

Tuesday, January 29, 2019, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:04pm on Tuesday, January 29, 2019 in Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Bacio, Brumfield, Burkhalter, Creadon, Dawes, Enyedi, Gough, Karadjova, Keever, Kerhoulas, Le, Maguire, K. Malloy, N. Malloy, Mola, Moyer, Pachmayer, Parker, Rizzardi, Rossbacher, Sandoval, Tarlton, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Members Absent

Byrd, Gomez

Guests

Mark Wicklund, Melinda Haynes-Swank, Laura Hahn, Amber Blakeslee, Rick Zechman, Jenessa Lund, Rock Braithwaite, Dale Oliver, Bethany Rizzardi, Lisa Castellino, Lisa Bond-Maupin, Casey Park, Kim Comet, Stephanie Lane, Tera Mar, Holly Martel, Brigid Wall, David Montoya, Maxwell Schnurer, Sheila Rockar-Heppe, Frank Guerra, Edy Reynoso, Jennifer Eichstedt

Announcement of Proxies

It was noted there were no proxies to be announced

Approval of and Adoption of Agenda

M/S (Karadjova/Parker)

Motion carried unanimously

Approval of Minutes from the December 4, 2018 Meeting

M/S (Alderson/Le) to approve the Minutes of December 4, 2018

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

In addition to the written report, Chair Burkhalter reported that the Pre-Forum will be held on Thursday, January 31, from 3 – 5 PM in the Library, and encouraged everyone who is available to come share what qualities, skills, and experience they believe are important in the next HSU President. She continued, reminding the Senate that the ACTCSP will be here on February 4th for the actual Open Forum, which will be a town hall style meeting in the Kate Buchanan Room.

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Senator Alderson reported in addition that the General Faculty Election ballots were sent to electorates on Monday, and that a Second Call for Nominations was sent to all faculty this morning. She requested Senators take a moment to read the second call and let her know if there is any interest or interesting people from their respective departments.

Constitution and Bylaws:

Senator Le reported the CBC will hold its first meeting on February 6, 2019.

Faculty Affairs:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

Associated Students

- Written report attached

In addition to the written report, Senator Sandoval reported that AS is working with ODEI to give Financial Literacy presentations on campus, the first one being held February 13, from 4pm to 6pm and fliers for this event are forthcoming.

University Resources and Planning Committee:

- Written report attached

ASCSU Statewide Senate:

- Written report attached

Office of Equity, Diversity, and Inclusion:

- Written report attached

Student Affairs:

Interim VP Brumfield introduced Frank Guerra, the new Multicultural Center Coordinator

Administrative Affairs:

- Written report attached

In addition to the written report, VP Dawes introduced the new Associate Vice President for Human Resources, David Montoya. VP Dawes also reported the University Center is moving

forward in March with a referendum to propose a \$60 UC fee for students.

Provost's Office:

- Written report attached

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

It was noted there were no items on the ICC Consent Calendar

General Consent Calendar

The following General Consent Calendar Action Items were approved unanimously:

- i Action Item: Approval of 2019 Fall Welcome date change
 - o Provost Enyedi explained that move-in day is scheduled for Monday, and if both events were to happen on the same day, then lots of staff and faculty wouldn't be able to attend the first Fall Welcome from the new HSU President.
- i Action Item: Resolution on the Alcoholic Beverages Policy (07-18/19-UPC – January 29, 2019)

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

It was noted there were no guests signed up to speak during the Open Forum

TIME CERTAIN: 3:30-4:00 PM – IAPB Presentation on pilot Proposal Process for GI 2025 Funds

VP Dawes noted that the IAPB group has been working on this process for a long time, and it will ultimately develop into a budgeting process for other sources of funding. The Student Success Alliance (SSA) and GI 2025 monies related to student success will be the pilot program for these processes. He reminded the Senate this is a new process that will be refined and iterative and welcomed feedback on this work in progress.

Dr. Lisa Castellino and Dir. Haynes-Swank then gave the attached presentation.

Resolution on Humboldt State University Institutional Learning Outcomes (06-18/19-ICC – January 29, 2019) Second Reading

Senator Alderson briefly pointed out the revisions in the Resolution itself and the revised ILOs

Senator Virnoche spoke in favor of the Resolution, and extended thanks to Senator Alderson

Senator Creadon spoke against the Resolution since it contains nothing about the Arts or Arts appreciation

Senator Le spoke in favor of the Resolution, and expressed excitement that the ILOs contain words from Graduation Pledge, which was proposed by students at the Senate in 1987.

Senate vote to approve the Resolution on HSU Institutional Learning Outcomes **passed**.

Ayes: Alderson, Bacio, Burkhalter, Brumfield, Dawes, Enyedi, Gough, Johnson, Karadjova, Keever, Kerhoulas, Le, Maguire, K. Malloy, N. Malloy, Mola, Moyer, Pachmayer, Parker, Rizzardi, Sandoval, Tarlton, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Nays: Creadon

Abstentions: none

TIME CERTAIN: 4:30-5:00 PM – Discussion Item: Issues of Racism, Equity, Diversity and Elitism; continued discussion:

Diversity Specialist Dr. Edy Reynoso and Dr. Jennifer Eichstedt gave the attached presentation.

M/S (Le/Woglom) motion to adjourn

Meeting adjourned at 4:58pm

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, January 29, 2019

Welcome to Spring semester 2019!

The HSU presidential search is now underway. For reference, I have attached the search schedule and policy that was sent to me by the Chancellor's Office in October 2018. There is a Website (<https://presidentsearch.humboldt.edu/>) with information about the search, including upcoming forums and a list of the members of the Trustees Committee for Selection of the President (TCSP) and the Advisory Committee for the Selection of the President (ACTCSP). A feedback form is linked on the Website that can be used to submit comments to the ACTCSP, although it does not allow for anonymity. Contact a representative on the ACTCSP if you would like to provide direct, and potentially anonymous, feedback.

The presidential search open forum organized by the Chancellor's Office will occur in the Kate Buchanan Room 1-3pm on Monday, February 4. If you are interested what these forums look like, visit the YouTube link of the recording of the CSU-San Marcos open forum, which took place on November 30, 2018. (<https://www.youtube.com/watch?v=BfwUN77R5sc&feature=youtu.be>). As a reminder, the Senate, the Library and Associated Students are sponsoring a pre-forum, facilitated by Library Dean Cyril Oberlander, which will take place **Thursday, January 31, 3-5pm in Library 301H**. One goal of this event is to bring the campus community together to discuss the qualities, skills, and experience we would like to see in the next HSU president. The central component is participation by attendees in a series of 20-minute small group discussions organized by theme, the results of which will be reported back to the larger group to help to build a feedback document. The folks at the Library have offered to digest the feedback and compile a document that synthesizes the results of the pre-forum. The themes were developed in consultation with Senate Chairs at other CSU campuses who have recently participated in presidential searches. They are: Vision & Leadership Style; Campus & Community Engagement; Budget & Fundraising; Student Recruitment & Retention; Diversity, Inclusion & Equity; and Other. Participants in the pre-forum will also be provided with an opportunity to share what they think makes HSU special and the challenges and opportunities that leading HSU will present for the next president. The results of this discussion will inform the ACTCSP and should help the community to prepare for the 'town hall'-style February 4 open forum.

Building on the one-hour forum held at the November 13, 2018, Senate meeting, the Senate Executive Committee at its November 27, 2018, meeting, decided that the Senate agenda will include a standing discussion item on diversity, equity and inclusion for the Spring 2019 Senate meetings. ODEI Executive Director and senator, Cheryl Johnson, approached the Diversity, Equity and Inclusion Council (DEIC) members about playing a part in these discussions and several have offered to provide programming and facilitation. The slate of discussion topics and the structure of these conversations are under development. If you have an idea for these discussions, please share that idea with me or another member of Senate Executive Committee. One question that will guide the Senate moving forward is: What can the Senate do to promote racial equity in the work of the Senate and more broadly on campus?

At the request of Provost Enyedi, consistent with section 714 of the Faculty Handbook, the Senate Executive Committee approved the addition of Professor of History, Anne Paulet, to the Search Committee for the Associate Vice President of Faculty Affairs.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, January 29, 2019

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

Michael Goodman, Kayla Begay, Ramesh Adhikari, Heather Madar, Michael Le, Rock Braithwaite, Cheryl Johnson, Clint Rebik, Paola Valdovinos, Kerri Malloy

January 29

Addition to Committee Membership:

APC is pleased to welcome AS representative Paola Valdovinos to the committee.

Current Committee Priorities:

Advising Policy (finalizing and sending to FAC)

Classroom Disruptive Behavior Policy

Spring Meeting Dates:

January	29	8 AM - 8:50 AM (BSS 402)
February	11	3 PM - 3:50 PM (BSS 508)
February	26	8 AM - 8:50 AM (BSS 402)
March	11	3 PM - 3:50 PM (BSS 508)
March	26	8 AM - 8:50 AM (BSS 402)
April	8	3 PM - 3:50 PM (BSS 508)
April	23	8 AM - 8:50 AM (BSS 402)
May	6	3 PM - 3:50 PM(BSS 508)

August 29

- Review and discussion of policies that will be worked during the semester
 - Classroom Disruptive Behavior Policy
 - Advising Policy
- Committee has forwarded the Academic Honesty and Integrity Policy to the University Senate.

September 12

- Update on the Academic Honesty and Integrity Policy prior to the second reading before the University Senate.
- Started review the of the draft Advising Policy.

- APC will work those portions the policy that do not address workload. Those areas have been referred to the Faculty Affairs Committee.
- Discussion on HSU Catalog language regarding advising and its connection to the draft policy.
- Review and discussion on advising goals to ensure that they are assessible.
- Discussion on academic probation advising and notification of students and advisors.
- Committee will continue work via a shared document.

September 26

- Continued work on the Advising Policy with a timeline to present to SenEx by the end of October.
- Revised advising outcomes in the draft policy provided to the Committee.
- Students with the assistance of their adviser will develop an educational plan based on a major program, considering the students' abilities, interests, goals, and values.
- Students will be supported students in achieving their academic, professional, and post-baccalaureate goals using academic, extracurricular and relevant personal information.
- Students will be able independently navigate campus and local resources.
- Revised Academic Integrity and Honesty Policy will be forwarded to SenEx for its next meeting.

October 10

- Continued work on the draft advising policy.
- Discussion on how relationships between students and faculty advisers develop.
- Assignment of advisers to incoming freshmen and transfer students.
- Responsibilities of advisers and students in the advising process.

October 24

- Meeting cancelled due a lack of a quorum.
- November 7
- The committee is meeting virtually to review the draft of the advising policy that will be forwarded to SenEx.
- Members of APC met with the Office of Student Rights and Responsibilities to gain an understanding of how policies are recommended by the Senate and approved the President are implemented.

Update:

The Committee will be reviewing the final draft of the Advising Policy on December 5 with Kathy Thornhill. The policy will then be forwarded to SenEx for referral to Faculty Affairs.

Appointments and Elections Committee:

Submitted by Julie Alderson, AEC Chair

AEC appointed Jenn Tarlton (Lecturer in the Environmental Science and Management Program) to serve as interim-elected Lecturer representative on the Senate for the remainder of the Spring 2019 term. Jenn will serve in Jeff Dunk's place for the spring, while he's out on sabbatical.

General Faculty elections are underway. In addition, AEC will be appointing members to the various non-elected committee vacancies in need of representatives. As we did not receive nominations and self-nominations for all needed positions, an additional call for candidates has been distributed. If you have any suggestions for folks I might recruit, please let me know. I will be reaching out over the next week to find additional faculty willing to serve in these important roles.

Elected Position Openings:

GENERAL FACULTY / UNIVERSITY SENATE

- General Faculty Secretary / Treasurer, 2 year term
- General Faculty Representative to the ASCSU (Statewide Senate), 3 year term
- Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term
The position is open to Lecturers, Coaches and non-tenure line Counselors and Librarians with a time base of .40 or greater.
- Tenure Line At-Large Faculty Delegate, 3 year term
- Tenure Line Non-Instructional Faculty Delegate, 3 year term
- Tenure Line **CAHSS** Instructional Faculty Delegate, 3 year term
- Tenure Line **CPS** Instructional Faculty Delegate, 3 year term
- Tenure Line **CPS** Instructional Faculty Delegate, 3 year term

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Course and Degree Changes (CDC)

- Faculty Member (CAHSS), 3 year term
- Faculty Member (CNRS), 3 year term
- Faculty Member At-Large, 3 year term

Please refer to the [ICC Constitution](#) for detailed information regarding the charge to subcommittees of the ICC.

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

- Faculty Member (CAHSS), 2 year term
- Faculty Member (CPS), 2 year term

Duties: Review and select proposals submitted by faculty for Research, Scholarship, and Creative Activity grants which are awarded annually. Performs other duties when funds are not available, e.g., review of applications for McCrone awards and judging of posters for research symposium.

PROFESSIONAL LEAVE COMMITTEE

- Tenured Faculty Member, 2 year term
- Tenured Faculty Member, 2 year term
- Tenured Faculty Member, 2 year term

Duties: The committee reviews sabbatical leave applications and considers questions related to the quality of the proposed sabbatical project. The committee also conducts a continuing study of leave policy and recommends appropriate changes to the University Senate.

SPONSORED PROGRAMS FOUNDATION BOARD

Candidates are elected by faculty and recommended to the President for final appointment.

- Faculty Director, 4 year term
- Faculty Director, 4 year term

Duties: Govern the HSU Sponsored Programs Foundation, a non-profit corporation formed to advance the welfare of HSU through the development, encouragement, and management of sponsored programs and other special campus programs and their related trusts.

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

Faculty serving on the UFPC will receive 6 units of Assigned Time per year. Please note: faculty participating in the Faculty Early Retirement Program are eligible for nomination after receiving approval from the Provost.

- Faculty Member (At-Large), 2 year term
- Faculty Member (CAHSS), 2 year term
- Faculty Member (CNRS), 1 year term
- Faculty Member (CPS), Fall 2019 semester

Please refer to the following page for information regarding the duties of the UFPC:

<http://www2.humboldt.edu/senate/ufpc>

Appointed Position Openings:

ACADEMIC POLICIES COMMITTEE (APC)

- Faculty Member, 3 year term

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

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

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

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

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

Duties: Oversees the appointments and elections for the University Senate, General Faculty, Senate Standing Committees, Faculty positions on University committees and other duties as outlined in the [Senate Bylaws](#), Section 11.5.

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member (CAHSS), 2 year term

Duties: The Committee advises and provides direction to the Coordinator of Service Learning/Experiential Education through the formulation of policies, procedures, and strategic planning for the University's Service Learning and Experiential Education Initiative.

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member (CPS), 3 year term
- Faculty Member (CNRS), 3 year term

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

CONSTITUTION AND BYLAWS COMMITTEE

- Faculty Member, 2 year term

- Faculty Member, 1 year term

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

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Duties: To assist in the evaluation of current campus policies and procedures relating to students with disabilities; develop prioritized plans relating to programs and services for students with disabilities; review barrier removal priorities as specified in the State University Administrator's Manual (SUAM); and to develop timelines. (See [Executive Memorandum P03-07](#))

FACULTY AFFAIRS COMMITTEE

- Faculty Member (At-Large), 3 year term

Duties: "In conformance with the Unit 3 Collective Bargaining Memorandum of the Understanding (MOU), the Committee shall consider matters that involve particularly the individual or collective relationship of faculty to the university ... This committee parallels a like standing committee of the Academic Senate of the California State University. ..."

FACULTY AWARDS COMMITTEE

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

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

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

GEAR (General Ed & All-University Requirements) CURRICULUM AND ASSESSMENT COMMITTEE

- Faculty Member (At-Large), 3 year term

Duties: Provide ongoing review and improvement of GEAR learning outcomes in conjunction with GEAR faculty; provide guidance and coordination for the GEAR assessment of those outcomes; collate and interpret aggregate GEAR assessment data and report results to the ICC; provide recommendations for GEAR curricular and instructional changes based on assessment results.

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

Candidates are recommended by the Appointments and Elections Committee to the President for final appointment.

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

Duties: Advise the President regarding both level of fee and allocation of fee revenue. Additionally, this committee reviews the intercollegiate athletics budget proposal from the Intercollegiate Athletic Advisory Committee prior to its submission to the President.

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

- Faculty Member, 2 year term
- Faculty Member, 2 year term

Duties: Serve as a forum for the President and Athletic Director to seek advice and refine ideas and develop or revised policies of the Athletic Department on such subjects as equity compliance, annual budget and the direction and balance of sports that constitute the program.

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member (CNRS), 3 year term

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

INTERNATIONAL PROGRAMS SCREENING COMMITTEE

- Faculty Counselor, 3 year term
- Faculty Member, 3 year term
- Faculty Member, 3 year term

Duties: Review applications, interview applicants, and submit recommendations to the Chancellor's Office.

PARKING AND TRANSPORTATION COMMITTEE

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

Duties: The Committee serves as a forum for parking and transportation issues. The Committee receives input, evaluates parking and transportation strategies, develops and recommends policies and procedures for adoption, makes other recommendations for action to the President, and implements strategies as directed by the President.

STUDENT FEE ADVISORY COMMITTEE

- Faculty Member, 2 year term

Duties: Advise the President regarding the establishment and adjustment of all campus mandatory, user and penalty fees in accordance with the provisions of the Chancellor's Executive Order 740. (See Executive Memorandum P01-5)

STUDENT GRIEVANCE COMMITTEE

- Faculty Member (CNRS), 3 year term

Duties: Handles grievances regarding academic issues and other issues not related to discrimination or misconduct.

UNIVERSITY CENTER BOARD

Candidates are recommended by the Appointments and Elections Committee for final approval from the UC Board.

- Faculty Member, 2 year term

Duties: Formulate and administer the policies for the development, financing, and operation of the University Center subject to the final approval of the University President. The Board shall see that net earnings will be used for the benefit of the students of HSU.

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year term
Preference for appointment will be given to Faculty Senators.

Please refer [Senate Bylaws](#), Section 11.3 for committee description.

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 3 year term

Duties: review existing campus policy processes and recommend policy processes that are transparent, efficient, and rooted in principles of shared governance.

UNIVERSITY SPORTS FACILITIES SCHEDULING ADVISORY GROUP

- Faculty Member, 1 year term

For more information visit: <http://www2.humboldt.edu/senate/fields-oversight>

Faculty Affairs Committee:

Submitted by Monty Mola, FAC Chair

Attendees: Renee Bird, Laura Hahn, Abeer Hasan, Cheryl Johnson, Monty Mola, Kirby Moss, Marissa O'neill, Mark Wilson and George Wrenn

Current Work

1. Advising Policy

FAC awaits a draft advising policy from APC.

2. Appendix J

FAC has drafted modifications of several sections of Appendix J to explicitly include language on equity and inclusion . We have also drafted modifications to the Personnel Data Sheet. These documents will be presented at the next SenEx meeting and will hopefully come as a first reading to the next Senate meeting.

3. New Faculty/Staff Housing

FAC will work with other units on campus on ways to help new faculty and staff find housing when they arrive to campus.

Prioritized Future Work

- 1. Advising Policy**
 - 2. Appendix K**
 - 3. Lecturer voting rights within departments**
 - 4. Definition of Faculty Workload (Appendix J)**
 - 5. Early Tenure (Appendix J)**
-

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

ICC is bringing forward the revised ILOs for the 29 January meeting. Revisions to the resolution itself, as well as ILOs #1 and #2, come from feedback and input from meetings with Chairs, faculty and the ICC. Work for the spring semester will include a soft rollout of Curriculog, further development of the Program Review process, the development of guidelines for Learning Communities on campus, and possible revisions to the online learning policy.

University Policies Committee:

Submitted by Jen Maguire, UPC Chair

UPC Committee Members: Jen Maguire (Chair), Troy Lescher, John Meyer, Robert Kever, Doug Dawes

1) The UPC wrote a summary about the UC Room Chargeback discussions that took place with University Center representatives over fall 2018 semester. The report was introduced at the 1/22/19 Senate Executive Committee (SenEx) meeting. The item is on the 2/5/2019 SenEx meeting agenda as discussion item.

2) SenEx moved the Alcohol Policy Resolution to the University Senate consent calendar on 1/29/2019.

University Resources and Planning Committee:

Submitted by Mark Rizzardi, URPC Co-Chair

The URPC met on Friday, January 18, 2019 for what was predominantly an informational meeting. The Governor's 2019-20 Budget Proposal released on January 10th is potentially great news for the CSU, allocating \$300M in ongoing new funding, including fully funding employee compensation and mandatory cost increases (\$193M) and earmarking \$45M for Graduation Initiative 2025. However, concerns were reiterated about the strong possibility that the University will have to adapt to a

downsized overall base budget that reflects a significantly smaller university enrollment until recruitment, yield, and retention can impact the current low-enrollment trend. Current trends signal enrollment will decline at least 5% next year, resulting in a decrease of approximately \$3M in expected tuition revenue. While the University had been proactively planning for a further enrollment decline, the updated information indicates there will be an additional budget gap of \$1M in 2019-20. This shortfall is in addition to the \$9M in Phase1/Phase2 reductions currently underway.

On the bright side with respect to current year spending, the three colleges' budgets were on target at the end of last semester, albeit with CNRS and CPS being aided by one-time reduction bridge funding.

The Budget Office demonstrated that it has added tabs in its interactive Qwestica budget dashboards (<https://hsu.openbook.questica.com/>) that allow exploration of both recurring base and one-time budget investments funded by Graduation Initiative 2025.

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon, ASCSU Representative

At its plenary meetings on January 17-18, the ASCSU adopted a number of resolutions on second reading. They are available at the link:

<https://www.calstate.edu/acadsen/Records/Resolutions/2018-2019/index.shtml>

The relevant resolutions are those approved in January. We would point out in particular the resolutions regarding the "Adoption of 'Tenets of System Level Governance in the California State University,'" the resolution "Encouraging Responsible Curriculum Development and Modification under the Higher Education Employer-Employee Relations Act (HEERA)," and the resolution regarding "Increased Funding for the Electronic Core Collection (ECC)."

In addition, please review the plenary report provided by Profs. Tarjan and Millar provided to you along with this written report.

Report from ASCSU January 17-18, 2019

John Tarjan and Janet Millar

- 1. Chair Nelson** provided us with a brief oral report after distributing a more comprehensive report. Chair Nelson's current and past chair reports can be found at http://www.calstate.edu/AcadSen/Records/Chairs_Reports/
- 2. Excerpts from Other Reports**
 - **Academic Affairs** discussed the following topics.
 - Campus Academic Master Plans and State Workforce Needs
 - Doctorate in Occupational Therapy

- Graduation Initiative 2025
- Faculty Intellectual Property and Course Hero's Use of Faculty Materials
- Cal Grant B Awards
- GE Task Force Preliminary Report
- Their Pending Resolutions (see below)
- **Academic Preparation and Education Programs** discussed the following topics.
 - Update on the WestEd study looking at implementation of EO 1110, including classification categories for courses developed for students and very preliminary results—the results seem promising in terms of student pass rates and earning of baccalaureate credits.
 - Associate Degrees for Transfer Report (see BOT Educational Policies Agenda for the full report)
 - Composition and Appointment of Faculty Discipline Review Groups (C-ID Project)
 - Early Start Programs in Light of EO 1110 Changes to Student Preparation
 - Facilitating Consultation with Campus Discipline Faculty on Curricular Matters
 - Their Pending Resolutions (see below)
- **Faculty Affairs** discussed the following topics.
 - State Budget Allocation to the Public University Systems to Support Unconscious Bias Training (allocation controlled by UC)
 - Allocation of \$25m for Tenure-track Hiring
 - Evaluation of Online Teaching
 - CSU, Fresno's "Principles of Community"
 - Scanning of Faculty Computers for "Sensitive Materials." This has been rolled out on 4 campuses already (including Bakersfield), looking for things like SSNs, student contact information, etc.
 - Use of Grade Distributions in RTP
 - Course Hero (posting of course materials without permission)
 - Requests for Instructor/Grade Information
 - Status and Rights of Non-T/TT faculty
 - Presidential Searches
 - Their Pending Resolutions (see below)
- **Fiscal and Governmental Affairs** discussed the following topics.
 - Funding for the Electronic Core Collection
 - Support of the Governor's Budget
 - Completion and Attrition
 - Per-unit Tuition vs. Tiered Rates
 - Examination of Campus Budget Practices
 - Cal Grant B Program
 - Relative Roles of State Support and Tuition in Funding Higher Education
 - Completion of the Directory of ASCSU Legislative District Representatives, Including Representatives of the Areas Served by Satellite Campuses
- **Faculty Trustee Recommending Committee**
 - Has met and reviewed the candidates nominated by the campuses.
 - A link to the nominations of those being forwarded for ASCSU consideration will be distributed shortly.
 - The following individuals were forwarded to ASCSU for consideration for recommendation to the Governor. At least 2 names need to be sent to the Governor for appointment consideration.

- Romey Sabalius (San José)
 - Beth Steffel (San Bernardino)
 - John Tarjan (Bakersfield)
 - **GE Advisory Committee** discussed the following issues.
 - Report from the GE Task Force
 - Review of campus GE Maps (just under half of the campuses have submitted)
 - Relevant ASCCC resolutions
 - Standardization of GE Across the System as a Result of EO 1100(rev.) Implementation— Upper-Division Reciprocity, Interpretation of the EO, Flexibility within Areas, etc.
 - **GE Task Force**
 - Will have a report by the end of the academic year.
 - Are vetting a conceptual model of student learning outcomes for general education.
 - Are anxious to soon send out a preliminary report to get feedback. The conceptual model was reviewed by GEAC and AAC this week. Both committees provided useful feedback.
3. In response to questions regarding EO 1110 implementation results, **AVC James Minor** share a slide that detailed some preliminary results from the WestEd study. AVC Minor noted that these results are “very, very, very preliminary.” A MUCH higher percentage of students passed a GE math course with a grade of C- or better in the fall of 2018 than in the fall of 2017, (Tarjan Note: student subject mastery is not a part of these assessment efforts They focus on pass rates and campus strategies for addressing EO 1110.) Adjustments may need to be made to the Early Start programs in response to the policy changes contained in EO 1110.
4. **Faculty Trustee Sabalius** happily reported a healthy Governor’s budget recommendation for the CSU. We do not anticipate any tuition increases this year as a result. We were treated very fairly relative to the other segments of higher education. The Board has a strategy of asking for one-time funds for programs like those meeting student basic needs, first demonstrating success in using those funds, and then asking for continuing funds when success is demonstrated. Some feel we might be bolder in asking for permanent funding for programs up front. We anticipate lobbying efforts will focus on increased funding for enrollment growth. We have not received an increase in capital debt service funding, likely because of the proposed state bond issue that would be targeted to support new construction in the UC and CSU. Faculty Trustee written reports can be found at http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml
4. We passed the following resolutions upon second reading. Copies of these and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
- a. **Adoption of “Tenets of System Level Governance in the California State University”** is self-explanatory. This document was vetted by the campuses and much feedback was received. The resolution was discussed at length in the ASCSU over past few months and several changes were made to perfect the resolution.
 - b. **A Call for the Inclusion of Tuition in the Cal Grant B Award Program for Freshman Students in the CSU** This program currently does not provide funds to low-income freshmen to cover tuition.
 - c. **Increased Funding for the Electronic Core Collection (ECC)** Not only is this collection used by all 23 campuses, but this approach to acquisitions continues to save our campuses significant

resources every year. The system allocation for this collection has not been increased in almost 10 years, despite rising costs.

- d. **Closing the Achievement Gap and Increasing College Completer Outcomes and Success for All CSU Students** supports this goal, commends the CSU's commitment to achieving this goal, applauds the GI 2025 initiative for its commitment to the goal, commends the CSU Institute for Teaching & Learning for its support in reaching this goal, lists factors affecting equity, and asks that additional analyses be conducted to look at equity in other outcomes such as major selection and employment experiences after graduation. It also requests that student success data continue to be disaggregated demographically.
 - e. **Encouraging Responsible Curriculum Development and Modification Under the Higher Education Employer-Employee Relations Act (HEERA)** Expresses concern about the flawed approach to shared governance evidenced in the development and implementation of EOs 1100(rev.) and 1110, laments that this approach to governance may stifle experimentation and adoption of best practices, encourages campus senates to exercise their control over the curriculum, and encourages the CSU administration to engage in data-driven and genuine consultation regarding the future of these two executive orders.
 - f. **Requirements for Faculty Discipline Review Group (FDRG) Membership in Support of the Development and Oversight of Transfer Model Curricula** clarifies the criteria, terms, and process for these appointments. These individuals oversee the Transfer Model Curricula (TMCs) that can be incorporated into CCC campus Associate Degrees for Transfer and the content of the courses which populate these degrees.
 - g. **Creation of California State University Curriculum Networks** encourages the Chancellor's Office to maintain contact lists of appropriate faculty for all disciplines for which a Transfer Model Curriculum or Model Curriculum exists and support electronic communications for those groups to facilitate needed disciplinary discussions.
 - h. **Examining the Impact of Attrition and Enrollment Growth on the Number of CSU Students** asserts that increasing graduation rates, in and of themselves, may not increase the number of graduates over time, encourages the CSU to recognize the impact of student attrition, urges the creation of a task force to examine student attrition, and supports the request of additional state funding to fully support an increase in the number of students served by the CSU. Background information related to this resolution can be found at <https://www.dropbox.com/s/jd9eesjag7mnyqy/Stohs-Schutte%20-%20Oct%202018%20Grad%20Rate%20Myth.pdf?dl=0>.
5. We passed the following resolutions after waiving a second reading. Normally first reading items are distributed to campuses for feedback. However, if the ASCSU deems an item to be urgent (e.g. the need to provide input before a policy or piece of legislation is being considered) it may waive the second reading. Copies of these and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
- a. **Apportionment of Academic Senate CSU (ASCSU) Seats** addresses our mandate to ensure that the 7 largest campuses (based upon FTEF) are appointed a third seat on ASCSU during the coming year. No changes are required for next year's apportionment of senators across campuses.
 - b. **Response to the Governor's 2019 Budget Proposal** expresses appreciation for the Governor's proposed budget and expresses the need for more funding to adequately address additional priorities including more enrollment growth and deferred maintenance. This budget, if adopted, is likely the largest increase in combined base and one-time funding in the history of the CSU.

- c. **Appreciation for New Academic CSU Offices** acknowledges our gratitude for the increased space and functionality of the new office and to CO individuals and ASCSU staff involved in the allocation and move.
6. We introduced the following resolutions that will be considered for adoption at our March plenary. Copies of these resolutions should be available shortly for campus review.
 - a. **The Impact of Artificial Intelligence (AI) on Higher Education** endorses a white paper on the impact of AI on employment, education, etc. and calls for the creation of a task force to study the implications of the themes from this white paper and to develop possible recommendations to address them.
 - b. **Border Issues and Separation of Families: Impact on Students, Faculty and Staff in the CSU** calls upon the CSU to continue to support immigrant students, faculty and staff to increase programs to support these communities.
7. **Jennifer Eagan (CFA President)** reported the following.
 - The budget news is extremely positive. Governor Newsom has been even more supportive of the CSU than we expected.
 - There is money for 2% enrollment growth to augment rolled-over enrollment growth money.
 - There is money for increased tenure-track hiring.
 - There are funds for support of undocumented students for legal services.
 - The most promising way to increase graduation rates is to hire more faculty and offer more sections of classes. A 4-year graduation rate may not be the most appropriate measure of graduation success given our student body.
 - We are examining the potential to a return to the CA Master Plan tuition-free model. The waiving of CCC second-year tuition may be a step in that direction.
 - CFA is working on a follow-up training program to supplement their unconscious bias training.
 - We are looking at an audit of campus-based fees.
 - President Eagan also shared an overview of the CFA legislative agenda.
<https://www.calfac.org/politics>
 - We look forward to working with Governor Newsom.
8. **Trustee Peter J. Taylor** shared his extensive background in higher education, state government, energy and investments, and in the non-profit sector (foundations). Most of his work has been related to finance. He is currently Chair of the Committee on Educational Policy. He is very supportive of building communication and other skills into our students' learning experiences. He solicited feedback on online education, particularly undergraduate online education and the role of artificial intelligence in education. He also asked for our perspectives of the relative roles of a system office and the twenty-three universities. He worries about using undergraduate tuition to subsidize graduate programs. He feels that undergraduate education is a very important part of our mission. Coming to the Board after being the UC CFO for five years, he was very surprised at how low the CSU tenure density is. He is relieved that we have enough funds proposed in the Governor's proposed budget to make a dent in addressing needs like increasing tenure density. He is interested in perhaps increasing our commitment to professional graduate programs. Quality education cannot be achieved "on the cheap." This is the reason why he advocated for the last tuition increase during difficult financial times. He is mindful of the need to balance administrative needs with the importance of ensuring and financially supporting a quality educational experience for our students.

ASCSU engaged with Trustee Taylor in a robust session with questions and concerns. Trustee Taylor was very receptive to concerns expressed about educational quality, the insufficiency of resources to support it, and policies that might not be optimal to achieve our student outcome goals.

9. Chancellor Tim White began by recapping the many positive interactions CSU leadership has had with representatives, leaders, and staff in Sacramento. There is a recognition of the critical role the CSU plays for the state in transforming lives and meeting the state's workforce needs. The various parts of the CSU family have been united in arguing the value of the CSU to the state. This unity is very important in our lobbying efforts. It makes our collective voices more effective. We may disagree on other issues, but we need to continue advocating together for CSU funding. Dr. White thanked the faculty, staff and administration for their hard work for student success that has provided results which not only justify the investment by the state but also strengthens our case for additional increased funding in the future. Chancellor White intends to support the Governor's budget and continue to advocate for the funding necessary to allow us to transform even more students' lives. We will be paying close attention to the May Revise Governor's Budget (adjusted for more accurate projections of total state revenues for the year). We still need to increase access to the CSU in order to meet California's 2025 workforce needs. We are hopeful the state will issue a facilities bond for the UC and CSU. This would be done via state ballot in 2020. We anticipate that we would receive about \$4b from this bond. Timing (March primary vs. November general election) needs to be considered strategically. Sponsorship is another issue. We are very grateful for the one-time funds to address some of the deferred maintenance backlog. However, the bond is likely the only avenue to adequately address this growing problem. **In response to questions:** Dr. White supports the "Tenets of Shared Governance" document. There is no need for Board ratification nor Executive Order to give it more standing. He hopes the ASCSU will endorse it. We are continuing to look at the potential for moving increased numbers of faculty from contingency to TT status. The tenets document is forward looking. It is difficult to predict the effect that adopting the tenets document may have on previous administrative actions. We will continue to look at potential conflicts of interest regarding adoption of instructor-authored course materials. We are exploring many ways to support our underserved students including financial aid augmentations. The potential bond would be a general obligation bond with debt service paid by the state. We would likely spend most of the funds on maintenance, upgrades, and retrofitting. Chancellor White seemed supportive of allowing some flexibility in implementing EO 1100 at CSUB and other campuses. He pointed to a member of the GE Task Force and requested that attention be paid to my (Senator Tarjan's) request for flexibility in implementation. Regarding Civil Discourse: We need to balance the need for universities to address difficult issues and questions with the desire to be supportive and inclusive of our diverse community. The CSU, Fresno "Principles of Community" <http://fresnostate.edu/president/strategic-plan/principles-of-community.html> is an attempt to strike this balance. We need to foster inclusivity. Free speech needs to be free but we need to concomitantly be inclusive in our interactions and discourse. The price of free speech may be that our values are sometimes violated by members of our community.

10. Dean Kulju, Director of Student Financial Aid Services and Suzanne D. Phillips, Interim AVC made a presentation about financial aid and Cal Grants. 81% of our students receive at least some financial aid. 59% of our undergraduate students have their full tuition waived or covered by financial aid (meaning only 41% pay even partial tuition out-of-pocket). 51% of CSU baccalaureate students graduate with no debt. The average loan debt of the remaining 49% was about \$17k vs. a much higher national average for student debt. Eligibility criteria for Cal Grants was reviewed as well as the different type of awards. See <https://www.csac.ca.gov/cal-grants> for more information on Cal

Grants. There are some unintended consequences from the eligibility criteria that we hope will be addressed via legislation. Several suggestions for improving the program are being discussed with representatives and staff in Sacramento. This report will be repeated at the Board of Trustees meeting next week during the Committee on Educational Policy. <https://www2.calstate.edu/csu-system/board-of-trustees/past-meetings/2019/Documents/jan-22-23-ed-pol.pdf> **In response to questions:** The state still only provides \$35m of funding for State University Grants, despite the total amount allocated by the CSU growing to \$700m. The CSU has to make up the shortfall (Tarjan: in essence, not collecting tuition money from a significant percentage of needy students whose other financial aid does not fully cover tuition). Campuses with a higher percentage of students receiving SUGsm in essence, are subsidized by campuses with lower percentages of students receiving SUGs through system budget practices. (Tarjan: To not do so would mean campuses like SLO would receive significantly more tuition revenue per student than would Bakersfield if these adjustments were not made.)

CSU Financial Aid (Big Picture) 2017- 18 Preliminary Numbers

- **Nearly 390,000** CSU students received aid (81% of all students)
 - **Over \$4.5 billion** in total financial aid
 - **59%** of **all** undergraduates have full cost of tuition covered by grants, scholarships or waivers
 - **51%** of CSU Bachelor's recipients graduate with zero student debt
 - The average loan debt for CSU students was **\$17,367** in 2017, compared with the national average of **\$28,650**
-

11. Kaila Cooper (CSSA Liaison) was joined by several other CSSA officers. They have been considering/taking positions on executive compensation, support for undocumented students, student trustee selection, their legislative agenda, the Governor's Budget, student basic needs, student financial aid, parking, faculty hiring, alternative forms of transportation, etc. In response to the same question asked of Chancellor White on civil discourse, racism, and classism, CSSA officers provided thoughtful student perspectives on their views and approaches to supporting an inclusive and safe environment focused on student wellbeing.

12. James Swartz (ERFSA Liaison) reported on recent developments, including implementing the name/membership eligibility changes. Note: ERFSA provides many very valuable resources for retired and nearly-retired CSU employees. The website is particularly valuable. <http://csuerfa.org/>

Link to Latest CSU Tenure Density Report

http://www.calstate.edu/hr/faculty-resources/research-analysis/documents/Tenure_Density_and_SFR_Trends_2009-18.pdf

Associated Students:

Submitted by Jazmin Sandoval, AS President

Unfortunately, AS board member and AS college representative for the College of Arts, Humanities, and Social Sciences (CAHSS) Bernadette McConnell had to resign from serving on the University Senate due to time conflicts. I am proud of her work served on the University Senate and shall

be missed. However, I am pleased to announce that AS has appointed Julia Gomez and Nolan Marshall to represent the remaining two student voices on University Senate. Julia is a senior at HSU and is an Environmental Resources Engineering major who has a variety of experience in student leadership and I am proud to have her on the University Senate representing students. Nolan is a junior and geology major at HSU who wanted to join the University Senate in understanding problems and working to reach solutions.

I attended the California State Student Association (CSSA) Plenary meeting January 19th-20th held at San Diego State University. These plenary meetings happen once a month and is where student AS/ASI representatives from all 23 CSU's meet to talk about policy making and advocacy for higher education at the state level. We talked about several resolutions such as the CSSA Resolution to Increase Resources and Opportunity for Undocumented Students, California State Student Association's Say on Pay Resolution, Resolution Regarding CSU Campus President Evaluation Policy and Procedure, and Resolution Regarding Student of Color Safety and Justice for Josiah that our AS External Affairs member Oliver Winfield-Perez wrote and presented to the University Affairs committee. This resolution is asking CSSA request efforts to improve campus-community relationships and safety implemented across the CSU system, with a working group being formed at the system level, and that this working group shall be composed of CSU students, community members, faculty, staff, administration, along with executives. California Faculty Association (CFA) and Students for Quality Education (SQE) representatives, and that the Chancellor's office provide full funding for this project.

There is also the UNDERGRADUATE RESEARCH OPPORTUNITIES IN THE CSU project. ED TRUST REPROACH PROJECT, and CSU STUDENT SUCCESS ANALYTICS CERTIFICATE PROGRAM which are all research opportunities students can be a part of or suggest research projects that will get funded. For more information please go to the CSSA website: <https://calstatestudents.org>. San Diego State gave a presentation of there Aztecs Rock Hunger campaign that reaches to feed all of students and were able to raise a record high of 590,503 pounds of food in Fall 2018. They ask all CSU campuses get behind this initiative to end student hunger and gave a fantastic presentation on how they were able to raise so much food donations.

CSSA also talked about CHESS which is the day where CSU campuses participate in CSU Student Advocacy Day and go to Sacramento to advocate for more funding for higher education. Any student can attend and this year's CHESS will be March 10th-11th. The last day to register is February 8th and can do so at <https://calstatestudents.org/chess/>. This year we are excited to be in coalition with University of California schools and Community Colleges school to unite our efforts in advocating for our new campaign: Fix Financial Aid. Last years advocacy efforts was geared towards Basic Needs and Choose CSU. Due to lack of support and lack of respect, HSU AS Environmental Sustainability officer and CSSA Sustainability officer Isabel Sanchez-Pacheco has resigned from their position as CSSA Sustainability officer, it saddens me but I fully support their decision to resign. AS External Affairs officer Oliver Winfield-Perez will continue to represent as the official voting member for CSSA. Lastly, everyone was excited to share Governor Gavin Newsom's budget proposal for the year as he has generously given \$570 million to the CSU system. It is still not enough to fully fund the CSU system, but it a very generous start and we will be advocating for more funding at CHESS and in the coming years.

I attended the AS Spring retreat this past weekend at the Humboldt Bay Aquatic Center (thanks to them for hosting). It was fun and informational event that started at 10am and ended at 5pm. Thank

you to Roger and Christine from the Dean's Office who came and gave us a facilitation presentation that was helpful and interactive. We also went over AS codes, guidelines, and other roles and duties as AS representatives and was an overall good bonding experience. I am excited for what is to come for the Spring semester and how we as the official voice of students can best advocate for their needs and wants.

I met with Vice President Douglas Dawes last Wednesday and discussed the fate of HSU as Governor Gavin Newsom's budget proposal is funding CSU's more, and with HSU's enrollment in decline, what that means for us financially. Amber Blakeslee from the finance office was also in attendance. We really do not know yet as the methodology behind the way they determine which CSU's get more funding is very dependent on enrollment and seeing as we are projected to be 5-10% down in the next couple of years, that might mean we get cut funding for the students we currently do not have. However, Governor Newsom did give money for the 3% increase on faculty and staff wages, and that will help tremendously with not increasing our deficit of \$5 million. There is also \$247 million that Newsom gave towards deferred maintenance and childcare centers. They both are mixed together for some reason which we found odd, but seeing as our campus has many deferred maintenance projects in line, we will hopefully see some of that money go to us. We also talked about Provost Alex Enyedi's call for student employment as he allocated \$400,000 through the Graduation Initiative 2025 monies and is looking in hiring student escorts trained by the police department to walk students home and feel safer on campus. He also updated me that Chancellor White has called the CSU tuition increase "off the table" meaning there will be no tuition increase this year which is great for students. \$15 million was also granted for Basic Needs and \$45 million towards Graduation Initiative 2025 from Governor Newsom. Amber also updated me on Openbook which you can find under the University Budget Office webpage through the Humboldt State University website. They have added two new sectors referring to Graduation Initiative 2025 allocation and spending. Here is the link: <http://budget.humboldt.edu>

Lastly, I have been attending meetings with Office of Diversity, Equity, and Inclusion, Student Life, Wells Fargo/HSU Alumni, OhSnap!, and Student Resident Life to collaborate in creating Financial Literacy workshops for low income, pell eligible, and first generation students. Wells Fargo will not solicit any products, and are simply there to facilitate and provide insight on financial literacy. Health Education, the library, financial aid, and the academic career and advising center have also been asked to join and collaborate. The workshops are new and we are hoping to have six sessions every semester and continue to do so every year and grow. They are focused on students individualistic needs and we have the dates and times so far, but no rooms locked just yet so be on the lookout for flyers. We are also hoping to add these workshops to freshman and implement them in some courses so they gain this knowledge. Here are the first sessions:

- Family Affairs, Financial Independence 2/13/19, 4-6pm
 - Food Planning 2/27/19, 4-6pm
 - How much can you spend on Spring Break / pay yourself first 3/13/19, 4-6pm
 - Credit Awareness, Career Planning 4/11/19, 4-6pm
 - How to plan for a move and how can you afford it? 4/24/19, 4-6pm
 - Student loans and scholarships (save for fall)
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Office of Equity, Diversity, and Inclusion:

Submitted by Cheryl Johnson, Director, Office of Diversity, Equity, and Inclusion

The Diversity, Equity & Inclusion Council met and discussed how they could support the Senate in having the racial discussions on the agenda. Members will come in pairs and facilitate various activities or dialogues. The 30 minute sessions will be developed in a scaffolding manner in order to meet people where they are at in their understanding of racial equity.

Racial Equity

Equity work at Humboldt State University (HSU) recognizes the historical and systemic disparities in opportunities and outcomes and provides resources necessary to rectify those disparities. Racial equity at HSU will be achieved when one's racial identity no longer predicts, in a statistical sense, how one fares. Racial equity is one part of racial justice and works to eliminate policies, attitudes, and cultural messages that reinforce differential outcomes by race.

Adapted from the Education Trust-West and the Center for Assessment and Policy Development

The Equity Manifesto:

It begins by joining together, believing in the potency of inclusion, and building from a common bond.

It embraces complexity as cause for collaboration, accepting that our fates are inextricable.

It recognizes local leaders as national leaders, nurturing the wisdom and creativity within every community as essential to solving the nation's problems.

It demands honesty and forthrightness, calling out racism and oppression, both overt and systemic.

It strives for the power to realize our goals while summoning the grace to sustain them.

It requires that we understand the past, without being trapped in it; embrace the present, without being constrained by it; and look to the future, guided by the hopes and courage of those who have fought before and beside us.

This is equity: just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. Unlocking the promise of the nation by unleashing the promise in us all.

The Equity Manifesto has been inspired by the work, commitments, insights, and resolve of the many partners with whom PolicyLink has shared this journey. Please use it, share it, and reflect on it in your lives, your work, your struggle. Just please don't change it.

PolicyLink is a national research and action institute advancing racial and economic equity by Lifting Up What Works®.

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Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Accounting & Student Financial Services:

- Candidates for Controller will be on campus over the next couple of weeks.
- Audit Updates
 - Cash Management Audit is completed and all findings have been cleared.
 - Information Security audit has two findings remaining.
 - Health and Safety Audit will begin in April.

Risk Management:

- The State Auditor's office has accepted all of the responses to the recommendations of the audit findings. Our Clery audit has concluded.
- The CO will be conducting a Health and Safety Audit, April, 2019.
- Please contact RM&SS (Paul.Vrabel@humboldt.edu) if you would like to have an ergonomic evaluation of your work area. You will be asked to complete a self-evaluation survey prior to the site inspection.
- We are pleased to welcome Cris Koczera as our new Emergency Management Coordinator.
- The updated EOP (Emergency Operations Plan) has been posted and distributed to our community partners.
- The THIRA (Threat and Hazard Identification and Risk Assessment) has been completed. This is a supporting document requirement of our business continuity plan.
- We will have successfully secured the funding for trainings to occur on campus and/or locally within the next year
 - CalOES Disaster Cost Recovery (HSU)
 - Mass Fatalities Management and Response in Rural Communities (Blue Lake)
 - Managing Critical Incidents at Institutions of Higher Education: A Whole Community Approach (HSU)

Budget:

- Here is the link to the OpenBook Dashboards: <https://hsu.openbook.questica.com/>, which now include Graduation Initiative 2025 dashboards reflecting base (ongoing) and one-time investments to-date. Amber Blakeslee is happy to answer any questions you may have! The dashboards can also be accessed via the Budget homepage at budget.humboldt.edu.

Contracts, Procurement and Accounts Payable:

- Campus Marketplace has launched and the campus now has the ability to use Amazon Business if they go through the Marketplace portal from the myHumboldt portal. All ProCard purchases

should be made through Campus Marketplace, unless the commodity is not available. Any issues or questions can be directed to procure@humboldt.edu.

- Concur is now open for the campus to use. Travel must be state-side (multiple funding sources are ok, but they all need to be in HMCMP). The travel must be by staff or faculty (no students, guests, or groups). Traveler's budget approver, and "one-up" administrator must also be willing to participate as approvals will be done via Concur or the Concur phone app. People interested can contact Denise Gentry in Business Services to get started. If the travel will not be 100% reimbursed, please contact Tawny Fleming.

Facilities:

- Construction for the Seismic Retrofit project for the Theatre and the Library is well underway. The project is on schedule and within budget.
- Facilities is working on our summer project list which includes classroom renovations including technology in over 15 rooms; replacement of roofs at Redwood Residence Hall and the Wildlife Building, SHC HVAC Replacement, fire alarm replacement in three residence hall buildings; Elevator modernization at UC, NR, Gist, Siemens, Founders; University Center Electrical Substation replacement, Campus Apartment accessibility projects, installing utility meters in 14 buildings, exterior lighting projects for street lighting and 6 buildings around the art quad, data center fire suppression system replacements.
- Facilities is engaged in the development of a physical master plan structure and schedule with partners in Academic Affairs.
- Facilities is actively engaged in a feasibility study for new housing on campus.
- Jenkins Hall is in design and planned for construction to begin Spring 2020.

Human Resources:

- CSU Learn will be up and running by January 29, 2019. This will replace Skillport and has greater functionality for users such as improved interface and management.
- Human Resources looking to utilizing Inverify for employment and income verification. This will be more efficient, improve accessibility, and be at no cost to HSU.
- Comp & Class working, along with other CSU campuses, on a system-wide Position Description digital online library for all positions throughout the CSU. There is currently no ETA on this project but HR will continue to keep the Senate informed.
- CHRS (Common Human Resources System) – the milestone check-in will be held on Monday, January 28, at 1:30pm, after this update has been submitted. A report will be given at the meeting based upon the meeting.
- Current Recruitments to be Aware of – Athletic Director, Associate Vice President of Faculty Affairs, Human Resources Training Specialist.
- Continued work on separating Human Resources and Academic Personnel Services functionalities to improve services and create clarity for the campus.

UPD:

- UPD held its 4th Annual Inspection & Recognition Ceremony on Wednesday, January 16th. President Rossbacher administered the Oath of Honor and a total of 10 team members

were recognized for their achievements during 2018. Additionally, UPD recognized Christina Okoye (HSU Employee) and Christian Boyd (HSU Students) for their exceptional and noteworthy assistance to UPD relating to communications and outreach.

- The UPD Scholarship is another year towards endowment. 2018 contributions exceeded \$2,300.00 in 2018 and the fund is continuing to grow towards the \$25,000.00 endowment level.
 - UPD Officer Louis Altic was recognized for his heroism, in connection with a September, 2017 incident, at the CSU Board of Trustees meeting that took place on Wednesday, January 23, 2019 at the Chancellor's Office in Long Beach. This was the first ever system-wide CSU Police Commendation Ceremony and Officer Altic was presented with the Medal of Valor and Purple Heart medals by Chairman Day and Chancellor White.
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Provost's Office:

Submitted by Alex Enyedi, Provost and Vice President for Academic Affairs

1. College Dean Search Update

CNRS – three finalist candidates for the CNRS dean position will present at open forums the week of 1/28-2/1, 2019. Drs. Laurie Fathe (Heritage University), Christine Maher (University of Southern Maine) and Dale Oliver (Humboldt State University) will each provide a public presentation followed by a Q&A session on the following topic: “What is your vision for CNRS in the national context of higher education? How would you strategically build our capacity, so we can build on our strengths, take advantage of new opportunities and mitigate some of our challenges?”

For more details, visit: <https://www2.humboldt.edu/pmc/node/3952>

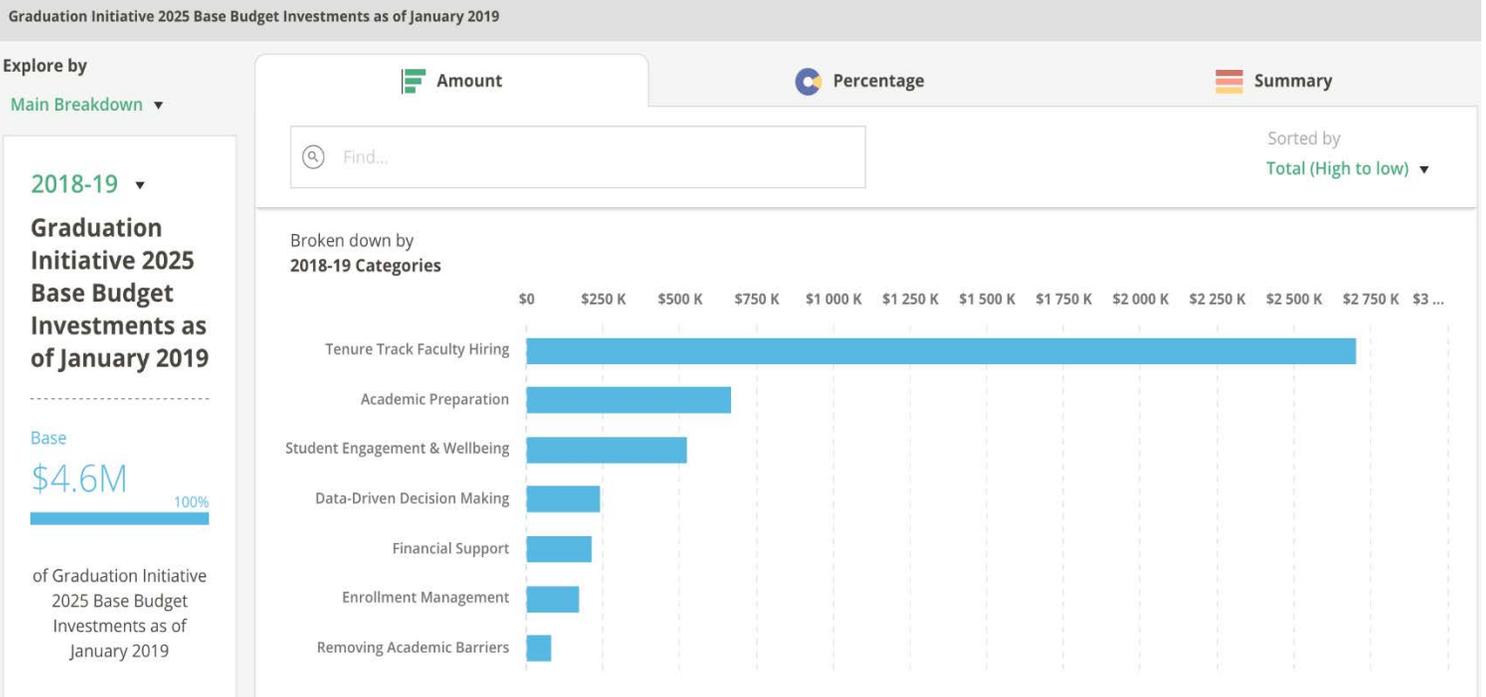
CPS – the search for the next dean of CPS is underway. The position was posted and advertised on December 21, 2018. The search committee was finalized on January 22, 2019 and will be chaired by . Review of applicant files will commence in early February with the goal for finalists to visit campus in mid-March.

2. Creating Change for Equity – Fall 2020 Faculty Hiring Update

On 1/25/19 CAHSS, CNRS, CPS and Library received (i) the hiring criteria for AY2019-20, (ii) a rubric for deans to evaluate all position requests, and (iii) the schedule/timeline for making recruitment decisions. All positions are contingent upon available funding. It is anticipated that the deans will be informed of position request decisions by April 05, 2019.

3. Creating Change for Equity - Student Success Alliance (SSA) and GI2025 Fund Allocations during 2019-2020 AY

In Fall 2018 semester, the Student Success Alliance (SSA) carefully deliberated and recommended the distribution of \$2.47M recurring base funding to support (i) additional faculty hiring and (ii) student success initiatives across the six GI2025 pillars. An additional \$2.7M in one-time funding was also distributed across the six GI2025 pillars by the SSA.



Full details of the GI2025 funding distribution for 2017-2018 AY and 2018-2019 AY can be found at the HSU OpenBook Budget webpage at: <http://hsu.openbook.questica.com/>

Graduation Initiative 2025 Base Budget Investments as of January 2019

\$4.6 Million

To date, HSU has received close to \$4.6 million in base funding for Graduation Initiative 2025 activities (\$2.1 million in 2017-18 and almost \$2.5 million in 2018-19). This dashboard highlights the exciting investments HSU is making with this funding. Note: Specific allocation details for some activities are still a work in progress and (Allocations TBD) is included for reference on these allocations.

For more information about Graduation Initiative 2025:
<https://grad2025.humboldt.edu/>

Graduation Initiative 2025 One-Time Investments as of January 2019

\$2.7 Million

This dashboard provides an overview of HSU's one-time investments in Graduation Initiative 2025 activities in 2016-17, 2017-18, and 2018-19. Note: Specific allocation amounts and details for some activities are still a work in progress and (Allocations TBD) is included for reference on these allocations.

For more information about Graduation Initiative 2025:
<https://grad2025.humboldt.edu/>

4. Future GI2025 Funding Distribution Process (2019-2020 Academic Year)

In preparation for the 2019-2020 AY GI2025 funding allocation to HSU (anticipated to be \$45M to the entire CSU per Governor's preliminary budget proposal), Humboldt State University will issue a campus-wide request for proposals (RFP) on February 01, 2019.

The timeline for this RFP process has been developed in collaboration with the IAPB. During the week of January 28-31, 2019, the SSA committee will finalize the key elements of the RFP (i.e. Goals and Objectives, Proposal Design, Funding Need) and the scoring rubric to evaluate department/unit/program requests for next year's GI2025 funding. All divisions across HSU are eligible for consideration. Full details of the RFP process will be announced on February 01, 2019.

5. Enrollment Management Update

The total number of student applications (as of 01/28/19) for Fall 2019 are 8.92% lower compared to Fall 2018. This represents 1,338 fewer student applications compared to one year ago.

When compared to Fall 2015 (HSU's record high student enrollment year), Fall 2019 student applications are 18.9% lower (3,173 fewer applications). First-time undergraduate students applications are lower by 22.2% since 2015 (see table below).

To-date Fall Applicants by Applicant type report generated: 28-JAN-19								
Applicant type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-time UG	9,921	11,193	11,809	12,816	12,846	11,400	10,913	9,973
Lower-div xfer	528	69	49	43	24	88	326	228
Upper-div xfer	2,543	3,095	3,291	3,472	3,653	3,599	3,529	3,228
Returning UG	128	143	101	96	108	112	60	42
Masters	203	290	324	329	298	361	135	131
Credential	69	66	62	69	93	101	8	12
Second Bachelor	1	2	1		6	10	19	41
Unclassified PB	2	5	1	5	6	2	5	2
Totals	13,395	14,863	15,638	16,830	17,034	15,673	14,995	13,657

Additional student application data can be found at: <https://pine.humboldt.edu/~anstud/humis/app-TFAAA.html>

Enrollment Management has already implemented numerous tactics/strategies (aligned with the HSU Strategic Enrollment Management Plan) to elevate the Fall 2019 (and Fall 2020) applicant pool. One example is the student-to-student call campaign that begins February 04, 2019. Current HSU students will be calling every admitted student over a six-week period. This call campaign reflects the close collaboration between each of our academic departments and the Office of Admissions.

An update on student recruitment activities can be found at: <https://sem.humboldt.edu/news/update-student-recruitment-activity>

The Strategic Enrollment Management Plan can be found at:

https://sem.humboldt.edu/sites/default/files/hsu_strategic_enrollment_management_plan.pdf

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

Welcome back for spring semester!

You have probably seen this information already, but I wanted to be sure you are aware of Governor Newsom's proposed budget for the California State University for 2019-20. His proposal includes the following:

2019-20 Recurring Funding for the CSU	Governor's Proposed Budget
Compensation & Mandatory Costs	\$193 million
2% Enrollment Growth (~7,200 students)	\$62 million
Graduation Initiative 2025	\$45 million
Project Rebound	\$250,000
Total	\$300 million

2019-20 One-Time Funding for the CSU	Governor's Proposed Budget
Deferred Maintenance	\$247 million
Basic Needs Partnerships	\$15 million
Total	\$262 million

The overall proposed budget reflects the Governor's priorities to (1) build reserves, eliminate debts, and reduce liabilities, (2) assist the most vulnerable Californians, and (3) invest in existing programs. The budget is considered "cautiously optimistic," and it assumes continued revenue growth for the state averaging 3% through 2022-23.

As I noted in my Spring Welcome, this proposed budget will be important in providing HSU additional time to address our current budget situation and stabilize our enrollment numbers. And as you will recall from past budget cycles, the entire CSU will be working hard over the next six months to advocate for the Governor's proposed budget to the Legislature. The Governor will issue a revised budget in May, which will include some additional adjustments, and we will know more definitively about the 2019-20 budget in June (for the fiscal year that begins on July 1, 2019). For now, this proposed budget for the CSU and additional guidance to our Vice President for Administration and Finance, Doug Dawes, will be valuable in our fiscal planning processes. Provost Enyedi has been working with multiple groups to be proactive in discussing how we will allocate Graduation Initiative funds when (and, of course, if) they are allocated to Humboldt State.

Given the funding for the CSU that is included in Governor Newsom's budget, Chancellor White has indicated that he does not expect any tuition increase for 2019-20.

Lt. Governor Eleni Kounalakis is an *ex officio* member of the CSU Board of Trustees, and she attended this January Board meeting. She visited HSU last July, and she reflected last Tuesday about what a positive experience she had on our campus. In addition, multiple members of the Board of Trustees

commented on how much they are looking forward to visiting HSU for the open forum for the presidential search process on February 4 (and a few noted their surprise at discovering the challenge of actually getting here!).

As always, I am available to answer questions. You all have my very best wishes for a great semester.

SUBJECT: ACADEMIC CALENDAR 2019-2020

FALL SEMESTER 2019

Fall semester begins	M	August 19, 2019
Professional Development Day	T	August 20, 2019
Fall Welcome	W	August 21, 2019
Meetings, workshops, testing, advising, registration	W - F	August 21-23, 2019
Instruction begins	M	August 26, 2019
Labor Day Holiday	M	September 2, 2019
Veterans Day Holiday	M	November 11, 2019
Fall Break	M - F	November 25-29, 2019
Instruction Ends	F	December 13, 2019
Final examinations	M - F	December 16-20, 2019
Evaluation day	S	December 21, 2019
Grading day	M	December 23, 2018
Grades due (by 11:59 p.m.)	M	December 23, 2019
Fall semester ends	M	December 23, 2019

SPRING SEMESTER 2020

Spring semester begins	W	January 15, 2020
Spring Welcome / meetings	W	January 15, 2020
Professional Development Day	R	January 16, 2020
Meetings, testing, advising, registration	R - F	January 16-17, 2020
Martin Luther King Holiday	M	January 20, 2020
Instruction begins	T	January 21, 2020
Spring Break	M - F	March 16-20, 2020
Cesar Chavez Holiday	T	March 31, 2020
Instruction Ends	F	May 8, 2020
Final examinations	M - F	May 11-15, 2020
Commencement	S	May 16, 2020
Grading/evaluation days	M - W	May 18-20, 2020
Grades due (by 11:59 p.m.)	W	May 20, 2020
Spring semester and Academic Year ends	W	May 20, 2020

Fall Academic Days = 85 Spring Academic Days = 85
 Fall Instructional Days = 73 Spring Instructional Days = 73
Total Instructional Days = 146
Total Academic Days = 170

Approved by University Senate: 03/27/2018

Pending Approval by CSU:

Pending Approval by President Rossbacher:

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Adopting the Alcoholic Beverages Policy

07-18/19-UPC – January 29, 2019 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President, that the attached Alcoholic Beverages Policy be adopted and supersedes EM:P11-01, UML 96-6, 94-1, 92-1, And P89-3, P87-1, P76-16, P74-11.

RATIONALE: *Executive Order (EO) 1109 on the Alcohol Policy Sales and Service of Alcoholic Beverages at or in Conjunction with University Intercollegiate Athletic Events, and Advertising of Alcoholic Beverages on Campus and at University Athletic Facilities requires a new policy if a campus chooses to sell or serve alcoholic beverages. EO 1109 “removes the prior prohibition on the sale and service of alcoholic beverages at athletic events, allowing campuses to decide if they wish to do so responsibly.”*

This policy shall govern all activities relating to the possession, distribution, and consumption of alcoholic beverages on University property or at any University event. This policy establishes rules and procedures for the approval of service and consumption of alcoholic beverages at Humboldt State University. It is the University’s expectation that when alcoholic beverages are served it will be under conditions that complement the orderly functioning of the University. Non-HSU groups are subject to these regulations when providing alcoholic beverages on University property. This policy applies to all members of the University community and non-HSU groups requesting permission to serve alcoholic beverages at University events and non-HSU groups requesting permission to serve alcoholic beverages on University property. The new policy was reviewed and approved by Athletics, Student Health and Wellness, the Alcohol and Other Drug Use Prevention Committee and Associated Students.

Alcoholic Beverages Policy Policy Number 18-xx

Responsible Office: Risk Management and Safety Services

Applies to: All members of the University community and non-HSU groups requesting permission to serve alcoholic beverages at University events and non-HSU groups requesting permission to serve alcoholic beverages on University property.

Purpose of the Policy: This policy establishes rules and procedures for the approval of service and consumption of alcoholic beverages at Humboldt State University. It is the University’s expectation that when alcoholic beverages are served it will be under conditions that complement the orderly functioning of the University. Non-HSU groups are subject to these regulations when providing alcoholic beverages on University property.

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Expiration Date

History

Definitions

- **University Event:** An event (either on or off campus) sponsored by an officially recognized University department or organization.
- **University Property:** Any land, building or facilities owned, leased, or operated by the University or its affiliated auxiliary organizations.

LEGAL REQUIREMENTS: All state laws are applicable to Humboldt State University and to all individuals on the properties of the University. In the State of California, only individuals 21 years of age or older can legally possess, consume, or purchase alcoholic beverages.

The California Business and Professions Code and related statutes control the sale, consumption, and possession of alcoholic beverages. The California State Board of Alcoholic Beverage Control (ABC) is responsible for interpretation and enforcement of the laws regarding the consumption, sale, or possession of alcoholic beverages in/on any licensed premises. The California Department of Public Safety is responsible for exercising normal police powers in enforcing laws relating to alcohol.

The University Code of Rules and Regulations, Section 5203, states:

“The consumption of alcoholic beverages or possession of any open container . . . is prohibited on the streets and grounds, in any campus building, or in any public place . . . except with the expressed permission of the President or the President’s designee upon prior notification of the University Chief of Police.”

Employees of the University may not consume alcoholic beverages while at work. Pursuant to Education Code 89535, employees are not allowed to be under the influence of alcohol while on duty.

Policy Details

This policy shall govern all activities relating to the possession, distribution, and consumption of alcoholic beverages on University property or at any University event.

The following requirements apply to the sale, service, and consumption of alcohol at any University Event and any event on University Property:

I. Sale of Alcoholic Beverages

State required licenses for sale must be obtained in advance from the California Office of Alcohol and Beverage Control (ABC).

II. General Guidelines When Alcohol is Served

Alcohol may only be served at a University Event or an event on University Property with prior approval from Risk Management and Safety Services.

When alcoholic beverages are to be served, the sponsors of the event are responsible for ensuring that individuals under age 21 do not have access to and do not consume alcoholic beverages. Proof of age will be required as determined by valid identification (driver’s license, etc.). Where appropriate controls cannot be satisfactorily established, authorization will not be given for serving of alcoholic beverages.

When alcoholic beverages are available at University events or on University property (as defined above), the sponsor of the event must hire a trained server.

Servers may not consume alcohol.

Service of alcoholic beverages shall be limited to two per transaction.

Service of alcoholic beverages will end at the end of intermission for performances and the end of half-time for sporting events.

Event sponsors will follow security guidelines provided by Risk Management and Safety Services.

No alcoholic beverages will be served at any campus events until after 5 p.m. Monday – Friday. Weekends and holidays are exempt from the time restriction.

At any event at which alcoholic beverages are available, non-alcoholic beverages and foods must be available. Such offerings will be as prominently displayed as any alcoholic beverage.

Cost to repair any and all damages incurred during the event as well as the costs of any clean-up necessary to restore the facility to its original condition will be the responsibility of the event sponsor.

Maintenance of decorum appropriate to the University setting will be maintained at all times.

No event will include any form of alcoholic "drinking contest" in its activities or promotion.

If the event sponsor is not a covered party under the University's insurance they must provide evidence of insurance for a minimum of \$1,000,000 general liability and \$1,000,000 liquor liability, \$2,000,000.00 aggregate.

III. Procedures for Obtaining Approval to Serve Alcohol

Requests to serve alcoholic beverages shall be submitted to the office of Risk Management and Safety Services (RM&SS) for approval no later than five business days prior to the event.

Once approved, the copies of the approval will be forwarded by RM&SS to the appropriate building coordinator, University Police Department, and requestor.

The Risk Manager has sole discretion to accept or reject requests to serve alcoholic beverages at University Events or events on University Property. When considering such requests, the Risk Manager will weigh the potential liability to the University against the value of the event to the University community.

IV. Officially Recognized Campus Organizations

An officially recognized campus organization (student, staff, faculty, administrative) may sponsor a function at which alcoholic beverages are served. When sponsoring such a function, the organization and its officers must agree to the General Guidelines (section II.) and the following:

- Event shall be open only to the membership of the sponsoring entity and others who can reasonably be considered guests. Events that are open to the public, such as cultural events, athletic events, concerts, or dances that are sponsored by Athletics or Center Arts are not subject to this requirement.
 - The club advisor must make requests for student clubs. Approval of the request will be contingent upon the advisor being present for the entire event.

V. University Center (Dining Services and Center Arts)

The University Center, Dining Services, under a license issued by the California State Board of Alcoholic Beverage Control is authorized to serve/sell beer in the Depot subject to the provisions of the license. The University Center has agreed to only serve/sell beer after 3 p.m.

When University Center, Dining Services caters an event at which alcoholic beverages are sold or are served and the premises are open to the general public, a permit must be obtained from the California State Board of Alcoholic Beverage Control.

When Center Arts hosts an event at which alcoholic beverages are sold, a permit must be obtained from the California State Board of Alcoholic Beverage Control.

VI. On-Campus Housing

On-campus residents (including but not limited to students, conference guests, and all other visitors in residence halls) who are 21 years of age or older may possess and consume alcoholic beverages in the privacy of their room, in accordance with regulations adopted by the Department of Housing and Residence Life. Open containers of alcoholic beverages may not be transported through the residences halls. Alcoholic beverages may not be consumed in public areas of the residence halls, unless it is a special non-student event with the Department of Housing and Residence Life's approval, and in accordance with the provisions of this policy.

The complete residence hall policy relating to alcohol can be found in the "Reslife & You" handbook, which is a contractual supplement to the Housing License for students. Non-student residents should refer to their housing contract for additional information.

VII. Intercollegiate Athletic Events

Sales and service of alcoholic beverages at athletic events shall be limited to beer and wine.

VIII. Pre-game Events ("Tailgating")

The University will maintain rules for pre-game events ("tailgating") which permit the consumption of beer and wine in an established area and requires participants to provide their own beer and wine. Alcoholic beverages may not be sold, shared, or served to others at these events. The

trained server, insurance requirements, and prior permission from the Risk Manager are not applicable to this section, but all other General Guidelines apply.

IX. Advertising in University Publications

Advertising of alcoholic beverages is limited to beer and wine only. Advertisements for distilled spirits is not permitted.

Any advertising, promotional displays or messages shall incorporate clear language to encourage only responsible and legal use of alcoholic beverages. Such messages shall be at least as prominent (in content quantity and font size) as any other message content such as product slogans or listed attributes of a particular product.

Alcohol advertising cannot encourage any form of alcohol abuse nor place emphasis on quantity and frequency of use.

Advertising from retailers or distributors that promote "drink specials" (e.g., 2 for 1 drinks, half-price happy hour drinks, etc.) are not allowed.

Alcohol advertising on campus or in institutional media shall not portray drinking as a solution to personal or academic problems, or as conducive to personal, social, athletic, or academic success.

Alcohol beverage marketers/distributors must help promote campus alcohol awareness programs that encourage and inform students about the responsible use or non-use of beer, wine, or distilled spirits.

Alcohol beverage promotions permitted by the University may not incorporate quotes from or photos or other likenesses of students, student-athletes, employees (including coaches, faculty, etc.) or campus mascots as active participants in a promotional message.

In all promotions, alcohol beverage trademarks or logos must be clearly subordinate to the sponsored event itself.

Promotional activities are not to be associated with campus events or programs without the prior knowledge and written consent of the Vice President for Student Affairs.

The name of an alcoholic beverage product may not be connected to the name, logo or mascot of a campus or of a University event or a facility (e.g., XYZ wine golf tournament, etc.).

The University's name, a department name, or any related nickname, logo or mascot may not be utilized in a way that implies an alcoholic product endorsement by the University (e.g., XYZ Beer - beverage of choice for HSU, fans).

University departments and organizations may not distribute clothing, posters, or other promotional items that utilize the University or athletic department symbol, name, image, logo or mascot in combination with an alcoholic beverage trademark or logo.

Any alcohol promotional material connected with any University athletic event (e.g., media guide game programs, off-campus billboards, etc.) must receive prior written approval by the President, or their designee.

Promotional materials associated with any other University program (other than athletics) must be approved in writing by the Vice President for Advancement.

This policy does not restrict the amount or content of alcohol advertising, purchased independently through commercial radio, TV and media companies, during broadcasts of athletic events. However, broadcasters under contract with HSU should strongly be urged to follow the above provisions when accepting commercials that promote alcoholic beverages.

Student media should also be encouraged to consider following the above provisions for any advertising messages for alcoholic beverage companies/distributors/products.

X. Enforcement

Enforcement of matters of law is the responsibility of the University Police Department.

The institution may impose penalties for violations of standards of conduct up to and including expulsion, termination of employment, and criminal prosecution. Any disciplinary action resulting from violations of this policy shall be administered in a manner consistent with the terms of the applicable collective bargaining agreement and/or the applicable provisions of the California Education Code.

Disciplinary action directed at students will be in compliance with the Student Conduct Procedures, Executive Order 1098. Penalties will be handled by the appropriate administrator. Additional penalties may be imposed by those areas that have jurisdiction over specific events.

[Executive Order 1109](#)

[Executive Order 1098](#)

[California Business and Professions Code 23399.1](#)

History (required)

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

Issued:

Revised: MM/DD/YYYY
Edited: MM/DD/YYYY
Reviewed: MM/DD/YYYY

(Supersedes EM: P11-01, UML 96-6, 94-1, 92-1, and P89-3, P87-1, P76-16, P74-11)

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

June 30, 2017

CHANNEL ISLANDS

MEMORANDUM

CHICO

TO: CSU Presidents

DOMINGUEZ HILLS

FROM: Timothy P. White
Chancellor

EAST BAY

SUBJECT: Sales and Service of Alcoholic Beverages at or in Conjunction with University Intercollegiate Athletic Events, and Advertising of Alcoholic Beverages on Campus and at University Athletic Facilities Executive Order 1109

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

Attached is a copy of Executive Order 1109 relating to the sale and service of alcoholic beverages at or in conjunction with university intercollegiate athletic events, as well as the advertising of alcoholic beverages on CSU campuses and athletic facilities. This executive order removes the prior prohibition on the sale and service of alcoholic beverages at athletic events, allowing campuses to decide if they wish to do so responsibly. Any campus deciding to serve or sell alcohol at athletic events must first enact a policy governing such activity that contains certain minimum provisions as outlined in this executive order. Consistent with the prior Executive Order 966, the advertising of certain alcoholic beverages is permitted on campuses subject to the limitations and guidelines set forth in this executive order.

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

SAN DIEGO

SAN FRANCISCO

If you have questions regarding this executive order, please call the Office of General Counsel at (562) 951-4500.

SAN JOSÉ

Attachment

SAN LUIS OBISPO

c: CSU Office of the Chancellor Leadership
Provosts and Vice Presidents, Academic Affairs
Vice Presidents, Administration and Finance
Vice Presidents, Advancement
Vice Presidents, Student Affairs

SAN MARCOS

SONOMA

STANISLAUS

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4500

Executive Order: 1109

Effective Date: June 30, 2017

Supersedes: Executive Order 966

Title: Sales and Service of Alcoholic Beverages at or in Conjunction with University Intercollegiate Athletic Events, and Advertising of Alcoholic Beverages on Campus and at University Athletic Facilities

The California State University is constantly striving to enhance its alcohol education programs, reduce alcohol abuse, and strengthen its policy efforts to promote the legal and responsible use of alcohol. It is recognized that many of the students within the CSU, as well as faculty, staff and guests, are of legal drinking age and use alcohol responsibly. For that reason, it is consistent with our systemwide policy to allow for the sale and advertising of alcoholic beverages as long as it is done legally and within guidelines that promote responsible use.

This executive order supersedes Executive Order 966, which prohibited the sale of alcoholic beverages at intercollegiate athletic events in university-owned or operated facilities. An examination of more recent trends and practices at numerous comparable higher education institutions, as well as an evaluation of existing practices involving the sale and service of alcoholic beverages at athletic events held at third-party venues or facilities owned or operated by CSU auxiliaries, has demonstrated that alcoholic beverages can be safely and responsibly served if certain precautions and guidelines are followed.

Therefore, this executive order permits each CSU campus to decide if it will permit the sale and service of alcoholic beverages at intercollegiate athletic events, regardless of whether those events are held at university-owned or operated facilities or other facilities over which the university has jurisdiction.

If a campus chooses to permit the sale and service of alcoholic beverages at athletic events, it must have in place and adhere to a policy that governs such practices. A campus may include additional requirements or guidelines in its policy, but any such policy must at a minimum contain the provisions outlined below.

I. Sales of Alcoholic Beverages at Intercollegiate Athletic Events

The following minimum requirements must be included in all campus policies concerning the sale and service of alcoholic beverages at intercollegiate athletic events:

1. The sale and service of alcoholic beverages must be conducted in accordance with all local and state laws, including the California Alcoholic Beverage Control Act and any regulations under the auspices of the California Department of Alcoholic Beverage Control.
2. Sales and service of alcoholic beverages at athletic events shall be limited to beer and wine, except in one circumstance. Beverages with distilled spirits (hard liquor) may be served complimentary or sold, provided the provision and consumption of such beverages is limited to VIP suites, skyboxes, or similar premium seating areas that are distinctly separate and secure from general admission seating and not predominately used by students or minors.
3. Campus policies must ensure appropriate training and that any other requirements of the California Department of Alcoholic Beverage Control are followed for servers of alcoholic beverages.
4. Policies must place a low limitation on the number of alcoholic beverages that can be purchased per transaction, limit the commencement of sales to a reasonable period of time prior to the start of the athletic event, and require the cessation of sales well before the end of the event (e.g., at the end of half-time, etc.).
5. Policies must provide that attendees are not permitted to bring alcoholic beverages into the facility and are not permitted to leave the facility with alcohol.
6. Policies must require that there be a system in place to check the official identification of patrons wishing to purchase or consume alcoholic beverages to ensure compliance with the legal drinking age.
7. Policies must prohibit the sale and service of alcohol to persons who are thought to be intoxicated.
8. Policies must establish guidelines for appropriate levels of security at athletic events where alcohol is being sold or served.

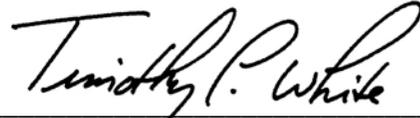
II. Alcohol Advertising and Promotion on California State University Campuses

The advertising of alcoholic beverages on CSU campuses, including at athletic events in university-owned or operated facilities, is permissible, but any such advertising must comply with the following minimum policy guidelines:

1. Advertising of alcoholic beverages is limited to beer and wine only. Advertisements for distilled spirits is not permitted.
2. Any advertising, promotional displays or messages shall incorporate clear language to encourage only responsible and legal use of alcoholic beverages. Such messages shall be at least as prominent (in content quantity and font size) as any other message content such as product slogans or listed attributes of a particular product.

3. Alcohol advertising cannot encourage any form of alcohol abuse nor place emphasis on quantity and frequency of use.
4. Advertising from retailers or distributors that promote "drink specials" (e.g., 2 for 1 drinks, half-price happy hour drinks, etc.) are not allowed.
5. Alcohol advertising on campus or in institutional media shall not portray drinking as a solution to personal or academic problems, or as conducive to personal, social, athletic, or academic success.
6. Alcohol beverage marketers/distributors must help promote campus alcohol awareness programs that encourage and inform students about the responsible use or non-use of beer, wine, or distilled spirits.
7. Alcohol beverage promotions permitted by the university may not incorporate quotes from or photos or other likenesses of students, student-athletes, employees (including coaches, faculty, etc.) or campus mascots as active participants in a promotional message.
8. In all promotions, alcohol beverage trademarks or logos must be clearly subordinate to the sponsored event itself.
9. Promotional activities are not to be associated with campus events or programs without the prior knowledge and written consent of the vice president for student affairs.
10. The name of an alcoholic beverage product may not be connected to the name, logo or mascot of a campus or of a university event or a facility (e.g., XYZ wine golf tournament, etc.).
11. The university's name, a department name, or any related nickname, logo or mascot may not be utilized in a way that implies a product endorsement by the university (e.g., XYZ Beer - beverage of choice for CSU, _____ fans).
12. University departments and organizations may not distribute clothing, posters, or other promotional items that utilize the university or athletic department symbol, name, image, logo or mascot in combination with an alcoholic beverage trademark or logo.
13. Any alcohol promotional material connected with any university athletic event (e.g., media guide game programs, off-campus billboards, etc.) must receive prior written approval by the athletic director and the president, or their designee.
14. Promotional materials associated with any other university program (other than athletics) must be approved in writing by the vice president for student affairs, or designee.
15. This policy does not restrict the amount or content of alcohol advertising, purchased independently through commercial radio, TV and media companies, during broadcasts of athletic events. However, broadcasters under contract with a CSU institution should strongly be urged to follow the above provisions when accepting commercials that promote alcoholic beverages.

16. Student media should also be encouraged to consider following the above provisions for any advertising messages for alcoholic beverage companies/distributors/products.

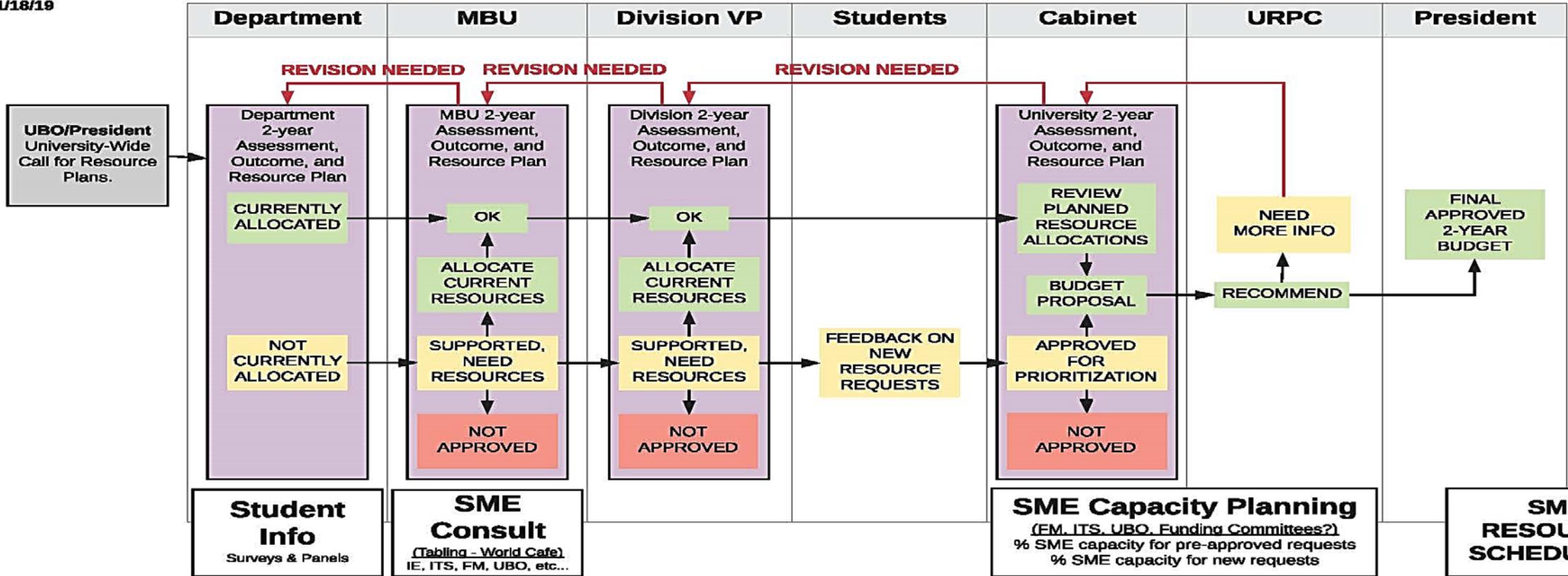
Handwritten signature of Timothy P. White in black ink.

Timothy P. White, Chancellor

Dated: June 30, 2017

Information Item:
*Integrated Assessment, Planning and Budgeting
(IAPB) Implementation*
Call for Proposals
Graduation Initiative 2025
for Fiscal Year 2019-2020

University Senate Meeting 1-29-2019
Melinda Haynes Swank
Lisa Castellino



Process	UBO/Pres	Dept/MBU	Dept/MBU	Division	Student	Cabinet	URPC	President	Official Timeline
	Set Priorities, Call for 2-year Budget/Resource Proposals May (& Fall Welcome)	Assessments --> Strategic & operational planning July - Sept (Flexible Dates)	CY & Year 1 affirmation, Year 2 budget/resource development Oct - Nov 15	Total budget/resource affirmation, revision, review, prioritization, and recommendations Nov 16 - Jan 15	Review new resource requests in AS and provide feedback to Cabinet Jan 16 - Feb 15	Total budget/resource affirmation, review, prioritization, & recommendations Feb 16 - Feb 28	Final capacity planning & prioritization. Recommend to President March	Final review, approval, communicate decisions April - May 8	
2019 Spring GI2025	UBO/Cabinet Issue Call for GI 2025 Resource Allocation for FY1920 Funding (Rubric provided) 2/1/19	Department Strategic & Operational Planning for GI2025 Proposals due to MBU 2/15/19	MBU Strategic & Operational Planning for GI2025 - Select proposals due to Division 2/22/19	Division Strategic & Operational Planning for GI2025 3/1/19	AS Feedback Feedback on GI2025 proposals due to Cabinet 3/11/19 SSA Rubric analysis. Due to Cabinet 3/14/19	Cabinet Prioritize proposals Due to URPC 3/28/19	URPC Review proposals, & incorporate GI2025 into overall budget recommendation to President 4/12/19	President Budget Announcement including GI 2025 funded projects 5/8/19	Pilot Timeline



STOP



REQUEST FOR GRADUATION INITIATIVE 2025 (GI2025) FUNDING

FISCAL YEAR 2019-20

DATE:

REQUESTOR: (Name, Department / Program Name)

MAJOR BUDGET UNIT (MBU) APPROVAL: (Approvers name, Department/College Name)

DIVISIONAL APPROVAL: (Approvers Name, Division Name):

EXECUTIVE SUMMARY:

A brief description of your proposal, plans and the alignment with [GI2025 mission](#). <300 word max>

AMOUNT REQUESTED: (link to funding plan template)

GI2025 GOALS & OBJECTIVES (40% of overall score) <link to rubric, FAQ>

1. SUPPORTING GI2025 PILLARS:

Describe how your request supports one or more of the six GI2025 goals: (1) Academic Preparation, (2) Data Decision Making, (3) Engagement, Health, and Wellbeing, (4) Enrollment Management, (5) Financial Aid, (6) Removing Administrative Barriers. (14% of overall score) <300 word max>

2. RACIAL EQUITY (Opportunity or Access Gap):

Describe the impact your request will have on reducing or eliminating these gaps. (8% of overall score) <300 word max>

3. INCOME EQUITY (Opportunity or Access Gap):

Describe the impact your request will have on reducing or eliminating these gaps. (8% of overall score) <300 word max>

4. COLLECTIVE IMPACT:

Describe how your proposal will contribute to or enhance current or planned initiatives. (10% of overall score). <300 word max>

PROPOSAL DESIGN (40% of overall score) <link to rubric, FAQ>

1. NEEDS ANALYSIS:

Provide details of the analysis planned or performed demonstrating the need behind this request. Include any collection of data, planned or actual. (15% of overall score) <300 word max>

1. OUTCOMES AND OBJECTIVES:

Describe the Outcomes and Objectives associated with your request, including the extent to which they have been developed, implemented, assessed and any program changes taken as a result of evidence. (15% of overall score) <300 word max>

- **Outcomes** are a related statement of fact that is a result of actions or steps taken. "What does success look like?".
- **Objectives** are a related statement of commands (to ourselves), directives or action statements. **How** will we accomplish?

3. ASSESSMENT PLAN:

Describe your plans to assess the results of this initiative, connecting results to planned Outcomes and Objectives. Include timeline of assessment plan (3 years, 5 years, etc) (10% of overall score) <300 word max>

FUNDING NEED (20% of overall score) <link to rubric, FAQ>

1. FINANCIAL SUSTAINABILITY:

Describe the current financial stability of the initiative, absent GI2025 funding. Describe how this request helps sustain the initiative over time. <300 word max>

Other useful resources:

1. [Link to FAQ's](#)

	GI2025 Goals & Objectives - 40%				Proposal Design - 40%			Funding Need - 20%	
	Weighting	14.0%	8.0%	8.0%	10.0%	15.0%	15.0%	10.0%	20.0%
	Criterion	Supporting GI2025 pillars	Racial Equity (opportunity or access gap)	Income Equity (opportunity or access gap)	Collective Impact	Needs Analysis	Outcomes & Objectives	Assessment Plan	Financial Sustainability
Initial – 1	It is not clear to which GI 2015 goals this request relates.	It is not clearly stated if request directly or indirectly reduces or eliminates opportunity or access gaps.	It is not clearly stated if request directly or indirectly reduces or eliminates opportunity or access gaps.	It is not clear how this effort 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.	
Emerging – 2	Request indirectly relates to at least one pillar.	Request demonstrates knowledge of opportunity or access gaps and demonstrates hypothesized indirect positive impact.	Request demonstrates knowledge of opportunity or access gaps and demonstrates hypothesized indirect positive impact.	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.	
Developed - 3	Request directly relates to at least one pillar.	Request demonstrates knowledge of opportunity or access gaps and demonstrates hypothesized direct positive impact.	Request demonstrates knowledge of opportunity or access gaps and demonstrates hypothesized direct positive impact.	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.	
Highly Developed - 4	Request directly relates at least two pillars.	Request demonstrates knowledge of opportunity or access gaps and demonstrated actual direct or indirect positive impact.	Request demonstrates knowledge of opportunity or access gaps and demonstrated actual direct or indirect positive impact.	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.	

GI2025 GOALS & OBJECTIVES (40% of overall score) <link to rubric, FAQ>

SUPPORTING GI2025 PILLARS:
 Describe how your request supports one or more of the six GI2025 goals: (1) Academic Preparation, (2) Data Decision Making, (3) Engagement, Health, and Wellbeing, (4) Enrollment Management, (5) Financial Aid, (6) Removing Administrative Barriers. **(14% of overall score)** <300 word max>

RACIAL EQUITY (Opportunity or Access Gap):
 Describe the impact your request will have on reducing or eliminating these gaps. **(8% of overall score)** <300 word max>

INCOME EQUITY (Opportunity or Access Gap):
 Describe the impact your request will have on reducing or eliminating these gaps. **(8% of overall score)**<300 word max>

COLLECTIVE IMPACT:
 Describe how your proposal will contribute to or enhance current or planned initiatives. **(10% of overall score)**.<300 word max>

		GI2025 Goals & Objectives - 40%			
Weighting		14.0%	8.0%	8.0%	10.0%
Criterion		Supporting GI2025 pillars	Racial Equity (opportunity or access gap)	Income Equity (opportunity or access gap)	Collective Impact
Initial – 1	It is not clear to which GI 2015 goals this request relates.	It is not clearly stated if request directly or indirectly reduces or eliminates opportunity or access gaps.	It is not clearly stated if request directly or indirectly reduces or eliminates opportunity or access gaps.	It is not clear how this effort can support or sustain current initiatives.	
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Highly Developed - 4	Request directly relates at least two pillars.	Request demonstrates knowledge of opportunity or access gaps and demonstrated actual direct or indirect positive impact.	Request demonstrates knowledge of opportunity or access gaps and demonstrated actual direct or indirect positive impact.	Demonstrates clear connection to current initiatives with proven patterns of success and how those initiatives can be further sustained and enhanced.	

PROPOSAL DESIGN (40% of overall score)

[<link to rubric, FAQ>](#)

NEEDS ANALYSIS:

Provide details of the analysis planned or performed demonstrating the need behind this request. Include any collection of data, planned or actual. **(15% of overall score)** <300 word max>

OUTCOMES AND OBJECTIVES:

Describe the Outcomes and Objectives associated with your request, including the extent to which they have been developed, implemented, assessed and any program changes taken as a result of evidence.

(15% of overall score) <300 word max>

Outcomes are a related statement of fact that is a result of actions or steps taken. "What does success look like?".

Objectives are a related statement of commands (to ourselves), directives or action statements. **How** will we accomplish?

ASSESSMENT PLAN:

Describe your plans to assess the results of this initiative, connecting results to planned Outcomes and Objectives. Include timeline of assessment plan (3 years, 5 years, etc) **(10% of overall score)** <300 word max>

Possible Scores

		Proposal Design - 40%			
		15.0%	15.0%	10.0%	
		Needs Analysis	Outcomes & Objectives	Assessment Plan	
Weighting	Criterion				
		Initial – 1	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.
		Emerging – 2	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.
		Developed – 3	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.
Highly Developed – 4	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.		

FUNDING NEED (20% of overall score) <link to rubric, FAQ>

FINANCIAL SUSTAINABILITY:

Describe the current financial stability of the initiative, absent GI2025 funding.

Describe how this request helps sustain the initiative over time. <300 word max>

Possible Scores

	Funding Need - 20%
Weighting	20.0%
Criterion	Financial Sustainability
Initial – 1	It is not clear what funding plan exists to support this effort long term.
Emerging – 2	Short-term funding plan exists but long-term plan does not.
Developed – 3	Short term funding plan exists and long term funding plan is proposed.
Highly Developed – 4	Long term, base funding exists for this program and is already budgeted within the organization.

Average Reviewer Scores

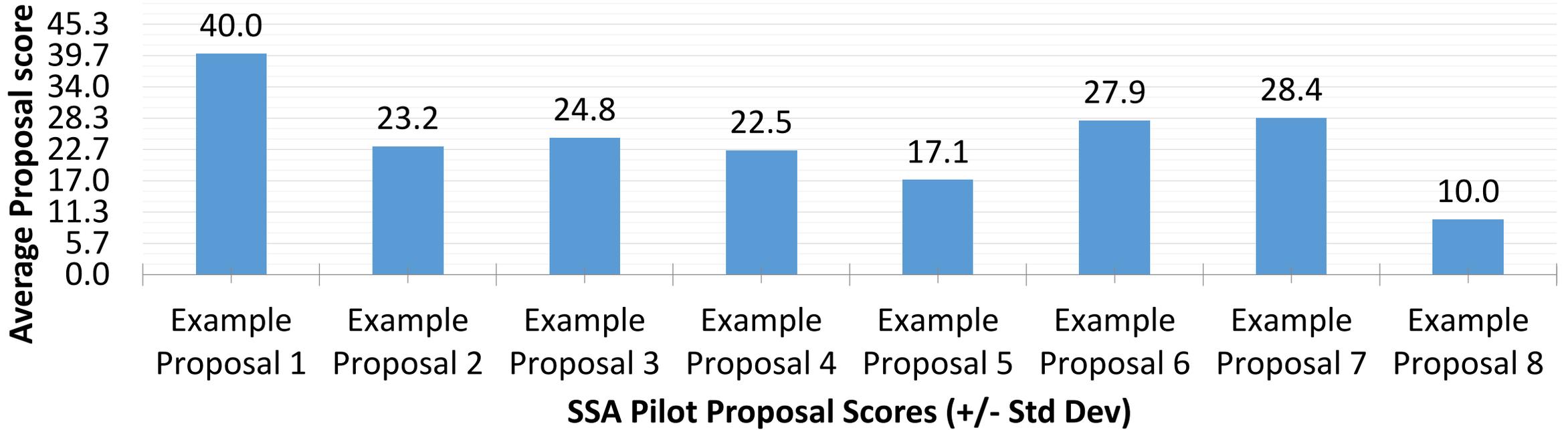
	Supporting GI2025 pillars	Racial Equity (opportunity or access gap)	Income Equity (opportunity or access gap)	Collective Impact	Needs Analysis	Outcomes and Objectives	Assessment Plan	Financial Sustainability	Weighted Sum of Average Scores
Example Proposal 1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	40.0
Example Proposal 2	3.00	3.25	2.25	3.00	2.50	1.25	2.50	1.75	23.2
Example Proposal 3	2.00	3.25	2.50	2.25	2.50	2.75	1.25	3.00	24.8
Example Proposal 4	1.50	1.75	2.50	2.25	2.75	2.25	3.25	2.00	22.5
Example Proposal 5	1.75	1.50	2.00	1.50	2.50	1.75	1.50	1.25	17.1
Example Proposal 6	2.75	3.50	3.00	3.00	3.25	2.50	2.25	2.50	27.9
Example Proposal 7	3.00	3.50	1.75	3.00	2.75	2.75	2.75	3.00	28.4
Example Proposal 8	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.0

Standard Deviation of Reviewer Scores

	Supporting GI2025 pillars	Racial Equity (opportunity or access gap)	Income Equity (opportunity or access gap)	Collective Impact	Needs Analysis	Outcomes and Objectives	Assessment Plan	Financial Sustainability	Average Std Dev
Example Proposal 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Example Proposal 6	0.82	0.96	1.50	1.15	1.73	0.50	1.73	1.50	12.4
Example Proposal 7	0.82	0.96	1.29	1.50	1.29	0.96	0.50	1.41	10.9
Example Proposal 3	1.00	1.50	1.73	1.26	0.96	1.26	0.96	0.82	11.9
Example Proposal 2	0.50	0.58	1.41	1.00	0.58	0.50	0.58	0.50	7.1
Example Proposal 4	1.50	0.58	1.41	0.00	0.96	1.29	1.26	1.29	10.4
Example Proposal 5	1.41	0.58	0.96	0.82	1.26	1.26	1.50	0.82	10.7
Example Proposal 8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

Proposal Titles

Proposal Titles



Next steps

Edits based on changes suggested by SSA. If you have any feedback please E-mail me at:

Lisa@Humboldt.edu

Call goes out Feb 1st including the FAQ and other materials.

Here we....



GO



Framing our Discussion

Building a Partnership between the Senate and the Diversity, Equity and Inclusion Council (DEIC)



Our Common Goal

- ➔ The goal is to establish a working partnership that fosters collaboration between ODEI* and DEIC* and holds us accountable for the creation of outcomes and deliverables that take policy into action.

* Office of Diversity, Equity and Inclusion

* Diversity, Equity and Inclusion Council



DEIC's Objectives

- Support ODEI in the creation of short and long-term strategies for the enhancement of faculty, staff and student development, and engagement in matters concerning diversity, equity, and inclusion.
- Provide a collective and coherent voice and serve as a resource to ODEI.
- Provide leadership direction to engage HSU and the community-at-large and serve as change agents to promote cultural change initiatives to improve the campus climate.



DEIC Subcommittees

- ▶ Faculty and staff development and professional opportunities
 - ▶ What it means for HSU to be a Hispanic Serving Institution (HSI)
 - ▶ Inclusive teaching strategies and culturally relevant pedagogy
- 



Senate Activity

- ▶ Brainstorm on possible policies or actions this body would like DEIC to take on as each subcommittee begins their work.
- 

Diversity & Equity Senate Responses

Brainstorm some possible policies for DEIC council to take on.

Have any policy that can be clearly accomplished by faculty & staff, e.g. Attend two workshops.
Trainings for everybody on racial equity, indigenous knowledge, social justice.
Hiring more student faculty.
A better accountability process for faculty staff and students.
A university-wide agreement of terminology. Too many terms are not definitely defined even in the literature, much less at HSU. We don't even have a common definition for equity.
Ongoing training and workshops as follow ups to initial trainings around bias and racial/cultural awareness.
Training by tribal leaders for professor on Indigenous Knowledge in different disciplines + pedagogy. (Reaching out to professor who don't want to go!)
Hiring more diverse faculty + making sure lecturers of color get to secure positions
Reports on the efforts that are going on/are underway
Integrating Diversity and Equity into RTP.
Work on reorganizational structure to create space/time + compensation for all faculty and staff to participate in trainings and guest lectures.
Set up clear steps for faculty to take, perhaps as RTP.
Indigenous ways of knowing within creative and science classes.
Empathy training for students.
HSI: cultural experiences and ways of Hispanic.
Spotlight on Hispanic graduates of HSU? In community?
More cultural center appreciation
We should assess the Campus Climate using social science methods such as surveys
Policies that are student centered and reflect HSU's status as an HSI
Fighting back against resistance and subversion from entrenched white faculty who do not want to change.
Someone from Equity Arcata, or someone from the community to report to us on actions being taken to improve the community relations and give us a chance to ask questions, or give advice on this aspect of HSU's work.
Get all department faculty training on Indigenous Knowledge systems in their discipline with understanding about why they are relevant.
I just want students, community, staff, faculty, admin, to feel comfortable on campus and want to come here. Something needs to be done to quantify people's experiences here of their thoughts. Maybe some policy about consequences for being a crappy person? IDK! It's already a policy to not hate!
I would like to see policy put in place that leads to action. Properly inspired action rather than forced
I love the idea of using a racial lens to help filter or frame all of the activities we engage in for academic, student affairs and general university operations.
Expression of the student voice. Support for their identities on campus and in the community.
Provide progress reports on Initiatives underway
Would like to see more advertisement on campus so students and faculty know linkage conversations are happening.
Senate can gain the knowledge to make a difference but they need to get to everyone.
Create an alert system for students when racial threats to students occur. (This was a student request at a previous meeting.)
Make it easier for the whole university to participate and understand the importance of doing so.
Being informed of racial equity actions being taken to address issues of discrimination off campus.
More action, not just talk and discussion. These half-hour sessions are important for increasing awareness.
How do we integrate the equity work with Senate business? Maybe put the equity session at the beginning?

Diversity & Equity Senate Responses

What would senate members hope to accomplish through DEIC meetings?

Professional Development
Time for Reflection- ongoing personally/systemically.
Tools to have difficult conversations.
Elevate + Enhance conversation to raise awareness about equity.
Create a bias response committee.
Meaningfully address concerns already highlighted (death of Josiah, students/faculty of color afraid to get assaulted by various persons on campus.)
I'm excited about DEIC contributing to this equity section to continue the discussion started by Marlon.
Have framed discussions that arrive at actionable work that can be done.
HSI more culturally aware and more accessible for student success.
All constituencies on campus have mutual respect and understanding of those they interact with. Outcome of equity gaps and retention rates of students of color improved to be on par with others.
Create ongoing intentional efforts. Many efforts appear to be "one and done" and I'm always left asking what is next?
Transparent cross-campus involvement.
Students of color feel welcome + they stay to graduate and make their lives here in Humboldt.
Be a model in the CSU for DEI.
Senate members become more knowledgeable and considerate of racial tension created by the white history and culture of campus and community and listen to the everyday trial of our students, staff & faculty.
Increased Communication, Realistic conversation about race & equity.
I would like some group to investigate courses/faculty with high achievement gaps.
Connection to the larger campus community about these issues without generic top down approach.
Students feel more safe and have more opportunity to grow.
No more racist professors/staff not being held accountable.
Make Title IX better or create a whole new better system cause a lot of survivors are not being properly handled.
Like to see more people involved in equity and diversity issues, with lots more people than just the usual suspects.
Humility in groups. More voices in discussion. Ongoing self-critique.
Policies that better operationalize equity.
Practices linked to equity are made policy + linked to RTP.
Appendix J revisions to encourage investments in diversity in pedagogy.

Diversity & Equity Senate Responses

Some concerns you have for DEIC Senate?

I worry that our senate conversations, tend to get bogged down in showboating. I'd be concerned that we have a hard time talking productively
I'm concerned that we do not have a Senate Committee that is focused on Diversity + Equity to craft policy and draft resolutions to bring to senate
I'm concerned about the time half hour of each senate meeting devoted to this, for it to be just more of the same. Seems like a lot of talking, memorizing, but not a whole lot of tangible things. Would like to see more concrete things/tools given to us to help make these changes. This seems like there is a lot of talking and verbiage but for people not well-versed in this topic, left feeling confused about how to actually do anything.
Concerned we won't actually do anything but talk a lot...or just write value/vision statements but not change meaningful policy.
Meaningfully address concerns already highlighted (death of Josiah, students/faculty of color afraid to get assaulted by various persons on campus.)
Senate task forces in the past have not really taken their change seriously. I worry this will result in the same thing
No more race/gender 101...Senate is not a workshop space.
Concerned about talking about equity at each meeting if not everyone will engage.
Lack of PoC Senators representing initiatives (assumingly).
Lack of ability to take action.
Student/Staff representation (outside of council and senate).
Racism dies hard. Those who experience privilege and power think that losing those privileges is injustice.
Is there adequate staff representation? In particular, student/customer or services staff. Will it make a difference?
How to best influence student behavior and attitude about equity.
Be careful to encourage, but not mandate, that every course on campus addresses specific issues.
The police have more presence on campus.
My greatest concern for the senate is if a collaborative effort can be addressed with not only the campus community but the extended community beyond?
What can we include in programming so that more folks participate in the dialogues not just the same players?
How will the work encourage self-critique and direct application to our work with students.