

University Senate

Meeting Minutes for Tuesday, September 17, 2024

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:03 pm. A quorum was present.

Members Present

Banks, Benavides-Garb, Burkhalter, Capps, Cappuccio, Cruz, Geck, Harmon, Holliday, Lancaster, McGuire, Miller, Miyamoto, Pachmayer, Perris, Ramsier, Silvaggio, Spagna, Sterner, A. Thobaben, M. Thobaben, Woglom

Members Absent

Aghasaleh, Deshazier, Evans, Gordon, Hill, Singleton, Stelter, Tillinghast, Virnoche

Guests

Amanda Admire, Maral Attallah, Joice Chang, Adrienne Colegrove-Raymond, Casey Dobbins, Michael Fisher, Bethany Gilden, Rachael Gipson, Bella Gray, Kendra Higgins, Mike Le, Gracie Leal, Hallie Lepphaille, Isaac, Peggy Metzger, Melanie Michalak, Monty Mola, Rachel Montgomery, Suzanne Pasztor, Jenni Robinson Reisinger, Sondra Schwetman, Ronnie Swartz, Kimberly White, Jeffrey White, Mark Wicklund, Carmen Works, Erika Wright

Announcement of Proxies

Lancaster for Aghasaleh, Banks for Deshazier, Harmon for Evans, Michael Fisher for Gordon, Cruz for Singleton, Miller for Stelter

CFA Interruption Statement

Chair Woglom read the Interruption Statement from the California Faculty Association.

Approval and Adoption of Agenda

M/S (Harmon/Cruz) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from May 7, 2024 and September 3, 2024

The meeting minutes were not submitted for approval.

Consent Calendar from the Integrated Curriculum Committee

The attached Consent Calendar from the ICC was approved by general consent.

General Consent Calendar

The attached USFAC 2023-2024 Recommendations were approved by general consent.

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

Committees are filling up. One election just finished and another one will occur next week.

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

Written report attached

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

Written report attached

University Resources and Planning Committee (URPC)

Written report attached

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

AS is working on recruiting students for committees, and encouraging students to attend Senate.

California Faculty Association (CFA)

CFA has filed a Public Employee Relations charge against the implementation of the new Time, Place, and Manner Policy, including the campus addendum, specifically the makeup of the Protest Response Team and the role of the Community Engagement Team.

The unions will be meeting with the new President, which is a meaningful departure from the prior administration. Thank you, President Spagna!

There are some faculty who are currently languishing with suspension with pay. Their cases seem to be unnecessarily dragged out. We really hope they can be resolved in a timely manner.

We're having a chapter social tonight at Redwood Curtain to register voters. There's a Union-Wide Town Hall meeting on academic freedom on September 18. There's also an organizing event for International Faculty on September 26.

Office of Diversity, Equity, and Inclusion (ODEI)

No report.

Emeritus and Retired Faculty and Staff Association (ERFSA)

Written report attached

Labor Council

No report

Staff Council

No report

President's Administrative Team (PAT)

Provost Capps reported that the postponed Senate Reception combined with the Promoted Faculty Reception is September 18.

President Spagna echoed his campus-wide email last week, that there's still a lot of pain associated with the events in April and campus conversations will be ongoing.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Gracie Leal made the following remarks, transcribed from the recording:

Good afternoon, everyone, I'm Gracie Leal. I am here as an alumni and as a community member. First, we should all acknowledge the pain that was caused in April to the students, to the staff, to the faculty, to the community. How the administration responded to the protests that occurred on this campus about the mass genocide of the Palestinian people.

Instead of responding with courage, with sympathy, with dialogue, you responded with punishment, with brutality and harassment. Instead of taking the time to take initiative, to apologize, to take accountability, you are just complying with the CSU Board with a Time, Place, and Manner Policy that is just there to continue to harass and police the students here on campus that should have the right to exercise the freedom of speech and to speak up to the right and dignity of other human beings.

I would recommend, and it would be amazing, you guys take the step to be accountable for yourselves, for our community, for your campus. You should not be complying with the same authoritative tyrannical systems that we criticize. We want to say black lives matter, but then you're like these lives don't matter. We want to say LGBT lives matter, but not when they're standing on the front line criticizing you. So when will that be? That's what I want to know.

You put policies in place to try to get the community out of this campus in the night time? You were the one creating that brutality. You said that you wanted them out of the building to create safety, but you were the terror. Let that sink in. Imagine being the terror to an institution that is for learning, and supposed to be safe for students.

I am ashamed of graduating from this university, and I applaud all the students and the community members that came to try to protect the students. You are trying to tell them that they cannot be here in the night time, because they thought that you guys failed them. Saying that they cannot wear masks when you deem that they break policies. They cannot keep their own body safe when you deem that they are unsafe, that they are a terror to you. I hope one day that you can acknowledge that, so we can make amends, so we can go forward, and that you can acknowledge the genocide that's going on in Palestine. I'm looking at you, Provost.

I also call for the reinstatement of Rouhollah, who was there as a professor looking out for the safety of their students. It is a shame that you are still suspending Rouhollah for standing up for what's right and for looking out for their students. That's all.

Report on WSCUC Accreditation Work

Carmen Works and Mark Wicklund gave the attached presentation.

TIME CERTAIN: 4:00-4:15 PM – Resolution on Research Centers & Institutes (01-24/25-UPC – September 17, 2024 – First Reading)

Senator Harmon and Erika Wright gave the attached presentation.

Jeffrey White asked that the policy not just use “research”, but include language such as “research and scholarly endeavors” to be more inclusive of projects such as media development, the Natural History Museum, scholarships, and courses through Extended Education.

Time, Place, and Manner Policy (Information Item and Discussion)

Senator Capps and Senator Holiday gave the attached presentation.

Chair Woglom summarized some of the feedback he’s received: This policy was presented in August during a summer break, so it starts from a shady point. It was implemented with really short notice and without consultation with bargaining units, faculty, or students. It’s also important to look at it in the broader scope of eroding democratic norms across the United States. We would like the ASCSU to ask the Chancellor how did we get to this? Why did we do this this way? How can we do this better next time? This isn’t how we should engage with each other democratically to create policies.

Senator Geck asked who gets to decide when exceptions are made to the policy. Senator Harmon seconded the question, as there have been multiple protests on campus that violated previous Time, Place, and Manner policies, but that were allowed and ended peacefully. Senator Capps said there’s no answer at this time, though with the budget mandate to implement this policy, it means there’s a different climate than previous times.

Senator Burkhalter brought up that one of the concerns is that the Free Speech Response Team is the same group of people who sanctioned the response in April, which made some really bad decisions that ended up harming students, faculty, and community members. It doesn’t include anybody who understands how protests work. We see from the recently released body camera footage that nobody engaged the protestors besides the police, and the students didn’t want to talk to the police. How is this policy going to play out differently than what happened in the Spring?

Senator Capps replied that the Community Engagement Team is what is different, and that the ongoing education of everyone involved. Senator Holiday added that everyone involved is going through training about how to respond.

Chair Woglom stated that everything has to be centered on the safety, security, success and education of our students, and that's greater than this policy. There is a fear that this policy can be institutionally used as a justification to hurt our students, and we can't allow that.

M/S (Cruz/Sterner) to adjourn

Meeting adjourned at 5:02 PM

University Senate
Integrated Curriculum Committee approved 09/10/2024
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[BIOL - 330 - Principles of Ecology - Course Change - 23-2547](#) - **Description:** Major ideas shaping modern ecology: population regulation, competition, predation, ecosystem energetics, mathematical models, and nutrient cycling. Role of biological and physical factors in developing community structure. **Proposed Changes:** Change one of the existing prerequisites--STAT 108 or STAT 108I or STAT 109--to a corequisite.

[CS - 312 - Algorithms - Course Change - 23-2466](#) - **Description:** Introduction to algorithmic thinking. Recurrences and solution techniques, fundamental algorithms including graph algorithms, algorithm design techniques, balanced trees, performance trade-offs. **Proposed changes:** Change in prerequisites to include the statistics course taken by Software Engineering Majors (STAT 109) and the new "stretch calculus" option (Math 109C). Prerequisites: CS 211 and MATH 105 or MATH 109 or (MATH 109B + MATH 109C). Coreq: STAT 108 or STAT 108I or STAT 109.

[CS - 325 - Database Design - Course Change - 23-2470](#) - **Description:** Introduction to database design and implementation. Relational model, entity-relationship model and diagrams, converting a model to a schema, elementary Structured Query Language (SQL), normalization. **Proposed Changes:** Change prerequisites to allow Data Science Majors to take DATA 111 instead of GSP 270 or GSP 272.

[CS - 346 - Telecommunications & Networks - Course Change - 23-2467](#) - **Description:** Introduction to the fundamentals of telecommunication and to the structure, implementation, and theoretical underpinnings of computer networking. **Proposed Changes:** Change in prerequisites to accept the statistics course taken by Software Engineering Majors (STAT 109).

[CS - 444 - Robotics - Course Change - 23-2468](#) - **Description:** A project-based introduction to robotic systems and software that controls them, including gearing, mechanics, AI control systems, and problem solving with robots. **Proposed Changes:** Change prerequisites to accept the statistics course taken by Software Engineering Majors (STAT 109), and allow Instructor Approval (IA).

[CS - 449 - Computer Security - Course Change - 23-2471](#) - **Description:** Introduction to central concepts of computer security on networked systems. Topics include threats, cryptography, authentication, operating systems in security, legal and privacy issues. **Proposed Changes:** We propose to add an option (CS 375) for the course prerequisite so that Software Engineering Majors may take this course as an elective.

[CS - 459 - Software Engineering Senior Project - Course Change](#) - **Proposed Changes:** Changing prerequisites to include CS 453 to correct an error in the original course proposal. Update C-classification from C-01 to C-05 seminar.

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[CS - 461 - Computational Models - Course Change - 23-2469](#) - **Description:** An introduction to the Chomsky hierarchy, automata, Church- Turing Thesis, computability, NP-completeness, and information theory. **Proposed Changes:** Change in prerequisites to allow students to "stretch calculus" (Math 109C) to satisfy the calculus requirement. Prerequisite: CS 312, MATH 253, and (MATH 105 or MATH 109 or MATH 109B + MATH 109C).

[23-2550 - Music. Music Education \(Pre-Credential\) Concentration. B.A. - Change Program Description](#) - Concentration name change required by accrediting body (NASM). Concentration name to change to "Music Teacher Preparation".

[MUS - 385P - Piano Performance Seminar - Course Change - 23-2381](#) - **Description:** Perform, listen to, and critique piano performances. **Proposed Changes:** Update the course title and description to clarify that 385P is PIANO Performance Seminar (as opposed to 385V, which is VOCAL Performance Seminar).

[MUS - 385V - Course Change - Vocal Performance Seminar - 23-2382](#) - **Description:** Perform, listen to, and critique vocal performances. **Proposed Changes:** Somehow 385P: Piano Performance Seminar and 385V: Vocal Performance Seminar were entered into Acalog as one course. This change is corrective and will establish MUS 385V as a separate course (MUS 385P has no changes).

[RRS - 499 - 24-2558 - Course Change - Directed Study](#) - Making this course repeatable, as are other Directed Study courses in this Department.

[TA - 328 - 23-2559 - Course Change - Production Practicum](#) - Change Repeatability to unlimited, and add the ability to register for more than one section concurrently.

[SOC - 560 - 24-2519 - Course Change - Teaching Sociology](#) - Minor course name and description change that does not affect course content.

Proposed Course Title: Teaching in Higher Education

Proposed Course Description:

Explore theories and evidence-based practices of inclusive teaching and learning, as well as current challenges for college educators. Develop teaching portfolio: philosophy, syllabus, activities, and signature assignment. (Original: Explore pedagogy, theories of learning, teaching techniques, and issues in sociology classrooms. Develop teaching philosophy and portfolio in relation to own teacher identity.)

Permission to Enroll: update to Instructor Consent Required.

Hey Cal Poly Humboldt!

Welcome to week four. It seems nuts that we are this far in already.

This week we will be addressing some complex and important content in our Senate meeting, and I'm hoping that as much of the campus community can attend as possible to represent our shared thoughts and interests.

First, following open forum and committee reports, we will have about 15 minutes to discuss progress in the WSCUC accreditation working group. Last Wednesday, September 11th, we had our first of four online Town Hall Meeting to discuss how we will address the first Standard proffered by the accreditors. The meeting was less than optimally attended (no passive aggressive sass meant, I'm not in the habit of jumping on extraneous Zoom meetings of late, either), so we would love it if folx could take some time to provide feedback to the writing team outside of that forum context.

The WSCUC Accreditation Steering Committee and its writing teams are tasked with writing 4 essays that address a series of prompts, combining to create a 50-70 pp (double spaced) Self Study report that is meant to sort of encapsulate who we are and what we are doing here on campus. The content for this document will be solicited from y'all, the campus community, town halls, feedback forms, and as many meetings as y'all are willing to have with us and your respective constituencies.

The Standard that Carmen Bustos-Werks and I, along with our awesome writing team, will be working on is **Standard 1: Defining Institutional Mission and Acting with Integrity**, which reads:

The institution defines its mission and establishes educational and student success objectives aligned with that mission. The institution has a clear sense of its essential values, culture, distinctive elements, and its contributions to society and the public good. It promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion. The institution functions with integrity and transparency.

In order to address this standard, we have been asked to write an essay in two sections:

1. **Section 1: Institutional Purposes**
 - a. *Describe your institutional mission, purposes, values, and culture and how these elements frame and support a commitment to the success of all students within the context of the Commission's policy on equity and inclusion.*
2. **Section 2: Integrity and Transparency**
 - a. *Describe how the mission and purposes support and encourage an open and consultative approach and uphold the principles of integrity and transparency.*

If you or your affiliated campus group would like to talk to us about these concepts and your experience of them on campus, please don't hesitate to email me at jw2311@humboldt.edu or reach out to Carmen. You can also provide written content to this [link](#). If there is anything you

would like to communicate to the accreditors about this prompt or process, but would like to remain anonymous, please submit your comments to this [link](#).

The central thesis of this section is consideration of how we as a community define ourselves and our purpose, and how we act with integrity and transparency in regards to that identity and purpose. Thus, if we do not engage with as many folx as possible, as openly as possible, such that our text reflects the community at hand as inclusively and honestly as possible, the document will have missed the mark. We must act with transparent integrity in defining how we act with transparency and integrity, or our submission will be a failure and a farce. As such, I BEG y'all to hold us accountable with this work, to provide us with as clear a sense of who we are and how we want to be in the world, such that we will be collaboratively successful in telling folx outside of our organization why Humboldt matters. Please don't let us get this wrong.

Next, we will have a first reading of our new Centers & Institutes Policy. This resolution and policy were developed in partnership between the University Policy Committee and the Sponsored Programs Foundation, and has been shepherded by UPC Chair, Chris Harmon. Please provide us with as much feedback as possible so that Chris and his committee can make the policy awesome, and we can get that moratorium on Centers and Institutes lifted.

Finally, we will be learning about and talking through the Time, Place and Manner Policy. As many of us know and have heard around campus, there is deep discomfort being communicated by folx on campus who are concerned with:

- the top down implementation of an impactful policy from the Chancellor's Office to our campus and our 23 sister campuses,
- the apparent lack of transparency and consultation in the process of drafting this policy,
- the potential free speech implications of the policy itself,
- the process through which the campus-specific addendum was drafted (again, apparently without wide consultation),
- the apparent decision to not include students or faculty on all of the committees or working groups related to this policy at the campus level.

President Spagna, in his recent email to campus and a meeting with campus representatives this week, spoke to a desire to have a series of courageous conversations about not only this policy, but the experiences of our campus over the last several months. I would like to personally encourage us to take him up on that offer. In keeping with that intention, I would ask that folx attend this meeting in order to hear about where we are at, currently, and for all of us to engage in talking about where we go from here.

As always, thank you so much for your contribution to our community and its educational endeavors, and to the shared governance that helps to shape policy and practice for that community and its endeavors.

Yay Humboldt!
jim

CAL POLY HUMBOLDT

University Senate Written Reports, September 17, 2024

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Eduardo Cruz (AS Legislative Vice-President), Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment). *Vacant: One Faculty Rep; AS Student 2nd Rep*

Meeting Date(s): 9/11/24

Meeting Details: The Committee discussed:

1. [Minor/Certificate Policy draft](#):
 - ICC and SenEx feedback: No residency requirement for minors
 - Certificate residency requirements still under discussion
 - Policy to be reviewed at September 10 SenEx meeting
 2. [Combined Bachelors and Masters Pathways \(CBMP\) Policy](#):
 - Drafting revision to increase transferable units from 9 to 12
 - Change aligns with CSU policy
-

Appointments and Elections Committee:

Submitted by Jorge Monteiro, AEC Chair

Members:

Meeting Date(s):

Meeting Details: no report

Constitution and Bylaws Committee:

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

Faculty Affairs Committee:

Submitted by Jayne McGuire, FAC Chair

Members: Claire Till, Melanie Michalak, Kimberly Perris, Lisa Tremain, Anthony Silvaggio, Kimberly White. Tim Miller attended both meetings to support the transition and the ongoing work.

Meeting Date(s): 9/5/2024 and 9/11/2024

Meeting Details: The committee met twice to discuss the following items.

- Introductions
 - FAC focus and function
 - FAC priorities carried over from last year
 - Set priorities for this year, including
 - Establishing an Early Tenure Policy
 - Look into Student Feedback Questionnaires
 - Establishing a university-wide minimum standard criteria for scholarly/creative activities for tenure.
 - Post tenure review
-

Integrated Curriculum Committee:

Submitted by Sara Sterner, ICC Chair

Members: Ramesh Adhikari, Paul Michael Atienza, Morgan Barker, Cindy Bumgarner, Carmen Bustos-Works*, Christine Cass, Eduardo Cruz, William Fisher, Chris Guillen, Sara Hart, Alison Hodges*, JuEun Lee, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler, Melissa Tafoya, Lisa Tremain, Mark

Wicklund; GEAR Chair: Sara Hart; CDC Chair: Lucy Kerhoulas; APC Chair: Tyler Evans; Student Representative: Eduardo Cruz, AS Legislative Vice President; Curriculum and Catalog Specialist: Cameron Allison Govier; Curriculum and Assessment Analyst: Khristan Lamb

Meeting Date(s): Tuesday September 10, 2024 (9:00am to 10:50am)

Meeting Details:

- Welcome and Minutes/Agenda Approvals
 - ICC Straight to Consent Calendar - Voted and approved to Move to Senate
 - Camie sent to Patrick after meeting for inclusion in Senate
 - TA 106 Moved from Consent Calendar to CDC for further review
 - Subcommittee Reports & Updates:
 - **AP/Curriculum:** Submitted our GE waivers to the Chancellor's office, discussion of the continued need for waivers as this works through the CO; reminder of MCC/Curriculum Deadlines being firm and creating a queue
 - **GEAR:** Program review (Goals: draft out by 9/17 for full ICC review); Program change in curriculum (MCC)- Area E proposals. More than half of the Area E courses (12 overall - 8 for change, 4 for suspension) are related proposals to the GEAR program modification in curriculum; Communication plan
 - **CDC:** 130 proposals in the queue
 - **APP:** Workflow process considerations
 - **APC:** feedback on minors and credit-bearing certificates; Next up will be the blended bachelors/masters policy
 - General ICC Business
 - ICC Agenda Timing - sent on Thursdays before meetings on Tuesdays
 - Need: Faculty Service for Committees (GEAR + CDC)
 - Discussion of service needs; 2 new members from CPS added
 - APC: Review + discussion Minors and Certificates Policy
 - APP Request for Discussion About Proposal review process
 - Considerations of a more thorough review of program proposals - ask CDC and GEAR if there are things that would be helpful for us to do, or resources that we should use; APP will discuss further
 - GEAR: New GEAR courses now need to communicate to relevant parties; discussion of communication plan and scheduling needs
-

University Policies Committee:

Submitted by Chris Harmon, UPC Chair

Members: Tawny Flemming, Heather Honig, Michelle Williams, Kijung Ryu, Sulaina Banks, Eduardo Cruz

Meeting Date(s): September 10, 2024

Meeting Details: Welcome new committee members: Kijung Ryu, Eduardo Cruz, and Heather Honig. We are still short a CAHSS Rep and a Staff Rep. UPC has been working with SPF on updating our existing policy (or lack thereof) on Centers & Institutes. We will introduce a draft policy on this topic as a first reading during the Senate meeting September 17, 2024.

University Resources and Planning Committee:

Submitted by Jaime Lancaster, URPC Co-Chair

Members: Jaime Lancaster, Jenn Capps, Dave Janetta, Ramesh Adhikari, Steven Margell, Nate Cacciari-Roy, Wysdem Singleton, Jeff Crane, Chrissy Holliday, Sherie Gordon, Patrick Orona

Meeting Date(s): 9/6/24. Next meeting: September 20.

Meeting Details:

We just had our first meeting of the year. We welcomed new members, did introductions and had a re-cap of last year's activities. Chrissy Holliday presented tentative enrollment numbers (pre-census).

We discussed continuing and expanding two popular URPC informational activities:

1. Budget 101: we would like to offer this campus-wide presentation each semester. Tentative dates were discussed and we're working on scheduling it and refining content.
 2. Divisional reports: Last spring, the URPC received divisional reports from divisional leaders. These events were publicized, recorded and well received. We'd like to expand this series to include both a fall and spring component.
-

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU is meeting for its September standing committee meetings and plenary September 18, 19 & 20.

In preparation for the plenary, Faculty Trustee Darlene Yee-Melichar submitted a comprehensive report of the July 22-24 CSU Board of Trustees Meeting (view [here](#)). Of particular concern is an anticipated very large shortfall in the 2025-2026 CSU budget and the proposal to merge Cal Maritime Academy with Cal Poly San Luis Obispo.

We expect that on the ASCSU plenary agenda there will be discussion of the Chancellor's Office [interim Time, Place and Manner policy](#) and that we may be asked to vote on a resolution related to it with a first-reading waiver. Faculty leaders have raised concerns about the lack of shared governance in developing the policy over the summer, and four campus Senates (CSU Stanislaus, Fresno State, San Diego State and Sonoma State) have passed resolutions calling for increased shared governance in developing and implementing any permanent policy. We encourage you to review the campus-specific "Humboldt Addendum" to the policy [here](#). If you have any concerns about the Time, Place, Manner policy that you would like us to share with the ASCSU please contact Stephanie (stephanie.burkhalter@humboldt.edu) and Mary Virnoche (mary.virnoche@humboldt.edu).

Associated Students:

Submitted by Wysdem Singleton, AS President

Members:

Meeting Date(s):

Meeting Details: no report

California Faculty Association:

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

Office of Equity, Diversity, and Inclusion:

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: no report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

Humboldt-ERFSA Fall 2024 Fall Luncheon September 12th Meeting

Acting President Michael E. Spagna made a surprise visit to the ERFSA luncheon, introduced himself and spent time talking with the ERFSA members. *Mark Johnson* introduced himself as Humboldt-ERFSA new liaison with the President's Office. *University Library Dean Cyril Oberlander* kicked off the Fall 2024 Fall Luncheon Presentations with his on *The University Library SimTable & Hall of Simulation*.

September 18 from 5-7 pm in the Great Hall: The ERFSA grant recipients will be recognized along with Faculty Award Winners and Promoted faculty. 2024 Humboldt-ERFSA Grant Recipients: Justin Luong: Assistant Professor, Forestry, Fire and Rangeland Management Department. Project: Assessing solar panel grid impacts on coastal prairies to guide regenerative agrivoltaics; Christa L Meingast: Assistant Professor, Engineering Department. Project: Biochar Soil Remediation Study in Distributed Environment; Silvia E Pavan: Assistant professor, Biological Sciences Department. Project: Presenting research with students at the 2024 Meeting of the American Society of Mammalogists and Rachael M. Wade: Assistant Professor, Biological Sciences Department. Project: Ecologically-driven morphological plasticity in coralline algae

Labor Council:

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

Staff Council:

Submitted by Senator Sulaina Banks

Members:

Meeting Date(s):

Meeting Details: no report

President and President's Administrative Team Report to University Senate

Michael Spagna, Acting President

Mark Johnson, Chief of Staff and VP Advancement

Sherie Gordon, VP Administration and Finance/CFO

Jenn Capps, Provost and VP Academic Affairs

Chrissy Holliday, VP Enrollment Management and Student Success

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

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

Meeting Details: no report

CAL POLY HUMBOLDT
University Senate

Resolution on Research Centers & Institutes

01-24/25-UPC — September 17, 2024 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President that the Research Centers and Institutes Policy be approved; and be it further,

RESOLVED: That the policy be implemented after a consultation process with all existing Centers & Institutes has concluded, spanning no less than to the end of the 2024/2025 Academic Year.

RATIONALE: Cal Poly Humboldt does not have a campus-specific policy on the chartering and recertification of Research Centers and Institutes. The current *policy* is based on an executive memorandum from 2016, which does not provide a distinction between a Research Center and a Research Institute, nor does it define the types of support these groups shall have. Currently, 18 Research Centers and Institutes exist at Cal Poly Humboldt with varying degrees of structure and levels of support. *EO 751* establishes that campuses may develop campus-specific policies on Research Centers and Institutes, which this resolution and policy aim to achieve.

Policy on Research Centers & Institutes

[Policy Number]

University Policies Committee

Applies to: Faculty and Staff

Supersedes: *P11-04*

Purpose of the Policy

The purpose of this policy is to establish clear governing principles, guidelines, and procedures for the recognition, chartering, and recertification of “Centers” and “Institutes”, as well as to distinguish “Centers” and “Institutes” from other “Campus Interest Groups”. This policy takes effect at the end of AY 2024/2025 and supersedes all prior C&I campus policies and memoranda.

Definitions

For purposes of this policy, the following key terms are defined as follows:

- 1. “Center”** is an organization intended for research, which is broader in scope than an institute; it is typically associated with a physical and organizational infrastructure for conducting research. It typically involves faculty and staff from multiple academic units who depend on a set of common facilities for their research. Centers typically have a higher volume of grant activity with dedicated administrative support staff to help oversee operational and financial needs, managing multiple streams of internal and external funding.
- 2. “Institute”** is typically organized to conduct research, usually on a specific theme or topic. They may involve faculty and staff from one or more departments, often from within the same school or college. Institutes may also be actively involved in instruction, community outreach, or research services.
- 3. “Campus Interest Group”** in this policy will refer to any entity, consortium, team, cooperative, alliance, council, project, hub, laboratory, facility, space, etc., which may have common research interests, collaborations, general groupings, and/or shared resources that do not fit into the classification as a formally chartered Institute or Center. Campus Interest Groups must consult with Marketing & Communication to ensure appropriate and consistent use of the University brand standards (name and logo).

Policy Details

I. SCOPE AND GOVERNING PRINCIPLES

A. Scope

Centers and/or Institutes (C&I) are research organizations affiliated with Cal Poly Humboldt that offer non-credit instruction, information, or other services to constituencies beyond the campus community, serving individuals, public organizations, and private agencies. Per Executive Order 751 Cal Poly Humboldt may establish Governing Principles, Guidelines, and Procedures on the Chartering and Recertification of C&I, which are given in this policy.

B. Governing Principles

1. Alignment with the Strategic Plan

All existing and newly chartered Centers and/or Institutes (C&I) will complement and support the mission of the University and the [Strategic Plan](#).

2. Naming Conventions

Names for all existing and newly chartered Centers and/or Institutes (C&I) will have the word Center or Institute, depending on designation, as well as describe its general purpose or mission. Some examples include the Fire Resilience Institute or the California Center for Rural Policy. Campus Interest Groups (CIG) that have the words Center or Institute in their name do not automatically garner designation as such; for example, the Student Activity Center is not a Center per the definition given in this policy.

3. Charter and Recertification

All potential Centers and/or Institutes (C&I) must go through a chartering process described in this policy (Appendix I). The approved term of a C&I will be five years, after which time it must go through a recertification process described in this policy (Appendix II).

4. Self-Regulation and Support

The structure of the Center and/or Institutes (C&I), including qualifications for membership, shall be self-regulated through responsible individuals, governing boards, or committees. The C&I must specify its organizational hierarchy in its Charter and/or Recertification application (Appendix I & II).

5. Leadership

The lead person(s) of the Center must be a tenure-track faculty, a permanent employee, or a Management Personnel Plan (MPP) employee of the University or Auxiliary.

II. GUIDELINES FOR CENTERS, INSTITUTES, AND CAMPUS INTEREST GROUPS

A. Distinction between Centers/Institutes and Campus Groups

1. Support

C&I and CIG will differ considerably in the types of support they receive. For example, a CIG may be created by two collaborating faculty or staff members working on a project supported by their nominal ancillary time for scholarly activities. In this case, the CIG does not need administrative support beyond what is typically available for a faculty or staff member in their respective department(s) or college(s). This CIG may still benefit from administrative support in the form of marketing, identification of funding sources, and the like, all of which are nominally available to any faculty or staff member through the Office of Research & Sponsored Programs Foundation and/or Marketing and Communications (MarComm).

On the other hand, faculty or staff that bring in large-scale and/or multiple grants under their respective C&I can often quickly become burdened by the clerical and financial administration of those grants, which detracts from their capacity to grow as a C&I. In such cases, dedicated management and centralized administrative support for these funds are crucial, making the designation of a C&I necessary. C&I are considered internal university users for the purposes of campus use policies and are expected to reimburse the university for 'above baseline costs' similar to comparable campus departments.

Institutes must have either a) dedicated release time for their Director(s) or b) access to administrative support provided by the university to carry out the administrative functions of the Institute. Release time should be utilized to allow the Director(s) time to build collaborations, seek mentorship, and manage other high-level work rather than primarily for administrative tasks that can be done more cost-effectively and efficiently by designated support staff.

Centers must have dedicated, university-provided space, along with self-supported administrative staff and operational funding. Emerging Centers greatly benefit from mentorship and consultation with established Centers. Engaging with established Center Directors to gain insights into their operational structures and financial models is a crucial step that must be demonstrated prior to forming a new Center.

2. Mission

C&I and CIG will differ considerably in their missions or purposes. CIG will typically have a very narrow and specific set of goals, whereas C&I are much broader in nature. In either case, the Mission should align with the University's vision/mission.

3. Longevity

C&I and CIG will differ in their lifetimes on campus. Individual passion projects of sole faculty or staff have led to incredible work on campus, but often do not have the sustainable infrastructure to continue past that initial champion. Succession planning needs to become a more thoughtful and proactive part of the process. Therefore, it is expected that CIG may come and go; however, a successful C&I should have longevity beyond the initial creator as their mission will be well aligned with long-term University plans.

APPENDIX I: PROCEDURES FOR CHARTERING A NEW CENTER/INSTITUTE

A charter application proposal for all new C&I shall be submitted to the Office of Research & Sponsored Programs and must include the following items and sections:

1. **Name:** Names for all existing and newly chartered C&I will have the word Center or Institute, depending on the appropriate designation, as well as describe its general purpose or mission.
2. **Purpose:** This section shall describe the purpose(s) of the proposed C&I and its goals. This section shall also clearly define how the proposed C&I proposes to serve university roles and outline any relationships with other campus units with which the functions of the proposed C&I will overlap, or the C&I will regularly interact. Proposals should also specify how the C&I will complement and support the mission of the University and the [Strategic Plan](#).
3. **Need:** This section shall explain the need for a new C&I and how it will support the mission of the University and the [Strategic Plan](#).
4. **Personnel:** This section shall identify and describe the roles of all key personnel, including administrator(s), faculty members, students, staff, community members, and advisory board members that will be connected with the proposed C&I.
5. **Resources and Support:** This section shall describe in detail the resources needed to establish the proposed C&I and the sources from which those resources will be secured. This should include the sources, duration, and a 5-year annual projected budget as well as a clear statement of expectations of any financial contributions externally or from the University. All Centers are expected to be self-supporting unless specific provisions are made for their intramural support. All sources of intramural support must be documented and verified in writing; all external sources of support must be verified or projected. For the purposes of review, a financial plan must be presented that is plausible and itemized in a budget format. This section shall also outline all other necessary University resources, including space, equipment, and technological requirements. This should include a clear statement of expectations of the University's commitment during the duration of the C&I operation and written verification of those sources of support from the relevant campus units.
6. **Organizational Hierarchy:** This section shall outline all internal and external components and their relationships to the University. A chart shall be constructed that illustrates the administrative support structure of the C&I and its relationship to relevant campus units.
7. **Advisory Board:** Each C&I must have an advisory board that consists of a minimum of three voting members of the C&I that meets no less than annually. The advisory board shall be tasked with creating by-laws for how leadership is selected and other pertinent C&I rules and regulations. All C&I bylaws must be aligned with expectations and codes of conduct outlined by the University.
8. **Letters of Support:** The proposal shall include evidence of support in the form of collegial letters by all campus units that may expect to be significantly affected by the C&I's activities. At a

minimum, letters of support must be provided from the respective Department and College in which the C&I will reside.

9. **Assessment Plan:** The proposal shall include an assessment plan that outlines indicators of success and achievement of goals throughout the 5-year period of chartering.
10. **Compliance with Rules and Regulations:** All C&I must comply with internal and external rules and regulations in carrying out the purpose and function of the C&I. This section shall identify and address any additional special requirements or considerations to be compliant with such rules and regulations.

APPENDIX II: PROCEDURES FOR RECERTIFYING AN EXISTING CENTER/INSTITUTE

A recertification proposal for all active C&I must be submitted to the Office of Research & Sponsored Programs every five years to maintain active status. The proposal should include the items and sections specified in Appendix I, incorporating any relevant updates or changes since the initial charter. Additionally, a brief report detailing activities completed over the past five years, along with plans for the upcoming five-year period, must be provided.

Expiration Date *(if any; optional)*

History *(required)*

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Draft Policy on Centers & Institutes

University Policies Committee

Professor Chris Harmon, Chair

Heather Honig (Associate Dean of Students)

Tawny Fleming (Director of Contracts, Procurement, & Accounts Payable)

Michelle Williams (Office of Administration and Finance)

Assistant Professor Kijung Ryu (CPS Rep)

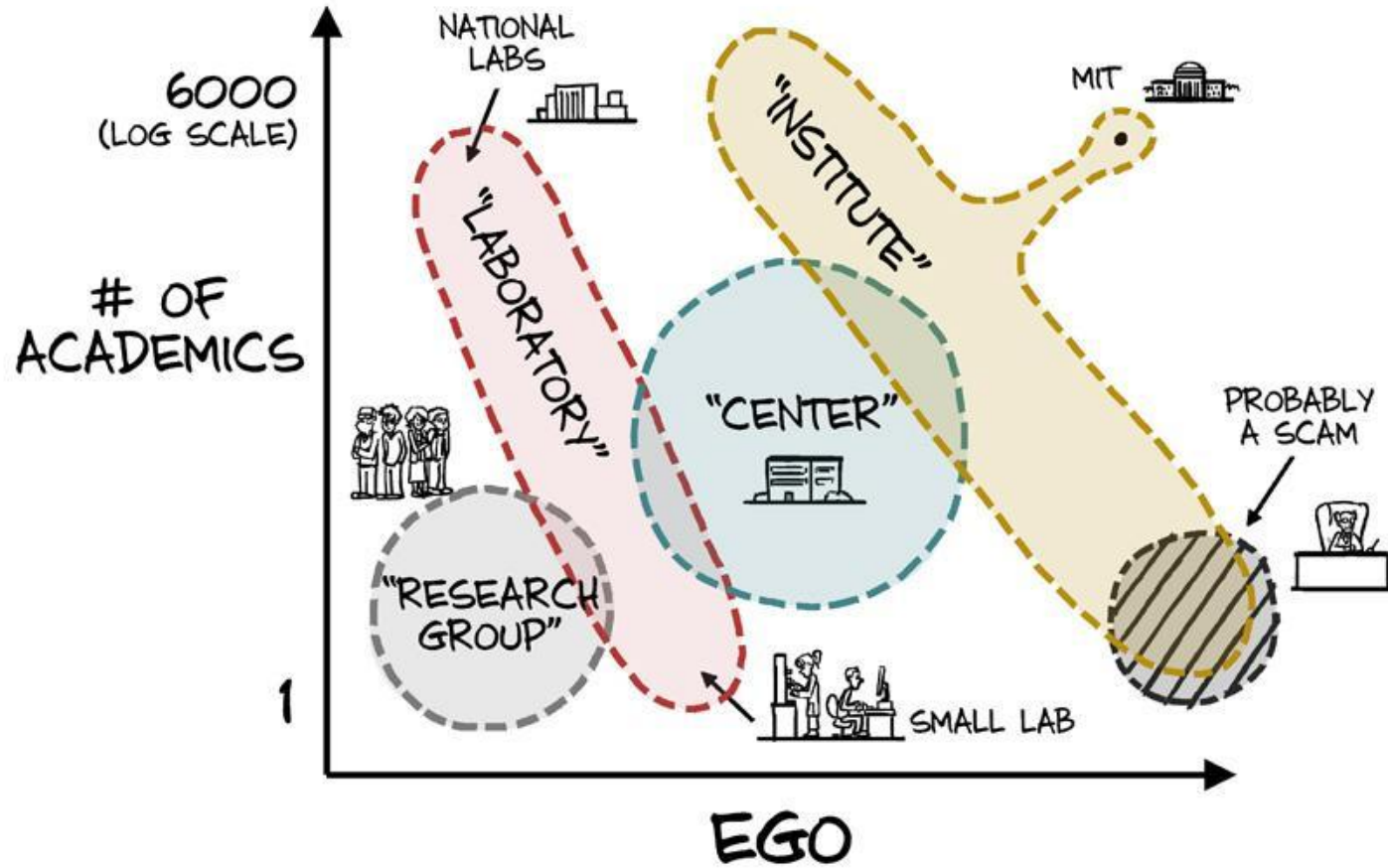
Sulaina Banks (Staff Rep)

Eduardo Cruz (AS Rep)





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H.

Executive Order

Centers and Institutes; Guidelines Replacing Executive Order (EO) 751

I. Policy

This policy establishes guidelines for campuses and auxiliaries to develop and maintain policies and procedures related to the oversight and reporting of all Campus Centers and Institutes (CCIs). CCIs provide clear benefits to the CSU and are a part of the university's overall mission. This policy does not apply to systemwide affinity groups, state or federal centers governed by their authority, campus central administrative or service units. Each campus shall establish a written policy on the managements of CCIs that incorporates the components outlined in this policy and is consistent with other applicable CSU and campus policies

A. Delegation of Authority

The president of each campus is delegated the responsibility for the approval and oversight of CCIs in accordance with existing CSU policy (see ICSUAM 1000.0, Delegation of Authority to Obligate the University, CSU Policy Manual for Contracting and Procurement). This authority may be delegated.

B. Campus Centers and Institutes Defined

Naming CCIs is under the purview of each campus. A CCI is a formally approved interdisciplinary and/or collaborative unit that:

1. is organized around a scholarly, creative, research, education, and/or public service activity that combines the interests and expertise of individuals, departments or administrative units, and may draw on expertise of others external to the campus or the Academy; and
2. may offer services to constituents beyond the campus community, e.g. individuals as well as private and public entities. While CCIs by their nature and location serve the campus community, their focus is not exclusively internal.

> Proposed

Definitions

1. “**Center**” is an organization intended for research, which is **broader in scope than an institute**; it is typically associated with a **physical and organizational infrastructure for conducting research**. It typically involves faculty and staff from multiple academic units who depend on **a set of common facilities** for their research. Centers typically have a higher volume of grant activity with **dedicated administrative support staff** to help oversee operational and financial needs, managing multiple streams of internal and external funding.
2. “**Institute**” is typically organized to conduct research, usually on a **specific theme or topic**. They **may involve faculty and staff from one or more departments**, often from within the same school or college. Institutes may also be actively involved in instruction, community outreach, or research services.
3. “**Campus Interest Group**” in this policy will refer to any entity, consortium, team, cooperative, alliance, council, project, hub, laboratory, facility, space, etc., which may have common research interests, collaborations, general groupings, and/or shared resources **that do not fit into the classification as a formally chartered Institute or Center**. Campus Interest Groups must consult with Marketing & Communication to ensure appropriate and consistent use of the University brand standards (name and logo).

➤ Proposed Levels of Support

Centers must have dedicated, **university-provided space**, along with **self-supported administrative staff and operational funding**. Emerging Centers greatly benefit from mentorship and consultation with established Centers. Engaging with established Center Directors to gain insights into their operational structures and financial models is a crucial step that must be demonstrated prior to forming a new Center.

Institutes must have either **a) dedicated release time for their Director(s)** or **b) access to administrative support provided by the university** to carry out the administrative functions of the Institute. Release time should be utilized to allow the Director(s) time to build collaborations, seek mentorship, and manage other high-level work rather than primarily for administrative tasks that can be done more cost-effectively and efficiently by designated support staff.

Campus Interest Groups have **administrative support in the form of marketing, identification of funding sources**, and the like, all of which are nominally available to any faculty or staff member through the Office of Research & Sponsored Programs Foundation and/or Marketing and Communications (MarComm).

› **Chartering and Recertification**

1. **A Charter Application** is required for all new C&I (see Appendix I)
2. **A Recertification application** is required after 5 years (see Appendix II)
3. **Existing C&I** will have a 1:1 consultation/grace period to meet and confer with appropriate administrators

Thanks!

Questions?

The University Policies Committee will meet again on Tuesday, September 24th at 1 PM via Zoom





Systemwide Interim Time Place Manner (TPM) Policy Review and Discussion

**Chrissy Holliday, VP for Enrollment Management & Student Success
Jenn Capps, Provost and VP of Academic Affairs**

➤ **Budget Bill & Campus Climate**

- **Budget Bill for Fiscal Year 2024-25**
 - UC & CSU connected on campus climate expectations
 - It as a condition of receiving state funding.
 - Clear guidance for all relevant policies now within the TPM
- **UC and CSU Plan Requirements**
 - Time, Place and Manner Policy
 - Student Code of Conduct
 - Include a range of consequences possible for students, faculty and staff who violate relevant institutional policies, state law or federal law, including but not limited to, discrimination based on shared ancestry under Title VI of the Civil Rights Act of 1964.

➤ Important highlights of CSU TPM



- [System approach](#) (and UC alignment) for all major pieces
- [TPM](#) is largely the same as it has always been for Humboldt
- Clarifies existing policies and places all relevant items in one place
- Campus [addendum](#) focuses on details (contacts, buildings, approval processes, etc.)
- Impacts of interim status
 - New policy applies to all students and community
 - Recent [chancellor guidance](#) applicable to all employees and students

➤ Highlights of System-wide TPM

- Space definitions: Public - Limited - Non-public areas
- Encampment at system level (*banned in previous Humboldt policy plus other policies*)
- Face covering/identity concealment (*banned in previous policies as well*)
- Unauthorized structures, restriction of free movement, vandalism (*banned in previous policies as well*)
- Eliminated 12pm-1pm amplified sound limitation (*more about reported interruption*)

➤ **Humboldt Addendum**

- Format and basic requirements (*response team, etc.*) provided by CSU
- **Designated University Official:** VP Gordon **Backup:** VP Holliday
- 11 pm - 7 am campus closure based on building schedules
- Information pulled forward from previous campus TPM
- Limited time for submission or revision
- To come: feedback and policy process for any changes (*campus and committee involvement*)

<https://www.humboldt.edu/free-speech>

➤ **Campus Education Efforts**

- Plan submitted Monday to CO, awaiting feedback
- Some financial support from the system (\$75k)
 - Categories:
 - TPM-specific activities
 - Community Engagement Team and campus training
 - Civility/Collegiality & Psychological First Aid
 - Elections/Voter Engagement
 - Effective Organizing
 - Campus Safety & Law Enforcement-led training
 - General Communication/Education Supports (platform)
 - Expanded Campus Impact (Small grants program)
 - Tie-ins with Other Planned Events

➤ Free Speech Response Team (FSRT)

Purpose: Meets system requirement of a group to oversee implementation and enforcement of the TPM policy and addendum, as well as responses to violations and after action reviews. Humboldt also intends for this group to assist with campus-wide education and activities related to free speech in general.

Current Membership

- Sherie C. Gordon
- Mitch Mitchell
- Greg Allen
- Chrissy Holliday
- Anthony Casas
- Cris Koczera
- Michael Fisher
- Heather Honig
- Kristen Gould
- Jennifer Sanford
- Wendy Sotomayor
- Enoch Hale
- Kimberly White
- Bethany Gilden
- Mark Johnson
- **Additional membership TBD**

➤ **Community Engagement Team**

Developed in response to campus feedback from the spring - the work to form and train the Community Engagement Team (CET) is well underway. As a reminder, the CET is a cross-functional group established to monitor, educate, and encourage compliance with university policies and laws, with the primary focus on fostering a peaceful, safe, and respectful campus environment.

The following faculty members are joining the CET:

- **Armeda C. Reitzel** (Communication)
- **Alana Chin** (Biological Sciences)
- **Jen Maguire** (Social Work)
- **Dan Barton** (Wildlife)
- **David Tuttle** (Computer Science)
- **Andrea Delgado** (English)
- **Julie Alderson** (Art)
- **Joice Chang** (Politics)
- **Tim Miller** (Library)
- **Lou Ann Wieand** (Psychology Emeritus)

These faculty will join **students** and **employees** from other classifications whose names are forthcoming.

➤ **Next Steps**

- **Educational programming and outreach**
 - TPM employee Lunch & Learn Thursday 9/19, 12-1:30, Great Hall
 - AS session Friday, 9/20
 - Student TPM session - TBD (*early October?*)
 - Remainder to follow
- **Campus Leadership conversations**
- **Feedback and planning for future updates (*inclusion/representation, naming, Addendum specifics, additional FAQs, etc.*)**

➤ Resources

- Humboldt Free Speech site - humboldt.edu/free-speech
 - [Addendum](#)
 - [Old TPM](#)
 - [Signs & materials distribution](#) guidelines
 - [Commercial use of property](#) guidelines
- [Free Speech Quick Guide](#)
- CSU Time, Place & Manner [FAQs](#)
- Conference Event Services (CES) -<https://ces.humboldt.edu/>

➤ Who to Contact?

Planning an event:

- Recognized Student Orgs contact Director of Student Life
- All others contact the Dean of Students office for support

Reporting concerns about violations of TPM:

- Email freespeech@humboldt.edu

➤ Q & A



H.