

## ASSOCIATED STUDENTS BOARD OF DIRECTORS

Humboldt State University  
Meeting on Monday, April 8, 2019  
University Center Banquet Room

3:00 pm

### Agenda #15

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda #15 dated April 8, 2019 – **Action Item**
- IV. Chair's Report
- V. Public Comments

*As per the Gloria Romero Open Meeting Act of 2000 authorized by Section 89306.*

*Every A. S. Board of Directors agenda for regular meetings shall provide an opportunity for members of the public to directly address the A.S. Board of Directors on any item affecting higher education at the campus or statewide level. Provided that no action shall be taken on any item not appearing on the agenda. However, the Board of Directors may briefly respond to statements made or questions posed by a person exercising their public testimony rights, may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. The A.S. Board of Directors may also provide a reference to resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or request that a matter of business be placed on a future agenda.*

*Persons recognized by the Chair should first identify themselves by name. Time limits will be established by the Chair depending on the number of people wishing to speak and the length of the Agenda. The maximum amount of time per speaker shall not exceed 10 minutes. Public comments regarding items on the agenda will be taken prior to each agenda item.*

- VI. Presentation
  - a. Introduction to Space Allocations – Liz Whitchurch, Campus Space Analyst of Facilities Management  
*An introductory presentation on the University Space & Facilities Advisory Committee [USFAC] applications to fill spaces in the Recreation & Wellness Center and Forbes Gymnasium buildings that are planned to be vacated by May 23, 2019. According to the Integrated Assessment, Planning & Budget Initiative [IAPB], the Board will review the applications the week of April 8 and then make a recommendation to the University Cabinet at the April 15, 2019 Board meeting.*
- VII. Appointments to the Board of Directors and Committees –**Action Items**
  - a. A.S. President
    - i. Brennen Duck – Environmental Health & Occupational Safety (aka Campus Safety Committee)
    - ii. Maddie Halloran – Diversity & Equity Grants Committee
  - b. A.S. Administrative Vice President

- i. Sarah Kanga Livingstone – Diversity & Equity Grants Committee

VIII. Old Business

- a. 2019-20 Recommended Associated Students Budget Questions & Appeals – **Action Item**

*Hear the A.S. Programs appealing their recommended budget allocation. If any A.S. Programs were selected for questions on March 25, they will be heard during this meeting, as well. The appeals order is based on chronology of request for appeals.*

Appeals

Drop-In Recreation (Pool)

Waste Reduction & Resource Awareness Program [WRRAP]

Campus Center Appropriate Technology [CCAT]

Womxn's Resource Center [WRC]

Questions

Asian, Desi, Pacific Islander Collective [ADPIC]

Youth Educational Services [YES]

Student Access Gallery [SAG]

Self Review

Associated Students General Operations

Associated Students Government

IX. New Business

- a. SB 467 Bill – **Action Item**

*California State University Cal Poly, San Luis Obispo (SLO) requested to President Sandoval that the HSU Associated Students review Senate Bill 467 (SB467) and the attached factsheet regarding the bill. The Board has the opportunity to formally support the bill, like the SLO A.S. has done.*

- b. Green New Deal Resolution (1st Reading) – **Action Item**

*The Board will discuss and may take action on a resolution that would support the recognition of the Green New Deal.*

X. Board Reports

*10 minute limit each speaker, additional time at discretion of the Chair*

- a. President
- b. Legislative Vice President
- c. Administrative Vice President
- d. Student Affairs Vice President
- e. Environmental Sustainability Officer
- f. Social Justice and Equity Officer
- g. Public Relations Officer
- h. ASPresents Representative
- i. Student-at-Large Representatives
- j. Graduate Representative

- k. College of Natural Resources & Sciences Representatives
- l. College of Arts, Humanities & Social Sciences Representatives
- m. College of Professional Studies Representatives
- n. Advisor
- o. Executive Director

XI. General Discussion

*At this time the Board of Directors members may follow-up with questions regarding reports.*

XII. General Session

XIII. Announcements

XIV. Adjournment

## University Space & Facilities Advisory Committee (USFAC)

Subject: Request for Proposals - University Space Available for Re-Allocation 2019

Pursuant to the [University Space Management Policy P15-03](#) section II.B. "Allocation of Vacated Space", the University Space and Facilities Advisory Committee (USFAC) is responsible for re-allocation of vacated space on campus. With the elimination of the football program, an assortment of space in the Recreation Wellness Center (RWC) and Forbes Gymnasium (FGYM) buildings allocated to Athletics and assigned to the football program will be vacated as of May 23, 2019. As such, the USFAC is evaluating how this space may be re-allocated. To support this effort, the USFAC is issuing a Request for Proposals to inform the committee of possible re-allocation actions.

### Request for Proposal Documents

- [Space Request Form](#) (link) \*\* This is the main routing document for this proposal. \*\*
- [Proposal Evaluation Rubric](#) (link)
- [Maps with markups showing available space](#) (link)

### Information

- **Space Details:**  
University space for re-allocation consists of all space that was previously occupied by the football program as recorded in the university space database, HSU FacilitiesLink. These spaces will become available starting May 23<sup>rd</sup>, 2019 and are listed as follows. Floorplans/maps are available in "Request for Proposal Documents", above.

#### Recreation & Wellness Center:

- [Room 121](#), football locker room, 1,500 SF available after new secondary hall. This room still serves as access to rooms 121B, C, D, E, F, G, J, L. These rooms are other sports locker rooms, open restrooms, showers and halls. The space may need to be modified to allow access to 121 alone from the main hall H1-A and preserves secondary hall access to 121 B, C, D, E, F, G, J, L. This may include the erection of a wall along the east side of 121 in line with the east wall of 121F in order to extend 121E. There may also be a need to extend the barrier walls surrounding 121 to the ceiling in a way that still allows air to flow, but removes the ability for individuals to climb over the current short walls.
- [Room 120](#), football equipment room, 600 SF available after split. This room will need to preserve the entrance from hall H-1A to the east half of room 120 for existing athletic operations. The west portion of 120 is in consideration for re-allocation. The space may need to be modified to allow a separation within room 120.

#### Forbes Gymnasium:

- [Room 140](#), Work room with sink, 69 SF.
- [Room 141](#), Office Space, 192 SF.
- [Room 142](#), Office Space, 208 SF.
- [Room 143](#), Office Space, 154 SF.
- [Room 144](#), Office Space, 154 SF.

1 Harpst Street, Arcata, California 95521-8299

<https://facilitymgmt.humboldt.edu/university-space-and-facilities-advisory-committee>

- [Room 145](#), Office Space, 158 SF.
  - [Room 148](#), Conference Room, 694 SF.
  - [Room 149](#), General Storage, 1,578 SF. This space is currently allocated as University storage but may be included as part of proposal. This space may need to be modified to allow improved access control, heating, ventilation and room finishes for occupancy. This room serves as access to room 152 storage, 153 storage, 156 storage, 158 storage, 159 electrical room and secondary entrance to 160 Center Activities storage.
  - [Room 150](#), Office Space, 140 SF.
  - [Room 151](#), Office Space, 442 SF.
  - [Room 152](#), General Storage, 280 SF. This space is currently allocated as University storage but may be included as part of proposal. The space may need to be modified to allow improved access control, heating, ventilation and room finishes for occupancy. This room is accessed through storage room 149.
  - [Room 153](#), General Storage, 698 SF. This space is currently allocated as University storage but may be included as part of proposal. The space may need to be modified to allow improved access control, heating, ventilation and room finishes for occupancy. This room is accessed through storage room 149.
  - [Room 158](#), General Storage, 1,067 SF. This space is currently allocated as University storage but may be included as part of proposal. The space may need to be modified to allow improved access control, heating, ventilation and room finishes for occupancy. This room is accessed through storage room 149.
- **Funding:**  
The University has not allocated funds for room modifications, renovations, or moving support. Proposers are encouraged to include a funding narrative outlining any funding that may be available within the division to support the proposal. Please include the full budget that the proposer is willing to dedicate to the proposal. Should your proposal be one of the successful considerations, further work will be initiated between the proposer and Facilities Management to evaluate feasibility.
- **Evaluation Criteria:**  
Using the [Space Request Form](#), the proposer will fill in the fields with the appropriate information. These fields align with evaluation criteria found in the [Proposal Evaluation Rubric](#). Evaluation criteria are summarized as follows:
    - ❖ University Strategic Plan - Demonstrate alignment of this proposed space reallocation with the four major components of the University Strategic Plan
    - ❖ Collective Impact – Demonstrate potential synergies between departments or programs related to this proposed space reallocation.
    - ❖ Needs Analysis – Demonstrate evidence showing why this proposed space reallocation is needed.
    - ❖ Outcomes & Objectives – Outline how this proposed space reallocation would support the Department’s Outcomes & Objectives.
    - ❖ Assessment Plan – Propose a future measure to demonstrate that the proposed space reallocation helped move the Department/University toward stated Goals, Outcomes, and Objectives.
    - ❖ Financial Stability – Summarize the financial plan supporting this proposed space reallocation.

## Process and Submission Deadlines

This Request for Proposals process is in alignment with the [Integrated Assessment, Planning, and Budget \(IAPB\) framework](#) pilot program. Proposals submitted via the online space request form will be routed through the campus organizational structure and reviewed/prioritized at each level of the organization. All department requests for space related to this call must be submitted via the [online request form](#) by 11:59PM on 3/15/19. These will be forwarded to respective MBUs for review. MBU's will email proposals selected to advance to the Division level to [space@humboldt.edu](mailto:space@humboldt.edu) by 11:59PM on 3/22/19. Proposals selected at the division level for further consideration will be emailed to [space@Humboldt.edu](mailto:space@Humboldt.edu) by 11:59PM on 4/5/19. Student feedback on RFPs prioritized for consideration by the divisions will be solicited from the Associated Students at their Board meeting on 4/15/19. Proposals will be scored by USFAC at the 4/19/19 meeting using the associated [Proposal Evaluation Rubric](#). All division-prioritized proposals and associated scoring/feedback will be presented to the President's Cabinet for review and USFAC/URPC for final recommendation to the President. Ultimately, the President will make the decision on which proposals will be successful.

This schedule is represented in the graphic below:

2019 Spring Vacated Football Space Reallocation	<b>USFAC</b> Issue Call for FY1920 Space Reallocation Requests (Rubric provided)  3/01/19	<b>Department</b> Strategic & Operational Planning for Space Requests due to MBU  3/22/19	<b>MBU</b> Strategic & Operational Planning Space Requests - Select proposals due to Division  3/29/19	<b>Division</b> Strategic & Operational Planning. Space requests due to USFAC  4/12/19	<b>AS Feedback</b> Feedback on space requests due to Cabinet 4/19/19  <b>USFAC</b> Rubric analysis. Due to cabinet 4/19/19	<b>Cabinet</b> Prioritize space requests. Due to USFAC/URPC  4/26/19	<b>USFAC/URPC</b> Review prioritized requests. Recommendation to due to President  5/3/19	<b>President</b> Budget Announcement, Including vacated space reallocation  5/31/19
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## Additional Resources

- [University Space Management Policy](#)
- [University Space and Facilities Advisory Committee Website](#)
- [Space Policy Implementation Plan](#)

	HSU Strategic Plan - 50%					Proposal Design - 40%			Funding Availability - 10%	
	10%	10%	10%	10%	10%	15%	15%	10%	10%	
	Prepare Students to be socially & Environmentally Responsible leaders in a diverse and globalized world	Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies	Strengthen partnership with local communities	Serve as effective stewards of the natural and built environment, with a focus on sustainability	Collective Impact	Needs Analysis	Outcomes and Objectives	Assessment Plan	Financial Sustainability	
Possible Scores	<b>Initial - 1</b>	Does not clearly address the development of socially/environmentally responsible student leaders.	Does not clearly address the fostering of meaningful relationships across differences, including diverse cultural communities, identities, and competencies.	Does not clearly address the strengthening of partnerships with local communities.	Does not clearly address the sustainable stewardship of the University's natural and built environment	It is not clear how this space allocation can support or sustain current initiatives.	It is not clear what the need is nor is there communicated plans for data collection to support request.	It is not clear if outcomes and objectives have been developed.	No assessment plan exists.	It is not clear what funding plan exists to support this effort long term.
	<b>Emerging - 2</b>	Indirectly relates to the development of socially/environmentally responsible student leaders.	Indirectly relates to the fostering of meaningful relationships across differences, including diverse cultural communities, identities, and competencies.	Indirectly relates to the strengthening of partnerships with local communities.	Indirectly relates to the promotion of sustainable stewardship of the University's natural and built environment.	Demonstrates indirect connection to support, sustain, or enhance current initiatives with proven patterns of success.	Analysis of need is hypothesized and plans to collect direct or indirect data are noted.	Outcomes and objectives have been developed but have not been implemented.	Assessment plan exists but is not tied to outcomes and objectives.	Short-term funding plan exists but long-term plan does not.
	<b>Developed - 3</b>	Begins to directly relate to the development of socially/environmentally responsible student leaders.	Begins to directly address the fostering of meaningful relationships across differences, including diverse cultural communities, identities, and competencies.	Begins to directly address the strengthening of partnerships with local communities.	Begins to directly address the promotion of sustainable stewardship of the University's natural and built environment.	Demonstrates direct connection to support, sustain, or enhance current initiatives with proven patterns of success.	Analysis of need is demonstrated and is backed one year of direct or indirect data as evidence of need.	Outcomes and objectives have been developed, and implemented but not assessed.	Assessment plan exists and is connected to outcomes and objectives.	Short term funding plan exists and long term funding plan is proposed.
	<b>Highly Developed - 4</b>	Directly aids in the development of socially/environmentally responsible student leaders.	Directly aids the fostering of meaningful relationships across differences, including diverse cultural communities, identities, and competencies.	Directly aids in the strengthening of partnerships with local communities.	Directly aids the promotion of sustainable stewardship of the University's natural and built environment.	Demonstrates clear connection to current initiatives with proven patterns of success and how those initiatives can be further sustained and enhanced.	Analysis of need is clearly demonstrated and is backed by multiple years of direct or indirect data as evidence of need.	Outcomes and objectives have been developed, implemented and assessed and program changes have occurred as a result of evidence.	Assessment plan exists, is connected to outcomes and objectives, and has collected preliminary results.	Long term, base funding exists for this program and is already budgeted within the organization.

Proposal Titles	Score 1-4		Score 1-4		Score 1-4		Score 1-4		Score 1-4		Total weighted score	Notes
	Social/Environmental Student Leadership	Fostering Meaningful Relationships Across Differences	Strengthening Partnership with Local Communities	Fostering Effective & Sustainable Stewardship of the Environment	Collective Impact	Needs Analysis	Outcomes and Objectives	Assessment Plan	Financial Sustainability			
Example Proposal 1	4	4	4	4	4	4	4	4	4	40.0	(maximum score)	
Example Proposal 2	3	4	1	2	2	4	1	4	1	24.5		
Example Proposal 3	2	3	4	1	4	1	2	1	4	23.5		
Example Proposal 4	1	1	4	1	1	2	2	2	2	18.0		
Example Proposal 5	2	2	1	4	1	3	2	1	1	19.5		
Example Proposal 6	4	4	1	4	3	3	4	4	2	32.5		
Example Proposal 7	1	4	3	2	3	4	3	2	3	28.5		
Example Proposal 8	1	1	1	1	1	1	1	1	1	10.0	(minimum score)	

## Committee Applicants (in alphabetical order by committee title)

### Diversity and Equity Grants Committee

**Maddie Halloran**

**College:** College of Natural Resources and Sciences

**Major:** Geology

**Class Standing:** Senior

**Please explain why you are interested in this position:** As an AS BoD member, I need to serve on a committee this semester. I am interested in serving on this committee because it has a defined project that I will be able to help complete before the end of the semester. I am also interested in learning more about ways to expand the capacity for diversity and inclusion on the HSU campus.

**Briefly describe any past experience, campus activities, and/or skills that you feel qualify you for this position:** This is my 3rd semester serving on the AS BoD. I previously have served on the AS Executive Committee (1 semester) and the CNRS Strategic Planning Committee (2 semesters), so I am well-versed in some of the funding and diversity issues on campus.

**Sarah Kanga Livingstone**

**College:** College of Natural Resources and Sciences

**Major:** Wildlife Biology

**Class Standing:** Junior

**Please explain why you are interested in this position:** I am interested in seeing how HSU is assisting all students in the form of our academic centers.

**Briefly describe any past experience, campus activities, and/or skills that you feel qualify you for this position:** I have experience both writing grants and reviewing funding proposals.

### Environmental Health & Safety Committee (aka Campus Safety Committee)

**Brennen Duck**

**College:** College of Arts, Humanities, and Social Sciences

**Major:** Political Science

**Class Standing:** Junior

**Please explain why you are interested in this position:** I have past experience in this field

**Briefly describe any past experience, campus activities, and/or skills that you feel qualify you for this position:** I have a professional background in occupational safety and emergency response.



Dear Jazmin Sandoval,

I am emailing you on behalf of a student-led bill writing project at Cal Poly, San Luis Obispo.

I wanted to reach out to seek Humboldt State University Associated Students' support for our bill: SB 467, which has been introduced by Senator Bill Monning. SB 467 provides additional useful information to prospective students and families regarding the cost of attendance, and does so in a way that will incur relatively low costs on the part of the UC and CSU.

Many students who attend a CSU or UC under the belief that they can afford the expenses often find that the actual, total cost to attend is far greater than expected, leading some to dropout or postpone their education. SB 467 will empower prospective students to make better informed decisions about attending a CSU or UC by providing critical financial information.

Attached is the full text of the bill and a fact sheet provided by Senator Monning. Given that SB 467 aligns with the core mission and legislative priorities of Humboldt State University Associated Students, we respectfully ask that you consider signing on to a letter expressing support for SB 467. If your organization would like to support this legislative effort we will provide the sample text of the letter. Thank you for your consideration and please do not hesitate to reach out with any questions

Best,

Harrison Kirk

**Introduced by Senator Monning**  
(Coauthor: Assembly Member Cunningham)

February 21, 2019

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An act to amend Section 66014.2 of the Education Code, relating to postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

SB 467, as introduced, Monning. Postsecondary education: cost-of-living categories.

Existing law establishes the California State University, under the administration of the Trustees of the California State University, and the University of California, under the administration of the Regents of the University of California, as 2 of the segments of public postsecondary education in this state. The California State University comprises 23 institutions of higher education, and the University of California comprises 10 institutions of higher education, and these institutions are located throughout the state.

Existing law requires each campus of the California State University, and requests each campus of the University of California, to post on its internet website, on or before February 1 of each year, information about the market cost of a one-bedroom apartment in the areas near that campus where its students commonly reside. Existing law requires or requests the campuses, as applicable, in reporting information pursuant to this provision, to exercise due diligence and consult bona fide and reliable sources of current information about local housing market costs, as specified.

This bill would require each campus of the California State University and request each campus of the University of California, to additionally post on its internet website: (1) information about the market cost of

2-bedroom apartments and one-person bedrooms in private houses in the areas near that campus where its students commonly reside; (2) separate estimates of other cost-of-living categories, including, but not limited to, living at home or in a permanent residence, food, transportation, books and supplies, miscellaneous expenses, tuition, and mandatory student fees; (3) description of the data sources and methods used to calculate its estimates for each cost-of-living category; and (4) a statement emphasizing the variability of actual costs for individual students and encouraging prospective students and their families to consider how their own costs might differ from those given in the estimates.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
 State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. Section 66014.2 of the Education Code is  
 2 amended to read:  
 3 66014.2. ~~Each~~(a) *In order to help prospective students and*  
 4 *their families more accurately calculate the cost of attendance,*  
 5 *each* campus of the California State University shall, and each  
 6 campus of the University of California is requested to, post *all of*  
 7 *the following* on its ~~Internet Web site~~, *internet website*, on or before  
 8 February 1, ~~2018~~, 2020, and on or before February 1 each year  
 9 ~~thereafter, information thereafter~~:  
 10 (1) (A) *Information* about the market cost of ~~a one-bedroom~~  
 11 ~~apartment~~ *one- and two-bedroom apartments and of one-person*  
 12 *bedrooms in private houses* in the areas surrounding that campus  
 13 where its students commonly reside. ~~In~~  
 14 (B) *In* reporting this information, the campus shall exercise due  
 15 diligence, and shall consult bona fide and reliable sources of current  
 16 information about local housing market costs, including, but not  
 17 necessarily limited to, information received from students of that  
 18 campus, local newspapers and bulletin boards, and ~~Internet Web~~  
 19 ~~sites~~ *internet websites* on which notices regarding local rental  
 20 vacancies are posted. The information posted pursuant to this  
 21 section shall be posted in the same location on the campus ~~Internet~~  
 22 ~~Web site~~ *internet website* where the housing cost estimates for  
 23 off-campus students are posted.

- 1     (2) *Separate estimates of other cost-of-living categories, on the*  
2 *same internet web page, including, but not limited to, all of the*  
3 *following:*
- 4     (A) *The estimated cost of living at home or in a permanent*  
5 *residence, such as with a parent.*
  - 6     (B) *The estimated cost of food.*
  - 7     (C) *The estimated cost of transportation.*
  - 8     (D) *The estimated cost of books and supplies.*
  - 9     (E) *The estimated cost of miscellaneous expenses.*
  - 10    (F) *The estimated cost of tuition.*
  - 11    (G) *The estimated cost of mandatory student fees.*
  - 12    (H) *A description of the data sources and methods used to*  
13 *calculate its estimates for each cost of living category.*
- 14    (3) *A statement emphasizing both of the following:*
- 15    (A) *All cost estimates reflect estimated costs for a typical*  
16 *student, but actual costs can vary considerably for individual*  
17 *students.*
  - 18    (B) *The university strongly encourages prospective students*  
19 *and their families to consider how their own costs might differ*  
20 *from those given in the estimates, including by seeking out cost of*  
21 *attendance estimates from other sources and by considering*  
22 *whether they will face other costs that are not listed in the estimate*  
23 *categories or how their veteran status might affect costs.*
- 24    (b) *Each campus of the California State University shall, and*  
25 *each campus of the University of California is requested to, post*  
26 *the information described in subdivision (a) on the same internet*  
27 *web pages where it posts cost estimates of institutional housing*  
28 *and meal plans mandated pursuant to Section 69503.6.*

**FACT SHEET: SB 467**  
**SENATOR WILLIAM MONNING**  
**UC/CSU COST OF ATTENDANCE TRANSPARENCY**

**PROPOSED BILL**

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Senate Bill (SB) 467 requires the California State University (CSU), and requests the University of California (UC), to place accurate and comprehensive cost-of-attendance information for prospective students on their internet websites.

**BACKGROUND**

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Affordability has long been one of the principal barriers to Californians seeking access to higher education and the lack of accurate cost-of-attendance information available to prospective students can make the decision to pursue a degree program much more difficult.

The lack of comprehensive information about the actual cost of attending a CSU or UC campus can lead to students foregoing an educational opportunity under the mistaken belief that they cannot afford to attend a campus. Additionally, many students who attend a CSU or UC under the belief that they can afford the expenses often find that the actual, total cost to attend is far greater than expected, leading some to drop-out or postpone their education.

In an era where student homelessness and food-insecurity is becoming more and more common, CSU and UC must provide prospective students with cost estimates and the methodology used to determine those estimates.

AB 990 (Chapter 170, Statutes of 2017), requires the CSU and UC to post the estimated market cost of an off-campus one-bedroom apartment, and is a good first step

in educating prospective students about the unique housing costs that exist at each of the different CSU and UC campuses. There still remains, however, a critical need for more comprehensive and easily accessible information on the total and actual cost of attending one of California's public higher education institutions.

**SOLUTION**

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SB 467 will empower prospective students to make better informed decisions about attending a CSU or UC by providing critical financial information.

Requiring California's postsecondary education institutions to post detailed estimates about the costs of housing, food, books, student fees, and other expenses will allow students and their families to better understand what campus they can afford and how they will need to budget for those expenses if they accept admission.

**SUPPORT**

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None at this time

**OPPOSITION**

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None at this time

**FOR MORE INFORMATION**

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Contact: Tobias Uptain-Villa  
Phone: (916) 651-4017  
Email: [Tobias.uptain-villa@sen.ca.gov](mailto:Tobias.uptain-villa@sen.ca.gov)

**RESOLUTION No. 2018-19-10**

**AUTHORED BY:** Isabel Sanchez, AS Environmental Sustainability Officer  
Jazmin Sandoval, Associated Students President

**REFERRED TO:** A.S. BOARD OF DIRECTORS

**ACTION SCHEDULED:** April 8<sup>th</sup>, 2019

**SUBJECT:** Recognition of the Green New Deal

**WHEREAS**, the Associated Students (A.S.) Board of Directors of Humboldt State University (HSU) is the single recognized voice for over 7,500 students; and,

**WHEREAS**, the Mission of the Associated Students of Humboldt State University serves to "assist in the protection of rights and interests of the individual student and the student body," and to "stimulate the educational, social, physical, and cultural well-being of the University community"; and,

**WHEREAS**, this institution claims Humboldt State University as being the “campus of choice for individuals who seek above all else to improve the human condition and our environment,” as well as the vision of being exemplary partners with our communities, renowned for social and environmental responsibility and action, and believing the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.<sup>1</sup> And,

**WHEREAS**, capitalism is an economic system driven by the exploitation and oppression of the working class and other marginalized communities for the benefit of those in the upper echelons of society, the capitalist class<sup>2</sup>, and

**WHEREAS**, since the birth of a capitalist system in the late 13th century, the means of production has been privately owned by wealthy individuals and corporations who prioritized profit over people's needs, while the workers did the actual work what the capitalists owned, and

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<sup>1</sup> *Office of the President*, [president.humboldt.edu/vision](http://president.humboldt.edu/vision).

<sup>2</sup> McGrath, Corey. “What Is Capitalism?” *Liberation School*, [liberationschool.org/02-what-is-capitalism-html/](http://liberationschool.org/02-what-is-capitalism-html/).

**WHEREAS**, the global working class has experienced the symptoms of the capitalist system which has produced the majority of the social, environmental and political issues we see today, including but not limited to: homelessness, lack of health care, racism, sexism, unemployment, poverty, privatization of education, and much more, and

**WHEREAS**, since 1492 the colonization of the western hemisphere resulted in the genocide of 95% of Indigenous populations and the enslavement of Africans, eventually creating the capitalist state known as the United States, and

**WHEREAS**, the discovery of gold in 1849 brought white settlers to the Humboldt Bay, and resulted in the destruction of Indigenous peoples and culture,

**WHEREAS**, the discovery of gold in California ushered in the most unimaginable, dramatic, immediate and rapid growth of the lumber industry, in which California's population grew four fold between 1850 and 1860 who demanded logs giving rise to the capitalist class along the Redwood Coast including Humboldt Bay. And,

**WHEREAS**, the selling of redwood trees from Humboldt County for profit came at the expense of Indigenous peoples who experienced genocide by the hands of the colonial settlers, and is a specific and major reason to why only 95% of endangered old coast redwoods have been cut down, with only 5% remaining. And,

**WHEREAS**, during the Great Depression fifteen million workers were unemployed. Lacking any social safety net, malnutrition and the threat of starvation were the reality for many. Under growing pressure from the communist-led movement of organized labor, President Roosevelt implemented his "New Deal" through a series of reforms to create jobs and stabilize the economy<sup>3</sup>, and

**WHEREAS**, FDR presented his New Deal to keep revolution at bay as the mass labor movement threatened the very survival of the capitalist system itself, and

**WHEREAS**, we are currently in a very different place in regards to the political consciousness of the U.S. working class, but that can always shift — and shift quickly — as more workers recognize their power in united action and the urgent need to address the looming catastrophe. The recent successes of the teacher strikes nationwide as well as the airport worker actions that decisively ended the government shutdown bode well for a militant upsurge in worker mobilizations, and

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<sup>3</sup> Landis, Tina. "The Green New Deal: A Real Solution or Political Theater? |..." *Liberation News*, 16 Feb. 2019, [www.liberationnews.org/the-green-new-deal-a-real-solution-or-political-theater/](http://www.liberationnews.org/the-green-new-deal-a-real-solution-or-political-theater/).

**WHEREAS**, we need to be urgent in matters of climate change and environmental destruction, degradation, and rising sea levels, threatening Earth's current inhabitants; human beings, animals, plants, etc, and

**WHEREAS**, in the 2012 and 2016 Presidential elections, Green Party candidate, Jill Stein, presented in her electoral program a Green New Deal which presented alternatives to the current capitalist system, and

**WHEREAS**, the Green Party's Green New Deal presented the following summarized programs to provide relief and create an economy that makes our communities sustainable, healthy and just<sup>4</sup>:

1. Economic Bill of Rights

- a. The right to employment through a Full Employment Program
- b. Worker's rights including the right to a living wage, to a safe workplace, to fair trade, and to organize a union at work without fear of firing or reprisal.
- c. The right to quality health care which will be achieved through a single-payer Medicare-for-All program.
- d. The right to a tuition-free, quality, federally funded, local controlled public education system from pre-school through college.
- e. The right to decent affordable housing
- f. The right to accessible and affordable utilities
- g. The right to fair taxation

2. A Green Transition

- a. Invest in green business
- b. Prioritize green research
- c. Provide green jobs by enacting the Full Employment Program

3. Real Financial Reform

- a. Relieve the debt overhang holding back the economy by reducing homeowner and student debt burdens.
- b. Democratize monetary policy to bring about public control of the money supply and credit creation.
- c. Break up the oversized banks that are "too big to fail."
- d. End taxpayer-funded bailouts for banks, insurers, and other financial companies.
- e. Regulate all financial derivatives and require them to be traded on open exchanges.

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<sup>4</sup> "Green New Deal." *Www.gp.org*, [www.gp.org/green\\_new\\_deal](http://www.gp.org/green_new_deal).



- f. Restore the Glass-Steagall separation of depository commercial banks from speculative investment banks.
- g. Establish a 90% tax on bonuses for bailed out bankers.
- h. Support the formation of federal, state, and municipal public-owned banks that function as non-profit utilities.

4. A Functioning Democracy

- a. Revoke corporate personhood
- b. Protect our right to vote
- c. Enact the Voter Bill of Rights that will:
  - i. guarantee us a voter-marked paper ballot for all voting;
  - ii. require that all votes are counted before election results are released;
  - iii. replace partisan oversight of elections with non-partisan election commissions;
  - iv. celebrate our democratic aspirations by making Election Day a national holiday;
  - v. bring simplified, safe same-day voter registration to the nation so that no qualified voter is barred from the polls;
  - vi. do away with so-called "winner take all" elections in which the "winner" does not have the support of most of the voters, and replace that system with instant runoff voting and proportional representation, systems most advanced countries now use to good effect;
  - vii. replace big money control of election campaigns with full public financing and free and equal access to the airwaves;
  - viii. guarantee equal access to the ballot and to the debates to all qualified candidates;
  - ix. abolish the Electoral College and implement direct election of the President;
  - x. restore the vote to ex-offenders who've paid their debt to society; and,
  - xi. enact Statehood for the District of Columbia so that those Americans have representation in Congress and full rights to self-rule like the rest of us.
- d. Protect local democracy and democratic rights
- e. Create a Corporation for Economic Democracy
- f. Strengthen media democracy
- g. Protect our personal liberty and freedoms by:
- h. Rein in the military-industrial complex by
  - i. reducing military spending by 50% and closing U.S. military bases around the world;
  - ii. restoring the National Guard as the centerpiece of our system of national defense; and,

- iii. creating a new round of nuclear disarmament initiatives.

**WHEREAS**, The Green New Deal, presented to Congress, by AOC on Feb. 7, 2019 has been touted in the mainstream media as bold action on the climate crisis, yet lacks many qualities of the Green New Deal as presented by the Green Party<sup>5</sup>, and let it be

**RESOLVED**, that the Associated Students Board neither support nor reject the Green New Deal as presented by AOC, but continue to advocate for a version of the Green Party’s Green New Deal, and

**RESOLVED**, following a Board of Directors vote to adopt a version of the Green New Deal, a committee be formed with staff, faculty, general students, a representative from the Humboldt Sunrise Movement, AS President as chair of the committee or delegate, and Native American/Indigenous American student representatives to implement the chosen Green New Deal at Humboldt State University and the City of Arcata; and be it further

**RESOLVED**, while the Green New Deal, as presented by AOC, has good intentions and lacks actual accountability, it is the students of Humboldt State and other working class people of Humboldt County who can actually address and tackle climate change by taking radical direct action without relying on any capitalist politician whether they are Democrat or Republican; and be it finally resolved

**RESOLVED**, That copies of this resolution be sent to, but not limited to CSU Chancellor Dr. Timothy White, HSU President Dr. Lisa Rossbacher, Vice Presidents, College Deans, Arcata City Manager Karen Diemer, HSU Faculty, The California Faculty Association of Humboldt State Chapter, ITEPP, INRSEP, Eureka NAACP, CRGS Department, Earth Guardians, CCAT, Womxn’s Resource Center, Multicultural Center, CNRS department, LCAE, AACAE, ADPIC, Black Student Union, EPIC, Humboldt Sunrise Movement, The Humboldt County Green Party, Mecha de Humboldt State, Scholars Without Borders, Students for Quality Education, Chairman Ted Hernandez of the Wiyot Tribal Council, Tia Oros Peters of Seventh Generation Fund, the Lumberjack Newspaper, and El Lenador Newspaper.

Approved on \_\_\_\_\_

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Jazmin Sandoval, Co-author  
A.S. President

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Isabel Sanchez, Co-author  
Environmental Sustainability Officer

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Paola Valdovinos  
Chair &  
Legislative Vice President

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<sup>5</sup> “Green New Deal.” *W*[www.gp.org](http://www.gp.org), [www.gp.org/green\\_new\\_deal](http://www.gp.org/green_new_deal).