

## University Senate

### **Meeting Minutes for Tuesday, May 7, 2024**

Arcata Community Center (due to campus closure), in-person only

Chair Woglom called the meeting to order at 3:05 pm. A quorum was present.

#### **Members Present**

Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Carvajal, Gordon, Graham, Harmon, Hill, Holliday, Miller, Miyamoto, Mola, Pachmayer, Ruiz, Schroeder, Stelter, Tillinghast, A. Thobaben, Virnoche, Woglom

#### **Members Absent**

Aghasaleh, Deshazier, Jackson, Lancaster, McGuire, Parker, Ramsier, Ronald, M. Thobaben

#### **Guests**

Octavio Acosta, Maral Attallah, Dan Barton, Loren Cannon, Jenny Cappuccio, Alexander Carter, Olivia Chase, Andrea Delgado, Ryder Dschida, Kelly Fortner, Almadin Harootunian, Qualla Ketchum, Jade Khalid, Gabi Kirk, John Meyer, Maya Montes de Oca, Meridith Oram, Suzanne Pazstor, Chelsea Rios Gomez, Karley Rojas, Mike Sargent, Sangeeta Sarkar, Tani Sebro, Michihiro Sugata, Lisa Tremain, Marjie Wolfe, and approximately 50 other guests.

#### **Announcement of Proxies**

Mark Johnson for Jackson, Anderson for Lancaster, Pachmayer for McGuire, Hill for Ramsier, A. Thobaben for M. Thobaben

#### **Reading of the CFA Statement**

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

#### **Approval and Adoption of Agenda**

M/S (Mola/Harmon) to amend the agenda to add the Integrated Curriculum Committee Consent Calendar from April 23, since it was not discussed at that meeting.

Motion to adopt the agenda as amended passed without dissent.

#### **Approval of Minutes from April 9, 2024 and April 23, 2024**

M/S (Mola/Harmon) to approve the minutes from April 9, 2024 and April 23, 2024.

Motion to approve the minutes as amended passed without dissent.

#### **Consent Calendar from the Integrated Curriculum Committee**

The attached Consent Calendars from the Integrated Curriculum Committee were approved by general consent.

**General Consent Calendar**

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

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

**Academic Policies Committee (APC)**

Written report attached

**Appointments and Elections Committee (AEC)**

No report

**Constitution and Bylaws Committee (CBC)**

No report

**Faculty Affairs Committee (FAC)**

Written report attached

**Integrated Curriculum Committee (ICC)**

No report

**University Policies Committee (UPC)**

Written report attached

**University Resources and Planning Committee (URPC)**

No report

**Academic Senate of the California State University (ASCSU)**

The new GE policy is live on the Chancellor's Office website.

**Associated Students (AS)**

No report

**California Faculty Association (CFA)**

The campus is still closed, faculty cannot access their offices, and we're the only campus in the CSU that closed like this. CFA is getting ready to file an Unfair Labor Practice charge because there was no consultation with the unions with regards to this change in working conditions.

**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**

It's been a very difficult few weeks for all of us in Cal Poly. We truly believe that we can build and navigate through this challenging time. It's going to take time and effort. We need to prioritize feelings, dialogue, and accountability. We are here today in earnest to listen.

President Jackson is not here today because there are legitimate concerns about his personal safety.

**Resolution on the URPC Budget Recommendation 2024/2025 (24-23/34-URPC – May 7, 2024 – Second Reading)**

Senator Mola spoke about the resolution and that there have been no revisions since the first reading. The recommendations were written before the start of the protests, and we don't know what the ramifications of those are yet, so the assumptions made as part of these recommendations might no longer be accurate.

Senator Capps spoke about the process of deciding where reductions were made. Recordings of the URPC Open Forums and other information used in decision making is available on the URPC website.

Senator Carvajal suggested that the URPC should involve tribal representatives and on-campus groups like Native American Studies, ITEPP, and INSREP, since the school prides itself on its commitment to Traditional Ecological Knowledge as part of the polytechnic funding.

Senator Cappuccio spoke against the resolution, since Academic Affairs is receiving the largest reduction.

M/S (Virnoche/Harmon) to call for a vote.

Senate vote to approve the Resolution on the URPC Budget Recommendation 2024/2025 *passed*.

Ayes: Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Deshazier, Graham, Harmon, Hill, Holliday, McGuire, Miller, Miyamoto, Mola, Pachmayer, Stelter, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: Cappuccio, Ruiz, Schroeder

Abstentions: Aghasaleh, Carvajal, Gordon, Lancaster, Parker, Ramsier, Ronald

**Sense of the Senate Resolution on Transitioning to a Campus that is Accessible To Individuals with Disabilities (19-23/24-EX – May 7, 2024)**

Senator Graham introduced the resolution and read the attached statement.

Senator Miller spoke in favor of the resolution and thanked Senator Graham for his work on it.  
Senator Ruiz spoke in favor of the resolution and said this will require a commitment of resources.

Senator Bell spoke in favor of the resolution and how it is overdue.

M/S (Harmon/A. Thobaben) to call for a vote.

Senate vote to approve the Sense of the Senate Resolution on Transitioning to a Campus that is Accessible To Individuals with Disabilities ***passed without dissent.***

Ayes: Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Carvajal, Deshazier, Gordon, Graham, Harmon, Hill, Holliday, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Aghasaleh, Parker, Ronald

**Resolution to Recognize the Importance of Accessibility in Teaching (23-23/34-FAC – May 7, 2024 – Second Reading)**

Senator Miller spoke about the resolution, that it doesn't change any requirements but adds a part to focus on.

M/S (Virnoche/Tillinghast) to call for a vote.

Senate vote to approve the Resolution to Recognize the Importance of Accessibility in Teaching ***passed without dissent.***

Ayes: Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Carvajal, Deshazier, Gordon, Graham, Harmon, Hill, Holliday, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Aghasaleh, Parker, Ronald

**Sense of the Senate Resolution on Dropping the Charges Against Student and Faculty Protesters (27-23/24-EX – May 7, 2024)**

Senator Miller introduced the resolution and spoke about how this protest was handled differently than past ones and how other CSUs have responded. There's also concern that there's a deputy DA who has openly called the student protestors liars and that they don't just want a ceasefire but awful things to happen, and he could be the one handling our student's case. The DA's Office said they would take this resolution under advisement.

Senator Tillinghast asked if we know what the specific charges are. Senator Miller said that all the protestors received the same four charges: unlawful assembly, vandalism, conspiracy, and assault of police officers.

Senator Harmon offered a friendly amendment that a resolved statement be added to the end of the resolution saying that it should be distributed to the listed organizations and people.

Senator Ruiz spoke in favor of the resolution, saying that our students have a right to protest and charging them takes away their future opportunities.

Senator Schroeder spoke in favor of the resolution, recalling that the Occupy Wall Street protests were allowed to have an encampment on campus during her time as a student.

M/S (Harmon/Virnoche) to call for a vote.

Senate vote to approve the Sense of the Senate Resolution on Dropping the Charges Against Student and Faculty Protesters ***passed without dissent.***

Ayes: Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Cappuccio, Carvajal, Deshazier, Graham, Harmon, McGuire, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Aghasaleh, Capps, Gordon, Hill, Holliday, Lancaster, Parker, Ronald, Tillinghast

M/S (Harmon/Miller) to delay the 4:00 time certain and proceed with the agenda.

Motion to proceed with the agenda passed without dissent.

**Sense of the Senate Resolution on An Independent Investigation into University Decision Making related to the April 22, 2024 Protest Actions (28-23/24-EX – May 7, 2024)**

Senator Virnoche introduced the resolution.

Senator Burkhalter spoke in favor of the resolution, saying that the university administration is trying to shape the narrative around what happened and we need an independent person doing that.

Senator Tillinghast spoke in favor of the resolution, saying that no matter where you stand on the student action, having facts about what happened is important. Our emergency plan did not work in this situation and we need to know why for future situations.

Senator Tillinghast asked for a friendly amendment to add “staff” to the list of people the investigator shouldn’t be related to.

Senator Harmon asked for a friendly amendment to add all faculty, staff, and students to the distribution list.

Senator Graham spoke in favor of the resolution, saying that this is an important step for us to be able to open campus in Fall.

M/S (Harmon/Mola) to call for a vote.

Senate vote to approve the Sense of the Senate Resolution on An Independent Investigation into University Decision Making related to the April 22, 2024 Protest Actions ***passed without dissent.***

Ayes: Anderson, Banks, Benavides-Garb, Burkhalter, Cappuccio, Carvajal, Deshazier, Graham, Harmon, Hill, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Nays: none

Abstentions: Aghasaleh, Bell, Capps, Gordon, Holliday, Parker, Ronald

**TIME CERTAIN: 4:00-6:00 PM – Open Forum for the Campus Community**

M/S (Miyamoto/Miller) to suspend Senate rules and allow the Campus Ombudspeople, Professor Suzanne Pazstor and Professor John Meyers, to run the open forum.

Motion to suspend Senate rules passed without dissent.

Jenny Cappuccio made the following comments:

Hi, I'm Jenny Cappuccio from the Department of Chemistry and Biochemistry. And I would just like to say that I'm a faculty member who is 120% all in all of the time. And my feelings as of late is my deep sense of overwhelming disillusionment in our faculty -- not in our faculty, but in our administration of the president's office level and the tactics that were brought in that escalated a situation that could have been reasonably resolved. Also, I'd like to say the lack of trust in faculty to be on campus safely, while contractors and IT are freely working on campus is abhorrent in my opinion.

But all of those things pale in comparison to the experiences of my students, and my Chemistry 109 class, all the way up to my students who are external interns who came back for their culminating experience this week. My students in Chem 109 reported that they experienced hardship due to their lack of access to textbooks. There's no SDRC testing accommodations in distraction-free environments, which is very challenging if you're living in the dorms. The bus stops were inaccessible allowing for students with disabilities to not access off campus food sources because maybe they have a food allergy as one student reported to me, and they're not able to get to the store. All of these things, including the lack of Wi-Fi access on campus for students who don't live on campus and couldn't get to their Zoom meetings, those things. Students telling me that their parents are calling and telling them that they need to come home. When they go to move out of the dorms, they have to carry all of their belongs down past the barricades to be able to load them up into their parents' vehicle. How does this represent our university? It makes me wonder, what are the plans in the event of a real emergency like an earthquake? What are the plans for disabled students in the event of an emergency such as this? What are the plans that we have available to protect our students? I would much rather be creating medical pathways right

now for our underserved medical community than talking to my students about how they can pass Chem 109 or pivoting my external students coming back to Rita's to do their biomedical internship talks.

Michihiro Sugata made the following comments:

My name is Michihiro Sugata, faculty in sociology. I would like for us to take a moment to just think about what it is that we essentially do here in University. There has started this narrative recently that we should just be content with teaching. That we shouldn't be teaching our students protests, or activism, or these things. But if teaching content delivery is all we are concerned about then many of us don't need to be here, Khan Academy does a great job. We're here to build relationships. We're here to make something that lasts with students, to encourage them, to make them believe that they can change the world. Even if we may not be fully on board with their vision of what that might look like, that is their choice to make and we support them in doing it. I learned a lot about different people this week and there's no one that I've learned to respect more than my college Dr. Rouhollah Aghasaleh who at many times went without sleep, without nourishment, all for the care of our students. To build relationships with those students. When I would ask him what he needed, what I could do for him, he would always say, "I'm fine. I'm fine. I'm just here to take care of the students." So much to the point that he was willing to put his body on the line to care for them. And we reward him by suspending him. I'm honored to read a statement for him today since he cannot be here due the care he extended to our students.

"Dear Chair, and members of the Cal Poly Humboldt Senate, Campus, and Community Members,

"In light of recent events on our campus, it is imperative to acknowledge the remarkable efforts of our students in raising awareness about pressing global issues. Their dedication to activism, and advocacy serves as a beacon of inspiration reminding us all of the power we hold as agents of change within our community. It is through unwavering support from members of faculty, staff, community, and administrators that our campus remains a vibrant hub of intellectual discourse, and social progress. However, amidst our expression of gratitude it is crucial to address a troubling issue that has come to light regarding the disciplinary actions towards students and faculty. A big shout out to the Associate Dean of Student, Molly Kresl, whose name had been unwillingly added to the suspension letters and has courageously resigned. Molly is a role model. She chose to lose a job but not to participate in hurting others. We cannot turn a blind eye to the unjust charges and suspensions leveled against both students and faculty. It is disheartening to witness the erosion of academic freedom and the suppression of dissenting voices within our university. Therefore, we call upon Vice President and Enrollment and Student Success, Dr. Chrissy Holiday, Dean of Students Dr. Mitch Mitchell, and Associate Vice President of Faculty Affairs Dr. Kim White to drop all and any charges and suspensions for students and faculty without hesitation. We urge them to demonstrate courage and integrity by disobeying any directives from President Jackson, whose leadership has been marred by an overwhelming vote of no confidence. While President Jackson's tenure may be finite, the lasting impact of our actions reverberate far beyond his departure. Do we want to be remembered as complicit bystander-bystanders or as principled individuals who stood up for justice and academic freedom?

"Sincerely, Dr. Rouhollah Aghasaleh."

Marjie Wolfe made the following comments:

My name is Margie Wolf. I'm a student and a student assistant on campus. My pronouns are she and they. I appreciate the fact that I'm speaking today on the op end. Today, I am coming up to speak in support of the current student resolution for the university to divest from Israel. I also called for a resolution to call for a ceasefire in Gaza. I also call for a resolution calling for the resignation of Tom Jackson and Mark Johnson due to a complete lack of engagement in good faith with faculty and students during and after the events starting 04/22/2024. I call for the senate Administration to also repeal the current time, place, and manner policy and return a culture of free speech to our campus. I also appreciate anyone who has alternative views and I am grateful for this time.

Qualla Ketchum made the following comments:

My name is Qualla Ketchum. I am a brand new faculty in the School of Engineering and a citizen of the Cherokee Nation. I was not prepared to speak so please bear with me. Not in the University Code of Conduct or Elementary Procedure, I hold myself personally and ask my students to join me in holding myself to my people's community values. If the values we as Cherokee Citizens and people hold for ourselves in our community. We do not ask permission on something we simply strive to do, that includes accountability. I have been taught that it is my responsibility as a Cherokee woman and leader of my community to call out when members of my community fail these endeavors. I've asked my students to bring it up to me when I fail at this in my classroom. Without accountability there is no trust or healing as we keep hearing about in these discussions. Our campus administrators have failed in uploading several of these in the last couple weeks. Time will not allow me to list or document all of them, so I will work to highlight the ones that I've experienced or seen myself personally. I believe that these feelings can be summarized by two values. The first is people working together as one and working to help one another. As a new faculty member, I hear a lot about sheer governance. Well, the lack of this in action has remained clear to many if not all the people in this room. The second is to be stingy with one another's existence like a mother with a child. I look at this way, treating each other's existence as being sacred or important. As a mother myself, I've been experiencing the last two weeks as a pregnant person now. These values are probably the biggest feeling that I have experienced personally from our University. I was on campus multiple times before the hard closure, trying to meet with students and helping them make it through the last couple of weeks. My safety and the sacredness of my existence was never in question. It did however become a question on Saturday when I was with students, finishing up their engineering design projects, working at this when we got the hard closure message. We did everything that we could and talked to UPD to make sure we had permission to be there. We were given permission. And we continued calling everyday after that to make sure that we were in accordance with what we were supposed to be doing in a way that would help our students be successful in finishing our class, these design projects, they are place based like we keep talking about at this university, as well as learning by doing that cannot be moved offsite. So, we continued doing everything that we were supposed to even after the incursion of this last Monday night. On Wednesday, myself and ten -- approximately 10 to 15 engineering, first-year engineering students were accosted by two sheriffs and including the K9 officer and two Fortuna police. That's when I felt unsafe.

Kelly Fortner made the following comments:

My name is Kelly Fortner. I am a staff at Cal Poly Humboldt and I'm an alum of Humboldt State University. I'm a settler on the lands of the Wiyot Peoples who have stewarded these lands since time in memorial



and whose land Cal Poly Humboldt occupies. The lands occupied by our university are the same lands where students, staff, faculty, and local community members are currently not allowed to step foot on at risk of arrest by the large police presence currently on our campus who have caused repeated harm to many of our students, staff, and faculty since April 22, 2024. Right now, the state of Israel is actively invading the City of Rafah in Southern Gaza. Children are dying. A genocide is happening in front of our eyes, and our students used, and are still using their voices to speak out and say that we as a university community cannot stand for this. We must say something. We must act. While I'm not surprised by the decision of our university leadership to send police in riot gear to campus in an attempt to quiet the voices of students who organized a peaceful sit in, and open occupation across multiple faiths and identities on Monday, April 22, I am deeply disappointed and heartbroken by the actions of our university leadership. The decision to send in riot squads on both Monday, April 22, and Monday, April 29, 2024 was a statement of violence toward our students. There have been multiple -- there have been multiple occasions of students occupying buildings on our campus over the years, and not once have our students been met with police force or faced criminal charges. Our students are not criminals.

They are part of a collective force speaking out for justice in a vision of a future that is not built on imperialism, land theft, genocide, and oppression. They call for collective liberation and in response it is our duty to stand in solidarity with students and call for a collective liberation as well. The leadership on our campus made many mistakes, I believe, over the course of the past two plus weeks and I believe it is their responsibility to speak to these mistakes and take time to listen. Listen to students, listen to staff, listen to faculty, listen to the community. We must move forward towards a model of shared governance that genuinely takes the perspectives of our campus community, tribal nations, and the whole community that this university is a part of into account. How can the university leadership begin this work?

First, all sanctions against our students must be dropped immediately. Second, the campus must be reopened immediately and the police presence must be told to leave. Third, we need transparency, accountability, and open communication for leadership from this moment forward. And fourth, the leadership at this university must set an example and call for an immediate and permanent ceasefire in Gaza.

Meredith Oram made the following comments:

My name is Meredith Oram. I'm an academic advisor on campus. Previously, I was in ODEI. I am a single parent in this community, in August it will happen ten years that I've lived here. I'm a settler in this place that is Wiyot land. Something that I've learned about living in this community is that it is impossible to function in this place if you do not build relationships across difference and across different ideologies, across different ways of being. When I say that it doesn't mean that I'm compromising where I stand, it's just that if I want to have a rich life for myself and for my child, I have to be able to see the nuance. I'm also a part-time student at the E&C community, I need to say that. When I say that, I am thinking about folks all the way to the left and also to the other side where it's impossible to be in relationships and have a full life here if you can't see the layers. It is deeply concerning to me when I hear President Jackson say that the students who are protesting are criminals. It is deeply concerning to me that the only way that students could access that communication is if they paid through the Firewall to get access to those interviews. I am concerned about the ripple impacts of the community and I have concern

about how the administrators have or clearly have not seemed to have built community in this place. These are my questions. Is it really true that an airplane helicopter was diverted from a search off the Klamath River looking for a lost child from Fortuna? Like, how does someone speak to that person's family? I don't think that child has been found. Is that true?

I learned today, and I don't know if this is true, is it true that the Arcata Police Department was not involved in the police law enforcement actions on campus? If that is true, that is important for us to know as a community. Is that true? Is it really true that students in the dorms, according to a parent, there were days when facilities folks weren't working and perhaps now this has been restored where the students were out of toilet paper, and the toilets were clogging, and the students were out of soap, and Oh Snap requested that they could bring bags of food to students who are food insecure to get access to food. Is that true? Is it true that people are asking for healing and resolve when the university is still a police state or if I tried to go to my office that I'm going to be arrested? My therapist said to me today, "Isn't it curious that there are people in tents, sitting on campuses unarmed in the United States, what we call the United States, and these huge law enforcement attacks on people, and we look at what's happening in Gaza and there are people unarmed being attacked." My only other question is that isn't higher ed a place where we come and know that young people are going to push? They're going to push against the systems that we know aren't working and we're going to work with them because if we resisted and didn't work that push, wouldn't we be in elementary schools and being administrators? There is so little that I don't understand what it is that they are learning and what's really going on.

Gabi Kirk made the following comments:

I feel like I'm living in a nightmare. The message went out to all of campus today contains lies, lies that are incredibly easy to debunk, for instance, by the time faculty who stood there on Monday night asking for the police to leave. No one promised the protestors to leave, but he said the only way to deescalate the situation potentially is for police to leave and stop beating our students. To be continually lied to my face, again and again and again in writing. And I came here during a campus visit a year ago and I gave my job talk about Palestinian farmers in the West Bank and their resistance to settler communalism through agriculture over 150 years. I was hired explicitly in the geography department as a Jewish scholar of Palestine studies and here I am teaching, emergence of the modern Middle East in the fall, and how am I supposed to teach that class in the fall? How am I supposed to look my students in the eye and say we're going to learn about Palestine, while they know they could literally be arrested and criminalized by the university for the things that they're learning? The amazing double speak of again and again and again being told to our faces that the things we witness happening did not happen is the same thing that like all of us are witnessing as we see what is happening is a genocide committed against Palestinians in Gaza. The Palestinians have been part of ongoing ethnic cleansing going back decades isn't happening. And so the university has sent out messages saying, for instance, we consulted with Jewish community leaders, and then for the Jewish community leaders just saying you didn't speak with us, in writing in the Lost Coast Outpost. And for me to have been speaking with Jewish faculty and students all week who have been supportive of the protests, and instead for me personally, and for them to have been harassed and attacked by other faculty, and students, and questioning our own Jewish identity and yet the university said nothing to support us in that. I don't understand what we're doing, I'm just going to be honest, like this whole thing, I don't understand what is going on. I don't understand how I can show up to work in the fall and not think that my classes might just be set online on day two of

the semester if someone speaks something out of line. How does this continue? How does this continue? What are you doing to promise us that if someone speaks up in the cause of justice and against genocide that they will not be suspended like some of these students were?

I am not a therapist. I'm really clear about that, I don't have any training, the amount of extra work that faculty and staff, and as well as our counselors—like huge outs to the therapists, because they're working over time—and then all the other people who aren't trained therapists who are working overtime, the amount of calls I have fielded from students this week that are suspended, that were mid homeless because they lived in campus housing and the first notice says you're banned from campus, six days later they said, "Oh, you can live in the dorms." That's six days of homelessness that the university made for their students. Most of them are not comfortable with just moving back into the dorms when the university said you could be expelled or arrested if you step back on campus, even if the new letter says you're allowed to be in the dorms. No apology has been made for that. No apology at all. I would ask not the people sitting here necessarily, but everyone in the room to note that clearly our Student Judicial Fairness system is broken. Clearly, we need cops off our campus permanently. Clearly, we need an entire overhaul of that system because it's completely broken.

Dan Barton made the following comments:

I'm Dan Barton. I'm the Chair of the Wildlife Department. Mark, I'd like to thank you for being here. I have relatively little to say that I haven't already said in other venues, I agree with everything that's been said before me and much more eloquently than I'm capable of speaking, but the one thing that I would like to raise is the continuing restrictions on speech of our students and the inconsistency of those restrictions with CSU stated policy are, I'm not a legal scholar, but they appear unconstitutional at least according to our legal experts as the ACLU, and that deeply concerns me. There's additional restrictions that the RC appears to be attempting to place on students' speech around the graduation commencements. I understand that these concerns may be disrupted by protest, but universities are places of protest. I'm a scientist. Not a social scientist. I would rather be looking at birds right now with my student. That's what I should be doing. But in times like this, when international events demand our attention and receive the attention of our students, our students bravely stand up for those things we care about, the rest of us have a responsibility to listen and to maintain a safe space for them to protest. We have failed them. We have created a hostile place. And that is also deeply offensive to me. I have been threatened with arrest twice for going on or near campus, my colleagues have been threatened with arrest, and some of us are on the access list. I mean this is Dystopian shit where we're following the rules. You go to campus and it's like, "No, you can't be here. You have to leave." These are fuck-ups. They're continuing fuck ups that go to the original fuck-up of going in with riot squad but we have to stop screwing things up and we have to restore public access to what is ultimately the most important public space, I think of the public university. And I wouldn't work here if I didn't believe in the mission of a public university, and right now we are not executing that mission.

Sangeeta Sarkar made the following comments:

My name is Sangeeta Sarkar and I'm a graduate student in the environment and community program here at Cal Poly Humboldt. I come from a long line of genocide survivors in West Bengal and I myself faced physical violence and injury at the hands of police on April 22. I stand in front of you all in strong opposition to Cal Poly Humboldt's financial complicity in the ongoing genocide in Gaza. Earlier, a

member of the senate said that we should work towards a fall semester in which protests like this do not happen again. In order to do that, the university should meet the students and communities demands of divesting from the ongoing genocide. In light of Rafah being carpet bombed as we speak, I will now commence a chain reading with my colleagues of the proposed sense of the senate resolution calling for CSU-wide divestment from Israel, whereas an email from Cal Poly administration sent on April 26, 2024 states that the university is quote "Supportive of a peaceful and just world which affords the opportunity for all human beings to flourish and achieve their potential and the Israeli occupation of Gaza has taken more than 30,000 lives since October 7 and deprived millions more of their access to a peaceful and just world, whereas Cal Poly Humboldt's 2021 to 2026 strategic plan says that our university is quote, "The premiere center for the conservation of ecological systems and natural resources," and Israel's attacks on Gaza have caused what some scholars call an "ecocide" as bombings cause severe air and water pollution and satellite data shows that almost half of Gaza's trees have been destroyed, whereas Cal Poly Humboldt's Climate Action Plan establishes the university's commitment to quote "Honoring the land and its inhabitants by taking a stand against the genocide of the Wiyot peoples." Necessarily implying that the university also opposes current ongoing genocides including the genocide and ethnic cleansing committed by Israel against Palestinians and Palestine and whereas Cal Poly Humboldt's principles of community for inclusive excellence for diversity, equity, and inclusion state that when harm is caused, we see repair as an occasion to deepen our understanding of each other and grow stronger individually as an institution and as a community and the university's administration has a responsibility to repair the immense harm that it causes to students, faculty, and staff over the past weeks, and the harm that it continues to cause in its culpability with an ongoing genocide by honoring and responding to protestor's demands for divestment. And for as the right to education is firmly codified within the United States declaration of human rights and Israel in its most recent campaign initiated on October 7, 2023, against Palestinians has destroyed all universities in Gaza and that no Gaza student has been able to attend school since November 6, 2023 when the Ministry of Education suspended the 2023/2024 school year due to the war that has seen indiscriminate target of residential areas including offices and schools. Whereas, the California State University system invests over \$1 billion in corporations profiting from the siege of Gaza, as companies like Boeing, Lockheed Martin, and Northrop Grumman are included within its investments and resolved that Cal Poly Humboldt disclose and divest its own holdings.

Karley Rojas made the following comments:

I will introduce myself formally after finishing the chain read of this resolution. Resolved that Cal Poly Humboldt disclose and divest its own holdings and collaborations with Israel, sent in a university wide email responding to the demands of the pro-Palestinian student activists. The administration has refused to conduct investigations into the actual material value of their investments and funds supporting Israel that estimates quote "The potential indirect investment in the areas that are asked about at less than 1% of the investment portfolio of more than \$51 million which would put its current value at \$510,000, resolves that Cal Poly Humboldt demands that the California State University system disclose all financial ties to Israel, resolves that Cal Poly Humboldt demands that the university state -- California State University system divest from all holdings and collaborations with Israel, including but not limited to the Vanguard VMPX, VSMPX, and VDIPIX mutual funds and the Pacific PLFRX, Payden (PYEIX), and T. Rowe (TREBX) funds resolved if the California State University System does not divest from the identified mutual funds within one month from the date of this resolution's adoption, Cal Poly Humboldt will remove itself from the CSU consolidated investment portfolio. Following this, there are a

number of individuals and entities to which this resolution would be delivered. We asked specifically during this special meeting of this university senate that this resolution be considered for adoption. I will introduce myself.

My name is Karley Rojas. I am a decedent [inaudible] person. I am an Environment & Community graduate student and the Research Associate for the Food Sovereignty Lab and Traditional Ecological Institute within the Native American Studies Department. I've also served as a staff member on this campus and have my BS from this university as well. What good is your land acknowledgement? Cal Poly Humboldt's land acknowledgment, Poly tech perspective and strategic plan all claim to partner with indigenous communities to address the legacy of colonialism, as you acknowledge at the beginning of your study convening, you are committed to addressing and ending the interlocking systems of oppression. I would like to bring up a lecture, "What Good is a Land Acknowledgement" by Dr. Cutcha Risling-Baldy, which underscores that a land acknowledgement is meaningless without action. Israel is a self-proclaimed settler colonial state currently carrying out the very same project of genocide upon an indigenous population, Palestinians, as is part of the city of Arcata's history. Cal Poly Humboldt directly benefits and continues to materially profit from the genocide and displacement of Wiyot peoples existing on stolen land while digging its heels in against land return and material reparations to the Wiyot Tribal peoples. Context of settler colonialism and genocide do not happen in a silo and they're not disconnected. The United States, including Cal Poly Humboldt are directly complicit in funding the genocide, the apartheid, the holocaust of Palestinians and the Israeli settler colonial state and their war crimes including collective punishment. Current martyrs include at least 30,000 Palestinians. Since the most recent iteration of a genocidal campaign that began on October 7, more than 1.7 million of Gaza's 2.3 million residents are now displaced. The actions of the Pro-Palestinian student protestors which enacted at a sit in at Siemens Hall on April 22, where a bear minimum that students could do for escalating for Palestine. The students asked for a ceasefire resolution, disclosure, and divestment from the Zionist nation state as consistent with the CSU handbook of free speech issues, the CSU system prohibits discipline against students for engaging in the occupation of an area on campus including sit ins. This was all within students' rights.

Chelsea Rios Gomez made the following comments:

My name is Chelsea. Some of you may or may not know me. I'm a graduate student with the Environment & Community program and I graduated last May with my BA in Psychology here at Humboldt State. I'm here to talk about the violence by administrations of students via police or the occupation of Intifada Hall. And I've also faced violence at the hands of police on April 22, on campus. As the budget year, 2023/2024, the UPD budget has a total of 3.2 million towards its operating fund, \$3.2 million of our tuition money goes into the UPD. EOP Trio, all the cultural centers in title nine combined, gets less funding than the university police gets. Not that title nine does much, as we saw last year statewide, but to see where that administration priorities are, not to mention the sweeping of ethnic studies funding prior to the divesting from UPD. Throughout these past three weeks, the university has been sending email after email saying that their actions in calling the police have been for the protection of students. But is admin putting their money where their mouth is? No. If admin truly cared for students, especially those at the margins, they would be funding and uplifting the senators that do way more for students than police ever would.

Additionally, if they cared, they would have not called the police in the first place and endangered the lives of Black, Brown, and Indigenous students of color. Not just those on the front lines but those who live on campus. The action of admin has caused increased policing and not only on campus but the neighboring communities surrounding Cal Poly Humboldt. My friends and I were driving home one night after stopping at Safeway to get items for a late dinner, and leaving the parking lot a police officer stopped us for no reason. Imagine a car full of Brown and Indigenous students getting pulled over for existing. After taking my friend out who was driving out of the car, making them do unnecessary and arbitrary actions, finally letting us go because they had no reason to hold us, after seeing the violent acts of police through the occupation, how are we supposed to feel safe or protected? We all know a police stop isn't just a police stop but a means of holding power over individuals to remind them that they are lesser. Admin can speak all they want, they can use all these fancy words as if they're doing us a favor, they do everything but listen to what students actually have to say. Administration was not protecting us that night when they called the riot police, they were protecting property. Lastly, I keep hearing "healing" or "restorative justice". We can't focus on healing. It's about our past. Just because campus is closed doesn't mean it has passed. People are still being murdered every single day and it's not over until all people are liberated, all land is back in Indigenous people's hands. Until then don't even talk about restorative justice.

Almadin Harootunian made the following comments:

My name is Almadin. I'm a Cal Poly Humboldt Student. I'm studying to be an elementary education teacher and I was one of the students who was arrested early Tuesday morning. I have been putting money, time, and effort into this education in a university that does not care about my safety or this ongoing genocide. I'm concerned that these charges that I am facing will affect my dream of being a teacher, a dream I've had since I was five. I spent the last seven months watching children in Gaza have their neighborhoods destroyed, their families ripped from them, and their lives taken by the hands of the IDF. Children that we have seen brutalized are the same children that I care deep for my job. How do I not imagine my students feeling their pain? These children who we watch take their last breaths may be the same age as your children. How can you, people on this panel -- VP Holiday, Dean Mitchell, and ADP White, not imagine the children in your life experiencing that pain. I speak out because I can't watch Palestinians murdered without doing something about it because I refuse to be complicit in this, because members of my family were killed in the Armenian genocide and I owe it to them. Facing criminal charges and unknown academic repercussions, this is not a democracy that we are living in, this is not a just world. The ACLU wrote a letter to Tom Jackson defending our right to protest saying quote, "Students, faculty, and members of the public are non-evil to be guarded against or silenced. Keeping them away from campus while the academic year is still underway is disruptive and punitive against the entire school and community. Excluding these individuals from campus also contravenes the University stated commitment to quote, "Affording all members of the university community, the protections of freedom of speech, expression, assembly, religion, and press available out of the U.S. and California constitution. I ask that you on the panel today and Holiday, Mitchell and White are not on the wrong side of history in this. I ask that you open your eyes to the injustices that are happening in Gaza and realize the fight against student voices is not a fight worth committing yourselves to. I ask that you will drop all charges against students, faculty, and community members for exercising our right to protest genocide on a public college campus.

Tani Sebro made the following comments:

My name is Tani Sebro, I'm an Associate Professor of politics. I've never felt so simultaneously proud and ashamed of being a part of an academic institution. I'm proud of the faculty, staff, and most importantly students of this campus for responding to university mandated closures, disruptions to learning, and sanctions in current opposition with compassion, care, dialogue, and collaboration. I'm profoundly ashamed, however, by the manner in which the administration has responded to the protest with absence, negligence, and punitive disciplinary actions taken against members of our community. Dozens of letters signed by hundreds of members, and in some cases thousands of members of our faculty, of our students, and our community, and even in some cases by our local leaders and tribal leaders point to overwhelming consensus that the administration's response to the events following April 22 protest constitutes a gross sterilization of duties which resulted in inequitable harm to our institution's reputation and ability to function. Therefore, I second the call for an independent investigation into the administration's emergency operations actions and decision making process leading up to, during, and after the protests. As someone who was asked by my own dean to help mediate with the students, I saw first hand how our provost and our dean were highstrung by upper leadership that was absent, hostile, and negligent. Our president preferred to engage with law enforcement instead of those people on the ground. Putting us and our students in danger. Meanwhile we faculty spoke with students who brought their knitting supplies, and board games in preparation for a peaceful sit in. Some of the students that I spoke to said, "You showed me a bag of knitting supplies, I thought I was just going to have a peaceful sit here and have a peaceful sit in, and instead I was met with riot gear and batons." The senate must urge the CSU chancellor's office to take immediate and decisive action to launch an independent investigation of Tom Jackson and the CPHE or CTA. Further, an immediate update needs to be had of the emergency operations plan and guidelines that has not been updated since 2018, which is before the pandemic. It is outdated and apparently the ways in which our emergency operations are outlined in there give way too much power to our president and way too much power to the EOC to act with impunity and act without broad consultation and transparency that faculty and students accept. Only after the findings of such an investigation is made public, an appropriate disciplinary action be made and taken regarding the conduct of these administrative employees can the process of healing and reconciliation within our campus community begin.

The Ombudpeople paused the open forum to get answers to specific questions.

*On April 22, was a helicopter diverted from a Search & Rescue?*

Vice President Gordon reported that the University didn't request this, but she will check if it happened.

*Were the Arcata Police Department involved in the police action on campus?*

Vice President Gordon said she will check into what happened.

*Were Facilities staff attending to the needs for things like toilet paper and supplies in the residence halls during the first few days during which campus was shut down?*

Vice President Holiday reported that she was told by Housing that we had custodial and maintenance. If that happened it was a one off thing that did not last.

*Were Oh Snap delivery bags denied to students in the dorms?*

Vice President Holiday reported that arrangements were made to make sure that there was an off campus distribution point, but will check specifically about this.

The Ombudspople returned to the open forum.

Maral Attallah made the following comments:

Everyone has said what I felt. I want to thank my colleagues for coming up here. It really breaks my heart to hear people come up here and hear a quivery in their voice. There is no doubt there is a sense of dread every time it comes to a moment like this to speak in front of a body that has so much power. And, yet, sometimes it feels like they don't yield that power using the voices of the students, the faculty, the staff, the community. Humboldt. Whether that be called Cal Poly Humboldt, or Humboldt State, or Humboldt , it's a public university. I've had a lot of people ask me on my thoughts. I will say that there are plenty of departments on this campus -- CRGS, NAS, philosophy, political science, history -- where our students were able to engage in this type of dialogue, and classroom setting. We shot down a university and assume that you can just transition into an online student format that is acceptable is so utterly unacceptable. I am shocked more people have not come out and then protested again by taking over Siemens Hall. Let's remember what Siemens Hall was all about. It is the administration building. I am led to believe that many of the people who were shocked that Siemens Hall was the building that was occupied probably didn't take a social science course and probably has no clue other than maybe Kent State but they don't know about South Carolina, they don't know about Jackson State. In fact, our wonderful Kumi Watanabe-Schock has been so great about posting videos on Panopto that you can watch Berkely in the 60s and you too can learn about what it means to take over an administrative building and literally shut the university down.

When I go on Zoom and I talk to administrators and folks, I mean no disrespect, but there's so many vice presidents I don't know what the official title of. I will identify them as Professor White, When I am reading off a heartfelt email from a student who is dealing with so much trauma for living in the dorms right next to a police state and come to class and the administrator is rolling their eyes, looking off the screen, looking at their phone, doing everything to not make eye contact. It is infuriating for me because I'm the voice of that student in that moment. It's really important that this senate look into that linkedin profile that was put forward. I would like to know who is on the EOC. I would like to know what the "Jug O' Justice" challenge coins are, what is this vile song that they talk about? After students were bludgeoned and bloodied because if someone is mocking that and you all are in the room, then you better say something. Molly Kresl should not have been the one to resign. Every single person that signs their name under the president's email list should resign. You are not fit for the position.

Jade Khalid made the following comments:

My name is Jade Khalid. I am a Critical Race, Gender, and Sexuality Studies student. I will use my time by giving space to the amount of grief many of us are holding, a new layer on top of the grief of watching



the genocide of Palestinian people, the destroying of artifacts, knowledge, brand, and more of the human kin. Agree that many of us have known for centuries. After this past week, I am reminded that the institution of western academia, which claims promises of liberation and equity, will lay down their masks the second that poverty is placed in question.

How ironic and how familiar to value property over lives as Assata would say and then to do it on stolen land. What good is your land and labor acknowledgment when you're so willing to sit in hundreds of state sanctioned terrorists whose presence threatens the very model of marginalized people. What good is your touting of place based knowledge when an instance you will tell us to follow in line, that there's a time in place for us to exercise our rights. Wait, you say. We're used to being told to wait. What good is our entire racists action plan when Black and Brown people are currently suffering physically and psychologically for violence wielded by people looking out of windows of the ivory tower. This is a long story of descent and protest on our campus and it is just as alive and thriving as it was when thousands of students were on the quad after students were killed by the National Guard for protesting the Vietnam War. When the students did a sit-in at the Native American forum and when students fought for the BSU, ITEP and all the cultural centers. The very reason we allowed [inaudible] is accredited to the students of color from third world liberation in front of who fought for it. They did not ask for permission.

[inaudible] deep within our bodies of this violence and acted upon us is awakened as we're seeing students of color threatened and beaten by these same cops on campuses across the country. It is important to name that we are able to meet on our campus because it has become a militarized zone, a police terror zone, one that you created.

We talk about programs of initiative, and then talk equality and equality and justice. I believe it is our duty to name this grief. We must dismantle respectability politics and professionalism that forces us to make our anger and pain palatable.

And as students we believe in the position at all, as people who truly believe in a liberation of all, needless as we've always done honor this grief and the emotional labor and pairing it in tension with hope everyday. Cal Poly Humboldt continues to profit off the posturing of progressive values while continually putting system impacted students in danger. Once again, you have the opportunity to stand while your own words, which up until now have been empty. I encourage you, the Senate, to adopt the divestment resolution put forward by my fellow students and repair the horror that has been caused by cosigning the violence you put against us. Adopting this resolution in the fall is unacceptable as 40,000 Palestinians have been killed by the Zionists entity that Cal Poly Humboldt continues to support. What will you do now?

Loren Cannon made the following comments:

My name is Loren Cannon and I'm going to be reading in three different parts of me. The first part of me that wants to speak is out of a person. I'm a normal philosopher. I write about world philosophy. I have spent most of my career thinking about [inaudible] based harm and when humans do really horrible things to each other. My dissertation was on group based harm with regards to the Holocaust in Nazi Germany. In terms of using an "I Statement", I am horrified. I have been horrified by what's happening in

Gaza and what's happening in Rafah right now. This is horrible and I can not at all with my super privileged experience like even understand what that means. Not just universities being bombed, but losing your whole family. For months. This is morally abhorrent and atrocious. It needs to be noticed. Secondly, after being horrified, I'm grateful to our students who gave us a minute to stop and think about it. We got to go to school today. No, we have to stop and think about what's happening to human beings that are just as vulnerable as us, who hurt as just as much emotionally and psychological and spiritual. I'm grateful to our students. Today, we have some days where you got to think about Gaza. We got to think about what's happening and our responsibility for it. And then lastly, I, as a human being and as a person, because what's happened, instead of having whole teaching for a week about this, now we're all distracted because of the events that were identified as I guess justified by the administration. So, like we could be talking about what it means to be in Rafah.

Secondly, I'm going to speak as a CFA representative out of CFA for many years as many of you know, and I'm the deputy rights chair right now. I want to say to you all, we saw this coming. This is not the first senate meeting like this where people are asking where's the president. It's not the first senate meeting where the AVP people stoically sit there and listen to person, after person, after person talk about our harm. We ask where's the president, this has happened for four years. This is about relationships. It's about relationships we have with our students, our staff with our students and the relationship that working people have with our university. We are filing an unfair labor practice and they say like, the law. The law is the last resort. If you can't get things worked out before going to the law, then you failed at those relationships. It the relationships that fail. How many many times have I told administration you don't have unilateral power to just keep changing working conditions. You can't do that. You have to talk to the union first. You have to talk with my union fellow siblings. That is the law. I am so tired of trying to get a place at the table and so the laws are the only thing that we do. So, file another charge. What is happening is not a recognition of the relationships we have, it's isolation. The people that are soon protesting, they were isolated more and more and more each day. I was so happy on Friday, That I am going to get out of this okay. Everything was going to be all right. But then on Saturday, boom, a hard closure. As faculty members we can't really talk to our students anymore because we might lose our jobs. Right? Same with staff. Isolating, isolating, isolating. The people in the residence halls, the people who don't want to be on Zoom, that's the opposite of relationship building. Isolation is the opposite of relationships building.

I'm going to speak as a lecturer, a faculty member like so many people here. I've been around here for 17 years, trying to get enrollment up and doing the mean counters of the students coming in, coming in, coming in. And faculty members now call them do more of your job. Administration just keep shooting yourself into the foot. And this is going to impact a moment and guess what? Lecturers are going to lose their jobs and healthcare yet again, yet again, while we make a fifth of what the administration makes. [inaudible] Overtop they have a heap to learn from and so this happens. That's how responsibility here happens.

Lastly, this is my fourth persona today. I do write about responsibility. I think responsibility is broken on campus and we really need to fix it. I'm asking you all who are not President Jackson, yes and he hasn't met with CFA for four years, he refused to meet with us, he refuses to meet with other labor unions, he refuses to meet with students. He ain't here. But yall are. I'm asking you to go to your boss, I don't know

what kind of like boss he is. Is he hierarchical? Is he dictatorial? Is he locked in some room somewhere and doesn't have contact? Where is -- I don't know. But I'm asking you to ask him to respond to what's happening here. He has to listen to this. He needs to listen all the things we're talking about. I want to hear about what he has to say. And I'd like it in written form so we can hear his response. He doesn't just get to keep hiding.

Alexander Carter made the following comments:

Hello, my name is Alexander Carter. I'm a settler of Wiyot land. I came here ten years ago for school and I fell in love with the community. This is my home and my community and I spent the week weeping. I'm an alumni and I miss the beauty on campus, dancing, laughing, crying, praying, holding one another's pain as we held the pain in Gaza. I am here to speak on behalf of two students. One a suspended student, one not. I will read the first student's quote, I will share my own stories from being on campus through closure and then I will read the second student's statement.

"I am repulsed by the way the upper administration has handled and continues to handle the response to our protest two weeks ago. They just released an email today full of false information that those actually present on campus for the entire occupation known isn't true. Students refusing to leave the building when asked in the early hours of the protest was the entire point of this sit in. Barricades were not planned and repeatedly explained by many, many protestors. I failed to protect protestors from police. Police were beating students who were trying to push them back and framing self-defense and use of a plastic water jug as assault on officers is ridiculous.

The university never admits to this statement nor has ever admitted in any of their previous statements where the police officers were the first to assault students. Allowing police officers to assault students because they chose to protest in an inconvenient manner is disgusting at its best and fascism at its worst. I just feel like all the time all I want is for everyone attending this meeting to walk away with two things -- administration has made it clear they have no obligation to protect students or their rights and they have no desire to admit their wrongs. Just as it was ruled in the District of Columbia, 1981, the police are not required to serve and protect. Apparently, administration has decided that they are also not under any obligation to serve and protect those paying thousands of dollars to build their golf courses and ride their yachts. I would like to negotiate with the administration and try to have meaningful Conversations within this school. The ivory tower of academia has proven itself once again to uphold White supremacy, fascism, and colonialism. We're not to expect change in our system and our country but to oppress. And this is why we will continue to need to advocate, to disrupt, fascism, colonialism and refuse to give up."

Thank you for listening to the first statement of the student.

Andrea Delgado made the following comments:

I'm Andrea Delgado, a CFA council of racial and social representative. The first idea is to vacate suspensions and other disciplinary actions taken against students. Admin has admitted that there were mistakes in this committee and suspension letters. The student's office has not shown up to meetings suspended students have been scheduled. That is embarrassing and shows that there is no set protocol. It resolved on the fly. And for our students. Secondly, we need accountability, especially with President Jackson and his chief of staff. That said, I think it also of utmost importance that White administration members take accountability for their part in the militarization of campus. Preferably, students of color

are often accused of weaponizing their students. White administration and campus leaders take accountability for the weaponization of their white peers.

The admin pay outweighed that of individual staff and faculty are having a difficult time of processing these challenging times. What about our students? Who pay to attend school and instead have been afraid to leave their dorm to eat. Or have been banned from accessing campus, a police state, Where public institution requires documentation for supervised movement. Cops off campus.

The militarized campus with threats of arrest with any student, faculty, or staff have put with excruciating at odds, excruciatingly at odds where institutional outcomes Could be a place of colonial knowledge and a place where BIPOC students thrive. There are no universities left in Gaza. This criminalization of all students will continue to our graduation the zen of the student's college career, where students will be subjected to a visual search of any illegal or prohibited items. Explicit question was prohibited. Are they allowed to wear on their face the grief over Gaza, are they allowed to show exhaustion at this finishing semester of this constant gas lighting from administration. Are they allowed to wear the pride and know who took a stand for Palestine in Siemen's Hall. Faculty and university students are here for the community long-term, many students make a home in Humboldt beyond their college career. Admin come and go. And its time to go.

Olivia Chase made the following comments:

My name is Olivia Chase. I want to say that I fully stand with everything everyone said today. Earlier in the meeting, we were talking about the budget by the URPC and the recommendation they were making. They mentioned that they were talking about gaining new enrollment and when they're deciding on how they're doing their budget. My question is about student retention versus new enrollment. I'm a member of the Hupa Valley tribe which is a local tribe who has also faced genocide in this ongoing project of the United States. I feel there's a lot of frustration that I see in the faces of these people up here, I don't believe that there's nothing that we can do up here, but I believe that there should be something done for the people who have faced genocide here and what we can do here.

I want to propose this as a way of investing in our cultural centers. I am a member of ITEPP which is the Native American Cultural Center. I've seen budget cuts coming through our cultural centers, including UMOJA, El Centro. It's hard for Native American People to enroll in school, but we also face low retention rates. These cultural centers are a vital way not only to stay retained through school and come back to our communities and uplift our communities, but also to attract new students to get new enrollment from these demographics that our communities need us to come back with this education. The investment in our local communities here who have faced other colonialism and genocide, which my people have faced here, and there's a responsibility to the people up here to the people who face the same struggle that people in Gaza are facing right now, that this is something you can do. I want to see investment in our people, if this University is going to use a high and low enrollment of Native American students for TEK as a pride component, it needs to be reinvested back.

Maya Montes de Oca made the following comments:

My name is Maya Montes de Oca. I'm a student here, I used to work at the ODEI and I also worked at the Women's Resource Center. I would not be doing my job if I was not here today. On Tuesday, April 23,

Mark Johnson spoke at length of our injury done to law enforcement before briefly addressing experience -- injuries experienced by students. When asked if this was Mark Johnson, the office of the president, making a position, placing law enforcement over students, I did not receive a response. I still have not received a response. The language used by the office of the president has been unnecessarily hostile regarding students and I view this language as inciting violence against the campus community. [inaudible] Until Mark Johnson accountability at the forefront of our minds and our actions, he says he has no answer for the personal accountability he will be taking regarding the treatment of students, the hard closure of campus and the introduction of state violence to our students. The email sent out by the campus earlier, as well as the emails that have been sent out over the last two weeks have been rife with violent and derogatory language regarding our students. [Inaudible] here people are concerned regarding the people being discussed. It is ironic that we are said to model respect, that we are not able to use violent language. What is determined as violent language because we have been spoken to violently for weeks. [inaudible] As a student, I'm so grateful for the support shown by faculty and I am disappointed and disgusted by the actions taken by the CSU chancellor's office and the office of the university president. Student organizers and faculty have been targeted for speaking out. Myself and many others demand the disciplinary actions are dismissed. I demand that accountability be taken by the University for the trauma caused to our campus and our community. I demand the university remove the police from our campus. [inaudible] I demand that the school divest from all ties to Israel and I demand the resignation of Tom Jackson. [inaudible] Keep this in mind. He has not spoken to students in years. Tom Jackson does not serve the campus because he does not care about the campus. He does not know the campus and he does not know the people that he serves. We demand an action to be taken and we demand that we keep Palestine at the forefront of our minds. If we are silent in situations of genocide, we are complicit. [inaudible] I refuse to be complicit in genocide and violence. I don't want my money, my school tuition that I am paying to go to this. I don't want it to go to the salary of a man who does not care about his students and is buddy-buddy with the law enforcement that's beating them, and using tear gas and plastic bullets against them. This is unacceptable. Free Palestine. Keep Gaza and Rafah on your minds and my colleagues are not criminals. [inaudible].

An unidentified student speaker made the following comments:

Apologies if I go a little over my three minutes to the room. But as I was jailed by the university for 13 hours, I do think I deserve four minutes. Before I say my statement and recall all the things I would like to say. I believe that Tom Jackson not coming because he is quote scared for his safety is very [inaudible] considering that while I was peacefully protested, myself and other students, and was met with hundreds of riot police. He is not concerned for his safety, he is scared by the truth that is being spoken today by these people and I don't respect any sympathy from the administration as we have got none over the past two weeks. But I would like everybody who is sitting at the table right now to take a second and to look me in the eyes as a human being. My friends, my loved ones, some of the most gentle, kind, intelligent students at your university are beaten by police. And what do they do? Absolutely nothing but respond with more police violence. They cried on my shoulder, they slept in my home, we fed them, me and my friends who came together, faculty stood by them, administration did nothing but demonize us.

[inaudible] Now, I would like to read something that I have written. I believe it is important that we center the entire history of the Israeli Occupation of Palestinian land when discussing calls for cease fire and divestment. Displacement, disenfranchisement, and genocide of the Palestinian people did not

begin on October 7, 2023 but the 76 years earlier in 1947 [inaudible] the catastrophe displaced over 700,000 Palestinians, killed tens of thousands and began a decades long assault on Palestinian lives and sovereignty. The violence carried out by the state of Israel and [inaudible], as if any loss of human life, freedom or joy will I find any argument that perpetuates a quote "Both sides are equally at fault" narrative to be widely misinformed. Considering not only the history of Israel's violent occupation of Palestine but a reality under which occupied Palestine exist today makes this situation clear -- Palestinians exist under unethical restrictions and do not possess the same status, rights, and due process afforded to Jewish Israeli citizens. Palestinians living in Gaza, the West Bank and Israel itself are denied liberties that are understood to be fundamental by equitable societies based on their ethnicity. Those [inaudible] territories are oppressing control in many ways including imprisonment within walls with military personnel and artillery, being denied access to healthcare and education due to the repeated bombing of civilian infrastructure by Israeli forces. Intentional deprivation of food and water, and theft of their homes, businesses and belongings. These are perhaps only a portion of the sanctions imposed on Palestinians living under occupation. Such brutal oppression has only been possible with the aid of foreign military powers, specifically the United States to financial, logistical and tactical support from U.S. government and corporations along with billions of dollars in weapon shipments has enabled decades designed as occupation and genocide of Palestinians. As participants in what has now become a global society, it is our responsibility to condemn egregious violations of international human rights and demand that our public and private institutions and all support for the Zionist government of Israel. As educators and students with access to more information than people at any other time in history, we must utilize our great privileges to demand a better role. We understand what's happening to the people of Palestine, it's not an isolated event. The same systems of colonial power which perpetuate the genocide of Palestinians are those who are weaponized against indigenous peoples of Sudan, Kago, Turtle Island and the world. These systems are intertwined with one another and have been held over hundreds of years to displace and kill those who oppose western colonial power. It is not shocking that the Israeli defense regularly trains American police and intelligence forces. Institutions that are disproportionately used to oppress domestic minority groups and Black and Indigenous people of color. My education at Cal Poly Humboldt has stressed the importance of learning outside of the classroom, translating our lessons into real world action, and that's what has been done this past two weeks. The Cal Poly Humboldt administration used of violence, misrepresentation of student protest, and unwillingness to patiently negotiate in a meaningful manner is disappointing but in no way surprising to me. In his most recent statement, Cal Poly Humboldt President Tom Jackson expresses desire to heal our community. An insincere claim from a man who could not be bothered to visit campus, claimed protestors had no noble cause and utterly disregards the concerns of his faculty. The real healing has been done since last Monday. Has been the product of brave and compassionate students, faculty, and community members coming together in this type of pain, not officials who weaponize state violence against peaceful students at a moment's notice. I implore that all members of our community, especially our educators who serve as a powerful example for our young minds, sit with the intense feelings which emerged from the turmoil of not only the past two weeks, but the past 76 years and all of history. With those practices, radical empathy, radical patience, and radical action if we wish to actualize a better world we fill our minds and our classrooms with. And this is for the room -- do not let the world convince you that you are not powerful. This table of people, the few individuals sitting here, the administration who ordered violence are so outnumbered by us and this is making me feel so much better.

Lisa Tremain made the following comments:

My name is Lisa Tremain. I am the chair of the English department and I work and I live as a White settler on Wiyot land. I have two things that I will add to the conversation because I cannot add to what we have heard today in any way that would sound any more powerful. The first thing I want to add is the media. The administration is also controlling the media narrative that is criminalizing our students and blaming our students for what happened on campus. I want to note that what is so unfortunate about that is that we are telling a story about our students that is completely opposite, as so many people have said today, for what we ask them to do is to go out there and be involved and change the world. And I want to say to students who are here and students that are listening, the reason why the campus is still closed is because they are terrified of you.

The second thing I want to say is that in 2021, during Covid and immediately following the Black Lives Matter movement, I sat on this body, I sat on cement and we worked together to craft the anti-racism statement that has developed but it was read today. We talked about the impact of Whiteness in this space. We talked about Josiah Lawson. Sherrie, you talked about having fear in your home from police presence as I recall, that cannot be separated. It is no different from this moment and the police presence on our campus. That cannot be separated and it is no different from what's happening in Gaza right now.

These are all one in the same. Only until this body truly reckons with and are institution reckons how a Whiteness is operating in these ways that continue to oppress voices and now have to resort or the administration resorts to police violence in order to show its power. Do you know why that is? It is because Whiteness is not working for us anymore. And I say this as a White person who has had to do the work. So, this is the work and I'm closing with a question. The senate turn should be extended now because this is the work. it's not when green days end. It's not when grades are due we go on summer. This is the work right here. And we have all got to do it in order for us to be what we can be.

Mike Sargent made the following comments:

My name is Mike Sargent. I'm also a colonizer on Wiyot land. I was born on Wiyot land and I grew up on Yahi ancestral land. I spent most of my life on Wiyot land. My back is not to the university senate. I want to thank the senate for having this community. My back is to the administration and administration that are here, my back is to them because they're constantly showing their back to us.

I've been on this campus long enough to have conversations with you all with how little administration is part of the community but they're only here for like three or four years. And they're gone. They show us their backs. They make horrible decisions. I was apart of KHSU and then they run. They take off. And leave the community kind of reeling and having to come together. I want to thank all of you. You're the reason I've been on campus for 25 years.

A lot of people come and go. There's some amazing people, but none of those are administrators. Over the past two weeks I want to give a huge shoutout and thank you to the journalists for the Lumberjack, El Lenador, and KRFH who kept me tied in to what was going on behind the scenes, behind the roadblocks. Thank you so much for all the live streaming and also some of the community sites to, KMUD did a great interview with Lizard Queen. And KRFH. Thank you so much for the journalists who stayed on

campus, stayed up all night multiple nights while trying to wrap up the end of their school year as well. Thank you all, thank you for being here.

Ryder Dschida made the following comments:

My name is Ryder Dschida. I am the history education program leader and I am a Humboldt local. I've been living here since 1996. I'm a graduate of Humboldt State in 2011 and contingent faculty like Phil Collins. I have several avenues I'd like to speak on today.

First personal, and then—[recording cuts out]—has poisoned and destroyed whatever good will has existed or did exist between the University and our local community. I do want to echo Dr. Sebro's point that I too feel ashamed to be affiliated with Cal Poly Humboldt right now. It's a terrible feeling and I don't like it very much. As a historian, my question for you is when have student protests ever -- and I repeat -- ever been on the wrong side of history?

Lunchroom sit-ins were illegal, anti-Vietnam occupiers in the late 1960s were technically illegal, anti-apartheid occupiers were illegal, gay rights, gay liberation marches in the 1970s. Occupy Wall street, BLM activists, mobilizing in 2011 to 2020. Also were attacked by the police. Here we are. It seems like in a liberal institution and a far liberal society, we celebrate past protests that brought us to where we are with the freedoms and liberties we enjoy except the current one. First I demand full amnesty for all students and faculty from the peaceful protests from the 22nd to the 30th of April. I also demand that the current academic senate extend its session for two weeks to read, consider, and vote on the resolution proposed by my peers before.

As a historian, again this is my personal opinion, I can tell you similar things like this have happened before. As a historian I feel compelled to say this. Take these students, faculty, and staff seriously, and these community members. If you do not, I feel compelled to inform you that this is likely only the beginning.

Octavio Acosta made the following comments:

My name is Octavio Acosta. I am the interim coordinator at El Centro. At the center a lot of my student staff have found themselves in more academic standing this year. I think it's largely due because they were without a coordinator for seven months and they didn't have an academic advisor at the center. I know that the Umoja Center lost its coordinator as well and this is because the lack of funding, the lack of a just date for the coordinates, for the staff that work there. I've been here for two months and spending my time, taking a look at what's going on, where are the problems, or the opportunities, listening to the students, noticing that this trend of people leaving because they are not being paid well enough, they're not being supported, they don't feel like they're being supported. And then to see all that police that showed up, I'm sure that was expensive.

I also know that the school is installing more cameras, more surveillance and I'm sure that costs money as well. I'm kind of seeing the priorities of where the school is putting its money. During these times I have told my supervisor about why, it's been hard for me to work because I live in a studio, I don't have



an office and I have this baby. They don't pay me enough to have a babysitter all of the time and they told me "it's all right, you know, I could take the day off, I could take the time off", but that's not who I am. I just need the tools to work, I need the support to work and many students are in need of a lot of support. I just wanted to let you all know that this is going on with the Cultural centers. We need money for our staff, we need trainings, we need support and need spaces. So if anyone could get me that as soon as possible that would be great.

An unidentified student speaker made the following comments:

I am [inaudible] and I also wanted to speak as a student, [inaudible] and I'm in my second year here. We have been talking about the [inaudible] coming up here as well. The messages that the campus puts out to people- and I come from San Diego- all across the state, I've had people come here from international programs that come to travel here because of the programs that we have in our curriculum that are being ignored because of the message that it came perpetuated by administration and by the admin. The email earlier today only further conflates the lies that have been continued to be spread. I have to continue to mention Nelson Hall was never occupied. I don't believe- I don't believe Nelson Hall-

But I would like to correct this misinformation that before the hard closure, I personally walked through the campus because I paid tuition to go here and I saw no barricades at all. In fact, the barricades came down in Siemens Hall to show the lack of destruction and violence that, again, administration was claiming to justify the police response and the continued militarization of our own campus. And I have seen students being asked to leave their own campus for graduation pictures because of a continued imaginary threat perpetuated by the administration.

And I would like to also bring up a quote that was mentioned -- someone mentioned this earlier. But this quote is by Ruha Benjamin. "Too often our student activists are celebrated after they graduate by the institution themselves by that institution themselves." And I don't think it's fair to continue to blame the students that were trying to express this abhorrent situation that's being ignored or had been ignored by our administration up until it became inconvenient for administration to deal with.

Again, Siemen's Hall is the administration building. We just wanted your attention. I have heard again people echoing the fact that it was going to be a peaceful sit-in until the police response. And I also know for a fact that originally they thought it was an active shooter response. They didn't even know it was going to be a protest and once that person realized it was not in fact an active shooter, there was no justification for the right, police and the violence that was then involved with the students. And I work for the district and people have mentioned the fact that the violence started from the police. The students have always been peaceful and I think the images on the front of The Lumberjack also showed that. And if you think that a classic water bottle constitutes the same violence as a bomb being dropped on Gaza and Rafah, as well as [inaudible]- we're seeing that money- those same students that are being hit to the head with a police baton.

The Ombudpeople paused the open forum to get answers to specific questions.

*Can this Senate session be extended to consider the resolution on divestment?*

Chair Woglom said that the resolution can be considered by the Senate Executive Committee before the end of the academic year.

*What is prohibited at Commencement, and will there be increased police presence?*

Vice President Gordon reported that the commencement planning group, along with other stakeholders, are working as quickly as they can with the adjustment to local sites to try to get this information synthesized, reviewed, and communicated out.

*Were Mark Johnson's comments at the last Senate meeting about injuries to law enforcement meant to imply the safety of law enforcement is more important than the safety of our students?*

Chief of Staff Johnson said that his comments had been taken out of context. He was trying to give a factual report to the Senate, and the information about injuries to law enforcement were reported by the police and so were easier to come by. Of course he cares about the safety of students, faculty, and staff.

*What are the "Jug O' Justice" challenge coins, and what is the song that the EOC talked about?*

Senator Burkhalter said that they will be asking this question at the next plenary meeting of the ASCSU. They are aware of the LinkedIn profile, that there was an emergency manager from the Chancellor's Office on the campus. Neither of the ASCSU Senators were looped into anything involving the Chancellor's Office or EOC, so they will be asking very hard questions at the plenary meeting next week and requesting an investigation.

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**Meeting adjourned at 6:24 PM**

**Integrated Curriculum Committee**  
Consent and Voting Action Calendar

April 16, 2024

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**Consent Calendar**

N/A

**Voting Action Calendar**

**Environmental Studies Program Changes**

[Environmental Studies, B.A. - Change Core Requirements - 23-2298](#). UD Core: Remove PSCI 381S and replace with PSCI 371 Experiential Workshop (Topic: E Law Conference, 1 unit); PSCI 381S indefinitely on hold; choose one from two bucket, with PSCI 381 and PSCI 371 as two options. LD Core: Remove ENST 120 (suspended), and replace it with new ENST 195A, a new course that is a corequisite for ENST 195 for ENST majors (related proposals).

[ENST - 120 - 2305 - Course Suspension - Intro Seminar in Env. Studies](#) - replacing ENST 120 with [ENST 195A](#) (Orientation to Environmental Studies), co-requisite with [ENST 195](#) (Foundations of Enviro Studies), for majors only.

[ENST - 195 - 23-2299 - Course Change - Foundations of Environmental Studies](#). Change title **from** Topics in Nature/Culture **to** Foundations of Environmental Studies. Slight changes to title and description. ENST Majors only: making new course ENST 195A a required co-req, so like a 4-unit course (3+1) (but 195A is replacing suspended ENST 120, 1-unit, so no change to major units). NB: ENST has unarticulated ENST 195 so that transfer ENST majors will have to take the 4-unit combo (195/195A) to create a cohort bonding experience, even if they have taken a course similar to ENST 195 (Foundations of Environmental Studies, 3 units) at a community college.

[ENST - 195A - 23-2303 - New Course - Orientation to the Environmental Studies Degree](#) - ENST is redesigning this intro-level course to better serve the curricular and success needs of students. LK: Creating new course, ENST 195A (1 unit), that will be a co-req with ENST 195 (3 units) for ENST majors; replacing ENST 120 in curriculum for majors (ENST 120 being suspended).

[ENST - 295 - 23-2334 - Course Change - Power/Privilege & Environment](#) - Change prerequisites: remove ENST 120 (suspended, 1 unit).

**Integrated Curriculum Committee**  
Consent and Voting Action Calendar

April 30, 2024

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**Consent Calendar**

[CHEM - 107 - Fundamentals of Chemistry - Course Change - 24-2372](#) - **Description:** Terminal course. Fundamental concepts and applications of general and inorganic chemistry. **Proposed Changes:** Grade mode change from "Letter Grade Only" to "Optional Grade Basis". This change will help student success because it will allow students to take the course on a credit / no credit basis.

[NR - 480 - Selected Topics - Course Suspension/Deletion - 24-2494](#) - NR 480 is not required for any program on campus and has not been offered. It can be removed from the catalog.

[SP - 350 - 22-2004 - Course Reactivation - Conceptualizing Prior Learning](#). This proposal seeks to reactivate SP 350 and update its description and grading mode (from optional to mandatory CR/NC).

[SP - 351 - 22-2006 - Course Reactivation - Portfolio on Prior Learning](#). Reinstating SP 351 with (1) minor update of course description, (2) change in C-classification from C-36 to C-78, (3) change in grade mode to CR/NC, (4) change in units from 1-8 to 1-15, (5) instruction mode change from Face to-face to Online.

**Voting Action Calendar**

N/A

## CAL POLY HUMBOLDT

University Senate Written Reports, Date: May 7, 2024

Standing Committees, Statewide Senators and Ex-officio Members

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### Academic Policies Committee:

Submitted by Nicole Jean Hill, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Harrelle Deshazier (Advisor-Umoja Center), Tyler Evans (Faculty-Math), Nicole Jean Hill (APC Chair Pro-Tem), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment). *Vacant: AS Student 1st and 2nd Reps, faculty position*

Meeting Date(s): May 1, 2024

Meeting Details: The committee discussed feedback report from ICC on the [Minor/Certificate Policy](#). Based on the feedback and discussion, committee decided to either put a cap on the minor unit limit with squishy language or leave out a maximum number of units. Committee will be provided with two versions to review. Other revisions will be made based on the ICC feedback and provided to APC for one last look over before the end of the semester. The policy document hopefully will be ready for 1st reading at the start of fall semester

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### Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Lisa Tremain, Marisol Ruiz Gonzalez, Kim White

Meeting Date(s): Wednesdays 11-noon, NHE 106 and Zoom (please email Tim at [tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu) for more details if you'd like to attend)

Please see the [FAC 22-23 End of Year Report](#) (pdf).

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## **University Policies Committee:**

Submitted by Chris Harmon, UPC Chair

Members: Rob Keever, Tawny Fleming, Sara Sterner, Shelby Schroeder, Sulaina Banks, Michelle Williams.

Meeting Date(s): 04.02.24

Meeting Details: UPC has continued to discuss a new policy on defining Research Centers, Institutes, and "other" campus groups not well represented by either definition (i.e, center/institute). The UPC chair is engaging with SPF on this front; however, committee work has stalled out due to membership issues. Senator Sterner will likely become the ICC chair next term, Senate Schroeder has indicated that they will resign next term, and two open positions still remain vacant. The UPC will need 4 new members for next semester so it can have a quorum at meetings and continue to engage in important university business.

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## **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 members have been kept informed of the campus crisis. The university emails from the administration, CFA & University Senate have been forwarded to the Humboldt-ERFSA listserv.

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**Edit: Individuals named in the original version of this document have been redacted by request to avoid potential harm. I apologize profusely for being careless in identifying individuals publicly. It was thoughtless.**

This week's Senate Chair report outlines my experiences in the role of Senate Chair and General Faculty President between the evening of Monday April, 22nd and the night of Monday, April 29th/early morning of April 30th, the duration of the occupation of Siemens Hall. My memory is imperfect, so there is the potential that I have omitted or misreported aspects of this narrative, but I have done my best throughout to be truthful and thorough in my representation of the week. I have further tried to be unbiased and impartial in my description of events, but have retained some description of my reactions and mindset to help to contextualize (not rationalize or soften the perception of) my decisions and actions. I acknowledge that I have made mistakes throughout this week, and though I welcome feedback and critique, please know that no one is more critical of my actions than I am. I have refrained from attempting to summarize broad takeaways from these events, as several wiser others have suggested that conclusion and healing cannot be pursued until a full accounting has taken place. This is my attempt at as full an account as possible from my limited perspective.

I have removed names where it seems prudent to have done so, and retained them where I think it is important to know who did what.

We have a lot of work to do. Take care of yourselves and each other.

jim

### **Monday, April, 22nd**

I attended a 4-5 PM Zoom meeting scheduled to discuss logic models for an in-progress update of the University's Strategic Plan. The meeting included Cal Poly Humboldt's Chief of Staff and three staff members. While the meeting was in progress there was considerable noise in the background, and the Chief of Staff walked away from the camera on a number of occasions and muted himself at several points to communicate with someone off camera. All four of the other attendees on the call were in Siemens Hall, and one of the staff members in attendance said that the noise was the product of a protest regarding the ongoing violence in Gaza that was occurring in the building. The Chief of Staff left the meeting before its scheduled end. Slightly concerned, but assuming that this event was in keeping with the four other protests that occurred on campus earlier this year, I walked home after this meeting at 5pm.

I soon received texts from several faculty members that there was a police action of some sort in Siemens Hall. I texted the Chief of Staff and Provost to see if they were ok and they both confirmed they were. I messaged the Vice President of Administrative Affairs asking how I could help, but received no response. I felt I should know what was going on to inform my Senate leadership role, but other faculty I spoke with had no factual information to share. I headed down to campus at some point after 9:30 PM.

Walking onto campus, I was surprised to see long lines of police vehicles from all the surrounding communities: Rio Dell, Eureka, McKinleyville, Fortuna, and Arcata, beyond the University Police Department. Others estimated that there were as many as a hundred officers present, and while I can't confirm that, it does not seem unrealistic based on my memory of the scene. The officers were loaded down with what seemed like an excessive amount of weaponry to engage with a student protest.

As I approached the Guttswurak Quad I saw a group of likely hundreds of students massed incredibly close to the lines of police surrounding the front entrance to Siemens Hall. On the other side of that entrance, visible through the entrance's front windows, several students who had barricaded themselves inside the building were waving signs through the window at the protestors. Many of the police at the front of the building were dressed in what I would uninformedly describe as riot gear, and many were holding clubs and shields.

The situation was more restrained at the other entrances but largely mirrored the front. I took several laps around the building trying to make sense of what was happening. Eventually, I saw and talked to a faculty member who had been present for most of the night. He informed me that two students had been hurt through interaction with the police (distributed video later showed police striking students with clubs and a student striking police with a water cooler jug). Three students had been arrested. A faculty member had been hit in the abdomen, but was reported to be ok. I was informed by the Chief of Staff during our call the next morning that police officers had been injured as well. After these injuries, things had escalated to a standoff. The faculty member I was speaking with said about a dozen students were still inside the building. I saw two other faculty members I knew as well, present and engaging in conversation with students and police.

Students were yelling at the police, and as rhetoric became more heated, the facial expressions of the police were becoming more irritated. In some instances, students yelled profanity in their faces, and law enforcement officers' hands were on or near weapons. The standoff was tense and loud, and I was certain that at any moment further violence would occur. I felt a very deep fear that someone was going to get shot.

I texted Provost Capps and she asked that faculty do anything they could to deescalate the situation and encourage students to leave the building peacefully. As stated, there were a couple of faculty on-site, but not nearly enough to be heard or followed in that context, and though I talked to a few students about how things seemed to be getting out of hand, few seemed to care about my presence or thoughts.

At one point I saw Interim Academic Personnel Services Lead Kim White and Provost Capps walking away from Siemens Hall. I later heard that they had entered the building to talk to student demonstrators on two separate occasions, so this might have been one of those attempts to communicate, but I can't be sure and I didn't do a time check.



At around 10:50 PM, police slowly walked away from the building. The tension of the crowd abated considerably. Students ran in through the now unguarded doors to Siemens Hall. The front entrance remained barricaded, but at this point none of the other doors had been obstructed and protestors moved freely around the interior and exterior of the building. I remember giggling when I heard one protestor ask another where they should go to eat. At around 11:30 PM, I decided that things had relaxed and the crowd would likely dissipate overnight, and so I went home.

## **Tuesday, April 23rd**

I woke early intending to go down and check things out at the scene of Monday night's protest event before a 9 AM meeting on campus. At 8:20 AM, the Chief of Staff texted asking me to call him. We talked about the incident at Siemens, and he gave an account of what had happened that was not factually dissimilar from what the faculty member had shared with me the prior night. We agreed that we should address it during that afternoon's Senate Meeting. Faculty had similarly emailed requesting a discussion of the proportionality of the University's response to the protest, so I was glad he was amenable to the idea. I read the University's message that the classes were canceled in my email. I walked to campus thinking it was important to be present, and that the class cancellation was just meant to allow an opportunity to clean up and reset after the protest.

Walking towards the center of campus, I was surprised to see that there had been considerable change to the site overnight. There were makeshift barricades erected at many entrance points to the center of campus, constructed using dumpsters, chairs, and other such objects. Many buildings had spray-painted slogans and messages on them, some related to the violence in Gaza and others pointed more towards the University's administration. Students slept in tents encircling the building. Pop-up party tents had been erected at the front entrance of Siemens Hall and were staged as first aid, supply, and makeshift kitchen zone.

There has been considerable discussion about protesters slipping into antisemitic messaging throughout campus conversations and corresponding media. I saw little evidence of this. There was a cardboard sign that said "Fuck Israel" amongst an array of such signs outside Siemens Hall, and I saw two students argue about whether that constituted antisemitism. They decided it did and discarded the sign. It seemed overtly antisemitic to me, but that was the only example of unambiguously concerning rhetoric I remember seeing, and I was encouraged to see that protestors were self-policing in regards to it.

There has also been considerable talk about dangerous or lawless behavior by student protestors during this period. I'll comfortably say there was a lot of graffiti on buildings and damaged furniture, to be sure, and the barricades closing off the building had to break some sort of University policy or fire code, but to be honest, during this time students were just cooking food and talking about politics. It had the feel of a camp at a music festival.

Chairing the University Senate largely consists of being present at myriad committee meetings, so my schedule during this Academic Year had been packed from at least 9AM to 5PM on most weekdays. On this day, all of my meetings for the day were canceled in succession by other parties. With newfound freedom in my calendar, I thought a good use of my time would be to talk to student protestors. One, who later became the person I talked to most consistently, and who became a spokesperson for the group in Siemens, told me that their demands were derived from a Boycott, Divestment, Sanctions (BDS) website, and were available on a related Instagram account. I was not familiar with the BDS group, and the demands on the Instagram account were very broad, so I tried to get more clarity on the students' needs and demands as a local group so that I could bring them to the Senate meeting at 3:00 PM that afternoon. This was not particularly successful; there was little agreement on the specifics of the demands amongst the students at the Kitchen Zone in front of Siemens Hall.

At 11:58 AM I texted the Chief of Staff and told him that I had been talking to student protestors about their demands, and asked that he call me to talk about them. I outlined their platform as I had come to understand it. He talked to me about divestiture and a couple of the other topics raised, and though he seemed skeptical about meeting those demands, he didn't wholly come out against my continued engagement with the protest collective to draft achievable demands. He asked me to make sure they know that they are in trouble, but they will be in much more trouble if this occupancy continues, or something to that effect. I stayed with the students, prying them for further information until about 2 PM when both my laptop and phone died. I ran home to charge them and use stronger wifi than what was available on the quad for that day's Senate Meeting.

During my time in the quad, from about 8 AM to 2 PM, I saw the Dean of Students walking around the site. I saw the Dean of the College of Professional Studies and APS Lead do a couple of laps of the area. I saw four or five faculty come and drop off supplies and check in on students. I saw a couple of staff seemingly assessing the facilities implications. These were the only University employees I saw during this time. I was not omnipresent, but the front door area of Siemens Hall was obviously the central communication space at this time, and no one from the President's Administrative Team, besides those listed above, approached it.

The Senate meeting, which regularly occurs between 3-5 PM on alternating Tuesdays, began with an information item about the protest, per the Chief of Staff and my earlier discussion and the faculty's request for further information. Over 130 persons were in attendance at this meeting, far above the usual attendance of University Senate Meetings. Administrators ran late to this meeting, so the only real information at the time of the new agenda item was what little I had derived from my discussion with the students. I remember looking down at the Google doc I had worked on all morning through conversation with student protestors and realizing there was not a lot of intelligible substance to it. We held our usual 3:15 PM open forum and several students and a couple faculty spoke regarding the protest. I was, at this point, hoping to discuss some of the closing business of the Senate year, especially as there were, at that time and in that context, pressing matters to address, including the annual budget recommendation, so I

was initially strict with the time of the open forum. But as other folx began expressing a need to ask questions and talk, we continued allowing speakers for about 45 minutes.

During this time, the Chief of Staff arrived and gave a speech that notably forefronted the injuries of police officers and destruction of property over students, and thus agitated the group broadly, and further upset students in the quad who were communicating with me through direct messages to the Senate's Administrative Support Coordinator. During this speech the Chief of Staff introduced the notion that decisions were being made by the Emergency Operations Center (EOC), an anonymous group of staff and administrators who advised the President.

After the discussion of the protest ended, we moved to other University Senate Business. It wasn't clear at that time what more could be said or done regarding the protest, and given it was the next to last Senate meeting of the year, the body was inclined to address the business on the agenda. The meeting ran over its allotted time frame by 30 minutes. At the close of the meeting, my feeling was that things would begin to move towards resolution through continued communication and engagement between all parties.

After the meeting, the Provost and I talked by phone, per her request. She was out of town but would be returning to campus the following day. I advocated for her to encourage more engagement between faculty and the EOC regarding both decision-making and transparent information sharing, and she agreed. We planned for a meeting of all faculty at 4 PM on Wednesday, April 24th, and we agreed to keep in touch as things developed. At 6:32 PM, The California Faculty Association sent out an email announcing that they would be holding a Teach-In on the Gutswurruck Quad from 12-2 PM on Wednesday as well.

### **Wednesday, April 24th**

I went up to the campus at 8 AM and stayed until just before the planned 4 PM faculty meeting with the Provost. The Provost was heading back to campus with a projected time of arrival of about noon.

Faculty contacted me via text and email with recommendations for third party mediators, which I passed on to administrative contacts. It was conveyed to me that one suggested mediator was out of town, and another rejected an offer to take on the project. Faculty continued to offer suggestions that I conveyed throughout the day. To my knowledge, no professional mediator was hired.

Faculty also asked that there be more committed movement on students' demands. I continued to work with a graduate student who was working with the protest collective on what they understood to be the student's core desires. We talked about them and worked on a document for much of the morning. During this time, considerably more faculty were coming to the quad, and at one point another faculty member joined the grad student and I during our demand-writing/discussion session, more as a show of solidarity than as a co-author, but did engage in our conversation.

The California Faculty Association's Teach-In began promptly at 12 PM, as announced. There were hundreds of students and faculty in attendance, and there was a sense of community and solidarity between folks present. There were lectures on history and philosophy, on the traditions of non-violent protest. At one point there was a yoga lesson. Folks sat around and talked. A band played. With the exception of the knowledge of the students occupying Siemens, it was a peaceful and comforting scene.

The Provost committed to making a brief appearance on the quad prior to the community meeting at 4 PM. I saw her walk onto the quad a little after 2 PM and went and talked to her. She left soon thereafter, saying she had to talk to administrators prior to the 4 PM meeting.

My partner picked me up on campus so I could use our home wifi for the faculty meeting. During the 4 PM meeting between the faculty and Provost Capps, the Provost started with a presentation that included commentary by Kim White regarding concerns that faculty and staff personnel files had been breached and student protestors might damage the files or make them public. This framing was poorly received by many participants in the meeting who felt that paperwork and property were being forefronted over the safety of our students. The chat function had been on when we entered the Zoom Meeting, but the rhetoric in the chat became heated and had to be turned off at the request of those present. Prior to that happening, someone in the chat let us know that the meeting was being broadcast on KRFH. The Dean of the College of Arts Humanities and Social Sciences (CAHSS) explained that the radio station had been picking up the audio from the quad, where someone had been sent the link and was broadcasting the meeting to the students gathered on the quad through a PA system.

At 4:45PM, the Dean of Students asked me, through the Google Message app, to help connect him to the student protest leaders I had been talking to. After the community meeting concluded, at 5:32 PM, I emailed two student contacts with the protest collective and asked if the protesters would be willing to meet with administrators. One asked "Do you have any sort of action plan that can be shared? They want to see what steps you are thinking about taking before considering meeting anyone." This seemed backwards to me at the time, as it seemed that they should be framing their expectations for the negotiation, and I said so, gently. I said that I had been working on the demands doc with some of them earlier in the morning, and asked if they could elaborate on what an action plan would look like. They replied:

*We won't meet with admin until there is tangible evidence that change is happening. That means an action plan so there is proof that action will be taken and admin isn't just trying to provide lip service to get occupiers to shut up and leave. This might mean making a plan for short and long term commitments. Long term might be working with CSU to divest from where we receive/put funds. Short term could be academic and consumer boycott. At the very least we need written, signed confirmation that protesters will not face any disciplinary action (academic, legal, physical).*

*Examples of short term actions:*

- Removing Haifa university from the list of schools we do an exchange with.
- A written, signed commitment to stop selling products from Coca Cola or Sabra. Here is the official BDS list and if we have any association with companies on it we want them cut.

<https://bdsmovement.net/Act-Now-Against-These-Companies-Profiting-From-Genocide>

- Commitment to review and change the time & place policy including creating an article to no longer request police presence for student protests.

*Some stakes & donors that we want more info/disclosure on (not a comprehensive list):*

*BAFWX*

*PFPWX*

*DODFX*

*CGBIX*

*When we see meaningful actions being taken we will revisit setting up a meeting. Know that I'm also in talks with folks who have more direct experience with BDS than I do. So, as usual, this list is not comprehensive. Just a starting point.*

This was the most comprehensible and seemingly actionable version of a demands list I had received up to this point, so I was pretty excited. I copied and pasted this message into another email to protect the student protester's identity and forwarded it to Provost Capps and Mitch Mitchell.

Later in the evening, at the suggestion of several faculty members, I asked that faculty be appointed to the Emergency Operations Center (EOC) through texts to Provost Capps. She replied that this would not be possible "due to being represented" (I think this may have been a typo, as it doesn't make sense as a sentence). I then asked that an advisory panel of faculty be assigned to engage with EOC regarding decision-making, and gained some traction there, with a promise to ask. I was informed that faculty have historically been included on the EOC by a colleague with historical knowledge, and that this would be important given the standoff between administrators and students.

At this point in the week I was pretty stressed out. I did not sleep that night.

### **Thursday, April 25th**

A Zoom meeting link was sent to me at 10:16 PM on Wednesday night with the title "Team Peace Plan". I likely wouldn't have seen the invite for a 6:45 AM meeting if I had slept that night. I joined the meeting and was greeted by a group of University leaders and members of the Emergency Operations Center who informed me that the decision to forcibly vacate the building had been made, and there was no plan to negotiate or pursue peaceful solutions, regardless of the injuries that occurred on campus on Monday, and that the timeline, though unconfirmed, was likely about 72 hours until the action. I was told the "ink was dry on the paper". No details were given to me regarding the agencies that would be involved.

I was horrified and immediately furious. I don't think I've ever experienced such a physical reaction to a piece of information. At this point, there were reports (unsubstantiated, but plausible) of as many as 50 students in Siemens Hall, and any forced extraction would, in my mind, lead to further student injury. I ranted to the EOC members present in the Zoom call about going to the press and enacting a vote of no confidence in the President, but was told that those actions would only speed the decision or "pour fuel on the fire". I offered melodramatic plans to get faculty to surround the building and protect the students inside, but was told this would only escalate and expand the number who could be hurt. I said I would reach out to the Governor and Chancellor's Office, but it was implied that my concerns would fall on deaf ears in those contexts.

I asked the administrators what I *could* do, and was directed to collect a list of trusted faculty to engage students in dialogue and any possible negotiation that could lead to the withdrawal of lives from the building before the forced extraction action. I was also told that I should start telling students how to be arrested safely. I told this group that I would have to bring on some other faculty to consider next steps, and we closed the call so that they could attend their next meeting.

At about 8:15 AM, I convened a Zoom meeting of the last five Senate Chairs of Cal Poly Humboldt's University Senate to advise me and help me to work the problem. They gave me considerable advice and support over the next week and began reaching out to their respective contacts on their own. I can't thank them enough for their efforts and unerring support during this time.

Concurrently, Dean of the College of Arts Humanities and Social Sciences gathered a group of faculty members who he knew were respected amongst the protesting students as potential mediators. This group did amazing work talking to and caring for our students over the course of this week. I appreciate their efforts so much.

At about 9:00 AM, I went to campus and began working on improving or addressing the demands document that I received overnight from the student contact. My hope was to engage students in this process with renewed immediacy, but they were mostly asleep, and many had become wary of my presence and repeated, probably manic-seeming attempts to converse with their leaders. I received conflicting messages from different protest collective members regarding whether the students would be willing to talk to administrators.

The Provost and I maintained text contact starting at 8:25 AM through the rest of the day. I requested that the Provost come join me on campus. She did, and we were told by members of the protest collective to wait in the Art Quad for a representative to meet us. The Vice Provost and Dean of Students joined us soon thereafter. We were led by the promised representative to a group who agreed to meet with faculty later in the day. At the same time, representatives of the Dean's faculty team had met with students to arrange the space, time, and framework for the initial meeting.

We met with members of the protest collective, faculty, the Dean of CAHSS, Provost, and DoS at 1 PM, first at the North End of B Street, but then moving under the awning of the Theater Building to avoid the rain that persisted through that day. Demands were discussed, and students gave accounts of the attacks by the police on the initial protestors, at times crying. One student showed the blood stains on their clothing from another student having been clubbed in the head. Dean Crane facilitated a dialogue that pointed to potential paths forward, through regular meetings and safety checks through the night. One student asked that we try to ensure that there were faculty present at all times.

At one point during this meeting, four uniformed law enforcement professionals approached the group, and while the Provost went to send the police away, the faculty present stood between the student protesters and police. The students looked terrified.

The broad takeaway we derived from this meeting was that the entire protest collective, including those occupying Siemens Hall, was committed and entrenched and unlikely to feel satisfied by any deviation from their expressed demands. In a debrief meeting that followed, the faculty and administrators present determined that the best course of action, then, was to meet as many of those demands as quickly as possible to show commitment to the students' needs. As such, some worked on studying and replying to the demands list received through staff and faculty support, while faculty Senators began to work on a call for a Vote of No Confidence in the President and Chief of Staff before a 4 PM meeting that we planned between faculty and student protestors. Our thinking was that this was the biggest thing we could deliver for the students in that time frame of about 1:45-4:00 PM.

Though hesitant when asked to call a vote of no confidence earlier in the week, I was, personally, very ready to pursue it at this point. The University was, as far as was being conveyed to me, heading towards a likely violent police action against students without so much as a message from the President or Chief of Staff to our campus community outside of boilerplate emergency alert missives. The dereliction of duty suggested by the President, having already decided to engage in force without having once tried to talk to a single student, was maddening to me.

By contrast, the Provost was doing her damndest to build trust, and faculty and deans were engaging student protestors as best they could, but there was no evidence of material or informational support for those actions from other members of the President's Administrative Team. We were all flailing in a vacuum of leadership.

It has since been suggested that it was unkind to call this vote of no confidence without informing either of these men that this was coming. I have had a professional relationship with both, and it is certainly a betrayal of their trust. I had also been asked not to pursue this tact by the folk on the EOC who had brought me information earlier that morning, and I apologize for that breach. I just honestly didn't know what else we could do, and the folk that I trusted most

agreed that this was our best option to send a clear message to the students that the faculty did not support the police action that occurred on April 22nd.

I went and sat in front of Siemens in a camp chair and typed and sent emails and made phone calls. At around 2:11 PM student protesters became upset that there was a police officer on the roof of the library, so I texted the Provost and she committed to taking care of it. The officer left the roof soon thereafter.

The official voting members of the Senate Executive Committee were asked via email to vote to hold a General Faculty Meeting, which would allow us to forego the necessity of a three-day agendized notice, per the General Faculty Bylaws, and we received a majority of 7 Aye votes and 1 Abstention from Senate Leaders to hold the meeting. I appreciate all of y'all for showing up for this impromptu request in a compressed time frame.

With SenEx confirmation achieved, some folx in my support network worked on making sure we followed University Policy explicitly, while others worked to write the resolution conveying no confidence and demanding immediate resignation. I asked CFA members and chairs to mobilize their membership for a 3:00 PM vote. We successfully achieved quorum (at least one-third of the General Faculty's 437 members, or 146 people), with 203 eligible voters in attendance or having conveyed proxies. 193 out of those 203 eligible voters voted in the affirmative, 3 voted in the negative, and 7 abstained. The motion passed by a 95% margin.

We announced the tentative result of our vote (there was a need to accurately confirm the roll call vote before officially announcing results) at our 4 PM meeting with student protesters. I was informed that the Lost Coast Outpost had received an inaccurate announcement of the vote and its result from representatives of the CFA and asked them to retract the story, and they did.

Though some students were impressed by this achievement, others sort of scoffed at it as performative. This was crushing to me; I had very quickly done something that would likely weigh on me for the rest of my professional life in hopes that it would lead to peaceful resolution of the building occupation, and it was met with general indifference. There was further discussion of demands that had been put forward by the protest collective, and University responses to many of them were proffered as a paper handout to students. Like the vote of no confidence, these responses, too, seemed insufficient, and though the meeting was seemingly a meaningful step, few commitments were agreed upon by either the students or the administrators present, and my concern that the timeline for students to exit the building was becoming much too long to avoid the police action. Things were moving way too slowly, and many students did not seem to grasp the gravity of the situation as I understood it, with some suggesting at several points that talking with administrators was not a meaningful use of their time.

After the meeting, I intended to leave campus, feeling dejected. The Dean of Students walked up to me as I was exiting Nelson Hall and said, "walk with me". I followed him briskly from Nelson Hall to Founders Hall (I was tired, and those stairs nearly did me in), where we talked to



four uniformed police officers who were inside that building. They claimed that they had come to check that the doors were locked, and had entered the building in order to use the bathroom inside. Dr. Mitchell explained that their presence was agitating students, and asked them to leave. They seemed incredulous but promptly left. As we walked back down the steps, I thanked Mitch for having done that, and he said, "I'm responsible for the safety of all our students."

My intention earlier on this day was to stay physically on the quad until we had gotten the students out of the building. In order to allow me time to sleep and eat, incredible colleagues in the Art + Film Department offered to hang out in my stead for the rest of the night, in keeping with student protesters' request for folx to help ensure their safety. My art friends sat in the cold so I didn't have to, so I could get some sleep, and I can't talk about it without crying a good bit.

A student I care about was amongst the leadership contingent of the protestors. Eating dinner before the 9 PM safety meeting that had been agreed upon by the protestors, I told my partner, Jenny, that I wish I could just tell the student that when action happens, they should "run, or submit to peaceful arrest". A version of this message, along with requests for nonviolent protest training, had been suggested to me several times that day but hadn't been affected, and one day of what I understood to be a three-day window was over. We talked about it for a while and then she said, "Maybe you should just do that."

After the proposed 9 PM safety meeting was put off due to scheduling confusion, I circled Siemens Hall and delivered my "run, or submit to peaceful arrest" message to about five groups of students (at first those I recognized, and then just groups bunched together in the rain). Two of the protestors sought clarification regarding my intent, and it was communicated on a student protester text message chain that I was just giving advice and that the threat of force was not immediately imminent. This should have been my first indication that the protestors' text chain was prone towards inaccurate messaging, but it didn't sink in. A faculty member called to tell me that my message had been received poorly and that it was anxiety-inducing. I replied that "this was a dangerous context, and that they should be more anxious," and then slept, content that I had done all I could do, for about 8 hours.

### **Friday, April 26th**

I woke early and headed to campus with my camp chair and the intention of calling legislators and the Chancellor's Office all morning to ask them to persuade President Jackson not to initiate a police action that day. When I arrived and sat near Siemens Hall, around 9 AM, a group of students were gathered for a meeting nearby. The first discussion during this meeting was an assertion that what I had done the prior night was fear-mongering. I don't think they knew I was there, but it was emotionally impactful. I had not thought of this potential read of my actions, at all. I honestly was shocked the students were not thinking about the threat of force as very real, that it was something I was making up to scare them; they were sort of reveling in the joyful freedom of the space they had structured, rather than considering conclusion scenarios.

Several speeches from faculty and protest collective members followed, but I was near the kitchen area where there was considerable noise related to food preparation, so rather than follow those presentations, I began to call contact numbers that had been provided to me by various faculty. The first of these calls was with an individual who had some access to or relationship with the Chancellor's office.

This representative told me that all they knew was that there had been advocacy to discourage forced entry into the building until at least the end of day, but that this had not been agreed to at the time of our call. This heightened my anxieties considerably: the implications I took, but that wouldn't be confirmed, were that the best we were getting was delayed action until the end of the day, but even that was not met with a firm 'yes'. Concurrently, in the kitchen next to me, students were audibly discussing what band was going to play on the quad that night. My brain broke.

I began to tell everyone I saw, including students, faculty, and community members, that "The threat of force was real, the threat of force was imminent, and folks should either run away from armed people or submit to peaceful arrest." My choice of phrase meant to be alarming, in hopes that it might change as many minds as possible in as short a time as possible, but it came off as histrionic, and in retrospect, it certainly raised tensions on the quad.

Luckily, two of the people I told that there was imminent danger and that they should be prepared to leave quickly were our Ombudspersons. Shouting nonsense at Suzanne and John was probably one of the best moves I made on this day. The Ombuds worked thoughtfully, committedly, and far more wisely than myself throughout this day and those that followed to affect peace. They acted as impartial support for all parties, as negotiators and confidantes, assisting in planning potential solutions, and generally listening to people. All the while they were kind, took people seriously, and never gave up. At this point, they were able to contact members of the EOC and Chancellor's office to confirm that there was no confirmed timeline for forced entry, but that forced entry was a foregone conclusion if students didn't exit the building.

Around this point, I had my first phone call with the Chief of Staff since hearing about the extraction plan. I was angry, and thus it was not as productive a conversation as it could have been. His concern was that it was irresponsible to tell people as much as I was, that it was escalatory to talk about potential force, and that my insistence on continued negotiation was unrealistic. I remember using the nonsensical metaphor that we should try to "turn orange to purple if it kept students safe." I'm not sure what I meant by that. I insisted that students' safety should be prioritized over all other considerations. He said he was concerned with students' safety, too, but that telling students to leave at this point was not helpful..

He asked how he had earned the dubious distinction of being the only Chief of Staff at Cal Poly Humboldt to ever receive a vote of no confidence. I said, "You didn't even try to talk to the students on Tuesday." He said he was dealing with the fact that officers had been injured on Monday night. I don't know what was intended by that explanation, but I was too frustrated to continue, conveyed that I doubted we would ever agree on this point, and hung up.

Dean Crane asked that we move our 4 PM meeting between the protest collective and faculty up to 1 PM via email. This, too, raised my internal tension considerably, as I knew he was as worried as I was about the impending threat of violence. It was still well before 1, but during this time the tensions I had raised amongst the protestors, along with other factors, led to a long meeting in Goodwin Forum that I was asked not to attend. The faculty member who had been the main agent of communication between the protestors and other faculty and administrators, emailed to inform us that the students were no longer willing to meet as they had lost trust due to lack of action on their demands since the meeting of the preceding evening. I replied via email:

*If they don't meet, it will speed escalation. This is not a threat or fear mongering, it is a real and timely fear. The statement read last night has been distributed and posted on websites, there was a vote of no confidence and call for resignation for the president, and I will literally do anything you ask me to, but good faith meetings are imperative. Advising otherwise is knowingly putting students in danger.*

This message was, again, likely more dramatic than necessary, and probably did not improve trust.

Around this time, there was a campus-wide email and alert that communicated that the campus would be closed through May 10th. The faculty member in the meeting in Goodwin Forum communicated that this message had been catastrophic in the efforts to bring students back to the table. Opening campus back up was one of their major concerns, as they felt they were being blamed for the disruption of other students' education.

Meanwhile, another faculty member received information that there was going to be a sort of offer of amnesty to students at the 1 PM meeting. They texted this information to the faculty member who was inside the students' circle of trust, and my understanding is that it was sufficient to bring the protestors back to the table. Thanks are due to both of these faculty members for achieving this.

At the 1 PM meeting between faculty, students, staff, and administrators, students opened with a speech in which they expressed their incorrect understanding that there was a brief amnesty period underway (that was nearing conclusion), that there was an ultimatum regarding physical violence being made by admin, and that we had attempted to undermine their demonstration through threats and fear-mongering, and that all of these were damaging to the negotiation process. I realized through context clues that I had made things much worse this morning. While I did not use the phrase ultimatum in any of my communications with people, I can see how those conclusions occurred. I apologized during that meeting to the protestors, and I apologize for it again, to all of you readers, profusely.

Following this, students and faculty spoke, and Dean of CAHSS, the Provost, and Dean of Students outlined a student checkout system that would be set up at the library circle where students could volunteer to identify themselves and leave the campus with slightly minimized repercussions. I understand a copy of this offer is available in emails to students who had been identified as participants in the protest. It was not well received. At the conclusion of this meeting, students were told that the period for exiting would be between 2-4 PM, a window which was later extended to 5 PM. Four staff from the Dean of Students office were posted at folding tables with paperwork to fill out near Library Circle. I was told by the Dean of Students and Vice President of Enrollment Management that few students pursued this offer, but I didn't follow up on the totals.

I stayed on campus until 3 PM to talk to faculty. At this point, students had made it clear they were not comfortable with me around, with one calling me "that faculty member that observes us." I grew tired and depressed, so my partner asked that I go home and regroup for an hour. While at home I received news that the Siemens Hall had been opened and that protesters had left the building.

I returned to campus later in the evening to check to see how things were going. I brought the remnants of a pair of CostCo Sheet Cakes we had left over from a School of Education event that had occurred that day. The space was now completely relaxed and students were outside the building, with the front doors to Siemens Hall wide open. Faculty were hanging out and observing. It was so serenely, surreally calm. I felt extremely relieved, and, feeling I had exhausted all of the actions I was capable of, and that I had burnt through all the goodwill I had amongst the various constituencies of the University, I left campus. A colleague forwarded me an interview in the Times-Standard with the University President, but I didn't want to read it.

### **Saturday, April 27th**

I received notice from colleagues that the President's interview, which described the protestors as criminals and claimed/threatened that all potential actions were on the table, had agitated the crowd on campus overnight. Students had reentered and re-barricaded Siemens Hall. Provost Jenn Capps and Dean Crane had been shouted off campus with a chant of "Admin go home!" The work of the last few days had been reversed, seemingly through more tone-deaf, uncoordinated messaging.

I have lived with clinical depression for much of my life. These messages, paired with days of stress and little sleep, were damaging. I needed to take a step back to preserve and repair my own mental health. I communicated to the Provost and other colleagues that I was not well and could no longer engage on campus. I stopped reading emails and tried to focus on doing anything else.

I was told at some point that there had been an announcement of a "Hard Closure" of campus.

### **Sunday, April 28th**

I further removed myself from communication and engagement. I tried to avoid leaving my house or reading updates.

### **Monday, April 29th/Tuesday, April 30th**

I reengaged on this day, working on emails and phone calls in response to students, faculty, staff, and administrators. I did not return to campus.

Past Senate Chairs and I met with Provost Capps at Cafe Brio in downtown Arcata at 1:45 PM at her request. We provided feedback and guidance, and discussed next steps. I had trouble keeping my cool on a couple of occasions, still feeling a little raw. We were seated outside, and a helicopter circled overhead.

Later that night my partner told me that there was a live stream of the campus showing that protesters had been ordered to disperse. I was told that police entered the quad and arrested those present at around 2 AM. I couldn't watch.

**CAL POLY HUMBOLDT  
University Senate**

**Resolution on the URPC Budget Recommendation 2024-2025**

24-23/24-URPC — May 7, 2024 — Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends that Chair Woglom forward the University Resource and Planning Committee's Budget Recommendation to President Jackson in keeping with the CBC Guidance that outlines URPC Recommendations.

**RATIONALE:** The URPC has developed a budget recommendation based on existing budget assumptions and ask that this recommendation be forwarded to the President in order to inform budget decisions for the 2024-2025 fiscal year.

# Cal Poly Humboldt.

## University Resources and Planning Committee

**Date:** 05/07/24

**TO:** Senate Chair and General Faculty President Jim Woglom,  
Cal Poly Humboldt

**FROM:** Jenn Capps and Monty Mola – Co-Chairs of the University Resources and Planning  
Committee (URPC)

**CC:** Committee Members

**RE:** 2024-25 Budget Recommendation to the President

*Chair Woglom,*

*Below, please find the University Resources and Planning Committee's (URPC) Budget Recommendation for FY 2024-25. After review and input from the Senate, we ask that you forward its contents to President Jackson in order to inform his decisions regarding budgeting for next year, in accordance with the [CBC Guidance on Senate Ratification of URPC Recommendations](#).*

### **Forward**

It is imperative that we acknowledge that this budget recommendation was completed prior to the campus protests that occurred between April 22 - 30. These events have had a tremendous impact on our campus community in a myriad of ways and will likely result in both immediate and ongoing costs to the University. The URPC anticipates that there will be one time costs associated with response efforts, clean up and repair and replacement to various spaces on the physical campus. There may also be longer term budget implications with new student enrollment, matriculating student retention, retention of faculty and staff, etc. There are also likely costs that we do not yet anticipate or understand at the moment but will become clear as we move past this painful point in Humboldt's history.

As a result of the campus' attention to this crisis the URPC has understandably not received feedback on our first reading of the budget recommendation. Feedback from the University Senate and more generally the campus community is a normal and meaningful part of the budgetary process, which this document is missing. However, because the committee was conservative with our initial projections *and* because we do not have any clarity or data regarding the financial implications of the events that occurred, we have decided to move forward with the recommendation as it was drafted. This is with the understanding that the URPC may need to convene after the official end of the spring semester if the assumptions with which we built this recommendation change.

## Narrative Overview/Executive Summary

Each year, the URPC provides a recommendation, directed to the President through the Senate Chair, regarding changes in distribution (allocations and reductions) from the University to the Divisions. The funds addressed in this recommendation are limited to new or reduced resources applied to [the HM500 or “General Fund”](#) (GF) from state allocations and tuition-based revenue. The URPC, per practice and bylaw, does not recommend distribution of resources in (A) self-support entities (Housing, Parking, Extended Education, etc.) as their respective resources are derived from payments for services they provide, (B) entities funded by student fees (Associated Students, Health Services, etc.), as the application of those fee-based resources are limited and mandated by ed code and student referenda, (C) funds derived through philanthropy or grant funding by the division of Advancement or the Sponsored Programs Foundation (as these resources are largely defined by fundors and applicants through contractual agreements), or (D) the allocation of resources within divisions. That being said, the URPC will at times speak to these entities as they relate to the recommendation and concerns raised by the campus community during our engagement efforts throughout the academic year.

The URPC has had a complex task in preparing this recommendation, balancing forthcoming reductions with identifying modest strategic investments, all while prioritizing transparency and communication to the campus community. Cal Poly Humboldt, along with nearly every university in the CSU is facing cost increases that are projected to outpace revenue growth. These increased costs are primarily the result of much-needed pay raises, negotiated at the system level, for which only partial funding from the state is expected. We must, therefore, fund these well-deserved pay increases from within our current means. Additional expenses and funding adjustments that have pushed us toward reductions are increased utilities costs and enrollment recalibration. At the same time, we have the benefit of moderate enrollment growth from a combination of incoming students and increased student retention. Our polytechnic transformation is providing a solid foundation for the future and provides us with the opportunity to take a strategic and future-focused approach to our budget planning.

With that framing in mind, this year’s submission will outline the current financial milieu of the University, including [enrollment assumptions](#), [revenue assumptions](#), [expenditure assumptions](#), and [reserve assumptions](#).

## Guiding Principles and Parameters

As the University moves to adopt a budget that:

- is sustainable and aligns with our [Strategic Plan](#) priorities,
- proceeds conservatively and builds a larger Contingency to support campus efforts to move beyond continuous reduction cycles of the past, and
- distributes allocations contingent on available funding,

the URPC adopted the following principles to guide decision making:



### Guiding Principles

These Guiding Principles serve as a recognition that there are components of this University that transcend budgetary concerns and that these components should be prioritized and honored throughout the process of budget reduction or realignment. Resource allocation planning and decisions will be data-informed, incorporate an equity lens, and align with the [Purpose, Vision, Core Values & Beliefs](#) of the University.

- **Students First:** We will prioritize the needs of students and their education. We will provide an equitable environment that ensures the well-being, education, graduation, and future success of our diverse student body.
- **Value Personnel:** We will recognize the impacts budget decisions have on personnel. We will strive to preserve jobs for existing employees and engage in thoughtful, evidence-driven approaches to strategic workforce planning and process realignment.
- **Financial Resiliency:** The budget should be balanced on an annual basis and be sustainable into future years. Recommendations will balance the need for ongoing resources with the flexibility to adapt to changing circumstances and to thrive in the midst of those changes.
- **Campus Engagement:** We will solicit input from the campus community in order to make informed decisions about resource allocations. We will be transparent in communications with the Campus community regarding the issues being considered.

### Reduction Planning Parameters

In addition to Guiding Principles, the URPC established the following reduction planning parameters to inform reduction planning efforts:

- Approach reductions strategically and not across the board
- No division will be exempt
- Support units' ability to plan and avoid mid-year reductions unless absolutely necessary
- Commitment to transparency and timely communication

### Budget Transparency and Communication Efforts

Since January, the URPC has engaged in significant communication and engagement activities to bring awareness to the current budget situation and to seek input from the campus community, including:

- URPC Guiding Principles and Reduction Planning Parameters developed
- Campus wide communications
- Provost communications
- FY 2024-25 budget planning scenarios for 3%, 5%, and 8% reductions developed
- Focused budget request process to capture polytechnic needs and ongoing activities funded with one-time resources
- January 29 - message to campus about budget reduction planning

## URPC 2024-25 Budget Recommendation to the President

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- Meetings with campus groups during month of February including various stakeholders within: University Senate, Staff Council, Associated Students, Council of Chairs, Academic Affairs leadership, EMSS leadership, Athletics, Administrative Affairs leadership, Budget Analysts group, Info Exchange, SAAS
- Division-level presentations at URPC meetings on March 8, 22, and 29 (available online at: [budget.humboldt.edu/urpc](http://budget.humboldt.edu/urpc)) where the 3%, 5% and 8% reduction scenarios were detailed
- University wide open forums on October 18, 2023 and April 9, 2024

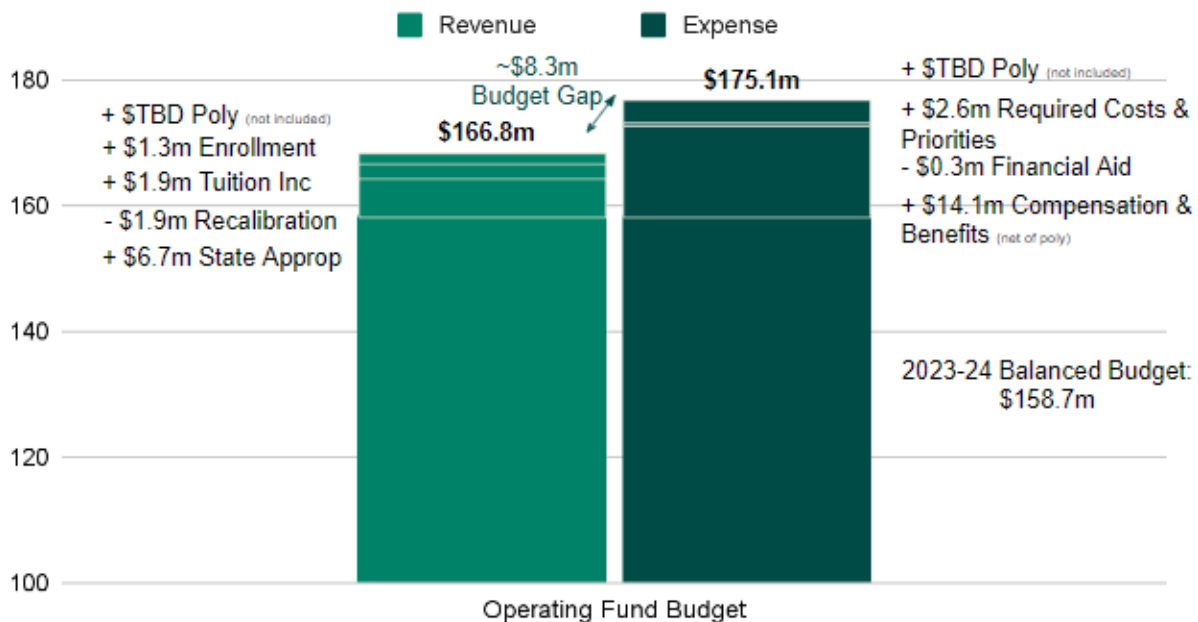
DRAFT

**2024-25 UNIVERSITY Budget Summary**

As outlined in this table, visually depicted in the chart below, and discussed in more detail in Appendix A: Budget Planning Assumptions, Cal Poly Humboldt anticipates an ongoing budget deficit of approximately \$8.3 million in 2024-25. The itemized investments in Utilities and Athletics reflect priorities from the [2023-2024 URPC budget recommendation that were ultimately not funded and continue to not have other sources of funding but are still priorities](#). This year’s committee agreed on the importance of honoring previous commitments while also looking forward to a multi-year budget process/model.

2024-25 Revenue Budget Incremental Changes		2024-25
<b>Prior Year Revenue Budget</b>		<b>158,666,757</b>
State Appropriation Increases		6,653,000
State Approp Reduction - enrollment recalibration (-3%)		(1,919,000)
State Tuition increase from growth		1,271,000
6% Tuition Rate Increase		1,867,000
Other Tuition, Fees & Revenue Adjustments		236,073
Polytechnic Funding TBD		-
<b>Total 2024-25 Revenue Budget</b>		<b>166,774,830</b>
<b>Expenditure Budget - Incremental Changes</b>		<b>2024-25</b>
<b>Prior Year Expenditure Budget</b>		<b>158,666,757</b>
Compensation & Benefits Costs		14,068,263
Financial Aid		(250,000)
Required Costs & Priorities		
Dept Allocated Fees/Revenue		236,073
CO Program Earmarks (Project Rebound, Accommodations)		206,000
University Wide Costs (Utilities: \$700k, Insurance: \$500k)		1,200,000
2023-24 Campus Priorities (stabilize Athletics one-time funding)		935,000
2024-25 Campus Priorities (TBD - any \$ will increase deficit)		-
Polytechnic Expenses TBD		-
<b>Total 2024-25 Expenditure Budget</b>		<b>175,062,093</b>
<b>2024-25 Base Budget Surplus / (Deficit)</b>		<b>(8,287,263)</b>

**2024-25 Estimated Budget Changes at Baseline**



**2024-25 UNIVERSITY Budget Reductions**

As outlined in the Budget Summary section, Cal Poly Humboldt is currently anticipating an ongoing budget deficit of approximately \$8.3 million in 2024-25. To address the budget shortfall, following the divisional development of reduction planning scenarios and discussions with each division, the URPC proposes the following reduction distribution by division:

<b>Division</b>	<b>Proposed % Reduction</b>	<b>Proposed Reduction Amount *</b>	<b>Rationale</b>
<a href="#">President's Division</a>	3.5%	\$61,000	Limited flexibility given size of budget, and percent of budget invested in personnel
<a href="#">University Advancement</a>	3%	\$117,000	Higher share in last round of reductions; revenue generating
<a href="#">Academic Affairs Instruction</a> <a href="#">Academic Affairs Non-Instruction</a>	6%	\$6,008,000	Largest budget with most flexibility, and greatest potential for fiscal impact
<a href="#">Administrative Affairs</a>	5%	\$1,190,000	Alignment with proportional share
<a href="#">Enrollment Management &amp; Student Success</a>	3%	\$466,000	Reduce proportional share to preserve investments in student recruitment and retention supports
<a href="#">Athletics &amp; Recreation</a>	3%	\$116,000	Additional reductions planned to address structural deficit in IRA Fee Budget
<a href="#">University Wide</a>	4%	\$371,000	Limited flexibility due to fixed costs
<b>Total Proposed Reductions</b>		<b>\$8,329,000</b>	<b>(\$29,000 above target amount)</b>

\* Numbers rounded to the nearest thousand

The proposed reductions above were determined through robust discussions with the campus community, presentations by the division leads, and discussion among the members of the URPC. They represent an acknowledgement of the importance of Enrollment Management and the need to grow the number of students served by our campus. They recognize that large cuts to small divisions reduce the capacity of

our campus to serve our students, while ensuring that all divisions participate in the reductions. We also acknowledge that the largest percentage and total dollar reduction is from the division of Academic Affairs. As the largest division, approximately 60% of the Operating Budget, Academic Affairs has the capacity to make the largest impact toward the overall reduction goal. Of course, as 85% of the Academic Affairs budget is dedicated toward human resources, a reduction to Academic Affairs ultimately leads to fewer instructors in fewer courses and less staff directly serving students. This pain is shared unevenly and will ultimately be remedied by growth.

## 2024-25 UNIVERSITY Budget Allocations

### 2023-2024 Roll Forward/One-Time Resource Planning

Currently, Cal Poly Humboldt budgets at 100% employment, meaning that each budgeted position is assumed to be filled for the entire fiscal year for sake of planning. In actuality, we never have 100% of our budgeted positions filled. Likewise, even when we hire someone mid-way through the year to fill an open position, salary and benefits for that person are only spent once they are hired. In each case, budgeted funds are unspent. As such, even in times of reduction, we often end up with a surplus when comparing actuals to budget. The 2023-2024 fiscal year is no exception, and we [project significant unspent budget](#) that will roll forward as one time funds for next year's budget. As each division will be asked to participate in reductions next year, it is imperative that any available roll forward in a division from the current fiscal year go back to that division. Thus, the URPC strongly recommends that the campus continue to adhere to the [University Operating Fund Roll Forward Guidelines](#).

In addition, in the event that divisional roll forward resources are insufficient, as a backstop we propose to leverage funding equivalent to up to 1% of the proposed reduction % from the Operating Reserve to support deficit bridge funding, with a replenishment plan in place to the Reserve from the Central University Roll Forward (projected to be approximately \$4M). Note: There is a newly revised CSU Reserve Policy threshold that the Operating Reserve must be "no less than 5%", so this must be maintained as part of any replenishment plan prior to the end of the fiscal year.

### Polytechnic Funding/Additional Budget Requests

As the budget situation of the state of California becomes increasingly dire, the possibility of a claw back of allocated but unencumbered funds exists. As roughly 40% of the Polytechnic augmentation to our base budget is currently unencumbered, roughly \$11.5M becomes vulnerable to being pulled back by the state. To ensure that Cal Poly Humboldt can leverage these funds, campus leadership, in consultation with the Chancellor's Office, are developing a plan to accelerate the budgeting of the full \$25M. Unfortunately, the planning necessary to implement this new spending plan lies outside the timeframe of the URPC budget recommendation. Yet, the spending of Polytech funds absolutely intertwines with the work of the URPC and the campus community. Thus, we ask that, as soon as possible during the fall semester, a detailed report on Polytech funding be broadly distributed, including but not limited to a full report to the University Senate.

Despite the need for reductions for the 2024-2025 fiscal year, a call was sent to the Divisions for funding requests. Though such a call might seem inadvisable during budget shortfalls, as approved requests that fall outside of the Polytechnic funding will exacerbate the size of the budget deficit, resulting in deeper cuts amongst the divisions, it also ensures that we do not miss strategic opportunities that may be brought to light in the request process. Due to the complexity of next year's budget and the desire of the committee to ensure that each division reported their goals and challenges within the confines of the anticipated reductions in a public manner, evaluating the requests also comes outside the timeframe of the work of the URPC. As such, the URPC recommends that one time funds be used as bridge funding for any additional strategic investments for next year whenever possible. Should any long term investments be added to the base budget, thereby increasing the reductions, we ask that the members of the URPC be informed and allowed to provide feedback, even in the event that such an approval occurs outside the academic year.

### **GI 2025**

There is no new ongoing or one-time GI 2025 funding currently anticipated at this time.

### **URPC Budget Planning Activities**

#### **Next Steps - New Multi-Year Budget Planning Process**

We have heard significant campus feedback regarding the need for a new budget planning process on campus. Effort is underway to build out the framework, tools, and timeline to launch a new multi-year budget planning process in the fall. Draft documents will be vetted with the URPC in September, followed by broader campus engagement. For the initial context of the multi-year planning needs, [here](#) is a projection of baseline operating fund changes over the next five years, provided with the caveat that these projections follow the assumption that enrollment growth and tuition-based revenue continue following baseline trends, and that state appropriation continues at status quo in future years.

### **Conclusion**

Cal Poly Humboldt budget planning assumptions are based on current, known information gathered from campus enrollment planning, projected mandatory cost increases, information from the Chancellor's Office, and the Governor's budget proposal. While we are aware that the State budget is experiencing a significant deficit and proposed funding is subject to change until approved by the Legislature in June, we recognize the importance of moving forward with a 2024-25 budget recommendation prior to that date. In the event of significant changes to the approved State of California budget or allocations from the Chancellor's Office, we request that the URPC be reconvened to discuss how to proceed in light of the new information.

We appreciate your review of this recommendation and look forward to your feedback and comments.

## APPENDIX A

### **Budget Assumptions**

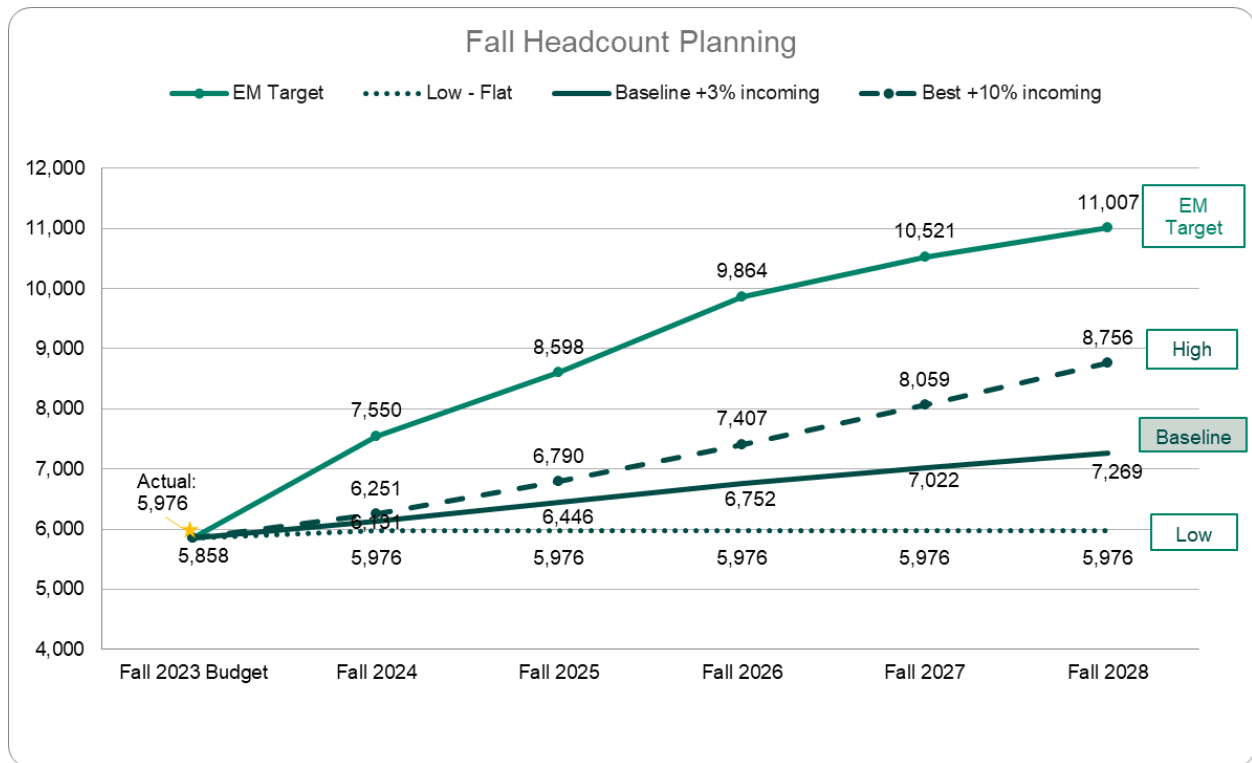
#### **Enrollment Assumptions**

We continue to strive toward our ambitious enrollment goal to double enrollment within seven years, including a drive toward fall 2024 total enrollment of 7,550. Our Enrollment Target Progress (ETP) team is tracking progress toward targets and providing monthly updates to campus. A more in depth review of current enrollment trends and variables is available in the most recent [Enrollment to Target Update \(4/04/24\)](#).

Enrollment trends remain positive. Fall 2024 applications for first-time undergraduate (FTUG) applications have surpassed last year's record application numbers over the past week. As of April 4, 2024 we have 15,359 FTUG, compared to 15,345 a year ago. We are also seeing year-over-year growth in applications for upper division transfers, returning undergraduates, and masters students. Significant effort is underway to increase yield; however, our re-introduced enrollment deposit is making year-to-year confirmed student comparisons difficult, although we are outpacing 2019 confirmations, which was the last year we had a deposit.

While application trends remain positive, we are proceeding cautiously from a budget planning standpoint, anticipating modest growth next year consistent with the past two years. The total fall headcount projection in our baseline planning scenario is 6,131 (+2.6%), within a range of 5,976 (low - flat 0%) and 6,251 (high +4.6%). For incoming students specifically, the scenarios reflect flat incoming student enrollment, 3% growth at baseline and 10% incoming student growth at high. A chart reflecting conservative enrollment budget assumptions in comparison to the enrollment targets we are striving to reach as a campus are shown in the chart below. Even while budgeting conservatively, we are closely monitoring enrollment numbers so we can pivot quickly if growth is trending higher.





For budget planning, we use full-time equivalent students (FTES) as the enrollment metric, numbers more conservative than the EM Target. In total, we are anticipating overall FTES enrollment growth consistent with our headcount growth.

Humboldt Operating Fund - BASELINE Enrollment Scenario Date: April 9, 2024	2023-24 Budget	2023-24 Actuals	2024-25 Budget
<b>Academic Year Enrollment Target</b>			
Resident FTES	5,035	4,942	5,262
WUE FTES	200	206	200
Out-of-State FTES	75	74	75
International FTES	20	17	20
<b>Total Academic Year FTES</b>	<b>5,330</b>	<b>5,247</b>	<b>5,557</b>
<i>Total Academic Year Headcount</i>	<i>5,595</i>	<i>5,726</i>	<i>5,836</i>

A key area of focus is our CSU funded annual resident FTES target. For many years, we have had a target of 7,603; however, this target has been reduced by 3% to 7,375 for 2024-25. The financial impact of this -3% recalibration is a funding decrease of approximately \$1.9 million. If our annualized resident FTES enrollment is not at or above 6,859 in 2024-25 (-7%), we will be subject to -5% enrollment recalibration



**URPC 2024-25 Budget Recommendation to the President**  
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in 2025-26. As one effort to help reach our target, we did shift summer state-side. While the summer session is budgeted separately from this recommendation, the associated FTES will now be counted toward our target.

<b>Total Annual Resident FTES Projection</b>	<b>2023-24 Budget</b>	<b>2023-24 Actuals</b>	<b>2024-25 Budget</b>
Academic Year Resident FTES	5035	4,942	5,262
Summer Resident FTES	235	226	200
<b>Total Annual Resident FTES</b>	<b>5,270</b>	<b>5,168</b>	<b>5,462</b>

**Revenue Assumptions**

The 2024-25 Revenue Budget is \$166.8M at baseline. Estimated 2024-25 revenue is projected to increase by \$8.1M (excluding an additional infusion of earmarked Poly funding that is still TBD) compared to the 2023-24 budget.

The two main sources of revenue that make up the vast majority of this increase are the State appropriation and tuition:

- **State Appropriation:** With the infusion of \$25 million in ongoing polytechnic funding over several years from the State’s historic investment in Cal Poly Humboldt, which is being held central by the CO pending allocation, Cal Poly Humboldt will have two annual State Appropriation funding streams for the next few years:
  - **State Allocation Increases (+\$4.7M):** The estimated increase is inclusive of:
    - **New 2024-25 State Funding (+\$3.6M):** Even in the midst of a significant budget deficit at the State level, the Governor’s January Budget Proposal maintained the commitment to the multi-year funding compact with the CSU of a 5% increase to the CSU; however, the funding will be deferred by a year. The funding increase will be fully earmarked to offset mandatory cost increases in health and insurance, plus provide partial funding support for compensation increases.
    - **2023-24 Funding from CO (+\$3.0M):** Humboldt will receive additional funding from the 2023-24 state allocation held centrally by the Chancellor’s Office to partially offset 2023-24 compensation increases and support funding earmarks for Project Rebound and student accommodations.
    - **Enrollment Recalibration Funding Pull Back (-\$1.9M):** With our enrollment target being reduced by 3% for 2024-25, the corresponding adjustment to our state appropriation is a reduction of \$1.9 million.
  - **Polytechnic Funding (+\$TBD):** Polytechnic funding request is still being finalized for 2024-25.
- **Tuition:** Tuition revenue is anticipated to increase \$3.1M. This reflects modest enrollment growth (+\$1.3M) and implementation of the 6% tuition rate increase (+\$1.9M).

### Expenditure Assumptions

The 2024-25 Expenditure Budget reflects mandatory cost increases and campus determined allocations based on priorities identified during the budget planning process:

- Mandatory CSU system-wide compensation and benefit increases totaling \$14.1M (*net of \$1m partial offset from polytechnic funding to cover increases associated with poly funded positions*)
- Required Costs and Campus Priorities
  - Dept Allocated Fees/Revenue: \$236k
  - CO Program Earmarks for Project Rebound and Student Accommodations: \$206k
  - University Wide Costs:
    - Utilities (one-time in 2023-24): \$700k
    - Insurance (earmark from CO): \$500k
  - 2023-24 Campus Priorities
    - Athletics (one-time in 2023-24): \$935k
- Polytechnic investments totaling \$TBD

Including base budget adjustments for one-time funded 2023-24 priorities, the 2024-25 Base Expenditure Budget is \$175.1M, reflecting a budget deficit of \$8.3M. With implementation of the reductions as proposed, Cal Poly Humboldt will maintain a balanced budget in 2024-25.

### Reserves Assumptions

The anticipated 2024-25 Operating Reserve beginning balance is \$8.1M, which equates to approximately 5% of the 2023-24 Operating Fund Budget. This is in line with the newly revised CSU reserve policy target of no less than 5%, but well below the 25% - 50% the policy strives for. The Operating Reserve provides flexibility to take mission-related risks and to absorb or respond to temporary changes in environment or circumstances. Without adequate reserves the University can suffer cash flow stress and become distracted from appropriate long-term decision making. Any spending out of the Operating Reserve must be accompanied by a plan to replenish the reserve fund.

Of note, the [University Operating Fund Reserve Policy](#) outlines reserve thresholds in alignment with the revised CSU Reserve Policy, which will need to be updated in light of the recent CSU policy changes. Reserves are essentially our savings accounts and are funded by one time dollars available at the end of the year. They are not funded through base reduction or the elimination of positions, though they are dependent on coming in under budget each year. Reserves help us to preserve current operations and navigate difficult financial times.

## CAL POLY HUMBOLDT

### University Senate

#### Sense of the Senate Resolution on Transitioning to a Campus that is Accessible To Individuals with Disabilities

19-23/24-EX – May 7, 2024

**WHEREAS:** The Cal Poly Humboldt Strategic Enrollment Management Plan (<https://sem.humboldt.edu/>) states in Item 4.3(e):

All campus buildings and areas are fully accessible to campus population (including transportation/mobility getting from one side to the other)

**WHEREAS:** Organizations including the City of Arcata provide a publicly accessible ADA Transition Plan, including the status of issues, and the results of evaluations (<https://www.cityofarcata.org/773/ADA-Transition-Plan>). We have plans for transitioning, of which progress has been made, but it is complex and not easily accessible.

**WHEREAS:** Campus has had a number of physical upgrades since the passing of the ADA in 1990 including the addition of accessible bathrooms, modifications to sidewalks, and the installation of automatic doors. Additionally, with every new project or renovation, accessibility requirements are constructed in accordance with the applicable sections 11A and 11B of the relevant California Building Code cycle. Currently our campus buildings and grounds, Facility Condition Audit (FCA), which is the university's primary database for all recurring and non-recurring maintenance projects including accessibility, demonstrates an existing list of 264 items. This is down from 337 items in the same category three years ago (three years is the reporting cycle). Facilities Management is the responsible department for this information. [https://drive.google.com/file/d/1tYfamL8p5QS0BBR0\\_AhErP5wNlsrUA6t/view?usp=drive\\_link](https://drive.google.com/file/d/1tYfamL8p5QS0BBR0_AhErP5wNlsrUA6t/view?usp=drive_link) (being updated as of the date of this document). The system does not include the status of addressing the issues nor does it reference an ADA Transition Plan required upon the enactment of ADA (1990).

**WHEREAS:** ADA Title II Section 35.130 states:

(a) No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

<https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations/#title-ii-regulations-revised-final-title-ii-regulation-with-integrated-text#section32#section32>

This would indicate that if services cannot be moved or accommodations be provided in an alternate accessible location, changes to existing structures may need to be undertaken, even if

such changes bring the structure out of “safe harbor” protections (1991) and under the current ADA Standards for Accessible Design (2010) and/or HUD Fair Housing Act ANSI standards (2008) and/or California Building Code (most recent cycle) as interpreted through a Certified Access Specialist (CAsp) and advised by CSU General Counsel, and applied respective to type and use of a structure or facility.

**WHEREAS:** The recent experiences of some campus community members have demonstrated barriers across campus relative to working, instruction and study areas as well as navigating campus. these concerns have been collated into an issues list with over 30 issues available at: <https://docs.google.com/document/d/1YSYmNocr3rAGA5vjWLdEbLJZMvgARp3AEZhidXTNfaY/edit#heading=h.ucey5a8hy8sb>. This list is not based on an audit of campus or a full survey of Cal Poly Humboldt students, employees, and other affiliates. A few of the issues that have been investigated, verified, documented, and can be addressed relatively quickly:

1. The Communications Department is on the second floor of the Telonicher building which is only accessible through one of two sets of stairs.
2. There is an accessibility map available on the university website which includes some accessible features but does not include the location of accessible bathrooms. In some areas, the pathways defined as accessible exceed the ADA regulations for slope <<https://www.ada.gov/law-and-regs/design-standards/2010-stds/#section83>>.
3. The Campus Disability Resource Center (CDRC) shuttle, now managed through Transportation and Parking Services, has taken over a month for folks to be approved for its use requiring individuals with mobility to navigate areas of campus that put them in danger of injury. We understand that our Interim Director of the CDRC is working on this.
4. When emergencies like fires and earthquakes occur, the elevators that individuals use mobility devices (e.g. wheelchairs) are turned off for safety reasons. There are instructions posted in multi-story buildings for individuals to use the stairs in an emergency but not for individuals with disabilities. In the spring of 2023, a promise was made to post evacuation instructions for individuals using mobility devices by the start of the fall 2023 semester. By the start of the spring 2024 semester, these instructions were not found in the buildings checked (Natural Resources, and Behavioral and Social Sciences).
5. The Natural Resources 101 lecture hall does not have access for someone using a mobility device. Given the room has 99 stations for students, the ADA rule would indicate it should have accessibility for 4 wheelchairs (2022 CBC, Table 11B-221.2.1.1, <https://tinyurl.com/ycxdpwcc>).

**WHEREAS:** The Disability Access and Compliance Committee (DACC), now the Committee on Accessibility and Accommodation Compliance (CAAC), is currently being reconstituted. There is a commitment to include shared governance and make progress towards addressing issues in a collaborative manner with all involved organizational units and individuals.

**WHEREAS:** With the hiring of a new ADA Coordinator, there is now a form on the CDRC website to submit issues. Which creates an opportunity to track progress across responsible units in a transparent manner.

**WHEREAS:** The existing issues effectively limit equitable access for students, employees, and visitors using mobility devices, like wheelchairs. The lack of students and employees with observable mobility disabilities on campus shows that we have an opportunity to improve access and thus make our campus accessible to those that may have come here in the past or would pass us over in the future.

**WHEREAS:** Cal Poly Humboldt has reorganized its approach to ADA by combining all functions, including student 504, employee ADA, and accessibility under one office CDRC. With additional funding and staff this new organization will be able to accomplish its expanded scope for students, employees, and those attending university sponsored events/functions.

**WHEREAS:** Cal Poly Humboldt has established one-time funding of \$400,000 to support ADA improvement projects.

**RESOLVED:** Below is a list of issues that have been reported by individuals with mobility issues over a year ago. These are issues that we hope can be addressed before the fall of 2024.

1. One example would be the Communications Department which is on the second floor of the Telonicher Building without an elevator or ramp (in the purview of USFAC).
2. Update the PDF versions of accessible maps to indicate where pathways are within ADA limit and provide an indication of where the slope exceeds acceptable standards (FM creates the map and MarComm posts them on the web).
3. Provide an online map that includes all the elements required by individuals using mobility devices including the pathways and the location of accessible bathrooms. (FM creates the map and MarComm posts them on the web).
4. General evacuation instructions for people with disabilities are available in all multi-story buildings that house activities and programs (in the purview of Risk Management).
5. This issue has been resolved since this document was started. CDRC and Transportation have reduced the time for individuals with mobility issues to be approved for using the on campus shuttle to 2 days. On demand service is provided within 24 hours and less if the shuttle is available (in the purview of CDRC). Additional drivers are being hired to expand services.

**RESOLVED:** That a list of issues that have been reported is made available to the campus community and includes the date the issue was raised, the status of a resolution, and the date the issue was resolved. The names of reporters will be kept confidential while those who report concerns shall be notified when the issue is resolved (purview of the ADA Coordinator). The list will be prioritized by the CAAC.

**RESOLVED:** That the University prioritize and allocate resources to maintain facilities and provide access to activities and programs for individuals with accessibility needs in the long run (purview of the VP of Admin Affairs). The university has set aside \$400,000 for ADA improvements.

**RESOLVED:** That the Facility Condition Audit (FCA) of facilities for accessibility be conducted every three years, aligned to CSU standard, and the results made accessible to the university community in a format that can be easily understood (purview of Risk Management and Facilities Management). In addition, annual checks will be made to ensure key elements of accessibility are operating as expected (walking paths, door pressures, obstructions in front of doors, etc.)

**RESOLVED:** That the CDRC is adequately staffed, meaning staffed to the level sufficient to meet service needs and compliance obligations within reasonable time frames, to support timely services to students and employees for accommodation as well as to manage campus accessibility concerns toward successful resolution (purview of the URPC and Fiscal Affairs).

**RESOLVED:** That a high level **ADA Transition Plan** be created in a staged manner. A first draft for the first phase of the plan to be reviewed by the CAAC and then made available to the senate for review in the fall of 2024. Then the plan to be made available to the campus community in the spring of 2025. The plan will contain a prioritized project list including ensuring; safe paths of travel (including door pressures and lighting), accessible parking, bathrooms, water fountains, and entrances into and out of buildings that meet ADA 2010 standards before the fall 2024 semester begins. The plan will include general plans based on Universal Design for making progress and funding while details will be worked out by appropriate organizational units.

**RESOLVED:** That this resolution be distributed to:

President Tom Jackson  
President's Administrative Team  
Sherie Gordon, VP of Administrative Affairs  
Associated Students Executive Director Kendra Higgins  
Staff Council  
General Faculty

## Comments on the Senate of the Senate from Jim Graham

4/23/2024

Thank you all for reading this Sense of the Senate. I know that this might seem like a side issue with all that is going on but in creating this document everyone we spoke with wanted our campus to be inclusive and this is something we can make real progress on in the near future. I'd like to thank all of the folks that have given feedback to the document, many of whom authored content. This included the Senate Executive Committee, the Office of Diversity, Equity and Inclusivity, the faculty disability fellows, the Committee on Accessibility and Access Compliance which included representatives from Risk Management and Facilities Management. I also want to thank our ADA Coordinator, Dr. Crystal Coombes, and Dr. Rosamel Benavides-Garb, the Campus Diversity Officer, as they have both been key contributors to the creation of the document.

I want to mention that we have a campus that is particularly challenging to navigate for individuals with physical disabilities because of the relatively rugged terrain and the age of many of our buildings.

My personal goal for this work is to raise the priority of removing access barriers for individuals with disabilities that impact their mobility and to take another step toward making our campus accessible for everyone.

So that we can move quickly to discussion, I will just hit some of the highlights of the WHEREAS items and then go over the RESOLVED items.

The WHEREAS section mentions that inclusivity is part of our Strategic Enrollment Management Plan. It also mentions that we have plans to transition to being fully accessible but that the plans are not easily accessible. We have made progress on removing barriers but much is left to be done. Also, the American Disabilities Act or ADA requires public institutions to make our services and facilities available to individuals with disabilities and to create a plan for transition to compliance. Just through word-of-mouth we have heard from 11 individuals over the last year and created a list of over 30 issues that currently prevent access to our services and facilities for individuals with disabilities. We have also struggled to have the responsible committee meet and discuss these issues and to have the processes and resources in place that are required to make campus accessible, especially for people with physical disabilities.

We have a new ADA coordinator, Crystal Coombes, and the newly reformed CDRC has made great strides in the last year.

Moving on to the RESOLVED Section,

The first item asks that the campus address at least 5 of the outstanding issues before fall semester starts. These are issues that are based on recent complaints from individuals with disabilities, that we are unaware of plans to address, and that we believe are relatively quick and inexpensive to fix.

- The first issue is making the Communications Department accessible. This could be done relatively quickly by moving it to a new location. I now understand that the USFAC process for moves takes two semesters so we could start this process in the fall and look forward to the department being accessible in the fall 2025.

- The current disability pathways in the online accessibility map can be updated relatively quickly and with little cost by using our own faculty and students who have expertise in surveying, geospatial analysis, and cartography.
- We can provide the location for accessible bathrooms and other information on an online interactive map as I have been working with Facilities Management and students create such a map for over 2 years. All we need to do is have the map updated and then reviewed.
- Last year I was told that the evacuation instructions for individuals with disabilities were completed so all that should be required is to post them in all multistory buildings.
- Crystal Coombes has already reduced the time to have access to the shuttle but the CDRC and our transportation department will need additional resources to make our campus truly accessible.

The next item asks that a list of reported issues be made available including the date the issue was raised, the status of resolving the issue, and the date it was resolved.

Then, we ask that addressing these issues be a priority and that funding be provided. Since starting this document we were notified that \$400,000 has been allocated for addressing access issues.

We are also asking that evaluations of accessibility features be conducted every 3 years and annual checks be undertaken and the results be published to the campus community.

The next item asks that the CDRC be provided with the resources to complete their duties particularly as their role has expanded from students to the entire campus community.

Finally, we are asking that a transition plan be made available. There has been discussion of having a sub-committee of the newly reformed CAAC could start on this over the summer and have a draft available for review to the senate in the fall.

As someone who grew up disabled, with a father who was disabled, and a mother who taught children with disabilities, it is a real challenge for me to hear the struggles that other folks with disabilities face here and I look forward to the day when our campus is truly accessible. I know that we can get there if we work together to resolve these issues.

Jim

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**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recognize the Importance of Accessibility in Teaching**

23-23/24-FAC — May 7, 2024 — Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends the following changes to Appendix J be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

**RESOLVED:** That these changes become effective at the beginning of the 2024 fall semester; and

**RESOLVED:** That these updates are intended to clarify the importance of accessibility and the expectations of faculty in accessible course design and other aspects of teaching; and be it further

**RESOLVED:** That the University Senate of Cal Poly Humboldt acknowledges that creating accessible learning materials is not only mandated by state law and CSU policy, but that it is an imperative aspect of creating an inclusive campus and in ensuring student success.

***RATIONALE:***

*This idea was brought forward by the Accessibility Fellows as a way to promote faculty involvement in working to improve accessibility in their work. The proposed changes do not alter the RTP requirements or criteria but simply clarify that working to improve course accessibility is a way to demonstrate teaching/librarianship/counseling excellence.*

## Updated language for Appendix J:

### II. DEFINITIONS OF TERMS AND ABBREVIATIONS

B. The following terms, important to understanding Appendix J, are herein defined.

2. Accessibility – a commitment to providing services that support equitable access and foster equity and inclusion. This includes, but is not limited to, programs and activities associated with the university and its curriculum related requirements. This commitment recognizes the intersectional identities, experiences and needs of our campus community and goes beyond meeting legal requirements but aspires to create a community and a culture where everyone can thrive.

### IX. AREAS OF PERFORMANCE FOR RTP

#### B. Assessment of the Areas of Performance for RTP

All faculty are expected to create inclusive learning environments and ensure that students are provided with an equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

#### 1. Effectiveness

- a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
  - (1) It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:
    - 1) Exposing students to a diverse ensemble of scholars
    - 2) Integrating diverse examples/voices into curriculum
    - 3) Developing/Implementing inclusive pedagogies
    - 4) Providing space for students to share their identities and common experiences
    - 5) Building inclusive community/cohorts
    - 6) Incorporating indigenous peoples and knowledge into curriculum where appropriate
    - 7) Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
    - 8) Providing a variety of ways in which students can demonstrate mastery of course material

- 9) Providing equitable access and opportunity to all program activities fostering student success.
- (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, increase their understanding of accessibility and of universal design, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.
- (3) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
  - 1) Clearly defined student learning outcomes
  - 2) Appropriate learning activities
  - 3) Samples of student exams and essays
  - 4) Designed course materials
  - 5) Accessible course materials, including alternative assignments that are consistent with the fundamentals of the stated curriculum.
- (4) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
  - 1) Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;
  - 2) Reflecting upon and practicing such knowledge in the educational setting; and
  - 3) Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness;
  - 4) Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience;
  - 5) Understanding and working toward equity-minded and accessibility-minded universal design for learning (UDL) teaching practices
- (5) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
- (6) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, course accessibility, classroom accessibility, and other learning activities.

- (7) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.
  - (8) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.
  - (9) Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.
- b) Effectiveness in Librarianship – is essential for retention, tenure, and promotion. Effective librarianship demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) Library faculty who teach will strive to teach culturally grounded information literacy.
  - (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, increase their understanding of accessibility, and strengthen librarianship skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students.
  - (3) The primary emphasis of this area is on the quality of librarianship. Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
  - (4) Specific performance criteria for effectiveness in librarianship shall be developed as part of the Library Faculty Personnel Policies and Procedures and included in a candidate's WPAF.

- (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service and student evaluations.
- c) Counseling Effectiveness – is essential for retention, tenure, and promotion. Effective counseling demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) It is expected that faculty will continually improve their understanding of counseling practices and strengthen counseling skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students of diverse backgrounds and experiences.
  - (2) It is expected that counseling faculty will continually strive to create welcoming and inclusive environments, where students from diverse backgrounds and cultures are treated equitably, students with accessibility needs are treated equitably, and all students have access to the support they need.
  - (3) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as videotapes of counseling, co-therapy, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
  - (4) Specific performance criteria for effectiveness in counseling shall be developed as part of the Counseling Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
  - (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of improvement or achievement, and supporting statements from former students.
  - (6) Written student evaluations of both individual and group counseling are required. Such evaluations may include both quantitative and qualitative components and should be garnered from a significant proportion of students participating in counseling with the candidate. Student evaluations and letters will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.

# CAL POLY HUMBOLDT

## University Senate

### Sense of the Senate Resolution on Dropping the Charges Against Student and Faculty Protesters

27-23/24-SenEx - May 7, 2024

**WHEREAS:** The University Senate recognizes the importance of free speech, including [symbolic speech](#), as a core value of higher education; and

**WHEREAS:** Cal Poly Humboldt has a long-standing culture of allowing students to express dissent through protest and symbolic speech, including sit-ins; and

**WHEREAS:** [In 1970 there was a week-long student strike on campus to protest the highly divisive Vietnam War](#). Cornelius Siemens, President of Humboldt State College, for whom Siemens Hall is named, supported student protesters and worked with them to carry out the strike, changed the ringing of the Founder's Hall bell, hung the American flag at half mast and hung a peace flag and a mourning flag above it -- all in solidarity with students who he did not fully agree with. Rather than disciplining the student protesters, Siemens accompanied them to Washington D.C. to lobby legislators; and

**WHEREAS:** [Students occupied the Native Forum in 2015 for 35 days](#), campus remained open and student protesters were not arrested; and

**WHEREAS:** [Students occupied the Library building overnight in 2015](#), the library remained open, administrators engaged in dialogue with student protesters, police presence was minimal; and

**WHEREAS:** [Students occupied the Provost's office in 2018, held a demonstration, briefly occupied Siemens Hall](#), and campus remained open and student protesters were not arrested; and

**WHEREAS:** Presidents at [Sonoma State University](#) and [Sacramento State University](#) currently respect student rights to occupy areas on campus and students have not been disciplined for exercising their right to symbolic speech; and

**WHEREAS:** On April 22, 2024 at approximately 5:00 pm, Cal Poly Humboldt students began a sit-in in Siemens Hall within the context of this rich history of university support for student expression and dissent; and

**WHEREAS:** On April 22, 2024 the administration approved direct police action to remove students from Siemens Hall; and

**WHEREAS:** On April 22, 2024 the direct police action and subsequent violence led to physical injury of students and police; and

**WHEREAS:** The initial response to use law enforcement to disrupt the sit-in at Siemens Hall, and subsequent disciplinary action, went against the advice of CSU Office of General Counsel (2009), which specifically states: “Trustee regulations also preclude the taking of disciplinary action... [in cases including] ‘sit-ins’ (where students occupy an area on campus).” [[CSU Handbook of Free Speech Issues, Office of General Counsel, The California State University](#), retrieved from [OGC Manuals on CSU Legal Issues](#), see p. 18]; and

**WHEREAS:** In agreement with the CSU Office of General Counsel (2009), The [ACLU has advised universities](#) to protect student rights to free speech, including “If a university has routinely tolerated violations of its rules, and suddenly enforces them harshly in a specific context, singling out particular views for punishment, the fact that the policy is formally neutral on its face does not make viewpoint-based enforcement permissible;” and

**WHEREAS:** The [ACLU further advises](#) that particular viewpoints should not be singled out, even if considered offensive, going so far as to specify that “even if many listeners find these messages deeply offensive, cannot be prohibited or punished by a university that respects free speech principles;” and

**WHEREAS:** Cal Poly Humboldt University leadership has expressed the need for students who caused damage to university property be held accountable in a way that is in accordance with restorative justice practices; and

**WHEREAS:** Students engaged in protest are being disciplined through interim suspensions, which is a better avenue than criminal and civil charges to truly engage with restorative justice so that our campus can resolve any claims of student misconduct and/or property damage and work toward healing; and

**RESOLVED:** That the University Senate asks the Humboldt County District Attorney, Stacey J. Eads, to drop all charges against student and faculty involved in the protest; and

**RESOLVED:** That the university sincerely engage in an informed restorative justice approach to resolve concerns with student conduct on campus and take care not to violate student rights.

Humboldt County District Attorney Stacey J. Eads  
Humboldt County Sheriff William Honsal  
President Tom Jackson

President's Administrative Team  
Mitch Mitchell, Dean of Students  
General Counsel Dustin May  
Associated Students Executive Director Kendra Higgins  
Staff Council  
General Faculty  
City of Arcata Council  
City of Eureka Council  
County of Humboldt Board of Supervisors



**CAL POLY HUMBOLDT  
University Senate**

**Sense of the Senate Resolution on  
An Independent Investigation into University Decision Making  
related to the April 22, 2024 Protest Actions**

28-23/24-EX — May 7, 2024

**WHEREAS:** On April 22, 2024, a group of Cal Poly Humboldt students initiated a series of protest actions that led to the occupation of Siemens Hall; and

**WHEREAS:** Subsequent university decision making processes and actions generated deep divides between students, faculty, staff, and administrators; and

**WHEREAS:** All actors have limited and partial information about the contexts and experiences of those in other groups; and

**WHEREAS:** There is urgency for the university community to learn from the trauma of this inflection point; and

**WHEREAS:** Reconciliation at a minimum requires a comprehensive and trusted evaluation be made available to all parties; and

**WHEREAS:** Future decision making processes can always be improved by learning from experience in a clear-eyed way; now, therefore, be it

**RESOLVED,** That the University Senate of Cal Poly Humboldt calls for an independent investigation into the events and related decision making processes that followed the April 22, 2024 student protest actions; and be it further

**RESOLVED,** That the investigative team represent diverse experiences in higher education, be free from conflicts of interest that may arise from formal or informal employment relationships with faculty or administrators of Cal Poly Humboldt and the CSU; and be if further

**RESOLVED,** That said investigators be mutually agreed upon by the University Senate Executive Committee;

**RESOLVED,** That this investigation have the authority to interview all relevant parties, evaluate all documents and communication; and be it further

**RESOLVED,** That the investigation be tasked with the evaluation of decision-making and communication strategies immediately before, during, and after occupation of Siemen's Hall; and be it further

**RESOLVED**, That the investigation be tasked with making recommendations for resolution of the current situation, as well as future campus responses to protest action and civil disobedience; and be it further

**RESOLVED**, That the findings be made public to the fullest extent possible under the law, and be it further

**RESOLVED**, That this resolution be distributed to:

Governor Gavin Newsom  
Senator Mike McGuire  
Congressman Jared Huffman  
The California State University's Chancellor's Office  
California Secretary of State Shirley N. Weber

MEMORANDUM

TO: James Woglom

From: David Hankin, Emeritus Professor of Fisheries

Subject: Comments on items 13 and 14 on today's Senate meeting agenda

Date: 07 May 2024

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I was unable to attend this evening's Senate meeting. I wish to relay my very strong support for both of the very reasonably stated and rather modest resolutions that were presented for today's Senate meeting.

Item 13:

Sense of the Senate Resolution on

Dropping the Charges Against Student and Faculty Protesters

27-23/24-SenEx - May 7, 2024

Item 14:

Sense of the Senate Resolution on

An Independent Investigation into University Decision Making

related to the April 22, 2024 Protest Actions

28-23/24-EX — May 7, 2024

I also wish to express my admiration for the positions taken by the vast majority of HSU/CPH faculty and also our local chapter of CFA on behalf of protesters rights to express themselves, in opposition to the excessive use of police to "quell the student uprising", and in opposition to the even more ridiculous "hard closure" of campus when there does not appear to be any threat of harm, intimidation or violence to members of the HSU/CPH community. These actions have made me proud to have been affiliated with the HSU/CPH community for so many years as a faculty member.

I was a faculty member at HSU from 1976 – 2015, but I never ever imagined that our administration would act in such a completely inappropriate fashion. Even more appalling has been the utter absence of Tom Jackson, the current President and highest paid individual associated with HSU/CPH. There is absolutely no excuse for President Jackson having been and continuing to be MIA throughout recent events. Instead, he should have been actively involved in meeting with protesters from day 1, developing campus forums for discussion of issues, and trying as hard as he could to meet or at least thoughtfully

consider protesters' demands. In addition to asking President Jackson to resign (which the faculty have already relayed to the CSU Board of Trustees), I believe that Jackson's salary should be docked for at least a full month for his failing to exercise the kind of leadership expected from a university President. The question we should all be asking is: "What can Jackson possibly be doing that justifies his large salary and perks?"

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## Comments for 5/7 Senate Meeting

1 message

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**Melitta M Jackson** <Melitta.Jackson@humboldt.edu>

Wed, May 8, 2024 at 6:23 PM

To: senate <senate@humboldt.edu>

Hi

I wanted to submit comments for the Senate meeting of May 7, 2024. My apologies for the tardiness.

I wanted to agree with sentiments regarding the campus supporting Cultural Centers. I believe that to support students and support retention our cultural centers need to be funded for the work they're doing for our most vulnerable students. I also think they shouldn't be under "student life" but moved back under Academic affairs. They're not clubs, they're advising centers that help BIPOC students navigate through a system built with colonization and assimilation and catered to white students. They're also not dog and pony shows for the University to tout out whenever they feel is necessary to show off how "diverse" the university is. We see this with Big time being scheduled around Spring Preview. Or shoved away when seeing brown students becomes an inconvenience. This is only a presumption, as no one gave the Cultural Centers any reason as to why they couldn't have their graduations at Blue Lake Casino's Sapphire Palace. Despite Blue Lake Rancheria being one of the top supporters of internships, jobs and scholarships for ITEPP students. Instead, a graduation they had planned back in January had to be relocated a week before their graduation date without reason, only for the University to announce that one of several commencements were to take place the following weekend. This was not Blue Lake Rancheria's doing, they were just as confused as to why the University wouldn't allow the cultural centers to have their graduations, as they're on different days than commencement.

Our Cultural Centers, their staff and students need to be treated better.

I also think Faculty and Staff need to be treated better. The lack of communication, particularly for staff, was and continues to be absolutely ridiculous, in regards to the April 22 event and decisions made after. I got more information from our student-led newspapers. To the point where I was told by a faculty member that they weren't obliged to tell me anything and to look for it in the local news. Why is it that staff don't get the decency of knowing before the local news? Yet I'm the one getting questions from students asking what's going on, what the plan is, what happened? and I feel dumb. I'm a Library Staff. I like knowing where I can find resources and information for students. But throughout the whole event I couldn't tell the students any more than what they could read for themselves in Lost Coast Outpost, because even the Humboldt Notifications didn't arrive in our email for several more hours. This University totes transparency, open communication and encourages working together, despite working on this campus since 2019 and being a student on this campus since 2013 I can say that the university needs to practice what it preaches, because even in the best of times that's not true. April 22 and the events after were just the worst of it. And I've never felt more lost and alone and frustrated on and for this campus, and that includes during the campus closure of 2020 due to the pandemic.

I think Faculty and Staff need to have representation on EOC. Because the logistics of the decisions being made for campus was naive and obviously didn't have any insider knowledge to how buildings and the staff and faculty, staff and students functioned within them.

Lastly, with the understanding that our UPD is understaffed, I think it's wrong to use ITS as an escort service during hard closures. Yes ITS have a lot of the master keys, but are they trained to handle whatever safety concerns EOC had for the Hardclosure? Are we planning on cross training ITS with UPD? I think ITS went above and beyond what their jobs called for just for ensure folks had equipment to work from home. But to use them as an escort service, whether to maintain anyone who needed equipment from their office or to be the middleman between faculty and staff and Law Enforcement is ridiculous.

Thank you,

**Melitta Jackson**

(She/Her/Hers)

Resource Sharing and Information Specialist  
Interlibrary Loan, Access Services, Library

(707) 826-5605

[humboldt.edu](http://humboldt.edu)

Cal Poly  
**Humboldt.**

*Cal Poly Humboldt is located on the present and ancestral Homeland and unceded territory of the Wiyot Tribe. Please donate to the [Wiyot Tribe honor tax](#).*



senate . <senate@humboldt.edu>

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## Written Comment from 5/7 Senate Meeting

1 message

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**Qualla J Ketchum** <Qualla.Ketchum@humboldt.edu>

Wed, May 8, 2024 at 6:39 PM

To: senate@humboldt.edu

Faculty Senate,

Thank you for the opportunity to speak yesterday at my first faculty senate meeting. I spoke in place of Bonnie Ludka on the list but wasn't able to complete my comments due to respect of the time limit. I wanted to submit my full comments here.

*"Beyond any university code of conduct or parliamentary procedure, I hold myself personally, and ask my students to join me, to my people's community values. These are the values we as Cherokee citizens & people hold for ourselves and our community. These are not just aspirational - something we simply strive to do - but includes accountability. I have been taught that it is my responsibility as a Cherokee woman & leader in my community to call out when members of my community fail in these endeavors. I ask my students to bring it up to me when I fail at these in my classroom. Without accountability there is no trust or healing as we keep hearing about from our administration.*

*Our campus administration has failed in upholding several of these in the last week. Time will not allow me to list & document all of them so I will work to highlight the ones that I have experienced or seen myself. I believe these failings can be summarized by two values.*

*The first is gadugi - people working together as one & working to help one another. As a new faculty member I hear a lot about shared governance but the lack of this in action has been well documented and discussed here.*

*Day-ja-dah-gay-yoo-say-sdee: be stingy with another's existence, like a mother with a child. Another value says it this way - treat each others existence as being sacred or important. As a mother myself and experiencing this as a pregnant person now, these values are probably the biggest failing that I've experienced personally from our university.*

*I was campus multiple times before the hard closure. My safety & the sacredness of my existence was never in question. It did however come into question on Saturday April 27th when I was on campus with first year engineering students working to complete their place-based engineering design projects for their client, CCAT. Not because of the protest or occupation but because we received the "hard closure" email demanding we leave for fear of arrest or termination. I had 10-15 students' existence & safety as my responsibility and I was afraid for their safety - not by the protestors or occupation - but from the people in power at the university and the police state they invited in.*

*Our safety & existence was again in question the following Wednesday. after having called UPD everyday to get permission for this continued, required place based learning. While working with a student using power tools, I was met by another student with the words "the cops are here". I turned a corner to see three of my male presenting students including students of color sitting on the pavement with three sheriffs looking at their IDs and questioning them. I went to inform them that they had permission to be there but was told we did not. It took an hour of negotiation, the presence of our dean, 2-3 county sheriffs with a K-9 officer, 2 fortuna police, and we were still told that we had permission but not the RIGHT permission and had to leave. I left there feeling traumatized myself and angry that I couldn't protect my students from that police violence - even though we had followed every step & procedure to avoid it. To be told later that the reason we got in trouble was because our arrangement predated any established "authorized list" and we were quote "innovating too far out in front" does not undo or heal the trauma my students experienced at the hands of this administration's decisions.*

*My students were and are visibly terrified.*

*I'm angry that when I shared that fact with any member of admin, including my dean, I have not been taken seriously and instead am met with dismissive comments and even talking points about "outside agitators." Let me be clear in case it is not. It was the hard closure & consistent threat of police and discipline that has and continues to terrify my students. These are first-year college students who are telling us that they do not feel safe leaving their dorms to get food because when they did they were harassed by cops. Who are telling me that their parents are coming up from all*

*parts of the state to get them because they don't want them here on campus. I have worked with many of these students their entire first year here at Humboldt. They are my kids. I am very stingy with the sacredness of their existence and I am afraid that many of them I will never see again because they will not be returning to CPH in the fall. And I don't blame them. "*

GV (Thank you),

## *Qualla IW Ketchum, PhD*

Cherokee Nation Citizen (she/her) Phone: (918) 977-1411  
Cal Poly Humboldt School of Engineering Assistant Professor  
Cal Poly Humboldt Engineering & Community Practice Program Lead  
JLJLJ, Engineer, Researcher, Educator, Speaker, Entrepreneur, Matriarch

**My work-life balance & neurodivergence sometimes requires me to send emails outside of conventional work hours. Please do not feel any pressure to respond outside of your own work schedule.**

***"...Let us climb the jagged cliffs of life and fight the ascent of Opposition together. If I can lift you today, You will look back and grab the hands of a thousand more. This is the way the Great Spirit would have it!" - "The Ascent" by Howard Rainer***