

Tuesday, April 2, 2019, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:04pm on Tuesday, April 2, 2019 in Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Bacio, Brumfield, Burkhalter, Byrd, Creadon, Enyedi, Karadjova, Kerhoulas, Le, Maguire, K. Malloy, N. Malloy, Mola, Moyer, Pachmayer, Parker, Rizzardi, Rossbacher, Rueda, Tarlton, Thobaben, Woglom, Wrenn, Zerbe

Members Absent

Gomez, Gough, Sandoval Virnoche

Guests

Dale Oliver, Edy Reynoso, Meridith Oram, Lisa Bond-Maupin, Rock Braithwaite, Maxwell Schnurer, Debbie Gonzalez, Randy Hyman, Holly Martel, Amber Blakeslee, Lisa Castellino, Peggy Metzger, Kumi Watanabe-Schock, Karen Diemer, Monica Rivera, Lizzie Phillips, Malcolm Chanaiwa, Donn Peterson, Jennifer Eichstedt, Len Wolff, Alex Ozaki, about 5-10 students, staff, and/or community members.

Announcement of Proxies

K. Malloy for Sandoval, Maguire for Gough, Alderson for Virnoche

Approval of and Adoption of Agenda

M/S (Woglom/Wrenn)

Motion passed unanimously

Approval of Minutes from the March 12, 2019 Meeting

M/S (Alderson/Parker) to approve the Minutes of March 12, 2019

Motion passed unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

Senator Mola noted the President's response to Senate Resolution 15-17/18-FAC: Resolution on a lack of transparency in process for calculating Chair Compensation, and requested that allotted Assigned Time be posted to the University website.

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Policies:

- Written report attached

University Resources and Planning:

- Written report attached

In addition to the written report, Senator Rizzarda reported that the URPC will be holding a Budget Open Forum on April 12, 2019 from 1:00-3:00 PM in the Great Hall

Academic Senate CSU (ASCSU):

- Written report attached

Administrative Affairs:

- Written report attached

Senator Mola asked whether space in Jenkins Hall had already been allocated. Senator Dawes replied that space has not been allocated, and directed folks to communicate with their representatives on the Project Steering Committee with feedback.

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

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

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

It was noted no one signed up to speak during the Open Forum for the Campus Community

Action Item: Approval of the 2019/2020 University Senate Meeting Calendar

M/S (Creadon/Woglom) to approve the 2019/2020 University Senate Meeting Calendar

Motion carried unanimously

Action Item: Seating of New Senators

M/S (Woglom/Le) to Seat the New Senators

Motion carried unanimously

Chair Burkhalter introduced and welcomed the following incoming Senators:

| Name: | Position: | Term: |
|-------------------------|---|-----------|
| • Mark Wilson..... | At-large Delegate..... | 2019-2022 |
| • Debbie Gonzalez..... | Lecturer Faculty Delegate..... | 2019-2022 |
| • Jill Pawlowski..... | CPS Delegate..... | 2019-2020 |
| • Maxwell Schnurer..... | CAHSS Delegate..... | 2019-2022 |
| • George Wrenn..... | Non-instructional Faculty Delegate..... | 2019-2022 |
| • Jen Maguire..... | CPS Delegate..... | 2019-2022 |
| • Mary Ann Creadon..... | General Faculty Rep to the ASCSU..... | 2019-2022 |

TIME CERTAIN: 3:35-3:45 PM – Action Item: Election of 2019/2020 Senate Officers

Chair Burkhalter explained incoming Senators can either vote in the Officer Election, or designate their outgoing Senator counterpart as proxy. Chair Burkhalter distributed the attached paper ballot, and solicited additional nominations for Officers; no additional nominations were forthcoming, and voting by paper ballot commenced.

Chair Burkhalter announced the following election results:

Senate vote to elect Senator Mark S. Wilson as Vice-Chair of the University Senate / Chair of the Faculty Affairs Committee for 2019/2020 **passed**.

Senate vote to elect Senator Kerri Malloy as Third Officer of the University Senate / Chair of the Academic Policies Committee for 2019/2020 **passed**.

Senate vote to elect Senator James Woglom as Co-Chair of the University Resources Planning Committee for 2019/2020 **passed unanimously**.

Senate vote to elect Senator George Wrenn as Chair of the Constitution and Bylaws Committee for 2019/2020 **passed**.

Senate vote to elect Senator Robert Keever as Chair of the University Policies Committee for 2019/2020 **passed unanimously**.

Senate vote to affirm the nomination of Brandice Gonzalez-Gurerra as one of two faculty representatives on the Appointments and Elections Committee for 2019/2020 **passed unanimously**.

Senate vote to affirm the nomination of Armeda Reitzel as one of two faculty representatives on the Appointments and Elections Committee for 2019/2020 **passed**.

Resolution on Policy on Changes in Majors (12-18/19-APC – April 2, 2019) Second Reading

Senate vote to approve the Resolution on Changes in Majors **passed without dissent**.

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

Nays: none

Abstentions: Bacio, Le

Resolution on Policy on Second Majors (13-18/19-APC – April 2, 2019) Second Reading

Senate vote to approve the Resolution on Second Majors **passed**.

Ayes: Alderson, Creadon, Dawes, Enyedi, Gough, Karadjova, Kerhoulas, Keever, Kerhoulas, Maguire, K. Malloy, N. Malloy, Mola, Pachmayer, Parker, Rizzardi, Sandoval, Thobaben, Virnoche, Woglom, Wrenn

Nays: Brumfield

Abstentions: Bacio, Johnson, Le, Zerbe

Resolution on Initial Implementation of HSU ILOs (11-18/19-ICC – April 2, 2019) First Reading

M/S (Alderson/K. Malloy) to move the Resolution

Motion carried unanimously

Senator Alderson noted the most important change to the Resolution is that the contentious issues have been removed, and reported the current focus of the ICC is on getting the GEAR

learning outcomes revised. Senator Alderson noted the ICC will get a sense of where the programs are regarding the new ILOs as they continue the initial program mapping, and concluded, stating the ICC will most likely bring more items forward, and that after sending the document to the Department Chairs for their review, she received two responses (one pointed out a small typo, and one said they were happy with the document).

Senator Mola shared his appreciation of Senator Alderson's bringing the document to the Chairs for review, even if the feedback was minimal.

The Resolution will return for a Second Reading

TIME CERTAIN: 4:00-5:00 PM – Presentation from Equity Arcata Working Groups

Representatives from the Equity Arcata Working Groups gave the attached presentation in the following order:

- Racial Equity Intern Malcolm Chanaiwa presented an overview of Equity Arcata
- UPD Chief Peterson gave an update on the efforts of the Chief's Advisory Panel to improve transparency and community relationships on and off-campus
- Community Development Specialist Meridith Oram reported on ongoing equity learning opportunities on behalf of the Training & Learning Working Group
- Lizzie Phillips gave an update on the creation of a Bias Reporting Tool, on behalf of the Bias Reporting Tool and Community Response Team
- Alex Ozaki and Len Wolff gave an update on the creation of a Security Deposit Scholarship program and a "Seal of Approval" for local landlords and property management companies, on behalf of the Housing Equity Working Group

M/S (Woglom/Karadjova) motion to adjourn

Meeting adjourned at 5:00pm

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, April 2, 2019

Welcome to the new senators whose terms begin AY19/20! Thanks so much for your service, and I look forward to working with you in the coming year.

On March 28, 2019, I received the attached response from President Rossbacher regarding 15-17/18 FAC, Resolution on Department Chair Compensation Equity Policy.

HSU has contracted with the survey firm that conducts the *Chronicle of Higher Education's* "Great Colleges to Work For" survey, and beginning March 25, 2019, faculty and staff should be receiving emails that provide instructions in how to complete the survey. The response deadline is in the 2nd week of April (mine said April 8). The results from this survey will provide a baseline assessment of workplace climate for the incoming president, and I urge everyone to respond so that a high response rate for improved generalizability is achieved. As the survey instructions explain, the results are confidential and answers will not be directly tied to specific employees. The Office of Academic Affairs, coordinating with the Office of Institutional Effectiveness, is considering deploying a separate survey instrument to measure campus climate for students; this survey process is a bit more involved with a higher cost than the "Great Colleges to Work For" survey. It is likely that students will be asked to participate in the Fall 2019 semester.

Beginning on April 2, the Academic Technology Advisory Committee (ATAC) will be conducting an academic technology survey, and the committee encourages everyone who receives the survey to respond so that they can get an accurate sense of technology uses and needs. The ATAC was formed at the direction of University Senate, to serve as a steering committee for planning and assessment of needs related to academic technologies. The charge of the committee includes making procedural and technology recommendations, prioritizing communication between technology decision makers and stakeholders, facilitating selection and deployment of academic technologies, and evaluation of technologies and the needs of faculty and staff who work with students. Members of the ATAC are scheduled to give a brief presentation about the committee and the survey at the April 16 Senate meeting. Questions about the work of the committee, or the upcoming survey, may be directed to Amy Rock, Faculty Co-Chair, amy.rock@humboldt.edu

The process for providing feedback for the ASCSU GE Task Force report continues, with several CSU Academic Senates now having passed resolutions in opposition to the report. These campuses include Chico State, CSU-Dominguez Hills, CSU-Stanislaus, Fresno State, and San Francisco State. The HSU History Department Chair, Rob Cliver, has been working on a resolution similar in kind to these that he would like HSU Senate to consider this semester. Other campus Senates, such as CSU-LA, San Diego State, San Jose' State and Sonoma State are taking a 'wait and see' approach and/or are using longer-term review processes. Campus Senates' responses to the report will be a main topic of discussion at the April 11, 2019, CSU Council of Senate Chairs meeting. I have attached a PowerPoint prepared for the ASCSU March 2019 Plenary that attempts to explain some of the main points of the report and to address some of the concerns already expressed by campus Senates. The main objections to the report seem to be that that the processes of consultation and deliberation of the GE Task Force were not as inclusive and transparent as they could/should be, many campuses are still struggling to comply with the mandatory GE revisions of EO 1100 and do not have capacity currently to consider another revision of GE, the proposal to reduce total GE units to 42 limits liberal arts education, the suggested prohibition of "double-counting" classes that count for GE and as a major course would negatively impact higher-unit

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majors, and the proposal that the American Institutions requirements could be reduced to one three-unit course is ill-advised and potentially violates the Title V requirement that established American Institutions courses as part of the curriculum (as the PowerPoint explains, the report suggests that campuses could have an option to retain AI courses as two separate three-unit courses, one in History and one in Political Science, as we do now). The ICC GEAR committee continues to collect feedback on the report from the HSU campus community through the form at this [link](#). This form will be open until April 28, after which time the GEAR committee, with the help of the ASCSU senators, will compile the data for review to form a campus response. The ASCSU has also created a portal which includes a link to the report and methods for providing feedback directly to ASCSU (see this [link](#)). The Senate Executive Committee is considering scheduling a time on an upcoming Senate agenda (April 16 or April 30) to have a discussion of the GE Task Force Report; please share your thoughts about when/if you would like to have this discussion this semester. Mary Ann Creadon, ASCSU senator and member of the GE Task Force responsible for the report, has offered to help facilitate a discussion.

Because we adjourned at the March 12 Senate meeting before he could give us his report on the progress establishing the BSN program, Interim CPS Dean, Gregg Gold, provided the following update in by answering specific questions that I posed to him.

Where is the program in the accreditation process?

We are good with the Chancellor's office. We expect to have the final pieces in-place by to receive accreditation from WASC-CUC by June. Accreditation from the appropriate nursing agencies cannot be sought until the program begins in Fall 2020. Obtaining accreditation will be part of the new director's job. We expect that the first class will graduate from a fully accredited program.

Has the response from accreditors been positive?

Yes, the response is and has been positive.

Where is the program in the goal of \$5 million endowment?

Regarding already pledged firm commitments, we have two million from Saint Joseph's.

Where is the program re: hiring the Director (search is about to close)?

The search has closed and the committee will be going over the candidates when the search committee meets on Friday (March 29).

Are prospects of Fall 2020 launch of program good?

Yes, we are committed to launching in Fall 2020.

Are there any foreseeable barriers to Fall 2020 launch?

Everyone from the Governor on down is committed to a Fall 2020 launch, so while there is still work to be done, I don't see that work as a barrier.

How will first class be recruited and how many students expected?

There are students from the College of the Redwoods Registered Nursing (RN) and the community who are already asking about the program. There is pent up need in the community, so recruitment at this point is not an issue. The first class will be 25 students.

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Any new developments re: organizational structure? Is the plan still to house program in Kinesiology?

No new developments. Yes, it will still be housed in Kinesiology.

Anything else important to know about the program and/or the progress to 2020 launch?

Just that everyone is very excited about the program and very much looking forward to the launch.



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Office of the President

25 March 2019

Dr. Stephanie Burkhalter
University Senate Chair

Dear Chair Burkhalter:

I am writing in response to Senate Resolution 15-17/18 - FAC recommending adoption of a new University-wide model for department chair assigned time. I want to thank the Senate for your careful consideration of this important issue. In assessing this resolution, I obtained an independent analysis from the Office of Institutional Effectiveness and input on the resolution from the Deans of the Colleges of Arts, Humanities, and Social Sciences, of Natural Resources and Sciences, and of Professional Studies, as well as the Provost.

The academic deans generally support moving away from the historical model for chair compensation toward a more equitable model informed by a shared understanding of chair workload. However, the Deans do not support uniform implementation of the proposed assigned time distribution model, as presented, and they have requested that they be able to retain their autonomy to consult with their respective Councils of Chairs to review and continue to adjust chair compensation based on the unique needs of their programs and colleges. I support this request from the three Deans, and I trust that their collaborative efforts will achieve the intent of the proposed model.

Thus, I acknowledge receipt of Senate Resolution 15-17/18 - FAC on Department Chair Assigned Time Policy and appreciate the University Senate's deliberations and advice on this topic. This proposed policy and the related analyses will be a valuable set of principles and guidelines for the Deans as they work to develop fair and consistent approaches to recognizing the critically important work of department chairs. Although I am not formally approving this Senate resolution, I believe it will prove valuable to the Deans as they work with the chairs in their colleges.

Sincerely yours,

Lisa A. Rossbacher, Ph.D.
President

Cc: Provost Alex Enyedi
Dean Lisa Bond-Maupin
Dean Dale Oliver
Interim Dean Gregg Gold

Title: General Education Task Force Report*

Prepared for ASCSU Plenary March 2019

(At the conclusion of the GETF formed in AS-3271-16/AA (Rev) Establishment
of an Academic Senate CSU (ASCSU) Task Force to Study General Education)

*See a more exact title perhaps, next slide

***A More Exact Title Perhaps:** A draft set of ideas about general education presented to the ASCSU to serve as a launching point for thoughtful discussion, debate and revision: A giant peer review

Membership of Task Force as per AS-3271-16/AA (Rev) Establishment of an Academic Senate CSU (ASCSU) Task Force to Study General Education

- RESOLVED: That the ASCSU define the ideal membership of this task force to include:
- The Chair of the Academic Senate CSU (co-chair)
- The Chair of the Academic Affairs Committee (co-chair)
- The Chair of the Academic Preparation and Education Programs Committee
- The Chair of the General Education Advisory Committee
- Two additional ASCSU Senators
- Two campus Faculty
- The Chair of the Board of Trustees (BOT) or designee
- The Faculty Trustee on the BOT
- A representative from the CSU Office of the Chancellor
- A representative from the University of California Senate
- A representative from the Community College Senate
- One or two student representatives from California State Student Association (CSSA)

**Charge of the Task Force as per AS-3271-16/AA (Rev)
Establishment of an Academic Senate CSU (ASCSU)
Task Force to Study General Education**

“RESOLVED: Given that General Education (GE) is under the purview of the faculty, that the ASCSU form a task force to examine, offer suggestions, and report upon GE programs system-wide. This task force may engage in the following:” (9 general areas listed for consideration)

Our unwavering student-centered focus led to a conceptual model derived from best practices

- Best Practices in CSU and US include:
 - Coherence: treatment of GE as a program so students see GE as more than “box checking”, intentionality of student learning
 - Scaffolded learning: reinforcement of skills and abilities throughout the GE program
 - Pathways/Themes: these are developing throughout CSU to assist students in finding meaning in GE, maybe leading to minors, areas or emphasis or certificates.
 - Issues examine through different disciplinary lens

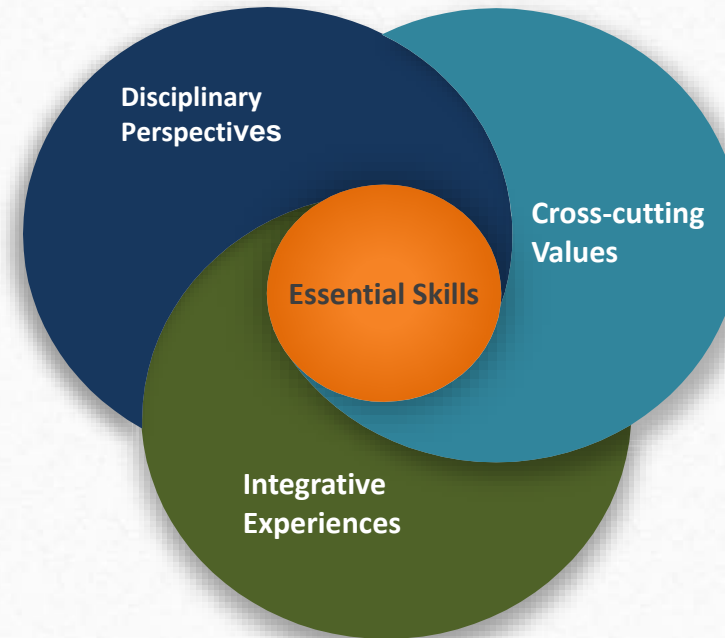
Conceptual Framework

Multidimensional, Integrative, Intentional
GE program framework.

Essential (foundational) Skills that are reinforced and scaffolded throughout the curriculum.

Surrounded by Disciplinary Perspectives, Cross-cutting Values and Integrative Learner Centered Experiences which contextualize the GE program.

(The model is included in detail at end of presentation)



Outgrowth of Model: Increased Campus Autonomy

- UDGE isn't solely deployed in areas B, C & D, as it is in the status quo; it's up to the campus to determine how they want to scaffold that learning.
- FYEs encourage scaffolding in packages promoting the values of a given campus (e.g., sustainability, equity, social justice).
- Graduation requirements that express the values of the campus, such as languages other than English, service learning, and AI, can be accommodated in the GE package.

This is just the beginning
(Really, we mean that!)

The GETF report seeks to provide a solid starting point for discussion and reflection and is offered up for wide dissemination, discussion, and ultimately, shared governance-based recommendations to further enhance all CSU students' baccalaureate education.

Most feedback to date is on American Institutions, some clearly indicating unintended confusion

- AI is a Graduation Requirement (up to 6 units). It is not currently part of GE
- AI is critically important: therefore, it is a Core Value in the conceptual model
- GETF sought to explicitly include at least 3 units in GE.

AI and Campus Autonomy: Need for Discussion – Some Ideas

1. Adopt one of the two suggestions from GETF Report:
 - a. Three units as a Core Value in GE
 - b. Three units as a Core Value in GE and also *3 or more units* in Integrative Experience and/or Disciplinary perspectives
2. Keep as is, a 6 units Graduation Requirement – nothing changes (students required to have 6 units)
3. Three units as a Core Value in GE and leave 3 units solely as graduation requirement (students required to have 6 units)

Decisions for ASCSU after this Giant Peer Review

Keep Status Quo: EO 1100 (rev) as is. Continued student confusion, box checking, lack of student understanding of purpose of GE, lack of coherence and intentionality of learning in GE.

Adopt some ideas in GETF Report: Gain a model that leads to coherence: treatment of GE as a program, intentionality of student learning, scaffolded learning: reinforcement of skills and abilities throughout the GE program.

ASCSU develops something fantastically different that is not the status quo and improves on the GETF suggestions.

Essential Skills make up the nucleus of GE and serve as the foundation of a college education and lifelong learning. Traditionally considered the “Golden Four” of basic skills requirements as described in [EO 1100-Revised](#) and part of the WASC Senior College and University Commission



(WSCUC) core competencies, these skills must be learned, practiced, bolstered, and threaded throughout the curriculum. Information literacy, another WSCUC core competency not listed here as a stand-alone requirement, should also be integrated throughout GE and the major. The Essential Skills include:

- Quantitative Reasoning
- Written Communication
- Oral Communication
- Critical Thinking

Disciplinary Perspectives include the core concepts, habits of mind, methods of inquiry, and ways of understanding that are specific to each distinct discipline. Considered the “breadth of knowledge” areas, these courses provide students with insight into the traditions of a discipline, while also providing robust opportunities to practice and to develop further the



Essential Skills using the traditions of a discipline. Campuses may choose to thematically link or infuse a Cross-cutting Value with a Disciplinary Perspective within a GE pathway or minor. The Disciplinary Perspectives include:

- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values are broad, multifaceted dimensions that reflect the mission/priorities of



the CSU and the distinctive institutional values of each campus. The term “cross-cutting” reflects the ways in which the issues and concepts inherent within these values overlap with each other, transcend lock-step categorization, and may be addressed from multiple viewpoints and disciplinary perspectives. The broad grouping of Cross-cutting Values is intended to challenge campuses to identify/define the dimensions and develop GE pathways/minors and associated learning outcomes that encompass their institutional values. The Cross-cutting Values include three broad categories:

- Diversity and Social Justice, which may include cultural competency, equity, equality, human rights, and issues of diversity in all of its forms (e.g., race, ethnicity, gender, sexual orientation, age, ability, etc.).
- Democracy in the U.S., which may include American and California government and history.
- Global Awareness and Civic Engagement, which may include global issues of environmental, social, political, cultural, economic, and ethical importance, as well as the ways in which students may act as advocates, stewards, and activists to effect change and solve problems at the local, state, regional, national or global levels.

Integrative Experiences.

These are the pedagogical strategies, evidence-based practices, and learner-centered experiences that are embedded within and connect the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values throughout the GE program. These experiences serve as the means of scaffolding learning in GE as students progress from lower- to upper-division coursework and may be centered on a specific problem or theme. These experiences help to contextualize and provide coherence/intentionality to the GE program. These upper-division courses may involve or be a part of learning communities, research experiences, service learning, collaborative learning, problem- or theme-based learning, hands-on learning, study abroad, capstone courses, and/or signature experiences that reflect the identity of each campus.



HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 2, 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, Kathy Thornhill, Cheryl Johnson, Clint Rebik, Paola Valdovinos, Kerri Malloy

March 26

Reviewed requested edits and changes to the Academic Honesty and Integrity Policy by legal counsel. Aligning the grievance procedure to EO 1098.

Initial discussion on the Classroom Disruptive Behavior Policy and requested revisions from the Office of Student Rights and Responsibilities.

APC received comments from Associated Students on the draft Advising policy (below) and forwarded those on to Faculty Affairs.

- Specify somewhere in the policy how an Advisor gets picked—A question was brought up; do these professors sign up to be advisors too?
- Non full-track Professors- Some Professors are too busy with other students and they disregard their advising job at extent is this okay?
- All advisors to agree on the same basic general ed advising- some are not doing that right and therefore causing students to take the wrong classes.
- Require advisors to have extra hours outside of their advising times/advising seasons so students that work and/or don't have the chance have a *required opportunity to still get their needs met and not be rushed into it.
- Some programs place advisors based on the concentration the student has chosen, making it easier to maneuver and have someone help them with their career. Some students feel more connected to other professors than their advisors and others have ended getting their resources from those professors. Is there any way we can encourage students to seek out for these professors and choose an advisor a student feels more connection/ support with?
- How can we make these students feel more safe and comfortable with their advisor? Would placing them with who is best fit for them based on their career pathway create a more sense of comfort?

--And would this also bring in a holistic advising to the table? Meaning an advisor that knows what is best for you or checks in with the student while at the same time setting boundaries.

February 26

- Draft of Advising Policy has been forwarded to Faculty Affairs. Comments from A.S. should come in the week of March 11.
- The Policy on Changes in Major and Policy on Second Majors will be taken up on the University Senate's March 11 meeting.
- The Academic Honesty and Integrity Policy has been returned to the committee with comments from legal counsel. APC will review and revise as appropriate.

February 11

- APC reviewed recommendations on the draft advising policy from the Academic Career and Advising Center.
 - Draft will be forwarded to Faculty Affairs for review and consideration.
- The Office of Student Rights and Responsibilities has requested updates to the Classroom Disruptive Behavior Policy. APC will continue work on this.

January 29

- APC will be forwarding revisions to the Policy on Changes in Major and Policy on Second Majors.
 - These revisions are requested by the Registrar's Office as a result of the movement from paper major contracts to digital contracts within PeopleSoft.
- The Dean of Students has requested an update to the Disruptive Classroom Behavior Policy.
- APC met with Kathy Thornhill and Dan Saveliff to review the draft policy from the view point of professional advisors.
 - Kathy and Dan will be providing additional input and recommendation for the February 11 APC meeting.

Current Committee Priorities:

Advising Policy (finalizing and sending to FAC)

Classroom Disruptive Behavior Policy

Spring Meeting Dates Remaining:

| | | |
|-------|----|--------------------------|
| 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 assessable.
- 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.

Appointments and Elections Committee:

Submitted by Julie Alderson, AEC Chair

The ballots for Cycle 2 of the spring 2019 elections were sent March 6 and closed at noon today. **We remain in need of a full professor from CPS to serve a one-semester term (Fall, 2019) on the University Faculty Personnel Committee. This opportunity comes with 3 WTUs.** Please consider nominating someone or self-nominating for this important position by emailing me, or Mary Watson in the Senate Office.

Spring 2019 General Faculty Elections Results as of March 12, 2019:

Faculty Elected Positions:

GENERAL FACULTY Treasurer / Secretary, 2 year term

Joshua Zender

GENERAL FACULTY Representative to the ASCSU, 3 year term

Mary Ann Creadon

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Course and Degree Changes (CDC)

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

Rosemary Sherriff - Faculty Member (CAHSS), 3 year term

Bori Mazzag - Faculty Member (CNRS), 3 year term

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

Jennifer Brown - Faculty Member (CAHSS), 2 year term

Christopher Walmsley - Faculty Member (CPS), 2 year term

PROFESSIONAL LEAVE COMMITTEE

- Three Tenured Faculty Members, 1 year terms

Tasha Howe

Anne Paulet

Daniela Mineva

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Katia Karadjova

Jeff Kane

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (At-Large), 2 year term

Nikola Hobbel

- Faculty Member (CAHSS), 2 year term

Marcy Burstiner

- Faculty Member CNRS, 1 year term

Yvonne Everett

UNIVERSITY SENATE:

Lecturer Faculty Delegate, 3-year term

Debbie Gonzalez

Tenure Line Non-Instructional Faculty Delegate, 3 year term

George Wrenn

Tenure Line At-Large Faculty Delegate, 3 year term

Mark S. Wilson

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Jen Maguire

Tenure Line CPS Instructional Faculty Delegate, 1 year term

Jill Pawlowski

Tenure Line CAHSS Instructional Faculty Delegate, 3 year term

Maxwell Schnurer

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Matthew Derrick

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Garrick Woods

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Brandice Gonzalez-Guerra

Armeda Reitzel

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CAHSS, 2 year term

Jennifer Brown

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CPS, 3 year term

Sarita Ray-Chaudhury

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year terms

Tim Miller

FACULTY AWARDS COMMITTEE

- Three Faculty Members - 1 year terms

Daniela Mineva

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

The Appointments and Elections Committee recommend candidates to the President for final appointment.

- Three Faculty Members, 1 year terms

Susan Bloom

Stephen Nachtigall

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Garrick Woods

Liza Boyle

STUDENT FEE ADVISORY COMMITTEE

- Faculty Member, 2 year term

Brandice Gonzalez-Guerra

UNIVERSITY CENTER BOARD

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

- Faculty Member, 2 year term

Steven R. Martin

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year term

James Woglom

Constitution and Bylaws Committee:

Submitted by Mike Le, CBC Chair

CBC met on 2/6, 2/20, 2/27, 3/6, and 3/27 this semester, and we will be meeting on 4/10 and 4/24 from 3-4pm in SBS 345.

During the course of our normal work reviewing Appendices E, F,G, and J of the Faculty Handbook, we found it necessary to review the entire Faculty Handbook. During this review, we found several issues noted in a draft report to SenEx on 3/26. A summary of CBC's current understanding of the Faculty Handbook is shown below.

The last two meetings of the semester will be used to finalize our draft report and make recommendations/resolutions to the Senate on how to proceed. Anyone interested in discussing the Faculty Handbook should attend the 4/10/19 meeting. Recommendations from that meeting will be sent to SenEx for their consideration on 4/23/19 and requested to appear on the Senate Agenda for 4/30/19 as a Sense of the Senate.

Faculty Affairs Committee:

Submitted by Monty Mola, FAC Chair

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

Current Work

- 1. Appendix K**
An amended version of Appendix K will come to the next Senate meeting for a first reading.
- 2. Advising Policy**
FAC has begun discussing the advising policy and has identified areas of concern regarding faculty workload and assessment. Discussion will continue as we work through these issues.
- 3. Appendix J**
FAC will bring a resolution to the next senate meeting which will amend appendix J such that Senate voting on Appendix J would occur in Faculty session.

Prioritized Future Work

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

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

The ICC brings a revised resolution 11-18/19-ICC: Resolution on Initial Implementation of Humboldt State University Institutional Learning Outcomes forward to the Senate on 4/2/19. The revision is based on feedback gathered at a meeting with the Council of Chairs on Thursday, March 7th.

The ICC is currently evaluating a draft of a new eLearning policy. More information on this will follow as the committee determines how best to disseminate and gather feedback on the draft.

University Resources and Planning Committee:

Submitted by Mark Rizzardi, URPC Co-Chair

The URPC met on the afternoon March 29, 2019. Vice President Doug Dawes and Budget Director Amber Blakeslee presented the [Cabinet's 2019-2020 Budget Proposal](#) to the URPC.

The cover letter highlights the budget related accomplishments, challenges, and actions being taken. Appendix A states the enrollment, revenue, and expenditure assumptions used in developing the budget. Appendices B and C are spreadsheets showing the budget details. It is predicted that base reductions and/or savings of \$952,695 will be needed to achieve a balanced budget this coming year. The 2019-20 Proposed Budget columns are the same in both the B and C attachments, but the columns after reflect future budgets under the current scenario of declining enrollment through 2024 (Appendix B) and enrollment growth (Appendix C). Appendix D breaks down the additional 2019-20 reductions of \$952,695 distributed by division using the previously developed marginal cost distribution model. Appendix E details the budget deductions broken down, as of August 2018, by achieved in 2018-19 with one-time bridge funding for remaining, and final identified reductions as of March 2019.

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Noah Zerbe, ASCSU Representatives

Report from ASCSU March 14-15, 2019

by, John Tarjan

1. Announcement: Nominations for the CSU Faculty Innovation & Leadership Awards (FILA) are being accepted to recognize faculty who demonstrate leadership or advance student success programs to improve degree completion or eliminate equity gaps. 23 awardees across the CSU will be honored

and presented with \$5,000 cash awards and \$10,000 will be allocated to their academic departments to support awardee activities. Deadline for nominations: May 3, 2019.

2. Chair Nelson referred us to her written report.

http://www.calstate.edu/AcadSen/Records/Chairs_Reports/

3. Excerpts from Other Reports

- **Academic Affairs** discussed the following topics.
 - Impact of AI on Higher Education
 - Doctorate in Occupational Therapy
 - Border Issues and Separation of Families
 - Student Success White Paper 2.0
 - Misappropriation of Faculty Intellectual Property
 - EO 795, Self-Support Programs Outside of CA
 - GE Task Force Report 2019
 - Math Council and English Council Concerns about Early Start Programs
- **Academic Preparation and Education Programs** discussed the following topics.
 - WestEd Study on the Implementation of EO 1110
 - 4th Year of Mathematics—Potential Change to a-g Requirements
 - Early Start Implementation
 - Commendation of Director Joan Bissell (teacher education, CO)
- **Faculty Affairs** discussed the following topics.
 - Impaction at CSULA and Impact on Students
 - White Supremacy and Racist Incidents on CSU Campuses
 - Department Chair Training (finally scheduling a session in northern California)
 - FOIA, CA Public Records Requests
 - Appropriation of Faculty Intellectual Property
 - Unconscious Bias Training
 - Use of CSU Faculty for Internal Consulting
 - GE Task Force Report
 - Hiring Preferences for Non-Contingent Positions
- **Fiscal and Governmental Affairs** discussed the following topics.
 - Tracking Legislation of Potential Interest to ASCSU
 - Occupational Therapy Doctorate
 - Higher Education Facilities Bond Act
 - Open Access Policy for the CSU
- **Faculty Trustee Nominations**
 - ASCSU voted to send the following names forward for the Governor's consideration for appointment to the Faculty Trustee position for the next two years. .
 - Romey Sabalius (San José) (incumbent)
 - John Tarjan (Bakersfield)
- **GE Advisory Committee** discussed the following issues.
 - Credit for Prior Learning (especially military courses)

- Report from the GE Task Force
 - Campus Upper-Division Assessment Survey Results
 - Weber Ethnic Studies Bill
 - and AAC this week. Both committees provided useful feedback.
 - **ITL Advisory Board** discussed the following issues.
 - Event Programming for 2018-19
 - Faculty Support for EO 1110 Implementation
 - Meetings
 - Webinars
 - CSU Symposium on Teaching & Learning (held last week)
 - Teaching First Generation College Students
 - ITL Faculty Fellows Program
- 4.** We had a discussion of the **GE Task Force Report** led by the Co-Chair of the Task Force. It can be considered “a draft set of ideas about general education presented to the ASCSU to serve as a launching point for thoughtful discussion, debate and revision” and is meant to now go through a “giant peer review by the faculty.” An e-portal has been set up by the ASCSU Executive Committee. Anyone may submit feedback to this site. You can reach the site here:
<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/GE-Task-Force-Report-Feedback.aspx>
- The task force was established and charged through ASCSU resolution and included trustees, students, senators, campus faculty, ASCCC, UCAS, and CO administration representatives. The task force hoped to develop recommendations for increasing coherence and intentionality. The group studied best practices in GE within the CSU and beyond. The conceptual framework including essential skills, disciplinary perspectives, cross-cutting values, and integrative experiences was explained. There was a hope that campus autonomy in crafting curriculum would be increased as a result of the report. There were many efforts to be inclusive. Many individuals and groups involved in GE were invited to meet with the task force and task force members.
- 5.** **Faculty Trustee Sabalius** reported concern about the potential reduction of Cal Grant eligibility from 6 to 4 years. Outside groups are urging CA elected officials to consider limiting CSU growth and increase CCC growth to save the state money during the first two years of students’ education. He is especially excited about the CSU Super Sundays at predominantly African American congregations. The Board is unlikely to take up the GE Task Force Report anytime soon. The Board struggles with issues of access and impactation. Serving students above our capacity not only reduces resources to support quality, it also undermines future requests for adequate funding.
http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml
- 6.** 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. **Request for Action on Infringement of Faculty Intellectual Property** responds to the actions of organizations such as Course Hero which publish class notes, etc. without permission of the faculty who create them. It requests that the Chancellor’s Office staff help to educate students

about related law, provide faculty with means to stop the appropriation of their intellectual property, block web sites that violate the law, and pursue legal action when appropriate.

- 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 and increase programs to support these communities.
7. 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. **2019 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)** is self-explanatory and allows the Fiscal & Governmental Affairs and Executive Committees to represent formal positions as legislation moves forward in this legislative session. Positions of “support”, “oppose” or “no position” were discussed on bills of potential interest and impact for the ASCSU. Significant discussion was had about what to do when the body supports the intent of proposed legislation but opposes legislative intrusion into issues appropriately left to campuses and faculty.
 - b. **Support for AB 829 (Bloom) and the Occupational Therapy Doctorate (OTD) in the CSU** supports granting authority for the CSU to offer this professional doctoral degree. It was felt that strong support early in the legislative process was important, hence the second reading waiver. This resolution amplifies the support position in the legislative advocacy resolution (see above). This bill is currently moving forward rapidly.
 - c. **Flexibility in the Implementation of Early Start** calls for flexibility to meet the different needs of students attending the 22 campuses offering Early Start, including delaying some proposed curricular changes until they have been proven effective. It was deemed urgent because campuses are already well into the process of preparing for next summer’s Early Start programs.
 - d. **Support for a Higher Education Facilities Bond Act** amplifies the support position in the legislative advocacy resolution (see above).The current budgetary practice of paying for CSU infrastructure using yearly budget allocations does not allow for the needs of the CSU to adequately be addressed. The general obligation bond being contemplated would address critical infrastructure needs and is a very high priority for the CSU.
8. We introduced the following resolutions that will be considered for adoption at our May 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. (This item was referred back to committee during the second reading.)
 - b. **Academic Senate of the CSU Calendar of 2019-2020 Meetings** is self-explanatory.

- c. **Request That the ASCSU Schedule an Unconscious Bias Training in September 2019** requests completion of the training that began this year.
- d. **Endorsement of the Student Success White Paper 2.0 Process** encourages consultation and data collection during the completion of this white paper.
- e. **Preference for Consulting Assignments for CSU Faculty, Librarians, Coaches, and Counselors** encourages the publication of consulting opportunities internally and the utilization of internal CSU expertise in these assignments.
- f. **Receipt of the General Education Task Force Report** expresses gratitude to the members of the task force and directs the Executive Committee to refer campus feedback to two standing committees for review. Concerns expressed by various discipline councils and campuses were acknowledged during the introduction and discussion of this resolution.
- g. **Preference for Hiring Incumbent Contingent Faculty, Librarians, Coaches, and Counselors to Non-Contingent Positions** requests that a database of these contingent faculty be developed and that hiring committees for non-contingent positions be urged to consult it.
- h. **Special Rule of Order Governing Debate on Substantive Motions: 3 For/3 Against** formalizes this rule which has been followed by ASCSU without apparent documentation of its adoption.
- i. **Resolution in Support of an Open Access Policy for the California State University** urges a policy which increases student access to scholarly articles written by CSU scholars while maintaining copyright protections.
- j. **Recommending a Four-Year Mathematics/Quantitative Reasoning Requirement for Admission to the California State University: Towards a Responsible and Responsive Policy** urges that steps be taken to ensure that any policies developed to reform the a-g standards with respect to this requirement mitigate any adverse impact on underserved students. (Note: there appears to be more support across the state for a fourth year of quantitative reasoning overall rather than a senior year requirement.)
- k. **Resolution Rejecting the February 2019 General Education Task Force Report** asks that no action be taken on the report and that it be referred to a new subcommittee, the GE Program Review Committee, for completion.

9. Jennifer Eagan (CFA President) reported the following.

- CFA will testify at the Board next week regarding public safety and other issues.
- Follow-up training on unconscious bias is being piloted on a couple of campuses. (ASCSU went through training this year. See resolution above about follow-on training.)
- Charles Toombs (SDSU) will be the next President of CFA.
- Local lobbying efforts of representatives from districts containing or near to CSU campuses is underway.
 - Legislators are being urged to allocate enrollment growth funds based on headcount rather than FTES.
 - Increased allocations to support new T/TT hires are being requested.
- It is difficult to work with LAO estimates that seem to overstate costs of potential policies, including those which support the mission of the CSU.
- CFA is sponsoring 5 bills dealing with the following issues. (See <https://www.calfac.org/politics>)

- Executive Compensation & Campus Budget Transparency
- Confidentiality in Union Activities (in grievances, etc.)
- Use of Lethal Force by Police Officers
- Ethnic Studies Requirement for CSU Graduates
- Mental Health Counselor Ratios

10. Loren Blanchard, EVC of Academic and Student Affairs began by giving an overview of the Board Committee on Educational Policy agenda. A presentation will be made on the implementation of EO 1110. The Board will also be reviewing the 23 campus academic master plans. 26 new degree programs are being recommended for approval. An accreditation update (WSCUC and program-based accreditations) will be given. There will also be a presentation to the Board on campus academic program approval processes. The second part of a presentation begun at the prior Board meeting on student financial aid will be delivered. We will highlight partnerships with groups such as churches (outreach), the Summer Algebra Institute, and ethnic cultural groups, as well as featuring the work of the CSU Center for Community Engagement. The CSU recently engaged in advocacy in Sacramento. Unfortunately, our request for funding for 5% enrollment growth was only met with a proposal for funding 2% growth. We still hope to have the 5% target funded. We are in the process of selecting two new Assistant Vice Chancellors to replace retired individuals. We continue our efforts to provide accessible resources to all of our students who need them. Four of our campuses are currently being audited with regard to accessibility. The three main areas of focus include website accessibility, accessible instructional materials and accessible technology. Campuses found lacking in any of these areas are subject to significant fines. In response to questions: Our outreach efforts to underrepresented groups are now increasingly focusing on both enrolling these students and supporting them through to graduation and beyond. Access and completion are both priorities. State education leaders are meeting to address statewide capacity issues. As an example of capacity issues: the CSU is tasked by law with accepting the top 33% of CA HS graduates. Under our current eligibility criteria, 41% of CA HS graduates are eligible for admissions. It is possible that something like the CA Postsecondary Education Commission (CPEC), which was discontinued, may be established to coordinate public higher education initiatives across the state. Inclusivity needs to be integrated in all we do to address things like the unfortunate racially-tinged incidents that are happening on some of our campuses.

11. Chancellor Tim White began by recapping his incredibly busy schedule. Four presidential searches are underway. We are working hard with representatives in Sacramento and Washington D.C. on issues affecting our students and our system. We are hopeful that a facilities bond (\$4b for the CSU) will pass. There is not quite as much support for funding strong enrollment growth in Sacramento as there is to modernize our infrastructure. There are CSU alumni across the globe. A recent alumni reception in Tokyo was so well attended that 100 alumni could not be admitted (there are over 3000 CSU alumni in the area). We should probably increase our alumni outreach internationally. In response to questions: Dr. White detailed the process by which a general obligation bond referendum would make it to a ballot. We probably need partners to support our efforts since we cannot use state funds to advocate. There will not be an executive order dealing with the suggestions from the GE Task Force until such time as the ASCSU has had a chance to evaluate it,

receive feedback, and provide recommendations to the Chancellor. At one point, the Chancellor stood, raised his hand, and indicated that he endorsed the “Tenets of Shared Governance” document adopted by ASCSU at its last plenary to yet again signify his support of the tenets. The details and the negotiations relative to several higher education bond bills were outlined. We are not in favor of establishing a 24th campus since resources currently going to the other 23 campuses would have to be redirected to support it given current fiscal conditions. A bond would likely receive more support in the March primary election than in the November election. There is widespread support for supporting new and updated infrastructure in the CSU. Even though high school enrollments are plateauing, the number of students eligible for CSU admissions continues to grow strongly. We need to constantly work to maintain inclusivity. We appreciate the hard work of the faculty and staff and what they do for our students. Some of the incidents happening on campuses are disheartening and disturbing. We need to address them consciously. All of us need to recognize both our conscious and unconscious biases and work to eliminate them.

12. James Minor, Assistant Vice Chancellor/Senior Strategist for Academic Success and Inclusive Excellence gave an update on programs implementing EO 1110, He began with reviewing our Graduation Initiative 2025 goals which include reducing equity gaps to zero. The 2017 rates and 2025 goals by student groups are as follows:

- a. Freshman 4-year rate 23% to 40% in 2025
- b. Freshman 6-year rate 59% to 70%
- c. Transfer 2-year rate 35% to 45%
- d. Transfer 4-year rate 75% to 85%

Student preparation coming out of high school is improving but we have a long way to go. We are considering amending the a-g eligibility requirements to include a 4th year of math/quantitative reasoning. HS grades are a better predictor of student success than are standardized test scores. Preliminary results from the restructuring the structure of remediation courses is promising. More students are taking baccalaureate courses and are earning GE credit in the first year in math and English courses and increasing their progress to graduation. It is believed that these changes will also help to close equity gaps.

13. Kaila Cooper (CSSA Liaison) reported on the CHESS conference last year (student training and practice in legislative advocacy). A major theme was increasing eligibility for financial aid (Fix Financial Aid Initiative). They are supporting the facilities bonds acts, student loan forgiveness, accountability measures, Cal Fresh work study, etc. <https://calstatestudents.org/state-advocacy/>

14. James Swartz (ERFSA Liaison). The biannual State Council meeting is coming up soon at CSUDH. Barry Pasternack is the only candidate to become the next president. There will be consideration of a vote of no confidence in the PERS board. (The ERFSA web site contains many useful resources. <http://csuerfa.org/>)

15. Denise Bevly, Director of Student Wellness and Basic Needs Initiative Made a presentation on the CSU Basic Needs Initiative. The CSU is trying to adequately address our students’ food and housing insecurity and mental health issues. These efforts are integral to facilitating student success. Areas of focus include physical health, housing, mental well-being, sense of belonging, financial support, and food. Students across our system have unmet needs. One of our challenges is to help students

to ask for assistance in meeting their basic needs. Results of a student survey (n=27,805) and student focus groups were shared. 42% of students reported food insecurity within the last 30 days. 11% reported being homeless during the past 12 months. Other sobering statistics and a summary of programs to address students' needs were shared. <https://www2.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative>

Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Accounting & Student Financial Services

- At the beginning of the 2018-19 school year, Student Financial Services expanded the department to create Student Clubs Financial Services which is responsible for the oversight of all student clubs & organization financial activity. Based on the CSU Administrative Manual 3141.01, the department introduced a new "Student Clubs & Organizations Financial Handbook" that provides the student clubs & organization a detailed document outlining best business practices for cash handling, financial record keeping and payment request processing. The handbook was introduced at the treasurer's financial training that will be mandated each year for any student club or organization is intending to collect money or dues.
- The department is also providing student clubs & organization hands-on training for cash handling, payment request processing, fundraising event planning and financial record keeping. A new Clubs Financial Coordinator position has been filled by Gina Yap who has made major improvements to the business process in the short time she has been in the position. Students are able to receive reimbursements for club expenses in just a few days as opposed to weeks. The position is now able to offer regular office hours of 8am-5pm daily. Student have access to immediate support during this busy time of the year when many events are being planned for graduation celebration.
- Things to come, next fall Student Clubs Financial Services will be introducing a comprehensive handbook for club organization that are operating on-going coffee cart which are located in various departments around campus. The coffee cart operations are utilizing the University's California Seller's Permit and to insure the student clubs are in compliance of all state regulations, stricter control of operation and record keeping will be implemented. In a joint effort with the Office of Risk Management and Clubs & Activities, regular training and site visits will be on-going through the school year.
- The Staff in Student Financial Services would like to congratulate the retirement of two long time SFS employees of Humboldt State. Glenda Rotherham has been with HSU for 37 years and Debbie Snead 33 years. Both employees have worked their entire HSU career in Student Financial Services, starting back in the days when the Cashier's Office was located in the Annex

Building. It will be a huge loss to the department and the campus, but we wish them all the best in the new adventures.

- The staff in the Accounting department congratulate Sylvia Shively, University Controller, on her retirement. Lynne Sandstrom will be returning to HSU as Controller on April 15, 2019.

Contracts, Procurement and Accounts Payable

- A reminder that all commodity purchases under \$5,000 should be on a ProCard. Any off-campus service under \$1,000 should be on a ProCard. Please review the [ProCard Guidelines](#) for restrictions. Personal reimbursements are highly discouraged; and Campus Marketplace should be the source of all purchases, when possible. Non-cardholders can still shop in Campus Marketplace and transfer their cart to a cardholder for purchase.
- Procurement is working to create a list of approved vendors such as Western Business (copiers), Shred Aware, etc. Instead of requiring purchase orders for these vendors, Procurement will do an agreement for the entire university to allow cardholders to pay invoices with their ProCard.

Facilities

- The Theater Arts and Library Seismic Retrofit projects continue to make good progress. Facilities has recently completed negotiations on a final schedule for the duration of the project as we approach 50% Complete. The contractor has agreed to complete the Theater Arts Building on time, July 26th 2019 and ensure that we can complete move in activities and have JVD for events and programs for the Fall 2019 semester. There will be some continuing work at the Theater Arts Building that does not impact the building occupants that will run through August. The Library building will be largely complete with structural elements by the contract time of July 26th 2019, we have agreed to allow additional time for the completion of the basement level interior space during the Fall 2019 semester. All programs that have a planned move to the Library basement will now be moving over the 2019/20 winter break. This includes the Y.E.S. program, Student Disability Resource Center, Veteran Center of VETS, Testing Center, and the Academic Career & Advising Center.
- The Campus Events Field will begin demobilization beginning this summer. The temporary buildings housing those programs named above will remain while the rest are taken from the site. The remaining units will be taken after our moves are complete in January 2020. Final rehabilitation of the field area will be completed over Spring/Summer 2020.
- Jenkins Hall Renovation is currently active and in the design stage. We have been working with project steering committee and have engaged the services of an architecture and engineering team. Our current schedule will have the building in construction starting in summer of 2020 and completing by summer of 2021 for a fall 2021 opening.
- The 2020/21 Capital Outlay program draft submission will be submitted to the Chancellor's office on May 3rd 2019. The Capital Outlay program has undergone some major revisions as the CSU system is poised to take advantage of one time state funds and future bond sales. This includes a very robust, \$50 million dollar deferred maintenance and renewal program, two major academic projects totaling over \$110 million dollars, and Student Housing/Health

Center/Dining Project projected at \$120 million dollars. All of these projects are in alignment with our 2004 master plan and are even more relevant today given our current needs.

- The two academic projects are in the planning stages and are contingent on the availability of future funding from the State and CSU. This process could take as long as 3-5 years until we are awarded funds and can begin construction. The projects are described as follows:
 - A new 35,000 gsf, three story building located at the east end of the campus events field that will initially house science programs that will be temporarily relocated from Science A. Science A building will then be completely renovated to meet contemporary need. The new building at the campus events field will then be repurposed for academic programs.
 - A new 30,000 gsf, 2-3 story building located between Jenkins Hall and Science D along B Street that will house the ceramics and sculpture labs currently located at the North West corner of parking lot G11. These programs will be relocated and the former facility demolished and parking expansion of G11 to be constructed.
- The Student Housing, Health Center, and Dining Project will be a 195,000 gsf, 600 bed, multi-level facility located at the western edge of campus between the corner of Library Circle and LK Wood and the intersection of Sunset and LK Wood, and bordered to the East by the fire lane west of the existing Student Health center. The building will include 35,000 gsf of new student health center and about 19,000 gsf of dining space. This project is still in the early planning stages.
- Not accounting for the projects included with the 2020/21 Capital Outlay program, Facilities Management is currently managing an active project load totaling \$65 million dollars spread over 50+ projects with the Seismic Project and Jenkins Hall Projects being the largest.

Human Resources

- HR and APS have redesigned their webpage to help effectively communicate the separation of the two departments. Feedback is definitely welcome as our goal is to create a user-friendly experience.
- Research is ongoing on the use of a third party, Inverify, to conduct employment and salary verification. This process is currently done in-house and takes upwards of one week to complete. Our goal is to reduce this time by 50% at no cost to the university. Other campuses have implemented Inverify successfully.
- Our ETA on hiring a new training specialist is April so long as the process continues smoothly. This will be incredibly helpful to our training purposes across the campus.
- Analysis is underway on CSU Learn, the replacement for Skillport. There are features in this program, such as certification trainings, that are underutilized. The HR AVP attended a 3 day conference for HROs and part of the training is how to fully tap into CSU Learn.
- On a smaller note, we are changing the glass door facing Nelson Hall to an exit only. This will help traffic flow. We are working with UPD to make sure our plans are in compliance with all safety protocols (ie active shooter and fire codes).

Provost's Office:

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

1. Fall 2019 Student Enrollment Projection

HSU has received 14,772 student applications as of 04/01/19. This is 1,122 fewer applications (-7.0%) compared to Fall 2018. First time undergraduate applicants number 10,254 as of 04/01/19. This is 679 fewer first time undergraduate applications (-6.2%) compared to the Fall 2018.

The University Budget Office (UBO), in collaboration with the Office of Institutional Effectiveness (OIE), is predicting (and budgeting) a resident FTES (Full Time Equivalent Student) of 6,320 for Academic Year 2019-2020. In Academic Year 2018-2019, HSU had 6,800 resident FTES. Our current CSU-mandated FTES target is 7,603. Our share of state appropriation (General Fund) resources is based on HSU meeting the 7,603 FTES target. The anticipated 7% enrollment decline will reduce tuition revenue by approximately \$2.88M during 2019-2020.

Here is the applicant summary table as of 04/01/19 (see <https://pine.humboldt.edu/~anstud/humis/app-TFAAA.html> for more detail):

| To-date Fall Applicants by Applicant type report generated: 01-APR-19 | | | | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Applicant type | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| First-time UG | 9,969 | 11,230 | 11,880 | 12,947 | 12,941 | 11,441 | 10,933 | 10,254 |
| Lower-div xfer | 641 | 133 | 118 | 156 | 79 | 156 | 477 | 369 |
| Upper-div xfer | 2,731 | 3,327 | 3,552 | 4,340 | 3,680 | 3,778 | 3,729 | 3,449 |
| Returning UG | 200 | 206 | 167 | 184 | 189 | 201 | 130 | 112 |
| Masters | 400 | 485 | 495 | 514 | 434 | 497 | 442 | 412 |
| Credential | 117 | 158 | 148 | 159 | 170 | 168 | 122 | 110 |
| Second Bachelor | 1 | 3 | 2 | 2 | 9 | 15 | 51 | 54 |
| Unclassified PB | 5 | 7 | 3 | 9 | 9 | 3 | 7 | 2 |
| Transitory | 42 | 3 | | | 5 | 11 | 3 | 10 |
| Totals | 14,106 | 15,552 | 16,365 | 18,311 | 17,516 | 16,270 | 15,894 | 14,772 |

2019 admission). The Office of Admissions, department faculty/staff and students are coordinating the call effort. The call campaign concludes the week of April 15, 2019. Only seven departments/majors remain to make calls to prospective students. This effort aligns with Objective 2.5 of the HSU Strategic Enrollment Management (SEM) Plan. The SEM Plan can be found at:

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

3. Spring Preview 2019 Update

The first of two sessions of Spring Preview 2019 for freshmen and transfer students took place this past weekend (03/29-03/30/19). A second group of prospective students will visit campus 04/05/19. This important program provides prospective students (many with limited financial means) an opportunity for a two night, two-day emersion experience at HSU and in the Arcata community. Attached to this report is the schedule of events for the 03/29/19 transfer session. Full details of Spring Preview 2019 can be found at: <https://admissions.humboldt.edu/node/1116>

4. Graduation Initiative 2025 (GI 2025) Funding Update – FY 2019-2020

HSU has received preliminary notification that the FY 2019-2020 allocation of GI 2025 funding will be \$1,141,000. This allocation is \$1,333,000 less compared to FY 2018-2019 (53.9% reduction).

This lower allocation reflects the Governor's 2019-2020 FY Budget proposal that reduces the overall GI 2025 (annual) investment from \$75M to \$45M for the entire CSU. With respect to the anticipated funding, the Student Success Alliance (SSA) has already approved allocation of \$250K from the FY 2019-2020 allocation to support Learning Community sustainability at HSU.

The SSA completed its review of fifty proposals to support student success across the six pillars of GI 2025. Each proposal submission was scored using the IAPB-developed rubric, then ranked (#1 to #50), and submitted to Cabinet for the next phase of evaluation. Associated Students Inc. also provided Cabinet their independent evaluation/ranking of the 50 proposals.

Full details of the SSA activities, including GI 2025 funding allocations over the past two academic years, can be found at:

<https://grad2025.humboldt.edu/graduation-initiative-2025>

Spring Preview 2019

Transfer Schedule | Friday, March 29



HUMBOLDT STATE UNIVERSITY

Office of Admissions • 1 Harpst Street, Arcata, California 95521
Toll Free (866) 850-9556 • admissions.humboldt.edu/spring-preview

Schedule of Events *Schedule is subject to change.*

| TIME | ACTIVITY | LOCATION | MAP |
|----------------------|---|--|---------|
| 7:00 am & 7:15 am | Early Bird Tours —Get an early start to your day by seeing campus when you first arrive. <i>Please note these early tours are only offered at the times listed.</i> | Forbes Gymnasium | I10 |
| 7:00 am to 7:45 am | Check In and Breakfast —Grab a bite to eat and mingle with your new potential classmates. | Forbes Gymnasium | I10 |
| 7:45 am to 7:50 am | Find your seat —Make your way over to the Lumberjack Arena from the Forbes Gymnasium and grab a seat for the welcome. | Forbes Gymnasium to Lumberjack Arena | I10-K11 |
| 7:50 am to 8:00 am | Welcome —Randy Hyman, Associate Vice President for Enrollment Management, will give a brief introduction to Humboldt State and an overview of the day's events. | Kinesiology & Athletics Building, Lumberjack Arena | K11 |
| 8:00 am to 8:50 am | Majors Fair —Connect with faculty and learn more about all our major options. Talk with staff about student academic support services such as the Academic & Career Advising Center, Cultural Centers for Academic Excellence, tutoring and supplemental instruction from the Learning Center, Student Disability Resource Center, and more. | Recreation & Wellness Center Building, West Gym, 2nd Floor | H9 |
| 9:00 am to 9:50 am | Housing & Residence Life: Eat, Live, Learn —Our professional Residence Life Staff will talk about how living on campus can make your college experience the best it can be. | Nelson Hall East, Room 102, Goodwin Forum | E5 |
| 10:00 am to 10:50 am | Financial Aid —Learn the basics of financial aid awards, how tuition is paid, and tips specifically for transfer students. A Financial Aid counselor will be on hand to answer your questions. | Nelson Hall East, Room 102, Goodwin Forum | E5 |
| 11:00 am to 11:50 am | Transfer Student Life Panel —Meet current students from our various campus clubs and student groups who will share their experiences with you. | Nelson Hall East, Room 102, Goodwin Forum | E5 |
| Noon to 2:00 pm | Lunch —At check-in, you'll get tickets that will tell you which lunch hour you are assigned to. | Jolly Giant Commons, The J Dining Hall, 3rd Floor | E2 |
| 1:00 pm | Transfer Student Enrollment Timeline —Staff from the Office of the Registrar will talk about the next steps in the transfer student enrollment process. | Siemens Hall, Room 108 | D11 |



Fairs and Drop in Sessions

| TIME | ACTIVITY | LOCATION | MAP |
|-----------------|--|---|-----|
| Noon to 2:00 pm | Clubs Fair —Get to know the amazing variety of student clubs to keep you involved, and the academic and social support programs to help you succeed. | University Center Quad | E5 |
| Noon to 2:00 pm | Apply for Housing —Housing & Residence Life Staff are available to help you complete your Housing Application and hold your space on campus for the Fall. | Jolly Giant Commons, Klamath River Room | E6 |
| Noon to 4:00 pm | Accept your Admission —Admissions Counselors are available to answer any questions you might have and walk you through accepting your admission. A \$50 enrollment deposit is due upon accepting. | Student Business Services Building, Lobby | E2 |

Campus Tours (every hour on the hour)

| | | | |
|-----------------|--|--|----|
| Noon to 4:00 pm | Campus Tours —Learn about our research facilities, student services, the library, dining facilities, and more. Last tour leaves at 4:00 pm. | University Center Quad, Campus Tour Tent | E6 |
|-----------------|--|--|----|

Transfer Housing Tours (every hour on the hour)

| | | | |
|-----------------|--|------------------------|----|
| Noon to 4:00 pm | Transfer Housing Tours —Get an exclusive look inside our transfer residence halls. Last tour leaves at 4:00 pm. | University Center Quad | E6 |
|-----------------|--|------------------------|----|

Specialized Academic Tours

| | | | |
|-------------------|---|---|----|
| 1:00 pm & 3:00 pm | Specialized Arts, Humanities, & Social Sciences Tour —Students interested in the arts, get a behind-the-scenes look at our art, music, and theatre buildings. Students interested in the social sciences will get to learn more about our programs in Geography, International Studies, and English. | Nelson Hall East, Room 102, Goodwin Forum | D6 |
| 1:00 pm | Specialized Professional Studies Tour (Offered at 1:00pm only) —For students interested in Business, Child Development, Economics, Education, Kinesiology, Psychology, Recreation Administration, and Social work. Take tours of some of the facilities available in the College of Professional Studies, such as the Biomechanics Lab, Child Development Lab, and Psychology research space, and hear about real-world Business and Economics projects. | | |
| 1:00 pm & 3:00 pm | Specialized Science, Engineering, & Natural Resources Tour —HSU has a wide array of on-campus resources that go hand-in-hand with our amazing outdoor “living laboratories.” Students interested in the sciences will get an inside look at the Dennis K. Walker Greenhouse, Fire Lab, and Geology lab and seismograph. | | |
| 2:00 pm | Undeclared Open House —For students considering multiple majors and/or still exploring their personal, academic, and professional interests. Connect with Advisors from the Academic & Career Advising Center to learn more about resources and tips to find the best major fit for you. | Gist Hall, Room 114 | D8 |

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

I want to acknowledge the hard work, by so many members of the University community, in addressing the University's budget situation. This has been – and continues to be – a challenging process, but we have made important progress, as evidenced by having addressed a \$9 million reduction over the last several years. As of right now, all of the University's Operating Fund/Major Budget Units (MBUs) are on track to spend within their allocated budgets for 2018-19. The anticipated State support for the Graduation Initiative 2025 in 2019-20 is expected to augment and add to some of our major initiatives to support student success. And the Integrated Assessment, Planning, and Budget framework has been effectively piloted with the 2019-20 budget planning for the GI2025 initiative.

The University Resources and Planning Committee is engaged in budget planning for the coming year, and I know that group will be sharing more information. I acknowledge that some of the difficult decisions about budget reductions have negatively impacted colleagues on campus, but the goal is to provide a solid financial position for the University as the next president arrives.

I also recognize the appearance of a mixed message regarding the University's budget as we simultaneously discuss reducing spending in many areas and allocating new resources in others. Multiple factors contribute to this apparent disconnect. Some of the funds (like those in the Graduation Initiative allocation) are earmarked for specific purposes or to achieve particular goals. Some funds must be accounted for in specific ways. Some of the funding can only be used for identified purposes (like capital funding for buildings and infrastructure). Some of the allocations allow no flexibility at all (such as the allocation to fund increases in compensation and benefits for employees). And at the same time that HSU receives these allocations, we are also addressing the decrease in tuition revenue associated with the recent enrollment decline. Our integrated planning and budgeting processes are providing strong tools for us to work through this situation, but we cannot simply sum up our allocations and use the total to fund new initiatives. I wish we could, but we can't. Anyone who is interested in more information about the budget and the University's fiscal planning is invited to talk with members of the URPC, the Budget Office, or Fiscal Affairs, and the Budget Office website has a wealth of data (so to speak).

I look forward to the presentation at this April 2 meeting about the collaborative work of Equity Arcata. Although I have been involved with this effort since its inception in 2016, when it was originally called the "Tri-Sector Equity Alliance," I always learn from these presentations, the related discussions, and different perspectives. And I am always impressed by the amount of work going on to make our community more welcoming, safe, and racially equitable. Some of these activities are very public. Some are very quiet. All of these efforts are important to our collective future.

As always, I am available to answer questions.

Humboldt State University
University Senate
Meeting Calendar for AY 2019/2020

2019 Fall Semester

| Executive Committee (3-5 pm, NHE 106) | University Senate (3-5pm, NHE 102) |
|--|---|
| August 27, 2019 | September 3, 2019 |
| September 10, 2019 | September 17, 2019 |
| September 24, 2019 | October 1, 2019 |
| October 8, 2019 | October 15, 2019 |
| October 22, 2019 | October 29, 2019 |
| November 5, 2019 | November 12, 2019 |
| <i>Fall Break, November 25-29</i> | |
| December 3, 2019 | December 10, 2019 |
| December 17, 2019 (<i>if needed</i>) | |
| <i>Finals, December 16-20</i> | |

2020 Spring Semester

| Executive Committee (3-5 pm, NHE 106) | University Senate (3-5pm, NHE 102) |
|--|---|
| January 21, 2020 | January 28, 2020 |
| February 4, 2020 | February 11, 2020 |
| February 18, 2020 | February 25, 2020 |
| March 3, 2020 | March 10, 2020 |
| <i>Spring Break, March 16-20</i> | |
| March 24, 2020 | March 30, 2020 (Monday) |
| April 7, 2020 | April 14, 2020 |
| April 21, 2020 | April 28, 2020 |
| May 5, 2020 (<i>if needed</i>) | May 12, 2020 (<i>if needed</i>) |
| <i>Finals, May 11-15</i> | |

New Senators, Elected Spring 2019

| | Term: |
|--|-----------|
| Debbie Gonzalez (<i>Social Work</i>), Lecturer Delegate | 2019-2022 |
| George Wrenn (<i>University Library</i>), Tenure Line Non-Instructional Faculty Delegate | 2019-2022 |
| Mark S. Wilson (<i>Biological Sciences</i>), Tenure Line At-Large Delegate | 2019-2022 |
| Jen Maguire (<i>Social Work</i>), Tenure Line College of Professional Studies Delegate | 2019-2022 |
| Jill Pawlowski (<i>KRA</i>), Tenure Line College of Professional Studies Delegate | 2019-2020 |
| Maxwell Schnurer (<i>CRGS</i>), Tenure Line College of Humanities and Social Sciences Delegate | 2019-2022 |
| Mary Ann Creadon (<i>English</i>), General Faculty Representative to the ASCSU | 2019-2022 |

OFFICIAL BALLOT FOR HSU SENATORS

Senate Officer Elections for AY 2019/2020

(see reverse for Senate Officer Election Procedures)

VICE CHAIR / FACULTY AFFAIRS COMMITTEE CHAIR (1-yr term)

Position is allotted 3.0 WTUs per semester

Mark S. Wilson, Biological Sciences

[Choose One]

Yes, I approve

No, I do not approve

_____ (Write-in)

THIRD OFFICER / ACADEMIC POLICIES COMMITTEE CHAIR (1-yr term)

Position is allotted 3.0 WTUs per semester

Kerri Malloy, Native American Studies

[Choose One]

Yes, I approve

No, I do not approve

_____ (Write-in)

CO-CHAIR, UNIVERSITY RESOURCES PLANNING COMMITTEE (1-yr term)

Position is allotted 1.5 WTUs per semester

Jim Woglom, Art

[Choose One]

Yes, I approve

No, I do not approve

_____ (Write-in)

CHAIR, CONSTITUTION AND BYLAWS COMMITTEE (1-yr term)

George Wrenn, University Library

[Choose One]

Yes, I approve

No, I do not approve

_____ (Write-in)

CHAIR, UNIVERSITY POLICIES COMMITTEE

Position is allotted 3.0 WTUs per semester

(1-yr term)

Robert Keever, Dean of Students Office

[Choose One]

Yes, I approve

No, I do not approve

_____ (Write-in)

APPOINTMENTS AND ELECTIONS COMMITTEE FACULTY REPRESENTATIVE NOMINEES [two (2) seats]

(1-yr terms)

seat 1/2: Brandice Gonzalez-Guerra, Art

[Choose One]

Yes, I affirm this appointment

No, I deny this appointment

_____ (Write-in)

seat 2/2: Armeda Reitzel, Communications

[Choose One]

Yes, I affirm this appointment

No, I deny this appointment

_____ (Write-in)

From the University Senate Bylaws and Rules Of Procedure:

12.6 Elections within the Senate

12.61 The annual election of Senate officers, Standing Committee chairs, and members of the Appointments and Elections Committee shall be conducted at a Senate meeting within one month after the election of new Senators.

- i. Nominations shall be made in accordance with the provisions for eligibility outlined in the Constitution.
- ii. Incoming and continuing Senators may vote in person or by proxy. Outgoing Senators may vote if the incoming Senator has not yet been determined or is absent from the meeting and has not delegated a proxy.
- iii. Elections shall be conducted in the following order:
 - a. Vice Chair (Chair of Faculty Affairs Committee)
 - b. Third Officer (Chair of Academic Policies Committee)
 - c. Co-Chair of University Resources and Planning Committee
 - d. Chair of the Constitution and Bylaws Committee
 - e. Chair of the University Policies Committee
 - f. Members of the Appointments and Elections Committee.
- iv. Senate Officers and Appointments and Elections Committee members shall be elected for one-year terms.
- v. All nominees for an office shall be listed on the first ballot. Those having the highest number of votes, and whose votes, when added together constitute a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of the votes cast.
- vi. The numerical results of all ballots shall be made available to senators.



vision

we envision an arcata that believes it is a better community because of our growing racial diversity, where new Humboldt State University students and residents are successful and feel supported to become part of the community, whether it be for a few years or a lifetime.

mission

the mission of **equity arcata** is to create a welcoming, safe, and racially equitable community by eliminating racial disparities for all people of color in housing, health, education and employment.

goals

- to recognize and acknowledge the pain and trauma that has occurred for many communities of color at individual and institutional levels
- to stay focused on the big picture and drive real change for people most impacted by racial inequities and transform our systems to create racial equity
- to work together as a whole system in order to create solutions that will be effective and durable over time
- to build the community's strength together, in solidarity

equity arcata volunteer working groups aim to:

- support community issues
- create strategies to help increase housing equity
- foster communications between law enforcement and students
- develop equity communication and education outreach
- expand diversity and inclusion training in our community, local businesses and in TK-12 grade schools
- develop a community bias reporting tool and a community response team
- create community building events

contact information

send us an email at equityarcata@gmail.com, or give us a call at 707-822-5953.

for more information, visit equityarcata.com.

stay tuned for our facebook and instagram pages!

welcoming • safe • racially equitable
creating a racially equitable arcata



equity
arcata

welcoming • safe • racially equitable

equityarcata.org

about us

equity arcata is a partnership between the city of arcata, Humboldt State University, Arcata High (Northern Humboldt Union High School District), Humboldt County Office of Education, Arcata Chamber of Commerce and many local businesses working to make Arcata a more inclusive and welcoming environment for people of color. We are working to eliminate racial disparities for all people of color in housing, health, education and employment.

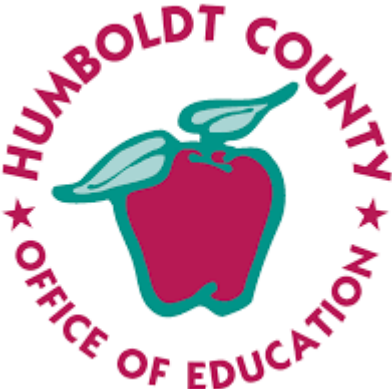
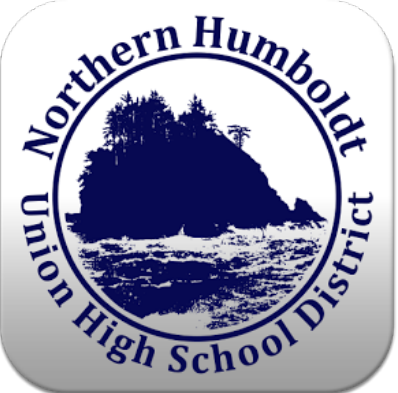
equity arcata volunteer working groups aim to support community issues and create strategies to help increase housing equity, foster communications between law enforcement and students, develop equity communication and education outreach, expand diversity and inclusion training our community, local businesses and in TK-12 schools, develop a community bias reporting tool, a community response team and create events to bring our community together.



our partners



HUMBOLDT
STATE UNIVERSITY



mission

our mission is to create a welcoming, safe and racially equitable community by eliminating racial disparities for all people of color in housing, health, education and employment.



vision

we envision an arcata that believes we are a better community because of our growing racial diversity, where new residents and humboldt state university students are successful and feel supported to become part of the community, whether it be for a few years or a lifetime.





about us

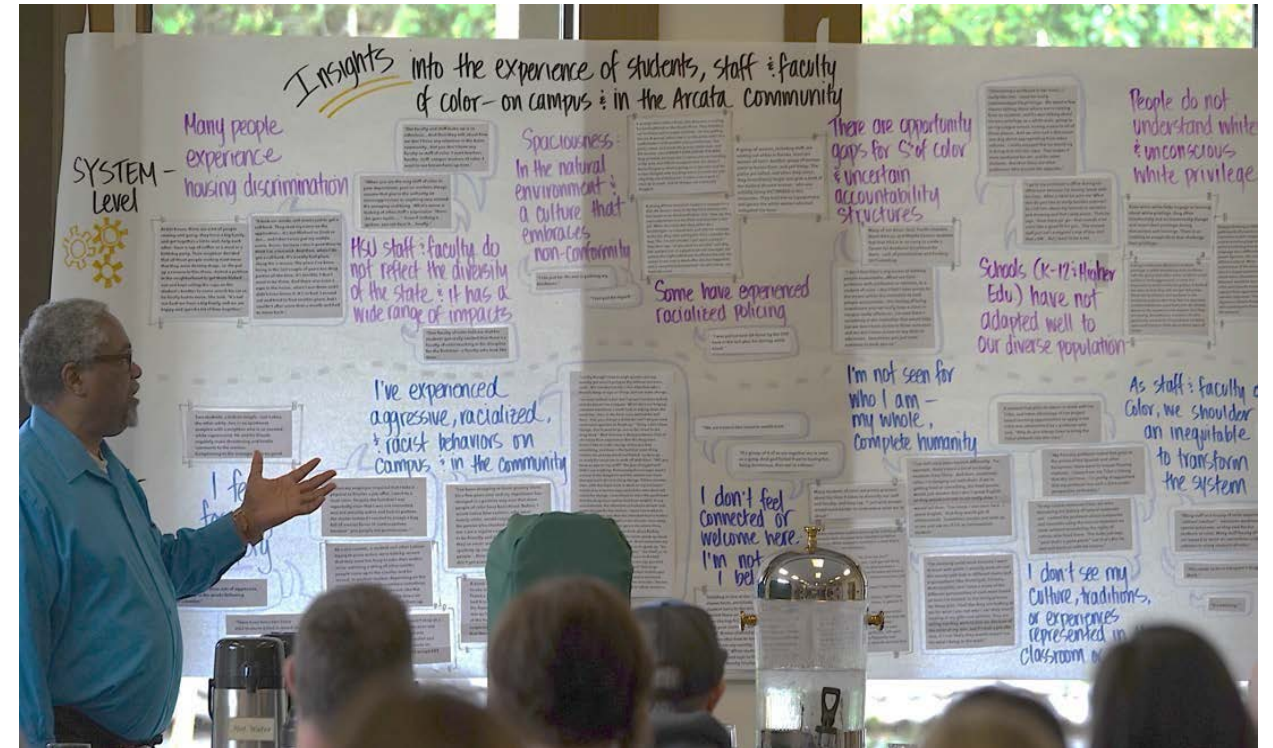
equity
arcata



history

2016

community members, business associates, city of arcata and humboldt state university representatives investigated ways to establish inclusive institutions in every sector of the city and create racial equity.



history

july 2017

the city of arcata and hsu held a strategy workshop aimed to develop a common set of prioritized strategies to help create a safe and welcoming arcata for people of color.

out of this workshop, **equity arcata** was created.



eight equity arcata working groups



1. police & student safety: foster stronger relationships between communities and the arcata police department and Humboldt State University police department

2. equity communication & education: create a pathway toward equity messaging to stop hate and build a safe, inclusive community for all

3. housing equity: ensure accessible and affordable housing choices safe from discrimination, crime, and environmental hazard



eight equity arcata working groups

4. welcoming businesses: establish partnerships amongst business owners in the community and develop ways to make arcata businesses safe places for everyone

5. training & learning: implement racial equity training for city government, hsu, tk-12 grade schools, business owners and employees and the general arcata community

6. bias reporting: build a system to report hate and bias incidents in the community and develop response team protocols

7. home away from home: host community-building potlucks to create a bridge between students and non-student community members

8. data collection: in the process of forming a group to facilitate data collection and review regarding the effectiveness of equity arcata's work





working groups

equity
arcata



working together

no single person or group can solve increasingly complex social problems on their own.

too many organizations are working in isolation from one another.

our working groups collaborate regularly in order to achieve social change.



how we operate: collective impact

common agenda: all participants have a shared vision for change, a common understanding of the mission and a joint approach to achieving it through agreed upon actions

shared measurement systems: agreement on the ways success will be measured and reported

mutually reinforcing activities: a diverse group of stakeholders working together in a way that supports and is coordinated with the actions of others

continuous communication: creating a common vocabulary and holding frequent meetings among the groups' or organizations' leaders following a structured agenda

backbone support organization/network manager: a separate staff who plan, manage, and support the initiatives through ongoing facilitation

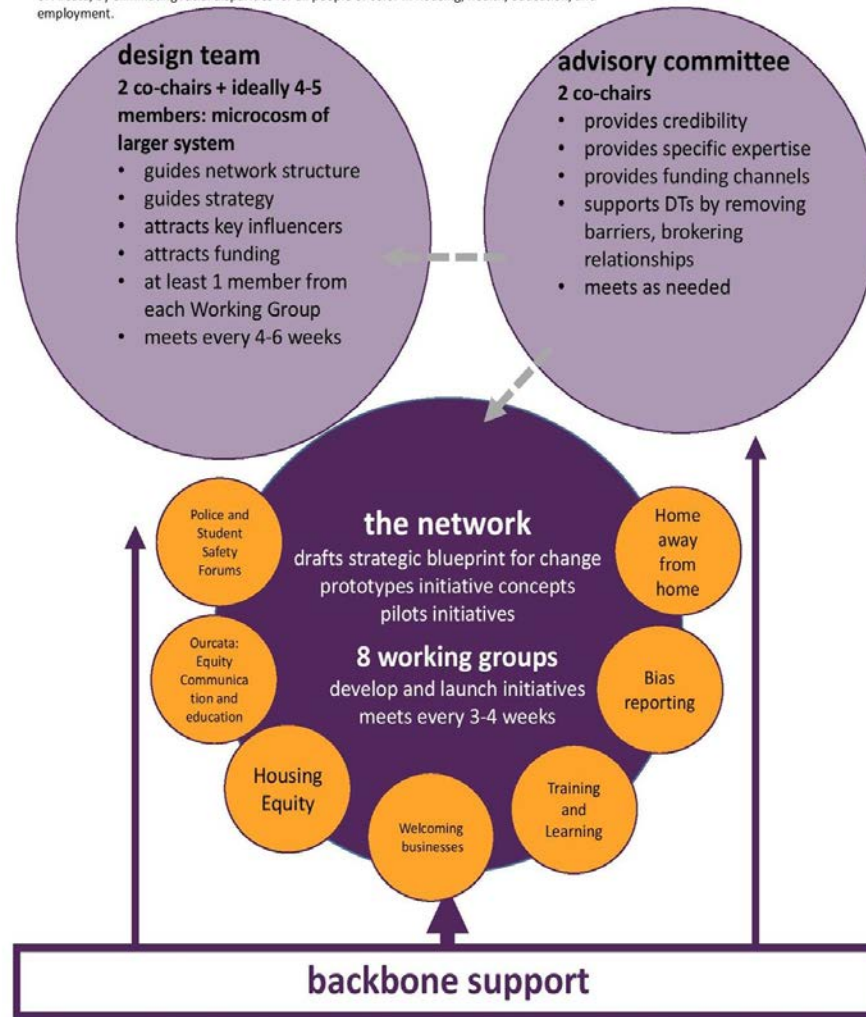


network structure

equity arcata

GOAL: Create a welcoming, safe, and racially equitable community, starting with HSU and the City of Arcata, by eliminating racial disparities for all people of color in housing, health, education, and employment.

network structure



police and student safety forum

the **chiefs advisory panel** (cap), fosters communications between law enforcement and students. cap is a formal group that meets on a monthly basis to provide perspective and advice for the purpose of:

- **improving transparency** and **fostering stronger relationships** with on and off campus communities that the Humboldt State University Police Department and Arcata Police Department serve
- **reviewing** policy, procedures and concerns/complaints
- reviewing current events, occurring on and off campus, to **help establish best practices, foster communication** and **understanding**
- to provide **ethical** and **visionary** community leadership



UPD Police Chief Donn Peterson – Equity Arcata Presentation Notes
Senate Meeting: April 2, 2019

Good afternoon. My name is Donn Peterson and I am the chief of police here at HSU. I am also the chair of the Equity Arcata Police and Student Safety working group.

The Police and Student Safety working group is one of the 7 working groups that emerged from the initial Equity Arcata planning sessions.

The Police and Student Safety working group was formed to accomplish the following three objectives:

- Maintain close liaison with APD.
- Host and participate in regular dialogues with students.
- Form an advisory panel.

We have substantially progressed with these goals and objectives over the past academic year. I want to emphasize that we are not talking about crime alone, but also the perceptions of crime, as well as the things that adversely impact perceptions of student safety.

Some of the things we are working on:

- Attend Equity Arcata working group meetings to stay connected and grounded, as well as to realign when necessary.
- Advisory panel meets on the 3rd Thursday of every month. We partner with the AACAE and host meetings there.
- Have done several AMA events on Reddit, including our most recent on March 14, as well as a number of more traditional outreach "coffee with a cop" events, the next of which is scheduled for April 18.
- Partnered with APD on National Night Out.
- Partnered with APD on a number of campus outreach initiatives, the next of which is scheduled for tomorrow in NHE106 from 11:30am-1:30pm.
- UPD adopt a res-hall program.
- Robust restorative justice practices.
- All members of UPD have participated in the Whiteness and Microaggression training.

Lastly, I would like to showcase a recent UPD initiative born out of our EA work. Students frequently talked during dialogues about not feeling safe on campus, but also that they would likely not call UPD to take advantage of its safety escort service. We heard those concerns and acted upon them, applying for GI 2025 funding to form a Student Safety Escort Program. Based upon several of the GI2025 pillars, UPD has hired 19 part-time student employees to work with UPD providing after-hours safety escorts, assist with building perimeter security, walk-through of the library, and to assist with initiatives such as blue light station function checks. They work Mon-Fri from 5pm-1am, have distinctive uniforms that enhance safety, visibility, and program branding, and the feedback we have received thus far has been nothing short of remarkable. Not only do the student employees enjoy the work and the partnership with UPD, but the comments we are getting from the campus community have been positive as well.

training and learning

upcoming training session: *implicit bias and the four dimensions of racism*

- saturday, may 4, 2019 from 9am-5pm
- for **equity arcata** participants, tk-12 equity partnership trainer cohort members, mckinleyville alliance for racial equity, mckinleyville community services district and other community stakeholders invested in racial equity



training and learning

ongoing learning for equity arcata members

- 15-20 minutes at the start of monthly meetings (design team, equity working groups, advisory committee)
 - examples: reflecting on early experiences with race, patterns of behavior that manifest in talking about race and racism (defensiveness, fear of conflict, right to comfort)



training and learning

support the humboldt tenant / landlord collaboration

apply a racial equity lens to the design of the training modules
supporting designers to use a critical questioning approach to:

1. mitigate the impact of their implicit bias
2. consider adverse impacts or unintended consequences that might result from components of the module
3. consider which minoritized groups could be negatively affected
4. make changes to minimize adverse impacts



training and learning

support the participation of hsu students in [equity arcata](#) through special programs 380: community leadership in action (1 credit)

- students attend class once / week and participate on a working group once / month
- opportunities to network and develop relationships with local leaders in equity work, business owners and other community stakeholders
- collective impact, servant leadership, racial identity development and issues of equity



bias reporting tool



- the goal of this working group is to **create a bias response system**, with real accountability, that focuses on restorative justice and operates on local campuses and in the community
- develop a **mobile application** that can be downloaded on any device to report and map bias or micro-aggressions



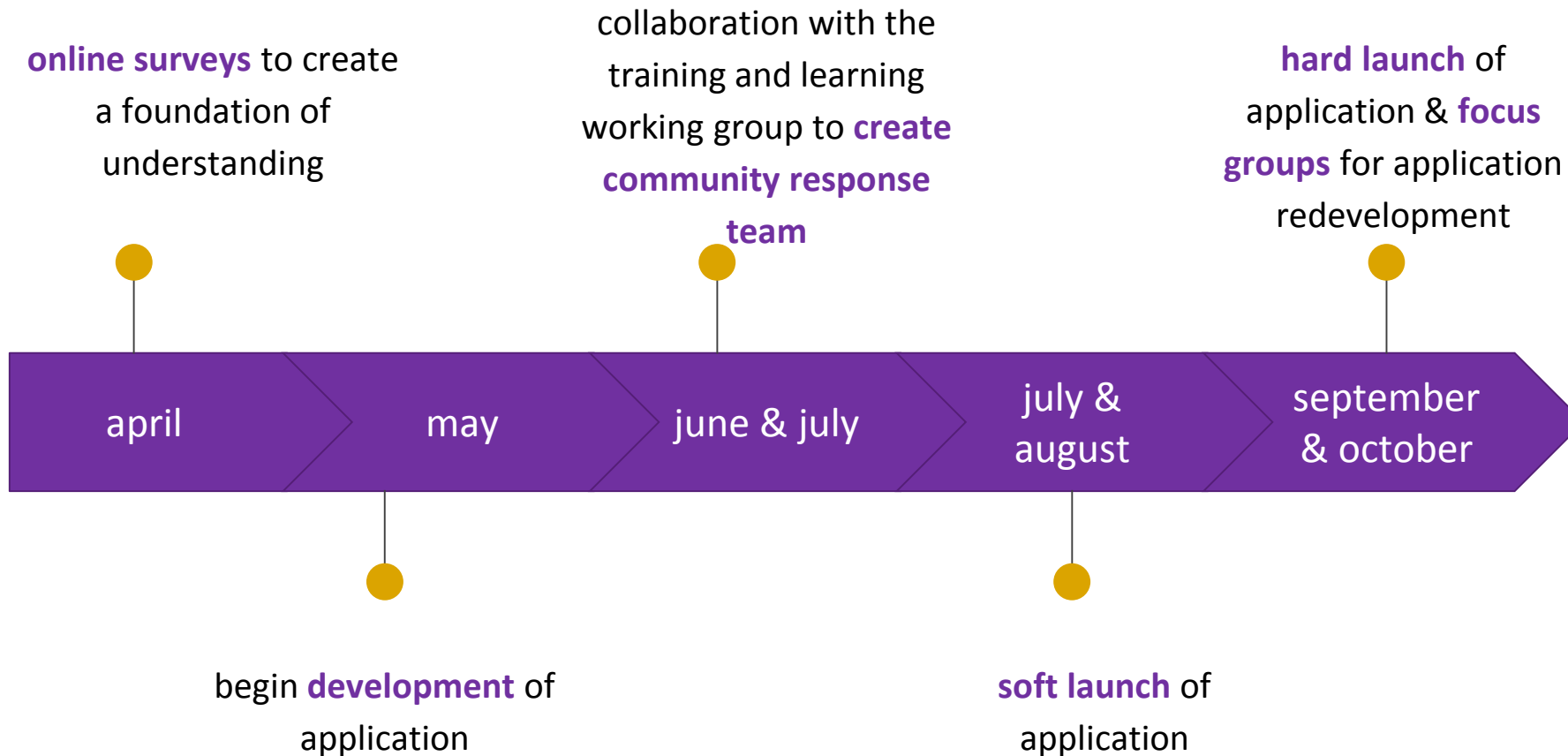
why a reporting tool?

equity arcata believes the stories of humboldt county residents should be collected, made visible and valued as a key way in creating a more equitable place for all.

this system will allow local groups to have a clear visual of where incidents occur and use the data to create interventions in the community to hold perpetrators accountability.



bias reporting tool timeline



bias reporting tool goals

- creating a **system of accountability** and active transparency
- **highlighting locations** where student and non-student community members feel welcome and comfortable, and places where they have experienced bias.
- generating an **annual report** of data to strategic partners to help in the training and decrease of bias
- using data to **inform local policy** at institutional and government level



housing equity

- working to establish a **seal of approval** for local landlords and property management companies
- creating a **tenant education certificate program**
 - training module developed by training and learning working group
- building a **security deposit scholarship**



contact us

send us an **email** at equityarcata@gmail.com, or give us a **call** at 707-822-5953.

for more information, **visit** equityarcata.com.





questions?