization of competencies and courses to be included in the common GE pathway required by AB928 (click [here](#) for bill text). This semester, the ASCSU [members of the ICAS](#) (Intersegmental Committee of the Academic Senates) will represent the views of CSU faculty in negotiations with their counterparts from the UC to reconcile the differences between the CSU GE pathway and the UC IGETC. It has already been agreed that the common lower-division GE pathway will be 34 units, consisting of eleven 3-unit courses and one 1-unit lab. The major points for negotiation between the CSU and UC are:

- The UC transfer pathway (IGETC) is 34 units and CSU lower-division GE-pathway is 39 units. Six units (two courses) will be cut from CSU's GE pathway to create a common 34-unit transfer pathway;
- CSU has a 3-unit oral communication GE requirement, but UC does not;
- UC has a critical thinking requirement, but some CSU critical thinking courses, like Logic, would not meet UC's critical thinking learning outcomes;
- UC has a quantitative reasoning requirement, but some CSU quantitative reasoning/math courses would not meet UC's learning outcomes;
- CSU has a 3-unit area E requirement and UC does not;
- CSU has a 3-unit area F ethnic studies requirement (per AB1460), and UC does not;
- UC has a language other than English (LOTE) requirement, which it does not count as units in its 34-unit IGETC pathway because it expects UC applicants to meet the

requirement in high school. For some CSU applicants who do not have an opportunity to meet a LOTE in high school, such a requirement would add units to their GE pathway. The ICAS members designed the [AB928 survey](#) to provide a sense of what CSU faculty think are the most important competencies and GE priorities to inform *negotiation* on what eventually will be included in common GE pathway. We hope you consider including your answers in the [AB928 survey](#) by ranking your preferences 1 to 11 (with 1 being the most important to you) and providing a brief explanation for your ranking. You may also summarize your thoughts in an email or document to us, which we will upload to the ASCSU AB928 feedback folder for Humboldt.

February 16, 2022

Dr. Robert Keith Collins  
Academic Senate, CSU  
The California State University  
401 Golden Shore  
Long Beach, California 90802-4210

**RE: January 20-21, 2022**

Dear Dr. Collins:

Thank you for forwarding the packet of resolutions adopted by the Academic Senate of the California State University (ASCSU) at its January 20-21 meeting. We are pleased to provide the responses below.

**1) AS-3499-21/FA/AA (Rev): Academic Freedom and Faculty Oversight of Curricula and Pedagogy During Times of Emergencies**

Responding quickly in times of emergency is often of critical importance and may place strain on shared governance processes. Nevertheless, shared governance remains an important aspect of the operation of the university and may require additional attention in those times.

**2) AS-3510-21/EX (Rev): Apportionment of Academic Senate CSU (ASCSU) Seats**

The apportionment of seats for the 2022-23 academic years is noted.

**3) AS-3511-21/AA/FA (Rev): Role of Shared Governance on Decisions About Instructional Modality**

The pandemic has brought with it cross-currents of public health mandates, student and faculty health and safety concerns, and the need to maintain an environment of teaching and learning that serves students and faculty. It is important that faculty and administration work together to make determinations about class schedule planning including instructional modality.

**CSU Campuses**

Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

4) **AS-3513-21/FGA (Rev): Updated Legislative Advocacy Guidelines for The Academic Senate of the California State University (ASCSU)**

The changes in ASCSU guidelines, priorities and positions on CSU related legislation have been noted.

5) **AS-3514-21/FA (Rev): Faculty Rights to Due Process in Letters of Reprimand Within the CSU**

**AS-3517-21/FA (Rev): Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU**

**AS-3519-21/FA (Rev): Support of Faculty Supervision of Student Research, Scholarly, and Creative Activities in the CSU**

**AS-3523-22/FA/FGA: Recommendation on the Pending Tentative Agreement Between the California State University (CSU) and the California Faculty Association (CFA)**

Each of these resolutions raises important issues on behalf of CSU faculty and their work in the university. At the same time the issues raised fall within the realm of working conditions and/or collective bargaining. By virtue of the distribution list, these resolutions have been shared widely.

6) **AS-3515-21/APEP (Rev): Establishing Core Competencies for CSU General Education (GE) Areas A1 (Oral Communication), A2 (Written Communication), A3 (Critical Thinking), and B4 (Mathematics/Quantitative Reasoning)**

CSU system policy on GE Breadth does not include competencies for the areas and subareas of CSU GE Breadth. These remain campus-based decisions. The recent implementation of Area F Ethnic Studies is an exception to this practice resulting from the requirements established in [the California Education Code 89032](#). This resolution also refers to the guiding notes we share with California Community College colleagues to assist them in planning courses to meet CSU GE Breadth and for advising students. Guiding notes do not represent a policy document and do not set standards for CSU campuses.

In addition, in view of the current ICAS discussions intended to establish a singular GE pathway for entry into the CSU and the UC, it is premature to discuss competencies for separate CSU General Education Breadth areas. Commencing with the fall 2025 term, there will be a single, statewide lower-division general education program. Given the significance of those the potential changes, and the [legislative requirement](#) to reduce the number of units in this new, unified GE program, further changes to GE in the CSU must await the outcome of those discussions.

**7) AS-3516-21/AA (Rev): Studying Online Education and the Impact of Campus Initiatives**

The pandemic has brought challenges to students, faculty, and staff. As noted in this resolution, the shift to virtual learning presents an opportunity to take a closer look at student success and teaching modality. In the coming months the Division of Academic and Student Affairs will develop a plan for the study of these critical issues.

**8) AS-3518-21/EX (Rev): Increasing the Membership of the Ad Hoc Committee to Advance Equity, Diversity, and Inclusion (AEDI) Within the ASCSU**

We look forward to seeing the work of this committee as it progresses.

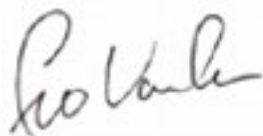
**9) AS-3520-21/FA (Rev): Recognition and Support of Faculty Participation in Shared Governance**

The work of faculty in shared governance on CSU campuses is essential to the success of the university. Learning more about the principles and processes of shared governance will bring long term benefits to students and faculty.

**10) AS-3521-22/FGA: Call for Long-Term, Adequate, and Sustainable Funding for the California State University (CSU)**

The Office of the Chancellor will continue to seek for additional funding to support the educational mission of the CSU. We look forward to working together to share the story of the CSU and to advocate for additional funding. The Office of the Chancellor has committed to two salary studies in the coming months and the results of those studies will be shared with the ASCSU.

Sincerely,



Leo Van Cleve  
Assistant Vice Chancellor  
Liaison to the ASCSU

c: Dr. Joseph I. Castro, Chancellor



Dr. Robert K. Collins  
January 20-21, 2022  
Page 4

Dr. Sylvia Alva, Executive Vice Chancellor, Academic and Student Affairs  
Mr. Steve Relyea, Executive Vice Chancellor & Chief Financial Officer  
Mr. Larry Salinas, Interim Vice Chancellor, University Relations and Advancement  
Ms. Evelyn Nazario, Vice Chancellor, Human Resources

Academic Senate CSU (ASCSU)  
401 Golden Shore, Suite 243  
Long Beach, CA 90802-4210

*Robert Keith Collins, Chair*  
Phone: 510-367-2791  
E-mail: [rkc@sfsu.edu](mailto:rkc@sfsu.edu) or [rcollins@calstate.edu](mailto:rcollins@calstate.edu)

[www2.calstate.edu/csu-system/faculty-staff/academic-senate](http://www2.calstate.edu/csu-system/faculty-staff/academic-senate)

February 17, 2022

Trustee Chair Kimbell  
c/o Trustee Secretariat  
CSU Office of the Chancellor  
401 Golden Shore  
Long Beach, CA 90802-4210

Re: ASCSU Concerns Regarding Scandal Surrounding CSU Chancellor Castro.

Dear CSU Board of Trustees Chair Kimbell,

I hope that all is well and you are having a good morning. On behalf of the ASCSU Executive Committee, the purpose of this letter is to express concerns raised by the CSU faculty regarding the scandal surrounding CSU Chancellor Castro, support recent calls for investigation into the Chancellor's actions as President of CSU Fresno, and urge the CSU Board of Trustees to consider whether Chancellor Castro is still the leader that the CSU needs for the 21<sup>st</sup> century.

As Chair of the Academic Senate of the California State University (ASCSU), please allow me to convey the rationale behind this letter. While the ASCSU Executive Committee support the calls for an independent investigation into Chancellor Castro's actions raised by legislators, and have worked through shared governance with the CSU Office of the Chancellor to provide faculty feedback aimed at strengthening Title IX policies, we also find that more than an investigation is needed. We must restore faculty trust in the CSU and our commitment to communities of care that this situation has called into question. Consultation and discussion within the ASCSU, a body that hears regularly from colleagues and constituents on our 23 different campuses, reveal that this scandal has not only triggered distrust in the ability of the CSU to implement Title IX practices that advocate for, and protect, victims from misconduct within our system, but also the need for conversation on – and answering of – a central question: Is Chancellor Castro the 21<sup>st</sup> century leader needed by the CSU?

A thorough independent investigation into the actions of past CSU Fresno President Castro would shed light on the extent to which Title IX protocols were followed and if there was wrongdoing; however, without regular messaging to CSU faculty and a clear timeline of investigative processes, the investigation would seem illusive and lack the transparency necessary to address the concerns of faculty who believe – or have experienced while seeking address of Title IX concerns – that such investigations are only meant to protect the CSU and enable potential wrongdoing to go unaddressed by a drawn out process.

It is important to note that we do not take the support of an investigation and asking for discussion of this question lightly, as the ASCSU represents the duly elected faculty and is the recognized voice of the faculty on matters of curricula. While this scandal may not seem to have relevance for CSU curricula, the potential impact of this scandal may be seen in the extent to

which our abilities to attract and retain the 21<sup>st</sup> century faculty talent needed to close equity gaps and ensure the achievement of Graduation Initiative (GI) 2025 goals, might be limited by it. To what extent could the Chancellor continue to lead during an investigation?

During our February interim meeting, the ASCSU Standings Committees engaged in discussion of this question. Central in these discussions was the extent to which, even with a thorough and independent investigation, the CSU could remain a beacon of student success enabled by faculty engagement in the scholarship of teaching and learning. The answer was emphatically yes. The resilient faculty of the CSU have weathered many challenges in the past, continue to face those of our COVID-19 pandemic present, and will face others in the future; however, whether the CSU, under Chancellor Castro's continued leadership, could maintain an image of being a safe environment for teaching and learning, where safety from misconduct classified under Title IX is a truth practiced and spoken as a way of life, left many concerned. On the one hand, some faculty felt that if vindicated by an independent investigation, Chancellor Castro's leadership should continue; however, trust in the ability of the CSU to effectively implement Title IX practices systemwide would wane. On the other hand, this scandal has disappointed faculty to the point that there will always remain the assumption that more could have been done to protect the victims of CSU Fresno – victims of an individual who received a glowing letter of recommendation and was supported with a recommendation for a lifetime achievement award from our Chancellor. For these colleagues, satisfaction can only be obtained from his resignation. Therefore, we urge the Board to consider an independent investigation and discuss this question, as your decision will shape the image of our system in the State of California and nationwide. Your consideration of faculty concerns is important now, more than ever, as a recognition of the dedicated professors and stewards of shared governance on matters of curricula that enable student success within the CSU and our unique contribution to higher education in the State of California.

In short, the ASCSU Executive Committee urges the CSU Board of Trustees to consider our concerns, to support recent calls for an independent investigation into the Chancellor's actions as President of CSU Fresno, and to consider whether Chancellor Castro is the leader that the CSU needs for the 21<sup>st</sup> century. The ASCSU Executive Committee look forward to future opportunities to provide the CSU Board of Trustees with faculty perspectives, through the appropriate shared governance processes, so that trust can be restored.

Sincerely,



Robert Keith Collins, PhD  
Chair, Academic Senate CSU

c: CSU Board of Trustees

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## Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

### Memorandum

**TO:** University Senators

**FROM:** Marshelle Thobaben, Humboldt-ERFSA Representative to the University Senate & Co-Chair Humboldt-ERFSA and Ken Fulgham, Co-Chair Humboldt-ERFSA

**DATE:** February 18, 2022

**REGARDING:** [Why we think the draft Resolution #16-08/09-FA \(Revised\) Awards Criteria Resolution should be sent back to FAC for a major revision or be defeated on the Senate Floor.](#)

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The current Faculty Awards policy is to encourage nominations with minimum requirements: letters of nominations are a Nomination Letter (one) & 3 Letters of Support (no more than 5; at least 3 from colleagues). “We encourage you to nominate an eligible candidate by submitting a letter of nomination summarizing the nominee’s outstanding qualities along with the required supporting evidence provided by the nominee. Faculty may also nominate themselves.”

<https://aavp.humboldt.edu/nomination-guidelines>

If the intent of the draft policy is to have more faculty receive awards, then increase the number of faculty awards. We believe the changes proposed by the Faculty Affairs Committee will have a major impact on faculty being willing to be nominated and decrease the number being nominated. Additionally, the lack of specificity in the faculty personnel process and due process is glaring. Faculty rights need to be considered carefully.

#### **Three major concerns**

***1. To be nominated for a faculty award is in itself an honor. The Faculty Awards Committee will announce to the University community the list of nominees. Included in the announcement will be directions for the University community to submit feedback.***

This could have a chilling effect on faculty’s willingness to be nominated having their names being published and not receiving the award, which could be humiliating for some.

More importantly fewer faculty will be willing to be nominated for faculty awards due to the potential perceived “witch hunt” or “fishing expedition” to find potentially unfair criticism of them due to disgruntle colleagues. This puts faculty in a place of extreme vulnerability.

This is especially true if nominated faculty cannot see negative letters and submit a rebuttal. The proposed campus fishing expedition is more rigorous than that when applying for tenure, the most consequential recognition that a faculty can receive, given the obligations of the university has after it is granted, nor when lecturers are being considered for three-year contracts.

- The resolution should clearly state the purpose of soliciting feedback.
- It should also state the personnel process:
  - ✓ Will the letters be anonymous? They should ***not be***.
  - ✓ What kind of due process will nominees have from solicited letters?
  - ✓ During nomination processes, faculty should have a right to write a rebuttal to negative letters.
  - ✓ What will The Faculty Awards Committee do with the solicited letters from the campus community? The FAC has not been a depository for files on nominees nor should it have anonymous files.

***2. The Faculty Awards Committee will announce to the University community the list of nominees. Included in the announcement will be directions for the University community to submit feedback.***

What is the time frame for the workload for the Faculty Awards Committee? Fewer faculty will want to serve on the Faculty Awards Committee due to the increased workload because of having to announce to the university the list of nominees and request campus-wide feedback on each of them. Additionally, inherent herein is the FAC responsibilities to weed out controversial faculty and be the gatekeeper for determining what it means to act in ways that are harmful and egregious.

***3. In the case that a currently employed awardee acts in ways that are harmful and egregious for the award or working in contrary to the Purpose & values of Cal Poly Humboldt the President may rescind the award.***

Is there due process for the faculty awardees? This is an absolute need!

- The President's decision must have a factual justification.
- Where are faculty rights considered in this context? The resolution should clearly state how academic freedom and freedom of speech are taken into consideration?
- There needs to be an appellate process for faculty awardees to submit a rebuttal.
- The current wording gives the President more authoritarian position than that for tenure and promotion where there does exist an appellate process.
- Lastly, some Presidents exercise their decisions based on reasoned judgement and some do not, so a process of checks and balances is needed in this policy.

***\*Italics*** language from the draft Resolution #16-08/09-FA (Revised) Awards Criteria Resolution

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

February 22, 2022

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

### Pride

Over 20 major budget units (MBUs) and colleges are completing the **final phase (phase 3) of our strategic planning process**. Phase 3 will be complete by the close of March. These phase 3 plans map to divisional outcomes and priorities corresponding to our overarching university goals and our pillars of inclusive excellence. The plans also launch our institutional and co-curricular assessment of the impact of our collective work. We want to recognize the members of our **Integrated Assessment and Planning Working group** who have been instrumental in supporting and informing the work in their areas. More information about IAPW members and work is available [here](#).

### People

The HR Department recently filled two vacant positions, one to assist the Benefits Manager and one to assist the Recruiting Manager. These two positions will impact the efficiency and service CPH departments and employees. A nation-wide search is underway to permanently fill AVP-HR position. The Interim AVP-HR, Bruce Curl would like to thank the entire university for its support and patience during this interim period.

### Campus Culture and Operations

Academic Programs is calling for applications for the **2022-23 faculty assessment fellowships**. These fellowships are funded by Graduation Initiative 2025 funds with the intent of supporting the university's inclusive student success, continuous improvement, and accreditation efforts. This one-year fellowship is open to faculty (tenure-track and lecturers with three-year appointments) who are interested in designing and demonstrating robust equity-minded learning-assessment practices and assisting programs undergoing program review. Three faculty members, one from each college, will receive three WTUs each semester (six for the academic year).

Applications are due Monday, February 28. Applicants should send the following documents to AVP for Academic Programs Carmen Bustos-Works ([OAAVP@humboldt.edu](mailto:OAAVP@humboldt.edu)) no later than Monday, February 28.

- One-page cover letter describing both the applicant's experience with respect to the above qualifications
- Verification from the department chair (or dean if the applicant is serving as chair) that the applicant's department duties and teaching responsibilities can be covered
- Brief curriculum vitae

For more information about the faculty assessment fellowships, contact Mark Wicklund, the university's associate director of academic assessment ([mw1163@humboldt.edu](mailto:mw1163@humboldt.edu)).

...

Please see the [newsletter](#) from the **Office of Diversity, Equity and Inclusion**. Poly Humboldt faculty, staff, and students will find ODEI work activities interesting, including the past years' awards of ODEI Diversity grants.

...

The HR Department has completed the process of converting about 2500 I-9 Forms to a digital database and reverifying about 800 I-9 Forms for employees who were hired remotely during COVID shutdown period. We are in the process of transitioning from temporary Telecommute Program to permanent, effective 2/28/22. CHRS Recruiting, powered by PageUP is on track to be implemented 4/5/22. Supplemental paid sick leave (up to 80 hours) related to COVID has been approved for non represented employees and is in the process of meet and confer for represented employees. We are currently awaiting instructions and when implemented, this will be retroactive 1/1/22.

HR's Learning and Development area is focusing on People-Centered Change initiative and other management training which is of utmost importance as we fully transition to Cal Poly. When preparing HR's portion of the Phase 3 Strategic Plan the HR Department emphasized the importance of forming partnerships with Cal Poly Humboldt departments and maintaining good communications and establishing a strong rapport with colleagues to enhance service to our constituents.

### **Academic Innovation and Excellence**

The Sponsored Programs Foundation, the Cal Poly Humboldt Foundation, and University Advancement are launching an exciting new **pilot program to support and cultivate research & creative activities** at Cal Poly Humboldt. The intent of this program is to gain Principal Investigators additional time to source matching funds and encourage greater leveraging of grants and donations.

"Cash Match" is a major challenge and a deterrent for many interested in pursuing external funding. Matching funds must be committed and documented at the time of proposal submission, which can limit the time available to search for those funds. Principal Investigators

will now be able to leverage \$10,000 in 'placeholder cash matching funds' for external grant proposals, expanding opportunities for new project submissions, and ultimately increasing the number of Principal Investigators. This new fund will be used to document a temporary source of funds at the time of submission. Then, once fully routed, the Sponsored Programs Foundation & Principal Investigator will work with the University's Advancement Initiatives team to actively seek alternative funding from off-campus sources.

The [Strategic Matching Fund](#) is a pilot program and will be assessed annually. This initial year will help us explore how best to design and administer this new program, as well as modify it as needed. If you are interested in participating in this program or have any questions, please contact one of the [Pre-Award Specialists](#).

...

Cal Poly Humboldt has launched a new interdisciplinary **minor in sustainability** that complements any undergraduate major. Starting this fall, students can enroll in a series of courses that explore real-world socio-ecological challenges from a variety of academic perspectives, incorporating curricula from across the natural and social sciences, as well as the humanities and arts. Read the article [here](#).

...

Six Cal Poly Humboldt faculty have joined faculty from five other CSU's in a cross-disciplinary **Faculty Learning Community** on [Teaching Climate Change & Resilience](#), hosted by Chico State University. Faculty will redesign significant portions of a course to integrate climate change and resilience into student learning outcomes.

...

In an effort to begin planning for **tenure-line faculty recruitment for Fall 2023** department chairs are being asked to submit their requests for tenure lines to their academic deans by April 1, 2022. This will allow for the approval of tenure-line searches by myself and the Academic Deans by April 25, 2022, with searches commencing in Fall 2022 for a Fall of 2023 start date. The Academic Deans are in possession of a google document that reflects the tenure-line requests that were put forward this past year (what was approved and is being searched for currently as well as positions that were not approved). This document is intended to be a resource to re-submit continued needs as well as put forward additional needs.

There will be several tenure-line positions available for the Fall 2023 Academic Year both with the polytechnic build-out in mind as well as resourcing existing programs. The exact number of tenure lines that will be approved has not yet been determined pending continued review of our budget and departmental needs.

Many folks have also asked about the role of faculty clustering hiring in decision-making with regard to the approval of tenure lines. Several factors will inform the approval of tenure lines



including new academic program building, enrollment growth, cluster hiring approach, and specialty accreditation requirements. Please see the next section that gives an update about the work that the **Faculty Cluster Hire Initiative** has been up to:

**What:** The Cal Poly Humboldt Faculty Cluster Hire (FCH) initiative involves hiring faculty into multiple departments or colleges around themes, interdisciplinary research topics, or “clusters.”

**Why:** To increase faculty diversity and enhance collaboration across disciplines. Increasing faculty diversity will help enhance the student experience inside and outside the classroom.

**Desired Outcomes:**

- Five years from now most of the people hired are actively working together
- Run a very inclusive search resulting in a strong diverse pool
- Build retention infrastructure of new hires and networking of campus community to be successful
- Create a culture of interdisciplinary and interdepartmental collaboration
- Enhance collaborative research among departments

**Screening Process:**

A group of departments, having chosen a common interdisciplinary theme, will form a Cluster Search Committee. Each position within a cluster will have a separate position Search Subcommittee, which is a subset of the larger Cluster Search Committee. Each Cluster Search Committee will consist of members (at least three) from the affected departments as well as an equity advocate, who is a member of each search subcommittee. Each subcommittee will be part of a larger Cluster Search committee that meets during the search process at least once prior to the selection of a shortlist.

The Search Subcommittees will screen the applicants and do the first stage of phone or Zoom interviews to determine the on-campus finalists. The Cluster Search Committee may request adding to the screened lists of on-campus finalists to enhance the diversity of the cluster pool. The Cluster Search Committee will coordinate the schedule of finalists, curate the prompts, and question development for an interactive cluster on-campus pool visit. The Cluster Search Committee will meet prior to the selection of shortlists to hear from each of its constituent subcommittees about their evaluation of the long list candidates and their preferences for the shortlist candidates. The Cluster Search Committee will make the final recommendations for the on-campus interviews.

Short-listed candidates within an interdisciplinary theme are then brought together on campus simultaneously for two days and have a one-hour meeting with one another. No candidates for the same position will be in the same cohort. During that meeting, these candidates have the opportunity to have conversations about research, collaborations, diversity experiences, and perhaps lightning talks. Subsequently, the Search Subcommittee would ask each candidate about their potential interactions if they were hired.

On-campus interviews would also include a research presentation and a separate teaching presentation open to all. Candidates meet members of the BIPOC affinity group and the Deans as part of the on-campus interview process. The Search Subcommittee would receive individual feedback from attendees. Final recommendations are made to the Provost by the Search Subcommittee, following a review with the Cluster Search Committee. The Cluster Search Committee may recommend additional hires to achieve the desired outcomes.

Your voices matter! Your contributions will help the FCH Working Group strengthen the development and implementation of the Faculty Cluster Hire initiative. You will soon receive a confidential survey link that you will use to share your constructive feedback with us.

Faculty Cluster Hire Initiative Working Group:

Dr. Simone Aloisio (AVP Faculty Affairs)  
Dr. Carmen Bustos-Works (AVP Academic Programs)  
Dr. Rafael Cuevas Uribe (Associate Professor, Fisheries Biology)  
Dr. David Greene (Professor and Chair of the Forestry Department)  
Dr. Elavie Ndura (AVP Diversity, Equity, & Inclusion-ODEI)  
Mr. Cyril Oberlander (Library Dean)  
Dr. Michihiro Sugata (Assistant Professor, Criminology & Justice Studies)

## **Sustainability**

The University has partnered with the Schatz Energy Research Center to develop a **campus microgrid**. A microgrid is a system of energy generation, storage, and controls that will provide electricity to campus in the event the grid goes down and to lower the university's electricity demand. Components will include solar PV, large battery, backup generator, and associated controls. Local microgrids developed by the Schatz Center are at the [Blue Lake Rancheria](#) and the [Redwood Coast airport](#).

...

HEIF is accepting **Idea Papers** from students for sustainability projects on campus. Ideas are due Friday March 4th, and can be submitted online. at <https://heif.humboldt.edu/idea-papers>. Examples of past projects funded by HEIF can be found on their [website](#).

...

A final draft of the **Climate Action Plan 2.0** has been submitted to the President's Office for review. This plan is a roadmap to guide the university towards carbon neutrality by 2045, and towards building campus resilience to climate change impacts. The Sustainability Office anticipates that [the CAP 2.0](#) will be formally adopted this spring.

# CAL POLY HUMBOLDT

## University Senate

### **Nominations for Emeritus Faculty**

1. Gayle Olson-Raymer  
[go1@humboldt.edu](mailto:go1@humboldt.edu)  
[2255 Cochran Rd.](#) McKinleyville, CA 95519  
Lecturer in History, Education and Director of History-Secondary Ed program. Awarded Teaching Excellence Award just before retirement; worked for decades as a lecturer and Director of Secondary Ed program in History; led local National History Day competition for many years; continues to successfully write grants for training K-12 teachers in pedagogy related to the field of history, specifically American and California history. Long career of community engagement that continues in her retirement
2. Guy Aronoff  
[guy.aronoff@humboldt.edu](mailto:guy.aronoff@humboldt.edu)  
PO Box 702, Bayside, California. 955240702  
Lecturer, History Department  
Taught numerous undergraduate courses, served on campus committees including Senate and CFA, participated in History Day, gave guest talks to community groups, developed first online course for History Department, created scholarship for local students
3. Susan Marshall  
[susan.marshall@humboldt.edu](mailto:susan.marshall@humboldt.edu)  
c/o FWR, [1 Harpst st, Arcata CA, 95521](#)  
Full Professor, Lead Range program  
Dr. Susan Marshall has been an indefatigable supporter of the rangeland program in FWR here since her arrival a quarter century ago. After many years of setting the stage, it now seems that her goal of reaching Society of Range Management accreditation of the program will soon be realized.  
Her teaching has been consistently characterized by a passionate concern with her students both in the present and with regard to their future careers. More than anyone else I have known here, she is a true mentor to these students, seeing her role as setting them on the path to a successful adult life. She also worked tirelessly to maximize their time spent in the field, always looking for additional funds beyond her meagre field trip budget, as well as by setting up opportunities for students to attend range conferences with her. Another notable feature of her engagement with teaching is the emphasis she placed on having student teams from HSU compete in national and international soil-judging and plant ID contests.  
Well regarded by her colleagues for her many service contributions to the department, she also has a well-earned reputation across the university for her committee work (e.g. recently chairing the CNRS Dean Search).  
As we transition to the Polytechnic and the accreditation of the Range program, it will

# CAL POLY HUMBOLDT

## University Senate

be good that she can offer sage advice to her former colleagues as an emeritus professor.

Susan Marshall, the only tenure-line person teaching in the RRS major, has single-handedly kept it going on her own for 8 straight years. She has constantly launched new initiatives, working indefatigably for the department, college, and university. Her commitment to and close mentoring of her students is legendary. Her eagerness to get them into the field every chance she has is unsurpassed. And finally she keeps tabs on every alumnus, making sure their careers are well-established. (When asked if she had ever done a survey to see what fraction of her graduates find work in their field, she responded: "I don't need a survey".) In short, she has been the dynamic, smart, loyal faculty member all of us strive to be but fall short of becoming. Making her emeritus is also simply acknowledging what will happen anyway: she will keep being involved with the program long after the ferping ends, and her old department will welcome her continued involvement.

4. Dakota Hamilton

[dlh7003@hyumboldt.edu](mailto:dlh7003@hyumboldt.edu)

[1570 Buttermilk Lane, Arcata, CA 95521](#)

Lecturer

Dr. Hamilton taught lower and upper division courses in her specialty of European history for 19 years for HSU. During that time, she was also an active scholar, publishing articles, serving as a reviewer for a prestigious journal, co-authoring the resource manual for a popular Western Civilization text, and pursuing a more recent project on pilgrimages in European history. Despite the lack of any service expectations for lecturers, she was a regular contributor to History Day, the History Student Conference, and the Screening Committee for the Social Science-Education credential committee. She continues, even in retirement, to be active in the department.

5. Susan E Dobie

[sed3@humboldt.edu](mailto:sed3@humboldt.edu)

[4334 Dows Prairie Road, McKinleyville, CA 95519-9436](#)

Lecturer, Department of Communication, (2003 – 2010); Admin Support Coordinator II, Departments of Chemistry, Physics and Astronomy (1989 – 2008)

Susan Dobie, lecturer in the Department of Communication, designed and developed original materials for the enhancement of HSU coursework (1989 - 2011) including "The Psychology of Foster Parenting" for the Humboldt Co. Foster Parenting Program, "Communication, Psychology and Sociology" for The Department of Veterans Affairs, "Interpersonal Communication for Nursing Dept." for the CR Nursing Program and "Nonverbal Communication" for the CR Curriculum Committee. She created a 1 semester course encompassing core concepts of Psychology, Sociology and Communication at the request of the CR Dean's Office.

Additionally, Susan's professional service to the academic community included activities such as providing volunteer seminars for the Chemistry Department and the Physics and

# CAL POLY HUMBOLDT

## University Senate

Astronomy Department for Senior Seminar students. She was a Board Member for the Math and Science Initiative for High School Girls. She received a Staff Recognition Award. Susan is a member of the HSU Alumni Association 2010, Forever Humboldt. She is currently an at-large member of the HSU-ERFSA Coordinating Committee.

6. Jeff O'Connor

7. Mark Baker

[1676 Virginia Way, Arcata](#)

Professor, Department of Politics; Environmental Studies; Environment and Community M.A.

I am writing to recommend J. Mark Baker for Emeritus status (I hope I've filled out this form correctly; it was not clear if I was to enter the nominator or nominee's information above). Mark was my colleague in the Department of Politics from 2006-2020; I served as chair of the department for approximately ten of those years. I was also Mark's colleague in the Environment and Community M.A. program, which he coordinated for the entirety of his career at Humboldt. Mark's outstanding, meritorious teaching, scholarship, and service to the university make it unquestionably clear that his is deserving of Emeritus status.

Mark taught a wide variety of courses in his multiple areas of expertise -- in political ecology, South Asian culture and politics, water politics, and development, at both the undergraduate and graduate level. I have observed his teaching on many occasions, have reviewed his student evaluations for the RTP process, and have spoken informally to many of his students, including those who were my advisees. What is absolutely clear and consistent is Mark's deep knowledge of the subjects he has taught and his passion and talent for teaching. He is beloved by his students.

Mark's scholarship is of the highest quality and his books and articles are internationally recognized in two distinct areas of research and expertise: his work on water politics and management of commons in India and on forest dependent communities in the Pacific Northwest.

Mark's service to the program, department, and to the university have also been exemplary. As noted, he served his entire career as the program coordinator of the Environment and Community MA program and did so in an absolutely impressive, collaborative manner. He has been a committed and hard-working citizen of our department -- I always knew I could rely upon his willingness to volunteer for department responsibilities and the thoroughness and conscientiousness with which he would complete these. He was a long-standing member of the graduate council, the Institutional Review Board, as well as many search committees and personnel committees, among other roles.

The nature of this form suggests that I have already provided more than enough information to demonstrate Mark's many, many meritorious contributions to HSU. His retirement is a great loss to the university. If any further information is needed, please

# CAL POLY HUMBOLDT

## University Senate

don't hesitate to ask.

John Meyer

Professor

Department of Politics

8. Barbara Goldberg  
[mac4@humboldt.edu](mailto:mac4@humboldt.edu)

503 Crestwood Drive

Assistant and Associate Professor and Department Chair, English

This nomination is for emeritus status for Barbara Goldberg, retiree from the English Department. Barbara was one of the most senior lecturers in our Writing Program when I was chair of the department between 2008 and 2014. Before the advent of our stretch composition program, she was also the Director of our Developmental Writing Program, which means she was the advisor and development coordinator for all of our composition courses preliminary to the level of the then General Education credit course, English 100. She also directed our Writing Center before it was moved to the library and incorporated into the Learning Center. In this role she also taught our course on tutoring writing students, and mentored or taught both upper level undergraduate and graduate students in the teaching of writing in the Writing Center and other tutorial environments. She took on these tasks even as she also taught composition courses, both ENGL 100 and developmental courses. Barbara's knowledge of composition pedagogy, developmental writing, and writing center theory and practice was extensive and utterly valuable to the department in all of our efforts to serve the students and maintain or improve our program. Her work was tireless, partly because she had so much to do with so many jobs, and partly because she was so fully dedicated to caring for and shepherding through our most vulnerable students in developmental writing. Barbara was well known for her advising and conferencing work with all of the students she taught, and any students who wanted help. I heard her praises regularly from the students with whom she had worked, and I know she stayed late most days of the week, meeting with students after she finished her own teaching. Barbara also was part of the working group that developed our stretch English program just before she retired, conscientiously advising on the pedagogy of a true stretch composition course that could help our most vulnerable students achieve college level writing skills at the end of that two-semester course. Beyond this work, Barbara also was a member of CSU English Council,, and traveled with me and other HSU colleagues to CSU English Council meetings each year, where she impressed everyone with her knowledge and experience of the many aspects of first-year writing. She also helped organize and direct our GWPE exams, serving as Table Leader at the grading of the exams for many years, including the years when I was chair.

All of the work I referenced in the previous paragraph is work I can attest to Barbara doing during my time as chair of the English Department. I must point out, however, that this work extended years back in her tenure in the department. Barbara was already working in our Writing Program when I joined the department in 1987. She was

# CAL POLY HUMBOLDT

## University Senate

for decades one of the most senior, and most respected, faculty members in the program, and it is almost inadequate to talk about her time at HSU as merely meritorious. Barbara Goldberg, in my view, was one of a very small handful of the most valuable faculty members at HSU over the last 40 years.

9. Dr. Mark Hemphill-Haley

[mark.hemphill-haley@humboldt.edu](mailto:mark.hemphill-haley@humboldt.edu)

[1635 Charles Ave, Arcata, CA 95521](#)

Assistant Professor, Associate Professor, Professor, Department Chair

Dr. Hemphill-Haley is a world renown tectonic geomorphologist with decades of professional experience. His work over the past 5 years has focused on improving our understanding of the ages and rupture characteristics of active fault systems in northwestern California (onshore and offshore), southeastern Idaho, and southern New Zealand. These projects involved dozens of collaborators, including professionals, undergraduate students, and graduate students and resulted in a variety of scholarship (e.g., peer-reviewed scientific articles, abstracts, professional reports) published at a rate exceeding one publication per year. Over that time, Dr. Hemphill-Haley also served as Chair of the Geology Department, Chair of the Geology IUPC, and a member of several service committees addressing RTP, advising, advancement, hiring, budget, and space. In addition, he somehow also selflessly and expertly taught nearly 20 different geology courses in the Geology Department! These courses included Introductory courses, Place Based Learning Community courses (i.e., Stars to Rocks), General Education courses, immersive and hands-on field-based courses, and graduate courses. His course evaluations were excellent, and included numerous comments complementing his vast knowledge, thoughtful inclusivity, wide availability, and learn-by-doing interactive teaching and learning style. Dr. Hemphill-Haley is absolutely deserving of this Faculty Emeritus status and it's my honor to nominate him.

10. Kate Lancaster

[kate.a.lancaster@gmail.com](mailto:kate.a.lancaster@gmail.com)

[815 Park Place Arcata, CA 95521](#)

Associate Professor

I am proud to nominate Professor Kate Lancaster for Emeritus status. I am the best person to know Kate since I was Chair of the School of Business from 2012 to 2020. For this same time period, Kate was tenure track Associate Professor and is currently teaching classes as a part time lecturer. Previously she worked at Cal Poly SLO from 1997 to 2012. She has served in CSUs for 24 years. Her contact information: Personal Email address: [kate.a.lancaster@gmail.com](mailto:kate.a.lancaster@gmail.com) Personal phone number: 805.440.4618 Kate has an outstanding record on sustainability issues. This is her passion and she has served as a major resource on Sustainability, mentoring new faculty in many diverse ways. Indeed, she is the "GO TO" person for any issue related to strategic sustainability. She has taught Accounting and Sustainable Business practices for 30 years. She has 19 published research papers and over 50 presentations.

# CAL POLY HUMBOLDT

## University Senate

She helped develop sustainability-integrated business curriculum at multiple institutions. She co-developed curriculum for accounting faculty for inclusion of sustainability and reporting which was supported by Ernst and Young and worked with a colleague from Presidio Graduate school to gather accounting and finance faculty from across the country for The Garrison Project to develop an online resource of materials that incorporate sustainability into the curriculum. Finally, she has served on numerous committees – academic and professional, most with an emphasis of including sustainability.

She was the key faculty who developed the MBA program with an emphasis in sustainability. As noted on the program information page, the quality of the program has been nationally recognized (<https://business.humboldt.edu/content/master-business-administration>). She developed, Foundations in Strategic Sustainability as a cornerstone of the program. It provides our students with a strong basis of the intersection and interconnection between social justice, environmental responsibility, economic performance, and value-based decision making.

In addition to teaching this MBA course every year since 2013 (excluding Fall 2020), she taught Finance Management and Strategic Analysis at the MBA level and helped with the MBA comprehensive exam. At the undergraduate level, she developed two classes (Advocating for Sustainability and Advanced Sustainable Management Applications), she helped to redesign another class (Financial Accounting) and taught Strategic Management, Managerial Accounting, Cost Accounting, and Intermediate Accounting. Kate has extensive service at HSU primarily focused on sustainability issues. She served on the HSU Sustainability Committee from 2012-15 and continued to serve on the Advisory Committee on Sustainability from 2015-20. During that time, she participated in the HSU Climate Action plan, helped to craft the HSU working definition of sustainability and the dashboard for sustainability metrics. She also served on the Sustainability Minor Committee (this minor was approved in December 2021). She co-facilitated the HSU Climate Change and Resiliency Workshop and the Sustainability Learning Outcomes Workshop in 2019. She also served on two search committees for the HSU controller as well as numerous search committees within the School of Business. She was a keynote speaker for Future Forward: Redwood Coast Region Economic Development Summit in October 2021 (Creating a Green/Cooperative and Regenerative Economy). Her service was recognized in 2019 when she was awarded the HSU Sustainability Champion Faculty Award.

I strongly recommend Professor Kate Lancaster for Emeritus status. If you need any additional information, I can be reached at [hari.singh@humboldt.edu](mailto:hari.singh@humboldt.edu)

11. Leslie J VanderMolen

[lesliejanev@suddenlink.net](mailto:lesliejanev@suddenlink.net), [ljv1@humboldt.edu](mailto:ljv1@humboldt.edu),  
[4415 Cedar Street, Eureka, CA 95503](https://www.humboldt.edu/4415-Cedar-Street-Eureka-CA-95503)

Lecturer, Department of Biological Sciences, Fall 1991 – Spring 2015

Leslie J VanderMolen received an Excellence in Teaching Award by a Lecturer in 2012.

This award is given for a record of “superlative teaching at Humboldt State



# CAL POLY HUMBOLDT

## University Senate

University.” In a letter of support that Leslie referenced in her application for emeritus status, Dr. Milton Boyd, Department Chair stated: “Leslie has an amazing ability to formulate complex biological principles in such a way that even the most resistant non-major cannot help but be intrigued.” “Her student evaluations are consistently at the highest level for faculty in the department, with an average of 4.6 to 4.8 on a 5.0 scale. The evaluations are replete with comments such as ‘the best instructor I have ever had at HSU.’” Another colleague commented on Leslie’s teaching Biology 104, a large-lecture GE course with an enrollment of 120 students in 5 concurrent laboratory sections. She taught over 7,400 undergraduates in this course alone. “To many HSU students, Leslie is the face of the Biology Department.”

In addition to her excellent teaching Leslie developed without compensation or release time an entirely new course (Human Biology, Biology 302), greatly expanded an existing course (Human Genetics, Biology 304), revitalized an old course (Anthropology 485, Karuk Ethnobotany), and sought and obtained Diversity and Common Ground (DCG) status for two Upper Division General Education (UDGE) courses (Biology 302, Biology 304). In the early 2000s, there were relatively few DCG courses offered within the College of Natural Resources and Sciences, and as a former colleague wrote: “there are a number of hoops that a course must jump through before it can be certified as both a GE course and a DCG course. Very few lecturers are willing to put in the work necessary to obtain both approvals.”

In 1998, Leslie completed a 114-page laboratory manual for Biology 104. The lab manual provided hands-on activities and experiments that paralleled and reinforced lecture concepts. In 2009, she completed a 2nd edition of the lab manual with updated and improved lab exercises and other supplementary materials. Each semester she worked with 2-5 graduate student Teaching Assistants. Some of her former TAs are currently teaching biology at the High School and Junior College levels. Many have expressed appreciation for what they learned about teaching while working with her in Biology 104. Working with the HSU facilities personnel, she established a computer lab of interactive anatomy and physiology software for Biology 302, Human Biology, Lecture and Lab. She obtained this software and other educational materials for the course through grants (\$26,475).

Additionally, Leslie was active in university service as Co-Organizer, Karuk Ethnobotany, Extended Education, from 2008 – 2014 and Expanding Your Horizons Conference multiple years. She was a representative for HSU Biological Sciences at the California State University Biology General Education Conference, CSU Los Angeles  
Leslie J VanderMolen is deserving of emeritus status for her superlative teaching and service to the Biology Department and HSU.

### 12. Stuart Moskowitz

[stuart.moskowitz@humboldt.edu](mailto:stuart.moskowitz@humboldt.edu)

PO Box 423, Bayside, CA 95524

Lecturer

Stuart was a versatile lecturer who frequently taught courses in mathematics education

# CAL POLY HUMBOLDT

## University Senate

and the history of mathematics in addition to mainstream algebra and calculus. He was particularly meritorious in three specific ways:

-When the math department was short on qualified "teachers of teachers", Stuart assumed the duties of teaching mathematics for elementary education. Mathematics education had been undergone constant evolution during this time. Stuart had to be familiar with the National Council of Teachers of Mathematics Standards, The California Framework, and the Common Core. To maintain his currency Stuart organized as well as attended conferences and workshops. His students benefited from his commitment and expertise.

-Stuart became a recognized world-wide expert in the use of Texas Instruments Graphing Calculators. He pioneered their use since their inception in the early 1990's. Stuart was invited to lead workshops and conference sessions on the appropriate use of technology all over the world. His work with Texas Instruments continued until his retirement.

-Stuart frequently taught our popular upper division general education History of Mathematics course. He worked hard to engage a wide audience using his unique global perspective and passion for the mathematics of many cultures.

### 13. Sabra Steinberg

[sabra.steinberg@humboldt.edu](mailto:sabra.steinberg@humboldt.edu)

P.O. Box 4831, Arcata CA 95518

Lecturer, Environmental Science & Management, Fall 2009-Fall 2018

From the applicant: "I taught 3 sections (lectures & activity) of Environmental Conflict Resolution (ESM 305, though under different course numbers in earlier years) every semester for many years. Later, I also taught (and at times, served as coordinator for) Applied Natural History and Ecology labs (ESM 303). In addition to my course load, I also served as academic advisor to approximately 40 ESM students most semesters. Even though officially I was less than "full-time", I typically worked 60-70 hrs a week, partly because I put in so much time editing/providing detailed comments on writing assignments. Grading my short answer/short essay exams was very time consuming as well, but I used that exam format because I think that the types of material I covered generally did not lend itself to Scantron/multiple-choice type questions. I believe I went "above and beyond" with regard to what I put into my teaching. Currently I am working on (co-authoring) a paper with 2 former HSU colleagues.

### 14. Kim Berry

Anthea41@yahoo.com

703 Patrick Court; Arcata, CA 95521

Women's Studies faculty and Program Leader; Critical Race, Gender and Sexuality Studies faculty and Chair

Teaching and Service

# CAL POLY HUMBOLDT

## University Senate

Dr. Berry led the Women's Studies program and subsequently the CRGS Department for over two decades. Unlike other chairs, who serve for one or two terms at a time, Dr. Berry has been at the helm of WS and CRGS since she was hired in January 1999. She was central in building the Women's Studies major, the Multicultural Queer Studies interdisciplinary minor program, and the Department of Critical Race, Gender & Sexuality Studies.

Dr. Berry created the WS interdisciplinary major and developed and taught the following WS courses: ES/WS 108: Power/Privilege; WS 303: Third World Women's Movements; WS 315: Sex, Gender and Globalization; WS 390: Feminist Theory and Methods; WS 485: Senior Seminar; and a variety of 1-unit special topics courses. She also collaborated with Ethnic Studies faculty to cross-list courses in the WS major.

Dr. Berry was the lead author of a program review for Women's Studies, resulting in a second tenure line for the program. When Professor Eric Rofes organized faculty across colleges to develop the Multicultural Queer Studies (MQS) minor, she developed and taught WS 430: "Queer" Across Cultures, and served as the administrative lead for the interdisciplinary minor.

During the budget crisis of 2008, Dr. Berry worked with colleagues in ES, MQS and WS to propose the creation of a new department of Critical Race, Gender and Sexuality Studies. She served as CRGS chair until her retirement. She developed and taught CRGS 390: Theory and Methods and CRGS 485: Senior Portfolio, processed curriculum forms to change all ES/WS cross-listed courses to CRGS courses, and led the department in the creation of our assessment plan, advising resources, and, most recently, the CRGS Program. She provided robust advising and mentoring for our majors and minors, focusing not only on academic success and connections to HSU, but also on supporting students to envision and actualize plans for future work and study.

Dr. Berry also chaired or co-chaired the Sexual Assault Prevention Committee (SAPC) from 2008 until her retirement. She was lead author and co-PI (with Maxwell Schnurer) of three Department of Justice (DOJ) Campus Grants to Reduce Sexual Assault, Dating and Domestic Violence and Stalking, and lead author of a fourth DOJ grant application submitted during her final semester (resulting in awards totaling nearly \$1.2 million). She worked with campus colleagues and North Coast Rape Crisis Team to develop and co-teach an innovative 1-unit Act to End Violence Class, cross-listed with many departments. She later developed and taught WS 320: Act to End Violence seminar (3 units), partnering with CHECK IT for the activism component.

In Fall 2019 she and Maxwell Schnurer jointly received the CSU Faculty Innovation and Leadership Award for their work leading the SAPC, including the intertwining of curriculum, student activism, community partnerships, and grants to make possible the launch of CHECK IT, as well as resources for faculty and staff training, policy review and advocacy, and 24-hour survivor support services and advocacy.

Dr. Berry's primary service outside of the University has included support for rural women's movements in the state of Himachal Pradesh India, including co-authoring a \$50,000 grant through the Omidyar Network and Ashoka's Changemakers on behalf of Ekal Nari Shakti Sangathan (the Association of Empowered Single Women) and administered by the non-governmental organization SUTRA, awarded February 2011.

# CAL POLY HUMBOLDT

## University Senate

### Scholarship

Dr. Berry's primary research has been on rural women's movements in the northwestern Indian state of Himachal Pradesh, India, foregrounding a transnational and intersectional analysis of the conditions of diverse rural women's lives and their creative tactics to resist oppression, build solidarity, and advocate for change. Selected publications include:

-- Co-editor and co-author of the introduction, along with Shubhra Gururani, of a special issue of *Himalaya* titled, "Cultural Politics of Gendered Identity, Place and Positionality," Volume 34, 2014.

-- "Single but Not Alone: The Journey from Stigma to Collective Identity through Himachal's Single Women's Movement" *Himalaya*, Volume 34, 2014.

-- "Disowning Dependence: Single Women's Collective Struggle for Independence and Land Rights in Northwestern India" *Feminist Review* 98, 2011.

-- "Lakshmi and the Scientific Housewife: A Transnational Account of Indian Women's Development and Production of an Indian Modernity." *Economic and Political Weekly*, 38(11): 1055-1068.

-- "Developing Women: The Traffic in Ideas about Women and their Needs in Kangra, India." In Sivaramakrishnan and Agrawal, eds. *Regional Modernities*. New Delhi: Oxford University Press (2003). (Also published by Stanford University Press, 2003.)

-- "The Symbolic Use of Afghan Women in the War on Terror." *Humboldt Journal of Social Relations* Special Issue on Terrorism, Volume 27, No. 2. 2003.

### **Nominations for Emeritus Staff**

1. Rees Hughes, PhD

[hughes@humboldt.edu](mailto:hughes@humboldt.edu)

[1660 Brigid Lane, Arcata, CA 95521](#)

Director of Student Life and the Career Center (2004 – 2008); Director of Student Life (2000 – 2004); Director of Student Activities and Housing (1993 – 2000); Assistant to the Vice President of Student Affairs (1986 – 1993)

Dr. Rees Hughes was administratively responsible for a variety of offices and programs in Student Affairs, which included Youth Educational Services and the Office of Service Learning, Clubs and Activities, the Humboldt Orientation Program, New Student Programs, the Academic Advising and Referral Center, the Testing Center, the Multicultural Center, Housing, the Career Center, and the Student Life offices.

With the support others, he helped develop the Living and Learning Communities in Housing and Freshman Interest Group (FIG) Program and other FYE (First-Year Experience) initiatives, established the Multicultural Center, played a key role in the Campus Dialogue on Race for many years, co-coordinated the Book of the Year effort, responsible for the seismic retrofit and remodeling of the Jolly Giant Commons, in the

# CAL POLY HUMBOLDT

## University Senate

absence of an institutional research unit coordinated the administration and dissemination of results of retention data, SNAPS, NSSE and other evaluative surveys, and much more.

Dr. Hughes served on many boards, including the United Way Board of Directors, served on the Board of Directors for the Northcoast Regional Land Trust and Advisory Board, serve on the Advisory Board for the Friends of the Dunes, serve on the Board for the Bigfoot Trail Alliance, coordinate the Volunteer Trail Stewards program.

Rees was the Editorial reviewer for the National Association of Student Personnel Administrators Journal, Coordinated regional New Professionals Institute and Senior Student Affairs Institute, served on the WASC accreditation team for California Maritime Academy and Dominican University, regular conference presenter.

He established the innovative Minor in Leadership Studies (College of Professional Studies) and served as the program leader for many years. Taught courses in peer counseling and leadership (1986 – 2000).

He has published two edited volumes with Dr. Corey Lewis (English): *The Pacific Crest Trailside Reader: California and The Pacific Crest Trailside Reader: Oregon and Washington* (Mountaineers Books: Seattle, Washington, 2011). *Crossing Paths: A Pacific Crest Trailside Reader* (Mountaineers Books: Seattle, Washington, 2022) will be released this spring. I authored *Hiking Humboldt: Shorter Day Hikes, Urban and Road Walks* (Backcountry Press: Kneeland, 2017). He has also published over a dozen journal articles in referred journals such as *Comparative Education*, *World Development*, *Journal of Education and Social Change*, *NASPA Journal*, *Higher Education*, and *Comparative Education Review*.

Dr. Hughes was a Fulbright Senior Scholar in Sri Lanka (2003 - 4) and in Russia on a short-term program (September – October, 2010); received a Post-Doctoral Research award from the Spencer Foundation to conduct research in Kenya (1988) and a research award from the Spencer Foundation to conduct research in India for three months (November, 1991 – February, 1992).

### 2. Danielle Trapkus

[Danielle.Trapkus@humboldt.edu](mailto:Danielle.Trapkus@humboldt.edu)

[2004 Ernest Way, Arcata, CA 95521](#)

ASC II in the Dept. of Environmental Science and Management, and Oceanography

- Served two departments (which at times had 650+ majors combined)

- Served on several search committees

- Lead ASC with regard to scheduling GSP courses – a major spread between 3 departments

- Received Staff Recognition Award for 2019-2020 AY.

### 3. Ann M. Bolick-Floss, Staff

[amb2@humboldt.edu](mailto:amb2@humboldt.edu)

[65 Foster Road, Eureka, CA 95503](#)

Director, Youth Education Services, Student Affairs Service Learning Coordinator

# CAL POLY HUMBOLDT

## University Senate

Director, Service-Learning & Academic Internships, Academic Affairs Director, HSU Career Center and Service Learning Programs, Academic Affairs

Ann M. Bolick-Floss was the recipient of The California Campus Compact Richard E. Cone Award for Excellence and Leadership in Cultivation Community Partnerships in Higher Education, California Campus Compact, 2002. Ann was in the Humboldt Scholars Calendar, Academic Year 2005-2006, featured for scholarship for the month of July 2006. She received a number of Service Learning Center Awards, including National President's Higher Education Community Service Honor Roll, Recognized for Programs of Distinction: 2005-2012. The Princeton Review: Campuses with a Conscience: An Engaged Student Guide to College, 2004-2008. In 2013 Anne received an HSU Staff Recognition Award for her cumulative outstanding service to HSU.

To: *Cal Poly* Humboldt Faculty  
From: The Faculty of the Communication Department at *Cal Poly* Humboldt and supporting faculty  
RE: AB 928  
Date: Feb 9, 2022

Dear Colleagues:

It has come to our attention that Oral Communication has been identified as a course that could be terminated or consolidated with another General Education Area A course to facilitate the efficiency of the “seamless transfer” of students between the CCC, CSU, and UC systems of higher education in California. While we are in full agreement with AB 928 intentions to coordinate the efficiency of transferability within and between different public systems of higher education in the state of California, we are writing this letter to vehemently oppose the elimination or consolidation of Oral Communication courses in the negotiation and solidification of AB 928s implementation.

It is our hope that the Intersegmental Committee of the Academic Senate (ICAS) will find a pathway forward to address transfer process issues without adopting a plan that will require CSU campuses to subtract the crucial existing course requirement wherein transfer students acquire and practice public speaking skills. In many cases, it is the ONE course wherein students have a focused opportunity to learn and practice public speaking before going on to other courses and contexts in their educational careers and in their activities post-college wherein this competency is expected.

The [National Communication Association](#) offers this public policy statement on the role of Communication courses and Communication faculty in General Education:

The National Communication Association supports and defends the inclusion of an oral communication course or courses in college and university General Education Requirements and the instruction of that course or courses by faculty trained in the discipline of Communication. The NCA maintains that student delivery of oral presentations without rigorous training and evaluation by Communication faculty does not constitute Communication competency.

Oral communication is considered to be one of the foundational GE courses within the California State University. It is one of the “Golden Four” courses that make up core competencies for future success in college and beyond. The notion of eliminating (or consolidating) the one lower division oral communication skills requirement in any institution within the CCC or CSU for the sake of transfer "efficiency" is highly problematic, particularly at a time in our world and national culture when freedom of expression, well-evidenced, organized, informative communication, and rational persuasion are so crucial, yet increasingly devalued.

In terms of the most important competencies that a student can acquire at the CCC or as a first and second year student in the CSU to help prepare them for success, oral and written communication, and critical thinking are indispensable. According to the [California Code of Regulations](#), Title 5: Education, Article 5 states that students:

“(a) will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions” (5 CCR § 40405).”

This clause addresses the necessary educational breadth (GE) required in any educational institution within the CSU to meet the necessary standards for graduation.

Oral communication competency, written communication competency, and critical thinking are core competencies that ANY college-educated individual should excel at and are used in myriad ways in the rest of their educational journey as well as every day in their personal and professional lives. Indeed, the marks of a college education include articulateness in spoken and written word and critical thinking. This has always been so and the prospect of downgrading, combining, or otherwise diminishing any of these core competencies of a college educated individual is highly problematic.

We note that oral communication skills are vital for the emerging California workforce. Employer surveys consistently show that communication skills are vital for success in every occupation. A recent American Association of Colleges and Universities (AAC&U) survey found that 89 percent of employers want *more* emphasis on oral communication skills in university education.

Colleagues representing the dozens of CCCs, CSUs, Communication courses, and faculty on the ICAS will grapple with particular concerns about how AB 928 will be implemented in the weeks and months ahead. At *Cal Poly Humboldt*, our Communication faculty know that public speaking is vital to our students’ success. We need a GE curriculum that meets our students where they are educationally and experientially. Furthermore, Oral Communication skills are foundational for student success as articulated in [WSCUC’s core competencies](#):

Institutions of higher education have a responsibility to document that students acquire knowledge and develop higher-order intellectual skills appropriate to the level of the degree earned. This documentation is a matter of validating institutional quality and providing accountability as well as setting the conditions for improvement of learning.

CFR 2.2a states that undergraduate programs must “ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking.”

If folks think that oral communication is not essential, all one needs to do is look at the level of national political discourse to note that we have lost our abilities culturally to engage in



constructive dialogue and communication. If anything, it seems that more and better training in oral communication traditions and skills is essential at this historical moment.

We look forward to learning more about how discussions of AB928 unfold, and we thank you for taking time to read this letter, and your work on this important matter.

Sincerely,

Joshua J. Frye, Professor of Communication

Maxwell Schnurer, Professor of Communication

Scott T. Paynton, Professor and Program Leader, Communication

Laura K. Hahn, Professor of Communication

Romi C. Hitchcock Tinseth, Lecturer, Communication

Aaron Donaldson, Lecturer, Communication

Ross Mackinney, Lecturer, Communication

Vicky Sama, Chair, Department of Communication and Department of Journalism and Mass Communication

Kirby Moss, Assistant Professor, Journalism

Andrea Juarez, Lecturer, Journalism and Mass Communication

Deidre Pike, Associate Professor, Journalism and Mass Communication

Jessie Cretser-Hartenstein, Assistant Professor, Journalism and Mass Communication

Cliff Berkowitz, Lecturer, Journalism and Mass Communication & Faculty Advisor for KRFH (student run radio)

L. Rae Robison, Assoc. Professor of Theatre

Russell Gaskell, Faculty, Department of World Languages and Cultures-Spanish Program

Michael Goodman, Department of Philosophy

Dave Jannetta, Assistant Professor of Film, Art + Film Department

Ben Marsschke, Professor, Department of History

Suzanne Pasztor, Professor of History

Elisabeth Harrington, Associate Professor, Music

Troy Lescher, Associate Professor, Theatre Arts

Joseph C. Dieme, Professor of French and Francophone Studies

Tony Silvaggio, Chair, Department of Sociology

Kate Foley-Beining , Lecturer in German, World Languages and Cultures

Lisa Tremain, Chair, Departments of English & Philosophy

Nikola Hobbel, Professor of English Education

David Stacey, Professor of English, Emeritus

Monty Mola, Chair, Department of Physics & Astronomy

Chris Aberson

#### Comments on Awards Policy Revisions

I am conflicted by this proposal. I absolutely recognize and appreciate the issues that led up to this and understand why this is proposed.

The committee composition is problematic. At present, the AVP of APS serves as the provost's designee to the committee. Those applying for awards might hold positions that often put them in conflict with the admin (e.g., CFA President, Senate Chair, faculty who speak up). This creates a situation wherein committee members may be inclined to deny awards.

This policy is too broad to prevent abuse. What sort of transgression would put this into effect? At present, you've got an "I'll know it when I see it" policy and we know how that can be abused. Aside from obvious issues such as Title IX violations, the policy leaves too much to subjective evaluation.

Chris Aberson

#### Comments on Provost Castro Issue

I fully support this resolution. However, I believe we need to act locally as well. We have amongst us, people accused of the same behaviors that Chancellor Castro turned a blind eye toward. We have people on the campus with multiple Title IX violations on their records. These folks remain employed at high salaries. We need to address what is going on in our own house. We need to call for removal of these offenders.

# HSU's 2020 Safer Campus Survey Results

In Fall 2020, Humboldt State University's Sexual Assault Prevention Committee (SAPC) re-surveyed the HSU student community to:

- continue researching the scope and pervasiveness of sexual assault, intimate partner violence, stalking, and sexual harassment experienced by HSU students;
- learn about their experiences of reporting these forms of harm, barriers to reporting, and gauge student awareness about these types of violence in our campus community;
- inquire whether students see themselves as having a role in preventing or ending sexualized violence;
- assess students' engagement with CHECK IT, HSU's bystander intervention prevention program.

## Survey History

In 2012 Mary Sue Savage, the Prevention Coordinator for the Department of Justice Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Grant, worked with other campus and community members of the SAPC to review existing college survey instruments and to design the 2013 survey for HSU students. Gay Hylton and Michael Le in Institutional Research designed a process for ensuring anonymity for respondents. An invitation to take an anonymous online survey was sent to all students who were at least 18 years of age and enrolled at Humboldt State University. This survey was first implemented in Fall 2013 and re-implemented in Fall 2016 and Fall 2020.

## Methodology

In Fall 2020, Dr. Amy Moffat and Seth Bradley from the Office of Institutional Effectiveness assisted with survey revision and rebuilt the instrument within Qualtrics in order to facilitate survey administration. Revisions were centered around institutional structural changes since the last administration (names of offices/resources), updating language to be more inclusive, and environmental changes due to the Coronavirus disease (COVID-19) pandemic, and the addition of a section on student's engagement with CHECK IT. The survey's third implementation occurred in Fall 2020 utilizing the anonymity and distribution features in Qualtrics.

In November 2020, all HSU students above the age of 18 were invited to take the survey; of the 7,074 students invited, 669 participated in the survey for a 9% response rate. While the response rate was lower than the 2016 iteration (which had 19% rate of response), the 2020 administration is unique in that it occurred during a global pandemic which likely had a detrimental impact on students' willingness to complete the survey. Additionally, the survey was administered in the weeks following a contentious presidential election with disputed election results, likely depressing response rates as well.

While the number of respondents changed from question to question, roughly 403 cisgender women, 126 cisgender men, 97 trans\* students, and 43 students who did not specify their gender identity participated in the 2020 survey.

## Gender Terminology and Aggregation

The gender identity question on the survey allowed respondents to select as many boxes as applied to them; additionally respondents were able to write in a text box. For data analysis purposes, respondents were aggregated into four gender categories: cisgender women, cisgender men, trans\* and unspecified. Throughout the report, the category “cis women” refers to respondents who only checked the box for “woman,” and the category “cis men” refers to respondents who only checked the box for “man.”<sup>1</sup> The category “trans\*” is used as an umbrella category to refer to respondents who checked any of the following boxes along with, or in lieu of, “woman” or “man”: transgender man/FTM spectrum; transgender woman/MTF spectrum; Two-Spirit; nonbinary; genderqueer, gender non-conforming. The umbrella category also includes written identities outside the binary of man/woman. The purpose of this aggregation and classification was to enable comparisons with national data that reveal differential rates of harm for cis women, cis men, and trans and non-binary persons. Some limitations of this method of aggregation of gender categories for the purposes of analysis are discussed in the section titled “Limitations and Recommendations” below.

## Interpretation of the Data

When interpreting the data presented in this report it is important to remember that response bias is expected in any voluntary survey. We cannot determine whether survivors of these forms of violence were more or less likely to participate in the survey. Thus we cannot deduce that the percentages reported in the survey are representative of the campus community as a whole, nor can we make definitive comparisons with our 2016 and 2013 Safer Campus Survey results, or with studies from other campuses or national averages.

Furthermore, when making comparisons to our 2016 and 2013 Safer Campus Survey results, we must understand that any increased rates of harm *reported* do not always reflect increased rates of harm *experienced*. [\*Not Alone\*](#), Obama’s White House Task Force report on sexual assault on college campuses, states, “When a school tries to tackle the problem – by acknowledging it, drawing attention to it, and encouraging survivors to report – it can start to look like a dangerous place. On the flip side, when a school ignores the problem or discourages reporting (either actively or by treating survivors without care), it can look safer.... Schools have to get credit for being honest – and for finding out what’s really happening on campus.... [A] school that is willing to get an accurate assessment of sexual assault on its campus is one that’s taking the problem – and the solution – seriously.”

While the results are not generalizable, they highlight the unfortunate reality that sexual assault, intimate partner violence, stalking, and sexual harassment remain serious issues at HSU. However, the survey also highlights effective and empowering responses to the harm. The quantitative and qualitative data on CHECK IT provide concrete evidence of the ways in which this program has empowered students to recognize and disrupt potential moments of harm and to promote consent-centered community norms.

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<sup>1</sup> “Cis women” is a shortened version of cisgender women and refers to women who were assigned the category of female at birth; similarly, “cis men” is a shortened version of cisgender men and refers to men who were assigned the category of male at birth. The method of assigning those who only selected the category of “woman” or “man” to the categories of cis women and cis men respectively is imperfect and may have miscategorized some respondents.

Overall, the results of this survey offer important points for reflection and action in our community:

1. they make visible students' experiences of sexual assault, intimate partner violence, stalking, and sexual harassment;
2. they provide the SAPC with data for evaluating our efforts to prevent and respond to violence in our campus community;
3. they enable the campus to more effectively prevent and respond to these forms of violence;
4. and they reveal important insights about the effectiveness of CHECK IT, HSU's bystander intervention prevention program.

## Limitations and Recommendations

While the university experience is dynamic in general, the limited on-campus and remote learning environment of higher education during the 2020 pandemic marked a significant divergence from how HSU students would normally experience university life. Because the 2020 survey was administered during the COVID-19 pandemic, we expect that survey response rates were impacted, and that some respondents would not have as much, if any, direct experience on-campus. For this reason, some of the 2020 results in this summary will offer a rate that excludes first-year (students who started at HSU during the pandemic) responses in addition to the rate from all respondents. Beyond first-year students, the isolated nature of the current learning environment is likely to have impacted student awareness of and experience with instances of harm. The longitudinal nature of this project will be served by conducting an additional iteration of this survey once pandemic conditions have lessened and the campus has returned to majority in-person learning.

Additionally, limitations of time and resources did not enable a disaggregated, nor intersectional, analysis of the data. The umbrella category of trans\*, by aggregating a number of distinct gender identities (e.g., trans woman, trans man, nonbinary), prevents an analysis of important differences in rates of harm that would likely be revealed if data were disaggregated. Additionally, differences of race/ethnicity, sexuality and disability are also concealed by reporting rates of harm by gender category alone. The project will be served by disaggregating the category of trans\* and analyzing the data at the intersection of sexuality, race and disability. While some resulting sample sizes may be too small to draw meaningful inferences, we expect this disaggregated and intersectional analysis will provide additional insights into patterns of harm on our campus. The SAPC will continue to explore avenues for further analysis of the data.

## Key Findings of Incidents of Harm

In 2020, for incidents of sexual assault or abuse, 128 students gave relationship information about the individual responsible for the harm. Of these, 41% indicated they were in a dating or hooking-up relationship with the responsible party, 34% identified them as a friend, and 26% indicated they were strangers.

The vast majority of harm detailed by respondents was not reported to the police or campus officials, with 69% of respondents not reporting the incident(s). HSU's office for Title IX and Discrimination, Harassment, and Retaliation Prevention had the highest reporting rate with 12% of respondents, while the other reporting options all had less than 10% report rates. Similarly, 63% of respondents indicated that they did not report their incident(s) of stalking, with the highest report rate (10%) being to HSU's Police Department. Additionally, the survey indicates even lower rates for instances of intimate partner

violence and sexual harassment: 79% of respondents did not report intimate partner violence and 84% did not report sexual harassment incident(s).

The report reveals disparities between cis women's and cis men's experiences of harm, and significant disparities between cisgender students' and trans\* students' experiences of harm (details provided below). Gender disparities were most evident in the responses to questions asking about the gender identity of the person who caused the harm.<sup>2</sup>

**Please note that this report contains explicit descriptions of violence.**

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## Sexual Assault

About **17%** of cis women, **13%** of cis men, **36%** of trans\* students, as well as **13%** of students who did not specify their gender, reported experiences of sexual assault since becoming a student at HSU.

- **73** students (38 cis women, 10 cis men, 24 trans\* students, 1 unspecified gender) reported some form of sexual assault or abuse other than the 3 categories listed;
- **66** students (42 cis women; 9 cis men; 14 trans\* students; 1 unspecified gender) reported someone committed sexual acts upon them while they were drunk, drugged, passed out, or asleep;
- **37** students (20 cis women; 7 cis men; 9 trans\* students; 1 unspecified gender) reported oral contact with genitals without consent;
- **36** students (23 cis women; 3 cis men; 9 trans\* students; 1 unspecified gender) reported penetration without consent.

About 82% of survivors of sexual assault identified the gender of the person who harmed them as men (cis and trans), 15% as women (cis and trans), and less than 1% as non-binary.

## Intimate Partner Violence

Since becoming a student at HSU about **18%** of cis women, **17%** of cis men, **25%** of trans\* students surveyed, as well as **25%** of students who did not specify their gender, reported physical violence, sexual violence, threats, monitoring, and other tactics and strategies of power and control that constitute intimate partner violence.

- **51** students (31 cis women, 10 cis men, 8 trans\* students, 2 unspecified gender) reported their partner kept track of them and demanded to know where they were;
- **42** students (26 cis women, 5 cis men, 10 trans\* students, 1 unspecified gender) reported their partner made them have sex when they did not want to;
- **38** students (22 cis women, 6 cis men, 8 trans\* students, 2 unspecified gender) reported that their partners made threats to physically harm them or someone they love;
- **14** students (10 cis women, 0 cis men, 3 trans\* students, and 1 unspecified gender) reported being choked or strangled;
- **12** students (8 cis women, 1 man, 2 trans\* students, and 1 unspecified gender) reported being kicked, bit, burned, or hit;

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<sup>2</sup>Respondents were provided with the following gender identity options for this question: woman (including Cis and Trans), man (including Cis and Trans), non-binary, unsure, prefer not to state.

- **Additional reports of harm include:** pushing, slapping, shoving; insults and put-downs; controlling budget, clothing, friends; keeping someone from leaving a space; destroying things; using a weapon against them.

About 73% of survivors of intimate partner violence identified the gender of the person who harmed them as men (cis and trans), 23% as women (cis and trans), and less than 2% as non-binary.

## Stalking

About **15%** of cis women, **11%** of cis men, **22%** of trans\* students surveyed, as well as **25%** of students who did not specify their gender, reported experiencing stalking since becoming a student at HSU.

- **57** students (38 cis women, 5 cis men, 14 trans\*, 0 unspecified gender) reported that someone engaged in repeated, unwanted communication (written, email, social media, texting,);
- **45** students (31 cis women, 5 cis men, 8 trans\*, 1 unspecified gender) reported that someone repeatedly followed them;
- **33** students (19 cis women, 3 cis men, 11 trans\*, 0 unspecified gender) reported that someone tracked or monitored their location or actions;
- **18** students (9 cis women, 5 cis men, 4 trans\*, 0 unspecified gender) reported that someone left gifts or written letters/notes;
- **6** students (3 cis women, 1 cis man, 2 trans\*, 0 unspecified gender) reported that someone hacked into their email, social media, and/or another personal account;
- **3** students (1 woman, 0 cis men, 2 trans\*, 0 unspecified gender) reported that someone watched or took photos while they were undressing, nude, or having sex.

About 68% of survivors of stalking identified the gender of the person who harmed them as men (cis and trans), 18% as women (cis and trans), and less than 3% as non-binary, and 7% as unsure.

## Sexual Harassment

About **34%** of cis women, **18%** of cis men, and **54%** of trans\* students surveyed, as well as **38%** of students who did not specify their gender, reported experiencing sexual harassment since becoming a student at HSU. (Compared to 2013 results of 46% of cis women, 16% of cis men, 63% of trans\* students surveyed, as well as 53% of students who did not specify their gender.)

Forms of harm included: kissing and touching without consent; whistles and catcalls; inappropriate questions about their sexual life; unwanted sexual phone calls, texts, or social media posts; unwanted exposure of genitals, masturbation, sexual motions, or gestures.

- **143** students (102 cis women, 7 cis men, 32 trans\*, 2 unspecified gender) reported that someone whistled, catcalled, or made noises/comments with a sexual overtone toward them;
- **123** students (75 cis women, 12 cis men, 34 trans\*, 2 unspecified gender) reported that someone asked inappropriate questions about their sex, romantic life, or sexuality;
- **100** students (65 cis women, 9 cis men, 25 trans\*, 1 unspecified gender) reported that someone made nonconsensual sexual contact with them (including kissing and touching above or under clothes;



- **49** students (32 cis women, 4 cis men, 12 trans\*, 1 unspecified gender) reported that someone made sexual or obscene calls, texts, social media posts, or messages;
- **41** students (25 cis women, 6 cis men, 9 trans\*, 1 unspecified gender) reported that someone made sexual motions (such as grabbing crotch or pretending to masturbate) toward them;
- **30** students (16 cis women, 7 cis men, 6 trans\*, 1 unspecified gender) reported that someone exposed their sexual body parts or masturbated in front of them.

About 75% of survivors of sexual harassment identified the gender of the person who harmed them as men (cis and trans), 12% as women (cis and trans), and less than 1% as non-binary, and 10% as unsure.

## Comparing 2013, 2016, and 2020 Survey Results

### Race/Ethnicity

The 2013 and 2016 Safer Campus Survey had comparable response rates, yet there were several significant demographic differences in the sample, while the 2020 Safer Campus survey had a much lower response rate than the prior iterations but also saw some small shifts in demographic response rates.

The rate of Latinx respondents increased from 16.8% in 2013 to 23.4% in 2016, and decreased to 18.1% in 2020. The rate of white respondents dropped from 58.3% in 2013 to 52% in 2016, increasing slightly to 52.7% in 2020. Rates of African-American respondents dropped from 2.9% in 2013 to 2.2% in 2016, but increased to 2.5% in 2020. Asian and Pacific Islander respondents dropped from 4.1% in 2013 to 3.5% in 2016, increasing back to 4.1% in 2020. Native American respondents increased from 0.9% in 2013 to 2.3% in 2016, and decreasing to 1.4% in 2020.

When compared to the ethnic diversity of the [HSU population](#) as a whole in fall 2020, this indicates that Latinx and African American respondents were under-represented while White and Asian and Pacific Islander respondents were over-represented in the survey participants.

### Gender

All three survey iterations had a higher number of cis women respondents (1,215 in 2013, 1,202 in 2016, and 425 in 2020) than cis men (565 in 2013, 502 in 2016, and 135 in 2020), while the number of trans\* respondents increased from 48 respondents in 2013 to 68 respondents in 2016, and 97 respondents in 2020.

### Class Level

One of the most significant demographic changes from the 2013 to 2016 survey was the number of respondents who were in their first year (33% in 2013 vs. 26.8% in 2016), however, the 2020 implementation saw a lower rate for first-year students with 22.6%. The first two survey implementations saw an increase in students who had been at HSU for three or more years (43% in 2013 vs. 49.6% in 2016), while the 2020 survey saw a slight shift to 49.4% for the same group.

Each of the survey implementations asked about experiencing different forms of violence since becoming an HSU student. Significant differences in response rates, global conditions (and the resultant changes in teaching and living situations for students), respondent demographics, as well as different methodologies for determining rates of harm prevent definitive claims about changes in rates in harm from 2013, 2016, and 2020.

## CHECK IT

Arguably the most significant difference in our campus context between the first two surveys was HSU's launch of CHECK IT, our bystander intervention program, in March 2014. CHECK IT's numerous forms of outreach engage and educate students to recognize dynamics of sexual assault, dating/domestic violence, and stalking; to provide information about strategies to disrupt potential moments of harm; to understand affirmative consent and healthy boundaries; and to educate students about resources for support, options for accountability, and access to accommodations. Fall 2016 marked the fifth full semester of CHECK IT programming on campus. Of the 1,796 students who participated in the 2016 survey, 50% of the respondents had entered HSU with CHECK IT programming in place. By Fall 2020, 96% of respondents entered HSU with CHECK IT programming in place, with 84% of respondents indicating that they are familiar with the CHECK IT program, and 75% of students who responded said they have attended at least one CHECK IT activity. About 92% of respondents indicate that they believe CHECK IT to be important or very important. The 2020 survey is the first time that the vast majority of students at HSU have encountered CHECK IT in their orientation to the campus and have access to CHECK IT events and campaigns throughout their entire experience at HSU.

The 2020 survey gives us additional data to assess some of the impact of the CHECK IT program, including changes in student awareness of affirmative consent, the meanings and definitions of types of harm, and if this has a correlation to the number of HSU students causing harm, as well as changes in attitudes toward bystander intervention, and how many students see themselves as having a role in working to change a culture of normalization and support for violence.

However, it is imperative to note that one of the key methods of culture change employed by CHECK IT – social branding and marketing of core messages – was significantly disrupted due to the pandemic. The visual impact of CHECK IT was woven throughout campus before HSU shifted to online learning. CHECK IT symbols were worn on clothing, visible on water bottles and backpacks, and posted in hallways and on doors. CHECK IT volunteers were on the quad tabling, present at numerous events with the consent-themed (and alcohol free) bar, and CHECK IT messages were found at parties through the CHECK IT party packs. CHECK IT's presence and their core messages were impossible to avoid. During the pandemic CHECK IT quickly pivoted to online messaging and campaigning, hosting numerous virtual trainings and having over 2000 followers on Instagram. We hypothesize that the tremendous work of CHECK IT to keep their messaging strong during the campus shift to primarily virtual operations helped to maintain strong levels of awareness of sexual assault, dating and domestic violence, stalking, and sexual harassment on our campus. However, given that social media is based upon an opt in strategy, not all students were exposed to CHECK IT's branding and social marketing.

### Awareness of issues at HSU

This section attempts to track student awareness of Sexual Assault/Abuse, Sexual Harassment, Dating and Domestic Violence, and Stalking as issues at HSU as well as those who do not think any of the categories are issues at HSU. Rates with an asterisk (\*) indicate a statistically significant difference from the prior year's rate ( $p < .05$ ).

#### Sexual Assault/Abuse:

In 2013, only 26% of survey respondents identified sexual assault/abuse as a problem at HSU; this jumped to 46%\* of respondents by 2016, but decreased to 39.4%\* (44.1% without 1st years) in 2020.

#### Sexual Harassment:

Awareness of sexual harassment rose from 39% in 2013 to 60.3%\* in 2016, and decreasing to 48.4%\* (53.1%\* without 1st years) in 2020.

#### Dating/Domestic Violence:

Awareness of intimate partner violence as a problem at HSU was at 28% in 2013, and rose to 38.5%\* in 2016, and dropped to 31.9%\* (36.2% without 1st years) in 2020.

#### Stalking

Awareness of the problem of stalking jumped from 28% in 2013 to 43.8%\* in 2016, and fell to 30.9%\* (34.3%\* without 1st years) in 2020.

#### None

Equally noteworthy, the percentage of respondents who said that none of these forms of harm are problems at HSU declined from 45% in 2013 to 25.6%\* in 2016, and increased slightly to 30.4%\* (27.6% without 1st years) in 2020.

### Intervention Role

This section tracks whether students feel they have a role in intervening in instances of harm involving Sexual Assault/Abuse, Sexual Harassment, Dating/Domestic Violence, and Stalking as well as those who do not think they have a role in any of those categories.

#### Sexual Assault/Abuse:

In 2013, 48% of respondents saw themselves as having an intervention role for instances of Sexual Assault/Abuse; by 2016, this rose to 61.9%\*, in 2020 it dropped to 54.5%\* (53.8%\* without 1st years).

#### Sexual Harassment:

In 2013, 55% of respondents indicated they had an intervention role in instances of Sexual Harassment, this increased to 70.7%\* in 2016, but dropped slightly to 64.4%\* (64.4%\* without 1st years) in 2020.

#### Dating/Domestic Violence

The percentage of students indicating they saw themselves as having a role in preventing or ending Dating/Domestic Violence rose from 50% in 2013 to 58.2%\* in 2016, but fell to 51.6%\* (49.8%\* without 1st years) in 2020

#### Stalking

Of respondents, 36% thought they had a role intervening in stalking incidents in 2013, increasing to 46.8%\* in 2016, and decreasing slightly to 43.2% (42.7% without 1st years) in 2020

#### None

The number of students who saw no role for themselves intervening in these forms of violence decreased from 26% in the 2013 survey to 14.3%\* in 2016, but increased slightly to 15.6% (15.9% without 1st years) in 2020.

We hypothesize that the small dips in awareness in the data above are due to either or both of the following: the shift in methods of prevention education due to the pandemic (as discussed above), and the shift in national political culture. It is important to note that the 2016 survey was not only conducted after 2.5 years of CHECK IT programming, but also after 8 years of a presidency that made campus sexual assault a national issue. In contrast, the 2020 survey was conducted after 4 years of a presidency that undermined the work of the prior administration on this issue. Future surveys will enable us to see if a return to in-person campus operations, combined with a presidency once again committed to addressing the issue of campus sexual assault, dating and domestic violence and stalking, will affect students' perceptions of these issues.

## Bystander Intervention Responses

One of the distinctive features of CHECK IT is the focus on educating students to recognize sexual assault, dating and domestic violence and stalking, and empowering them to disrupt potential moments of harm. This survey marks the first time that we have collected qualitative and quantitative data about incidents of bystander intervention.

Since attending HSU, 203 respondents reported witnessing 1 or more potential moments of harm. Out of those who witnessed a potential moment of harm, 136 students (67%) reported intervening 1 or more times. In the optional comment box about intervention, 41 students shared details of CHECKing IT at parties, in public spaces, on campus and in the community. People shared a mix of direct, delegate and distract intervention strategies, however, distract was the most commonly used method.

Utilizing the distract method, one student shared, "At a party I saw a girl who was clearly uncomfortable with the guy she was with. I came over and reached in between them for something on the counter and then started a conversation with her. When I saw she was relieved by this, I kept talking and the guy eventually said he had to go and went away." Another student shared, "I noticed that my friend was being followed by her ex-partner on campus, so I ran up to my friend and pulled them into the Depot. Since there were so many people in the Depot, their ex-partner turned around and walked away." Another student shared, "A guy was trying to hit on a girl and you can tell she's clearly uncomfortable and the guy wouldn't stop so I walked up to her, gave her a hug, and pretended I knew her forever and got her away from the man. She was so thankful, she didn't know how to leave the situation without worrying he'd get mad at her."

Utilizing the direct method, one student shared, “I overheard a couple arguing late at night while walking to my car after work. She was crying and walking away from him, and he was following her and yelling at her. I offered her a ride and she said she was close to home and at that point, the man turned around.”

Utilizing the direct and delegate method, one student shared, “A man was bothering a young woman at a Humbrews music event, repeatedly trying to touch her and dance with her after being turned down. I asked her if she needed any help, and let her know that me and my friend were available to her. At the end of the night when she left, I saw the guy leave immediately after she did (she didn't see him), so I informed the door guy and they sent an employee to make sure she knew he was following her.”

### Qualitative Data

Survey respondents were given the option to provide general comments about the CHECK IT program. 167 out of the 669 total surveyed chose to write in responses.

#### Negative, neutral or mixed comments

While the responses regarding CHECK IT were overwhelmingly positive, there were 18 negative comments and 29 neutral or mixed responses. In these comments, students shared that they did not think the CHECK IT program was effective, it wasn't addressing faculty related harm, it wasn't focusing enough on sexual harassment, and that the program was treated like a joke.

#### Positive comments

Respondents' written responses overwhelmingly demonstrate the personal and powerful impact CHECK IT has had on HSU students and the campus community. The following common themes emerged within people's responses about the CHECK IT program:

**CHECK IT has increased people's awareness about sexual violence, dating violence, consent and bystander intervention at HSU.** 43 students mentioned that CHECK IT spreads awareness, shares resources, and/or provides educational tools in their comments. Some shared that CHECK IT has increased conversations about sexual violence and dating violence on campus and has made it easier to talk about. Others shared how CHECK IT has helped create a community that does not tolerate violence. For example, one student shared, “Check It does exceptional and incredible work for this campus. They host wonderful events and educational trainings that are helpful and strengthen a culture of consent on campus.” Another shared that CHECK IT “sets the tone on campus as one of ‘no violence tolerated.’”

**Students believe CHECK IT is an essential program on campus.** 34 students noted the importance of the CHECK IT program in their comments. 9 students shared that every college campus should have a program like CHECK IT and 3 students shared that CHECK IT is the best program at HSU. One student shared, “CHECK IT is the first of its kind when there should be such an organization on every single college campus. I was never exposed to consent until I was exposed to CHECK IT. It's one of the best programs HSU has to offer its community.” Another student shared, “Every college and university needs a program like CHECK IT, and talks/programs/educational awareness to let people know that this resource is available.”

**CHECK IT creates a safer campus environment.** 11 students shared that CHECK IT makes them or the university feel safer. As one student shares, “CHECK IT makes it feel like the campus cares about our safety and wants us to be informed about important issues that may affect us at some point.” Another student shared, “Check it makes me feel a lot safer on campus, knowing there's a group of people that are going to look out for you.”

**CHECK IT provides tools for individuals to improve their relationships, communication and engagement with others.** 8 students shared that CHECK IT has empowered them with the language to communicate consent and to grow as a person. As one student shared, “Check It gave me the language to enforce and actively push towards a more consent centered social life.” Another shared, “Check-it taught me the power of saying no, it taught me the information I needed to stop victim shaming.” Lastly, someone shared, “Without CHECK IT I wouldn't talk about consent nearly as much. But it makes my life so much better to talk about it!”

**CHECK IT provides information about survivor support resources.** 8 students mentioned survivor support in their comments. One student shared, “I believe CHECK IT is a great organization that not only provides information on what to do in tense situations but also provides help for those suffering from those situations.” Another student shared, “I think people have a difficult time leaving relationships that may be abusive either verbally or physically and the education you provide is extremely beneficial to all students.”

Overall, the qualitative data demonstrates that CHECK IT has had a positive impact on our campus community. 92% of survey respondents indicate that they believe CHECK IT to be an important program on campus. One student shared, “CHECK IT was definitely one of the reasons, I decided to come to HSU, because I know how prevalent sexual harm is in institutions and to know there is a group on campus that works to prevent that and spread a message of consent, was very empowering and encouraging.”

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This project was partially supported by Grant No. 2015-WA-AX-0002 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



# Faculty Cluster Hire Initiative

**Update for University Senate**

**22 February 2022**



# Deepest Gratitude

- Provost Jenn Capps
- Dr. Monty Mola
- College Deans (Jeff Crane, Cyril Oberlander, Eric Riggs, Shawna Young)
- Provost's Council of Chairs
- FCH Working Group (Simone Aloisio, Carmen Bustos-Works, Rafael Cuevas Uribe, David Greene, Cyril Oberlander & Michihiro Sugata)
- ODEI Team & Faculty Equity Fellows



# FCH: The Journey



- May 2021: FCH was born
- June 2021: Preliminary draft developed
- Aug. 25, 2021: FCH WG 1<sup>st</sup> meeting
- Sept. 20, 2021: Provost's Council of Chairs
- Sept. 21, 2021: SenEx
- Sept. 28, 2021: University Senate
- November 2021: Individual meetings with College Deans
- Feb. 15, 2022: SenEx
- Feb. 22, 2022: University Senate
- FCH WG weekly meetings: 24 meetings x 90 minutes each = 2,160+ min (36+ hours)
- **Combined time investment: 36 hours x 8 = 288+ hours**



# What FCH Is & Why We Need It

**WHAT:** The Cal Poly Humboldt Faculty Cluster Hire initiative involves hiring faculty into multiple departments or colleges around themes, interdisciplinary research topics, or “clusters.”

**WHY:** To increase faculty diversity and enhance collaboration across disciplines. Increasing faculty diversity will help enhance the student experience inside and outside the classroom.

# FCH Desired Outcomes



1. Five years from now most of the people hired are **actively working together**
2. Run a very inclusive search resulting in a **strong diverse pool**
3. **Build retention infrastructure of new hires** and networking of campus community to be successful
4. Create a culture of **interdisciplinary and interdepartmental collaboration**
5. **Enhance collaborative research among departments**



# Screening Process: Step By Step

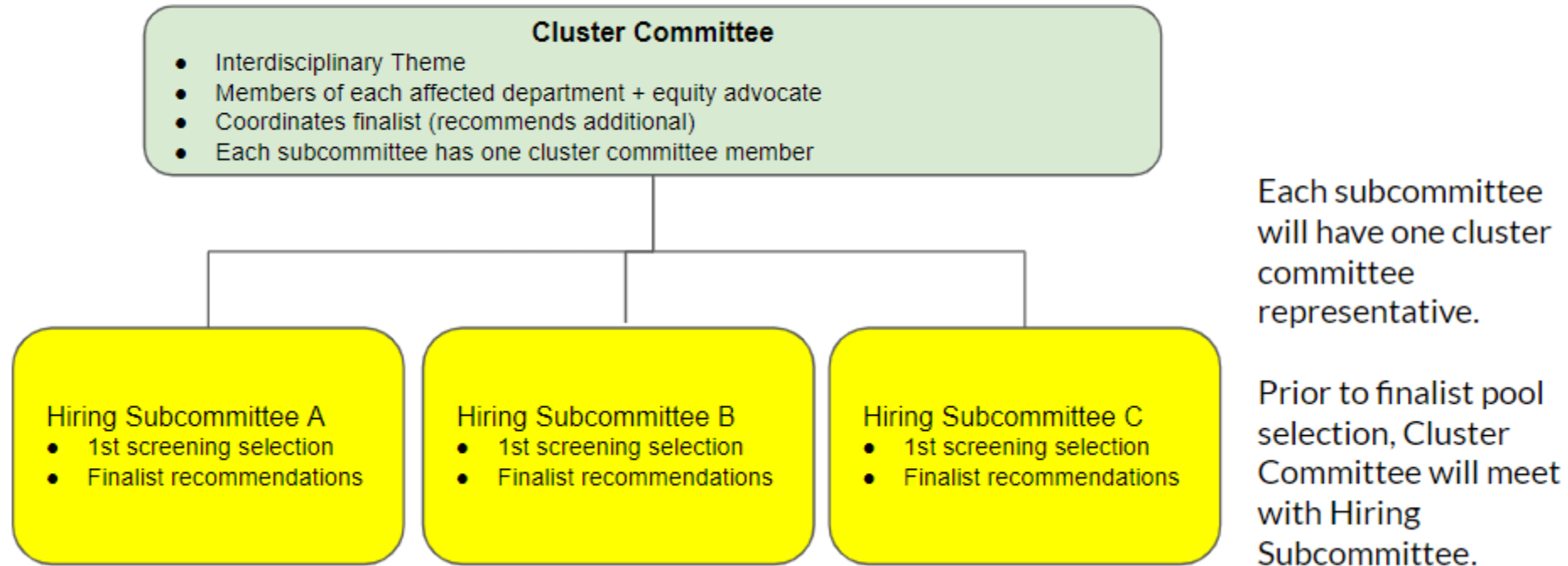
- ❖ A group of departments chooses a **common interdisciplinary theme** & forms a Cluster Search Committee.
- ❖ Each position within a cluster will have a separate **position Search Subcommittee**, which is a subset of the **larger Cluster Search Committee**.
- ❖ Each Cluster Search Committee includes an **Equity Advocate**.
- ❖ Equity Advocate is a member of each Search Subcommittee.
- ❖ Cluster Search Committee meets during the search process at least once prior to the selection of a short list.



1. Search Subcommittees screens applicants and does **first stage of phone or Zoom interviews** to determine on-campus finalists. Cluster Search Committee may request adding to the screened lists of on-campus finalists to enhance the diversity of the cluster pool.
2. Short-listed candidates within an interdisciplinary theme are brought together on **campus** simultaneously for two days; and have a one-hour meeting with one another. No candidates for the same position will be in the same cohort.
3. **On-campus interviews** include a research presentation and a separate teaching presentation open to all. Candidates also meet members of the BIPOC affinity group and the Deans.
4. Search Subcommittees make **final recommendations to Provost** following a review with the Cluster Search Committee. The Cluster Search Committee may recommend additional hires to achieve the desired outcomes.



## Screening Process





# Timeline for FCH Implementation

1. Provost met with the Council of Chairs January 27, 2022 and discussed hiring plans for AY 2022/23.
2. Faculty Cluster Hire **proposals for AY 2022/23 will be due April 1st, 2022.**
3. FCH Working Group seeking **feedback February 14-28.**

# Strategies for Supporting & Retaining New and Existing Faculty (especially BIPOC Faculty)



1. Faculty Cluster Hire Initiative
2. Centering Diversity, Equity, & Inclusion in Faculty Searches
3. BIPOC Faculty Affinity Group
4. Institutional Membership in National Center for Faculty Development and Diversity (NCFDD)
5. Creating a Safe and Welcoming Community on and off Campus (e.g. Welcome to Humboldt initiative)
6. Professional Development Fund to Support the Retention of BIPOC Faculty
7. Avoiding Unconscious Bias Training and Equity Advocate
8. Reducing Cultural Taxation Through Shared Advising Load





# In Gratitude

## Faculty Cluster Hire Initiative: Working Group

Dr. Simone Aloisio (AVP Faculty Affairs)

Dr. Carmen Bustos-Works (AVP Academic Programs)

Dr. Rafael Cuevas Uribe (Associate Professor, Fisheries Biology)

Dr. David Greene (Professor and Chair of the Forestry Department)

Dr. Elavie Ndura (AVP Diversity, Equity, & Inclusion-ODEI)

Mr. Cyril Oberlander (Library Dean)

Dr. Michihiro Sugata (Assistant Professor, Criminology & Justice Studies)

Ms. Jeanne Riecke- administrative support