

Tuesday, March 16, 2021, 9:00am, Zoom

Chair Lisa Tremain called the meeting to order at 9:05am on Tuesday, March 16, 2021, via Zoom Meeting ID: 99723322775; a quorum was present.

**Members Present**

Ramesh Adhikari, Kayla Begay, Matthew Derrick, Sheila Rockar-Heppe, Tasha Howe, Katia Karadjova, Lucy Kerhoulas (CDC Chair), Heather Madar, Steve Martin, Cindy Moyer, Mary Oling-Sisay, Marissa Ramsier, Clint Rebik, Jenni Robinson, Marisol Ruiz-Gonzalez, Lisa Tremain (Interim ICC / AMP Chair), Shawna Young, Rick Zechman

**Assc. Academic Director:** Mark Wicklund

**GEAR Chair:** Jill Anderson

**APC Chair:** Maxwell Schnurer

**Student Representative:** Malluli Cuellar

**Administrative Coordinator:** Mary Watson

**Curriculum Coordinator:** Bella Gray

Chair Tremain reminded the committee of the chat conventions, "Q," "DR," and "Stack."

**Approval of the minutes of March 2, 2021**

Before the minutes were approved, Chair Tremain invited Provost Capps to speak about the previous meeting. Provost Capps explained that she needed to apologize to the ethnic studies Council for her remarks. She noted she did not offer gratitude for all the work that they've done, and stated that she was also really dismissive in the meeting, and questioning of that groups' integrity. She wanted to acknowledge that and apologize. In addition she explained she had the opportunity to meet with the ethnic studies Council to start to get a better understanding of some of the background leg work and all of the work that's been happening, but did want to acknowledge that, for the record, as she knows what she said was damaging to that group and actually damaging to this group.

In addition, Provost Capps stated there is a great possibility as each degree program is going to have to revise their program MAPS and work through how to integrate the ethnic studies requirement into their program requirements, that folks are going to get a little bit upset. That reduction and area D is probably going to cause some upset amongst some degree programs, and among some departments, she stated her belief that it is really important for everyone in this group to realize that even though the Ethnic Studies Council really fought against that reduction and area D, and they're going to be blamed for it and that's not okay. She encouraged folks to put the blame on her, even though she didn't advocate for a reduction in area D either,

she doesn't want the ethnic studies Council to get caught in the crosshairs about that aspect of this.

Ethnic Studies Council Member Professor Janet Winston noted it's important that the minutes from the previous meeting aren't edited, but rather, this information should be added to the Minutes. She explained if folks are thinking about looking at the history of these kinds of initiatives and the kinds of misinformation and discourse around the implementation of ethnic studies, then it's really important that we don't rewrite history, and we acknowledge how through direct complaints and pointing out mistakes, people are able to you know see through a new lens, so that there is an historical discursive document.

The minutes of the meeting on March 2, 2021 were approved without dissent.

### **Subcommittee Reports**

**GEAR** – Subcommittee Chair Anderson reported the committee will be updating on the Ethnic Studies in the discussion item later in this meeting, and noted there are some out of date policies about GEAR proposals, so the committee is working to consolidate those into one document that is accurate.

**CDC** – Subcommittee Chair Kerhoulas reported the committee continues to work through the queue, and on the voting action calendar. She thanked Bella and the CDC membership for working so well together.

**APC** – Subcommittee Chair Schnurer reported the committee is working on the minors and certificates and concentrations policy, and reported the committee hopes to bring a draft to the next ICC meeting pending consultation.

**AMP** – Chair Tremain reported the Provost and Vice Provost have charged the committee with coming up with deliverables under the goals for academic roadmap as part of the second phase of the strategic plan, as well as identification of resources needed. She noted they hesitated because they don't have the context about how the roadmap and strat plan are connected to the polytechnic study.

### **ICC consultation on Ethnic Studies Implementation**

- Framing this conversation – Reflect and Digest
  - Chair Tremain gave the attached presentation
- EO 1100

- Policy Drafting Process
  - Dr. Risling Baldy went over the attached timeline

Discussion ensued and is summarized below:

Dr. Martin asked whether department chairs will be able to use existing templates and edit those for the MAPS. In addition, Dr. Ramsier asked whether there might be funding to allow an individual to work on transferring the existing programs maps.

Asst. Registrar Robinson clarified that the templates are google sheets, not pdfs. She noted the new online catalog tool will be able to automate a lot of the MAP building, so there will be less work in this way down the line.

Dr. Madar asked whether there is a timeline for DARS to be updated; Asst Registrar Robinson noted the Office is working on it, noting something to keep in mind is the fact that for transfers the catalog rates will be a little bit more complicated and we'll try to have some resources available to define.

Dr. Moyer suggested the implementation of required advisor training, noting it strikes her that this is one of those moments where it would be very helpful. Provost Capps noted that next AY such trainings will hopefully be available for faculty.

Coordinator Gray pointed out that the work needed to update the MAPS is so intensive that if everything was put on one person, such as Asst Registrar Robinson, that means that she will not have bandwidth for anything other than MAPS for weeks. She noted that bringing in someone part time for this will allow much more room for error, as they will not be an expert in the department maps.

### **Discussion on DCG and Area F distinctions**

Professor Winston gave an overview of the ways the DCG has come about on campus, and noted that the institution has failed to deliver the original requests such that AS had to repeat and expand their demands to provide courses and vet criteria that would address the needs to educate students around cultural education. The subcommittee at the time then revamped the program so that multiple disciplines in the university were able to infuse the critical analysis throughout the programs. The goal of this legislation is meant to strengthen our programs and the content. She noted that using this occasion to further reduce these vital areas by reducing Area D and bring in Area F, is cruelly ironic. The point is to strengthen the curriculum, not take away areas. In light of the work the subcommittee on DCG has done over the years, and in light of violence and grotesque health disparities, it is time to infuse a critical analysis of racial social environment of justice into our curriculum across your general education program across all

university requirements and across majors and maintaining a robust DCG program plus adding a new ethnic studies requirement and remember all of this is being done without adding any more units that students are required to take toward degree, would be a first step, not the last step in meeting the needs and demands of our students.

Discussion continued and it was noted that for some programs, the inclusion of new requirements would put their unit cap above 120 required for graduation, and so care needs to be taken to make sure the law is met and programs are pared down as little as possible.

Chair Tremain noted that a comprehensive GEAR Resolution is forthcoming.

### **Voting Action Calendar**

[Sustainability Minor - 19-872](#). A new, multi-disciplinary minor in sustainability that will involve all three colleges. Has the support of 3 Deans and multiple department chairs. Environmental Studies will be the home to this minor. The curriculum will be tended by an interdisciplinary steering committee comprised of faculty from ENST, ESM, Politics, GESA, and BA, plus a representative from the campus Sustainability Office. The minor is 18-20 units and involves roughly 25 courses across 15 departments. More specifically, courses fall into three thematic areas: 1) Earth Science, Technology & Built Environment; 2) Socio-economic Institutions, Policy, & Equity; and 3) Communication, Culture & Ethics.

The proposal narratively maps out course rotations and includes MAPs for the majors most likely to use this minor (BA, ESM, ENST, PSCI, GEOG, NAS) to show how each major can easily take sufficient elective units unique to the minor (i.e., not counting towards the major). The proposal also includes a curriculum map matrix that links 4 PLOs to the 3 required courses for the minor (ENST 195, BA 106, ENST 470) and to the 3 thematic areas of elective courses.

### **Institutional Assessment and Self-Study Reminder**

See chart below:

#### **Academic Program Review: Self-Studies**

<b>Peer Review Sub-committee:</b> Jill, Katia, Steve, Lisa, and Mark <ul style="list-style-type: none"><li>Reviews each self-study and compiles ICC faculty peer feedback</li></ul>				
Program Self-Study	Shepherd (Peer-review sub-committee members)	Faculty Reviewers	Faculty Review due by	Target date for peer review letter for program
Forestry	Steve	Ramesh	March 8	March 16

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		Kayla Cindy Tasha Matt		
Rangeland Resources	Steve	Marissa Lucy Marisol Jill Maxwell	March 8	March 16
Communication	Mark	Ramesh Kayla Cindy Tasha Matt	March 15	March 25
Economics	Lisa	Marissa Lucy Jill Katia Maxwell	March 15	March 25
Oceanography	Jill	Ramesh Kayla Cindy Tasha Matt	March 22	April 1
Fisheries	Jill	Marissa Lucy Jill Maxwell Lisa Steve	March 22	April 1
Environmental Systems MS	Katia	Ramesh Kayla Cindy Tasha Matt	March 22	April 1
Art	Katia	Marissa Lucy Jill Maxwell Lisa	March 22	April 1

Meeting Chat Log:

**Academic Program Review: Self-Studies**

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Forestry	Steve	Ramesh Kayla Cindy Tasha Matt	March 8	March 16	ICC meeting 3/30
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## HSU Ethnic Studies Council Policy to Implementation Plan/Calendar (Spring 2021) Draft: March 16, 2021

March 18-March 20, 2021 Policy Drafted: Initial Review by HSU Ethnic Studies Council

March 23, 2021: Review of Area F/1460 Policy Draft with GEAR Committee

March 24-26, 2021: Policy revisions based on GEAR Consultation

March 26, 2021: Send Final Policy Draft to Chair of ICC/Chair of GEAR

March 30, 2021: Review of Policy with ICC Committee (overall GEAR Policy review?)

April 5-15, 2021: Outreach to Department Chairs RE: Area F/1460 Implementation for Fall 2021 including Advising Resources (Flyers, Instagram Posts etc.)

April 6, 2021: Sen Ex Committee Policy Review

April 13, 2021: Senate Review

April 15, 2021: (5:00 - 7:00 p.m.) Save the Date: Ethnic Studies Celebration at HSU (Online) in conjunction with Associated Students, CRGS, and NAS

**Registration: Apr. 26 - 30 (NEW: for “early bird” transfer students)**

April 29, 2021: Council of Chairs Meeting with Provost - Overview of Area F/1460 Policy with Chairs. (For new course proposals etc.)

May 5, 2021: Calendar Draft for Summer Curriculum Updates

## Framing:

We sometimes refer to students as “not ready for college.” We need to flip this question so that we ask “How can HSU become *a college that is ready* for its students?” How are the Ethnic Studies and Diversity and Common Ground requirements part of how we answer this question?





## A Definition:

Ethnic Studies as an interdisciplinary field with intersectional orientations to the study of race, ethnicity and indigeneity. It offers a comprehensive understanding of the unique experiences of Native and Indigenous Peoples, Asian Americans, Black Americans and Latinx/Chicanx Americans in the United States. Ethnic Studies is integral to connecting students lived experiences (embodied knowledges) across disciplines; is effective in decolonization (challenging racism and epistemic violence) and equips students with tools to better understand social inequalities and structural forces that shape their lives while also providing them with tangible strategies to transform their communities.

*Rethinking Ethnic Studies, 2019*



## Reframing Learning at HSIs:

“HSIs must provide curricula and programs that are grounded in justice and equity. [An HSI] identity is enacted through a social justice curriculum and culturally relevant programs, services, and practices. These types of curricula and programs should provide students with diverse perspectives, teaching them about their own racial and cultural histories, but also about the history of other racialized ethnic and indigenous people. The curricula and programs should provide perspectives that are intersectional, including gender, sexual, religious, and socioeconomic identities. Moreover, they should be grounded in a liberation-based model, in which students learn about systemic subjugation and discrimination, with the goal of disrupting these systems...Within an organization where members construct this type of organizational identity, diverse curricular programming offerings should be available and required for all, including people from dominant groups.”

Garcia, *Becoming Hispanic-Serving Institutions:  
Opportunities for Colleges and Universities*



## Area F Core Competencies

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





## Diversity and Common Ground

**Catalog language:** Analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.

**ACAC language:** Recognizing the increasing cultural diversity of California's population, and the importance of understanding diverse cultural experiences, identities and how differential power and privilege are organized.

[HSU Catalog General Education](#)

