

Tuesday, February 25, 2020, 3:00pm, Goodwin Forum (NHE 102)

Vice Chair Mark Wilson called the meeting to order at 3:06pm on Tuesday, February 25, 2020, Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Bacio, Bond-Maupin, Cano Sanchez, Creadon, Dunk, Gonzalez, Gradine, Karadjova, Keever, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Rueda, Schnurer, Thobaben, Weinberg, Wilson, Woglom, Zerbe

Members Absent

Burkhalter, Byrd, Dawes, Kerhoulas, Jackson, Maguire, Pawlowski

Guests

Steven St. Onge, George Wrenn, Mary Oling-Sisay, Kim Comet, Peggy Metzger, Steve Ladwig, Cyril Oberlander, Pedro Martinez, Sherie Gordon, Josh Smith

Announcement of Proxies

Blakeslee for Dawes, Dunk for Kerhoulas, Pachmayer for Pawlowski, Hagen for Byrd

Approval of and Adoption of Agenda

M/S (Dunk/Malloy) to approve the agenda

Motion carried unanimously

Approval of Minutes from the February 11 2020 Meeting

M/S (Meriwether/Rueda) to approve the Minutes of February 11, 2020

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

Vice Chair Wilson pointed out the Senate has not received nominations for the upcoming Non-Instructional Tenure Line faculty delegate vacancy, and noted the current membership of the Senate is written to allow for "tenure line coaches and counselors," even though the Senate Office has confirmed there are no tenure-line coaches or counselors at this University. This makes the pool of general faculty members who fit the criteria for the seats limited to tenure line Librarians, of which there are about 8.

Senator Mola queried the reasoning behind holding the Senate Officer Elections during the next meeting (March 10, 2020), noting that teaching schedules are set for next Fall, and if he were willing to run for a seat that is afforded WTU release time, he wouldn't be able to accept them.

Senator Zerbe clarified that seating Senators a month earlier would be way better for teaching schedules, but that the overarching goal is to complete the General Faculty elections early enough. He noted that work assignments are completed earlier than we used to, but that's been an ongoing hurdle to solicit and complete the elections in a timely enough manner.

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

Academic Policies:

- Written report attached

Vice Chair Wilson asked whether the guidelines in the current priority registration policy say the APC to approve groups in consultation with Enrollment Management. Senator Malloy answered that the Registrar's Office also has a say in which groups are approved.

Vice Chair Wilson explained that the last time amendments to the policy regarding who gets priority registration were considered, several groups, including Housing RAs, RAMP mentors, and AS representatives, had all asked for priority registration at once. He stated he thinks it important to recognize that when students are granted priority registration, they are displacing students that have more SCUs—like seniors—than those who are afforded priority registration. He shared he thinks there is an idea that there are an infinite number of sections, but the reality is that most senior classes offered don't have multiple sections, and if all the seats are taken by students before a senior is allowed in, then the senior student is out of luck. He recommended that APC exercise caution in granting more students priority registration because it sets a precedent for displacement of other students; he concluded with the hope that the number of students with priority registration be reduced.

Appointment and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

In addition to the written report, Vice Chair Wilson commented the report contained a draft version of the upcoming resolution on a policy for early tenure.

Senator Zerbe suggested the committee consider that under the previous Provost there was a push to move away from granting service credit to incoming faculty, with the idea that early tenure can offset the loss of service credit. If HSU has an early tenure policy, along with that previous understanding, it would limit some options for incoming faculty.

Senator Dunk requested the FAC consider creating an equivalent early range elevation policy for

lecturers.

Integrated Curriculum Committee:

- Written report attached

University Policies:

- Written report attached

University Resources and Planning Committee:

- Written report

In addition to the written report, Senator Woglom stated the URPC is moving to bi-weekly meetings.

Academic Senate CSU (ASCSU)

Senator Creadon reported there will be a plenary in Long Beach during the week of spring break.

Senator Zerbe reported the Sense of the Senate Resolution on Lecture Range Elevation (14-19/20-FAC) was distributed to the ASCSU membership as planned, and the Faculty Affairs Committee of the ASCSU has taken it up; Senator Zerbe is co-authoring a similar policy with a representative from CSU Channel Islands.

Associated Students:

Senator Rueda reported they are working to find student representatives to join the group which will coordinate the murals project on campus; applications are due this evening. She invited everyone to attend the AS Board Meeting this Friday from 5-8PM in the UC Banquet Hall.

Office of Diversity, Equity, and Inclusion

Interim Director Reynoso reported the DEI grants deadline is this Friday, February 28.

California Faculty Association (CFA)

- Written report attached

Enrollment Management

- Written report attached

Vice President Meriwether briefly outlined the highlights in his written report.

Senator Creadon asked whether there are guidelines or protocol to follow regarding the CDC's recommendation to prepare for school closures due to the COVID-19 Coronavirus.

Vice President Meriwether ceded the floor to Risk Management and Safety Director Kim Comet, who explained HSU's emergency management coordinator is conversing almost daily with CDC, and although the situation is fluid, a plan is in place.

Administrative Affairs

- Written report attached

University Advancement

- Written report attached

Provost's Office:

- Written report

In addition to the written report, Provost Bond-Maupin addressed Senator Creadon's question, stating HSU needs an instructional continuity plan; using Canvas is a possibility, but this is something the administration group has begun to work, but faculty and student input is needed. CIO final candidates will be on campus soon and the search for director of the Sponsored Programs Foundation is launching today.

Senator Thobaben thanked Provost Bond-Maupin for sending updates to the college regularly along with the Senate report.

Senator Mola asked for the anticipated number of faculty hires next year.

Provost Bond-Maupin stated that sadly, she cannot answer in a concrete or satisfactory way. One of the big pieces for her division is what the president is going to do with the URPC recommendations, and where we are headed regarding the latest enrollment numbers.

Chief of Staff Gordon stated her goal to send the response to the URPC resolution sometime next week.

President's Office

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

The following items received unanimous approval and are attached:

- Boat Safety Committee Policy
- Resolution on Key and Access Control Policy (16-19/20-UPC – February 25, 2020)

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

Resolution on the Academic Integrity and Honesty Policy (11-19/20-APC – February 25, 2020 – Second Reading)

Senator Malloy reported no edits or comments were forthcoming, and the Resolution remains unchanged.

Senator Alderson spoke in favor of the Resolution and suggested its immediate approval.

Senate vote to approve the Resolution on the Academic Integrity and Honesty Policy **passed without dissent.**

Ayes: Alderson, Byrd, Creadon, Dunk, Gonzalez, Gradine, Karadjova, Kever, Kerhoulas, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Pawlowski, Reynoso, Schnurer, Thobaben, Wilson, Woglom, Zerbe

Nays: none

Abstentions: Bacio, Bond-Maupin, Cano Sanchez, Dawes, Meriwether, Rueda, Weinberg

Resolution on the Field Trip Policy (17-19/20-UPC – February 25, 2020 – First Reading)

M/S (Woglom/Mola)

Senator Kever explained the policy was initially reviewed by APC, and then sent on to UPC for more review and to consider some of the risk management pieces. He noted a longer referenced document dealing with the procedures about the policy has also been provided.

Senator Malloy explained this amendment is meant to bring HSU's policy in line with the Chancellor's Office Executive Order 1062, which is provided for review.

Senator Dunk stated he was inundated with responses from his constituency after he sent this out and read from the attached remarks.

Senator Zerbe suggested changing the verbiage in number 5 to the Chancellor's Office language, since it is more explicit about how faculty can bypass the pre-trip visit requirement.

Director Comet noted the language in question was copied from the past policy, not the EO, and would be glad to change it to reflect the more permissive language.

Senator Schnurer thanked Director Comet for the work on this, and noted the language in number 5 gave his constituents a moment of pause, since it would be difficult to travel to, for example, Oaxaca for a pre-trip review beforehand.

Director Comet assured the Senate that as long as faculty are performing their field trip duties within the scope of their work, the Risk Management Office will always defend faculty if needed. She stated she will work with her division to come up with standard language to identify risks and will share any information or strategies for electronic forms, so as to take burden off department ASC's.

Senator Dunk suggested it would be awesome to include these field trip forms as turn-key in the university-wide registration documents for classes likely to utilize field trips.

Director Comet answered that the liability form must be tied to the class since it has to stand as informed consent; to have a standing annual form like that would negate the waiver and any boilerplate language would most likely be too general.

Senator Mola pointed out that in the policy, a field trip is defined as having to be "course related," but the new place-based learning communities have summer immersion portions not technically related to a course, but PBL trips and activities should be covered under this policy as well.

Director Comet agreed and noted they will need to add information about the PBLs for the Second Reading.

Senator Gonzalez suggested a contingency plan for an unplanned school closure be present in the policy, so that if a class is out in the field and the school endures another closure and sends out messages to "cease student related activities," they will have clear directions for moving forward.

The Resolution will return for a Second Reading

Resolution to Amend the General Faculty Constitution as Approved in Resolution 03-19/20-CBC (Resolution to Revise the General Faculty Constitution) (15-19/20-CBC – February 25, 2020 – First Reading)

M/S (Woglom/Gradine) to move the Resolution

Motion carried unanimously

Senator Woglom explained there were some language errors and typos in the previous Resolution to revise the Constitution, and this Resolution would fix those errors.

Senator Moyer asked whether, given this is a clean-up and not substantive change, there is any reason not to waive the Second Reading.

Senator Zerbe, in his role as Interim Parliamentarian, explained since it is an amendment to the

constitution, the Second Reading cannot be waived.

The Resolution will return for a Second Reading

Admissions and Recruitment Update from Admissions Director Martinez

Director Martinez presented the attached PowerPoint slides

WSCUC Presentation from Vice Provost Oling-Sisay

Vice Provost Sisay shared information regarding the WSCUC via an internal facing PowerPoint; the presentation is not attached

M/S (Creadon/Woglom) motion to adjourn

Meeting adjourned at 5:02 pm

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Senate Chair's Report

Senate Meeting, February 25, 2020

Thank you to all the faculty and staff who have stepped forward to serve as senators and on Senate and campus committees. Your service is truly invaluable to sustaining shared governance on the HSU campus.

In the March 10 Senate meeting, we will be seating the newly-elected senators and will vote for officers and standing committee chairs for AY20-21. The following positions must be filled by senators:

- Faculty Affairs Committee chair (2nd officer of the Senate)—must be a faculty senator
- Academic Policies Committee chair (third officer of the Senate)—must be a faculty senator
- Constitution and Bylaws committee chair—can be a faculty or staff senator
- University Policies Committee chair—can be a faculty or staff senator

We will also vote on the nominee who has stepped forward to fill the remaining term of the ICC Chair, Julie Alderson, who will be on sabbatical next year. Per the Senate Bylaws, we will also certify the nominees for the Appointments and Elections committee. Once certified, the members of this committee will choose a chair from their members. The term for the URPC Chair is two-years, and it is my hope that senator Jim Woglom will continue to serve for his second year in AY20-21.

We will vote on nominees for standing committee chair positions by ballot during the meeting. Some of these chair positions include assigned time for faculty senators. If you are interested in serving, please forward your name to Mary Watson by 5:00pm on March 9. If you have questions about what is entailed in serving, please contact me.

Jen McGuire has indicated she plans to take a sabbatical next year and will be vacating her Senate seat as CPS representative. Per the Senate By-laws regarding a Senate vacancy, an election will be held for a CPS faculty member to replace Jen for the remaining two years of her term. If you know of a CPS faculty member whom you think would be an excellent senator, consider asking them to self-nominate.

Despite vigorous recruiting, we have yet to fill one of the non-instructional faculty senator seats; Katia Karadjova's term is ending at the end of this year and because of a sabbatical leave, she is not available to serve in AY20-21 (thank you, Katia for all that you do!).

The Faculty Awards nominations period closed on February 15 (after a two-week extension), and several nominations were received. I am working with AVP of Faculty Affairs, Simone Aloisio, who is serving as the co-chair of the Faculty Awards Committee as the Provost's designee, on clarifying the qualifications for nominees and what must be included in the nomination packet. For example, incorrect information on the Faculty Awards [Website](#) stated that nominees must be employees for seven years prior to nomination. This has been changed to the correct information that nominees must be faculty employees for three of the last five years. Best practice indicates that when the nominations are presented to the Senate by members of the committee, in an executive session, each of the awards is voted on separately. Resolution #15-13/14-FAC (December 3, 2013) indicates that the "Senate ratifies the awards by a vote of two-thirds those present, and forwards its recommendation to the President". In the past, some senators maintained that only faculty senators should vote on faculty awards during the executive session, but the wording of the resolution seems to contradict that stance. Resolution #15-13/14-FAC also states that "The Committee reports its selections to the University Senate at the last meeting in February". Meeting this deadline was not possible this year and the current committee is

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working hard to finalize award recommendations by the March 10 meeting. If faculty have feedback about the Faculty Awards process, please share that feedback with me and/or AVP Aloisio. Any resolution amending/clarifying the Faculty Awards procedure should come through the Faculty Affairs Committee.

Strategic planning for 2021-2026 has begun in earnest. The current university strategic plan is scheduled to sunset in December, 2020 (see attached document passed by the Senate on May 8, 2015). As Senate Chair, I am serving as a co-chair with Chief of Staff Sherie Gordon and Provost Lisa Bond-Maupin of the Strategic Initiatives Committee, and the committee will consult with various stakeholders, including Senate, in the process of building the new strategic plan (learn more about the process on the Strategic Plan [website](#)). The President's Office has recruited a diverse group of faculty and staff to serve on the committee, and subcommittees or "working groups" are likely to be formed which will include participation from additional faculty, staff and students. President Jackson has issued a charge to the committee to develop a new plan in three phases, with the first phase occurring this semester focusing on revisiting the mission, values, and strategic goals of the university. The tentative goal is to bring the Phase 1 output to the Senate at the May 5 meeting for a vote. **Note that if the Committee brings the output of Phase 1 to the Senate on May 5 for a vote and the resolution requires a second reading, we might need to use the May 19 "as needed" Senate meeting (currently included in this year's Senate meeting schedule) for debate and a vote.**

The annual reception honoring senators, Faculty Awards recipients, and ERFSA faculty grant recipients typically takes place after the last regular meeting of the Senate in the Spring semester, which this year is May 5. President Jackson would like to attend the reception and will be out of town on May 5. I worked with the President's Office to schedule the reception for **Thursday, May 7, 4:30-6:00pm** so that he can attend. To support your colleagues and celebrate shared governance, I encourage everyone to attend this event, which takes place at the Baywood Country Club. Food and drink are free for attendees.

I discussed with President Jackson the concern expressed by senators regarding his attendance at Senate meetings. With his current schedule, he will likely be absent from Senate for most meetings this year. This is because he is often traveling during the time of the Senate meetings, as he focuses his energies on building relationships within the Humboldt and Del Norte communities and with College of the Redwoods, and participates in Humboldt First scholarship events to recruit local students to attend HSU. He also must be present at the Chancellor's Office for CSU Senior Leadership meetings, which typically means he cannot attend one Senate meeting a month. I am working with the President's Office to develop a regular reporting structure for President Jackson. Sherie Gordon, Chief of Staff, will attend Senate regularly to provide a report for the President's Office; she may be absent if time-sensitive activities like the Athletics Director search, which was just successfully concluded, and the Provost search must take priority in her schedule.

In an effort to work with the President Jackson's schedule and allow him to converse with faculty directly, the President's Office is arranging several informal faculty "get-to-know you" meetings of up to five faculty who will have breakfast (7 to 8am) or lunch (12-1pm) with President Jackson. If you would like to participate in one of these, please contact Michelle Collins in the President's office.

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Jeff Abell resigned from his position as parliamentarian on February 12. In his role as Department Chair of Oceanography, he is faced with an overload of work and can no longer attend the Senate meetings. Senator Noah Zerbe has agreed to step in as parliamentarian for the remainder of the semester.

Two policy items have been placed on the General Consent calendar by the Senate Executive Committee, and I would like to take this opportunity to remind senators of the General Consent procedure. The Senate Standing Rules outline the process for the ICC consent calendar, and state, "For the procedure for all other Consent Calendar items, see Senate Bylaws, Section 3.0" (full-text included below). A General Consent item is considered to be on the floor, so there is no need for a motion. Nothing in the standing rules, the Bylaws or in the Parliamentary authority (Sturgis) bars an introductory discussion for a General Consent item, which can include answering questions of clarification posed by senators. For voting on such items, the Chair asks for any objections and if there are none, the item is passed. If the discussion moves into debate on the merits of the item, and results in an objection to it, then it should be pulled from the consent calendar and placed at the end of the agenda for discussion/first reading.

3.0 CONSENT CALENDAR

At the discretion of the Chair, proposals that are of a non-controversial nature may be placed on the agenda for adoption by consent subject to the following rules:

3.1 Any common consent proposal must be written out in full.

3.2 The proposal must be submitted to the Chair by noon of the Tuesday prior to the meeting for which it will be placed on the agenda.

3.3 When the question of general consent is put by the Chair, one objection shall remove the proposal from the general consent calendar.

3.4 Any proposal so removed shall be added to the end of the agenda.

Strategic Plan

Humboldt State University 2015-2020

Introduction from the co-chairs

Over the last year, many voices and perspectives have contributed to developing this plan. We have heard about the importance of quality academic programs, the importance of building relationships, and how the University's values are expressed in our daily operations and our interactions with each other. We heard about the importance of building community and of linkages with all the communities around us. We heard broad support for the goal of student success - and a variety of ways in which success can be defined. We heard about the fiscal challenges to the University and the need for more faculty, more staff, more housing, more and better instructional space, and more equitable compensation. We heard about interest in a stronger focus on writing, advising, and peer mentoring. Overall, the major areas of focus are student success and academic excellence, supporting diversity, building resources, and strengthening community.

Many of these ideas were included in previous strategic plans, and some have been part of these plans for 45 years. This consistency is evidence of the central nature of these ideas, as part of Humboldt State University. In comments on the draft plan, we heard comments that the document was too detailed—and not detailed enough. A few people observed that it is more tactical than strategic.

But here is the strategic vision: We must build on Humboldt State's uniqueness. No other university in the world is quite like us. Humboldt is different. As our mission states, we are committed to social and environmental justice. We share a passion for exploration, for action, and for making the world a better place. We believe in diversity, in all its forms, and in how a diverse community enriches the educational experience of all students. We have a special niche in higher education, and we need to communicate, market, and capitalize on this.

Our uniqueness presents challenges. Solutions that work for other colleges and universities may not work for us. Sometimes we need to work harder to find the best answers. The goals described in this plan will help us maintain, reinforce, and leverage our unique qualities to become a destination university.

Here's what else is different about this strategic plan: It is a dynamic document. We will be accountable for progress, and information about this progress will be reported regularly. The plan will adapt as our environment changes and as goals are achieved, modified, revised, and replaced.

This process also highlighted some topics that constitute lessons learned. We heard over and over again the desire for greater transparency in decision making, including budgeting, for clearer communication, for having a campus culture that is welcoming and supportive of all members, and for seeing the strategic plan implemented. We heard that, in order to do new things, we have to let go of some old ones. This need for focus is also one of the reasons that some of the great ideas that were proposed in this planning process aren't mentioned here. Strategic planning is about prioritization, and this process requires making hard and difficult choices. The principles of

transparency, communications, inclusiveness, prioritization, and follow-through are central to the usefulness of this strategic plan, and they also transcend any individual initiative. These guiding principles will remain central as we implement the strategic plan.

Ultimately, the goal of this strategic plan is sustainability, in a definition that goes far beyond recycling and composting. This plan will lead HSU toward becoming a sustainable organization. This will be reflected in academic programs that are adequately funded and staffed for the future, meeting student interests and providing the skills and knowledge required for graduates to obtain meaningful jobs. A sustainable governance structure will enable the University community to focus on making decisions, rather than figuring out the processes by which decisions are made. Having sustainable programs means that we cannot grow by simple addition, but rather by prioritization through data-driven decisions. Sustainable relationships, both internal and external to campus, must be based on trust. And a sustainable budget will enable HSU to implement this strategic plan and support key priorities such as higher salaries, more tenure-line faculty positions, and increased reserves, which will be critical for future building plans. This strategic plan will move Humboldt State toward a more sustainable position over the next five years.

This process and resulting plan have benefitted greatly from the input of faculty, staff, students, alumni, and members of local communities. The insights, perspectives, and feedback from these individuals have been—and will continue to be—invaluable. Thank you all for your participation.

Now: Let's do it.

Looking forward to HSU's second century,

Lisa A. Rossbacher
President

Noah Zerbe
Professor and Chair of Politics and Chair of the University Senate

Preamble

To improve our service to our students, our communities, our region, state, and the world, we will implement and integrate the Humboldt State University vision, values, and mission into the operations of the University. To be successful, full implementation of the 2015-2020 Strategic Plan will require:

- Alignment of resources to achieve ultimate goals
- Transparent and effective communication, process, progress, and outcomes
- Evidence-based decision making
- Accountability through evaluation of designated outcomes

Mission, Vision, and Values

The strategic planning process took Humboldt State's existing mission, vision, and values as our point of departure. They have been in place since the 2004 strategic plan was drafted. While they have not been altered as part of this process, we have heard calls to review and update them. The need for this assessment will be considered during the 2015-16 academic year. The implementation committee will recommend the best approach to this revision process.

Assumptions in this planning process

For the purposes of this strategic planning process, the University community made the following assumptions for the five-year time frame of this plan:

- Continued commitment to the existing mission, vision, and values of Humboldt State (i.e., no changes in these underlying principles, which are noted above).
- Small but limited growth in resident (in-state) enrollment.
- Limited, if any, increase in funding allocations from the state.
- Commitment to diversifying the University's revenue stream.

Context for HSU planning within the California State University System

The California State University System provides a larger context for the efforts of an individual institution's planning. This process at Humboldt State is driven by the goals and directions of the CSU. Although the last strategic plan for the System expired in 2013, Chancellor White outlined seven priorities for the System in January 2014, as part of his State of the CSU address:

- Hiring tenure-track faculty
- Enhancing advising both through hiring additional staff, as well as increasing the use of technology
- Expanding the University's efforts to alleviate curricular bottlenecks with more fully online concurrent enrollment courses in CSU CourseMatch
- Increasing student preparation by expanding Early Start
- Expanding high-impact practices that enrich the educational environment in areas including service learning, applied research, and study abroad
- Expanding of data-driven decision making to improve program quality and advance student success
- Bolstering degree completion for transfer students

The Board of Trustees of the CSU will begin developing a new strategic plan for the System during summer 2015. Future iterations of HSU's strategic plan will be able to align HSU's strategies with the System's goals and priorities.

Mission, Vision, and Values

Mission

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

Vision

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.

- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

Values

Humboldt State University values the following academic principles that represent attributes of an academically integrated university, and provide a framework for accomplishing our collective vision and mission.

- We believe our primary responsibility is to provide the best possible education for today's world.
- We believe that teaching excellence is of paramount importance as is learning excellence.
- We believe in an environment of free inquiry where learning occurs both inside and outside the classroom. As a community of learning, the campus curricular and co-curricular environment encourages intellectual discourse, aesthetic creativity and appreciation, and significant opportunities for involvement and service. We prepare students to take on the commitments of critical inquiry, social responsibility and civic engagement necessary to meet the challenges of the 21st century.
- We believe in intellectual growth through scholarship, creative activities and research. We prepare individuals to be successful in advanced academic and professional degree programs; to be in positions of leadership; and to be proactive and productive members of society.
- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.
- We believe in collegial dialogue and debate that leads to participatory decision-making within our community of student, staff, administrator, and faculty learners.

Mission, Vision, and Values (cont'd)

Values

- We believe the University must assist in developing the abilities of individuals to take initiative, and to collaborate in matters resulting in responsible action.
- We believe individuals must be environmentally, economically and socially responsible in the quest for viable and sustainable communities.
- We believe our location is an ecologically and spiritually rich asset that we embrace as an integral part of our learning community. Our curriculum is relevant, collaborative and responsive to our geographical location.
- We believe we have a special opportunity to learn from the Native American cultures, the unique ecosystem and special communities of our region, and to apply that knowledge.
- We believe the University is an integral part of our local and regional communities.
- We believe the University is a repository for archiving accumulated knowledge with inclusive access for our academic and broader communities.

Goals of 2015 - 2020 Strategic Plan

After extensive discussions with a broad representation from both the campus and surrounding communities, four primary goals have been identified as priorities for the campus over the next five years. These goals are:

Goal 1: Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Goal 2: Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Goal 3: Strengthen partnership with local communities.

Goal 4: Serve as effective stewards of the natural and built environment and the University's financial resources with a focus on sustainability.

Ultimately, by focusing on the four goals above, Humboldt State University will improve our ability to fulfill our ultimate mission to educate *all* of our students. Measures of this success will be: improving the four and six-year graduation rates for first-time freshmen, improving the two and four-year graduation rates for transfer students, and reducing the achievement gaps. Performance indicators for these measures are included on the table below are the baseline, action items, and goals for each indicator.

CSU Graduation Initiative Targets

The strategic plan is also being undertaken in the context of 2025 goals and targets established by the CSU system as part of the Graduation Initiative. The table below identifies the graduation rates that have been assigned to HSU in the CSU initiative.

| Performance indicator | Baseline (2012) | Target (2020) | Graduation Initiative (2025) |
|--|-----------------|---------------|------------------------------|
| Increase the six-year graduation rate for first-time full-time freshmen | 41% | 50% | 53% |
| Increase the four-year graduation rate for first-time full-time freshmen | 14% | 20% | 22% |
| Increase the four-year graduation rate for transfer students | 62% | 67% | 69% |
| Increase the two-year graduation rate for transfer students | 20% | 26% | 28% |
| Improve the six-year URM/non-URM graduation rate gap | 7% | 4% | 3% |
| Improve the six-year Pell/non-Pell graduation rate gap | 7% | 4% | 3% |

If we are successful in implementing our strategic plan, we will make progress in meeting the CSU Graduation Initiative targets.

Throughout the rest of this document, each of the four primary strategic goals will be supported by specific objectives, and each objective will have a number of performance indicators with baselines and targets. The purpose of this structure is to outline broad areas of priority and identify specific, measurable outcomes and responsible parties.

Implementation of the Strategic Plan

A broadly representative committee will set priorities, set specific timelines, monitor progress toward achieving targets, and report progress to the University community annually. This implementation committee will facilitate the important University-wide conversations on such topics as appropriate size of the institution, programs mix, enrollment targets, support services, and coordinated planning. As the committee establishes priorities, they will help identify which programs need to be started, expanded, reduced, stopped, or continued in their current form. As part of their oversight of the implementation of the strategic plan, the committee will determine the details of how the goals and action plans will be pursued.

For 2015-16, the group will include faculty (some of whom will be members of and liaisons with the University Senate), staff, students, and administrators, as follows:

- Five faculty members appointed by the University Senate, of whom two will be Senators
- Two staff members recommended to the President by Staff Council

- Two students recommended to the President by Associated Students
- Director of Institutional Research and Planning
- Faculty co-chair of the University Resources and Planning Committee
- The four vice presidents of the University
- The deans of the three academic colleges

Ex officio:

- Chair of the University Senate
- University President

Additional members may be appointed by the Senate Chair and University President, as needed.

The implementation committee will necessarily draw on expertise from across the University in their deliberations. In addition to developing priorities and more specific timelines and sequences for the action steps, the implementation committee will also add additional benchmarks, targets, metrics, and action items.

Goal 1. Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Objective 1.1 Enable an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.

| Performance indicator | Baseline | Action Item | Responsibility |
|---|---|---|--|
| Provide a consistent and coherent support, mentoring, and advising experience for <i>all</i> HSU students that builds connections with faculty, peers, and discipline area, with a special focus on supporting student access, self-efficacy, self-actualization, and empowerment | <p>(A) Graduation plans are departmentally-based and no technology package exists to support their use</p> <p>(B) Advising is in a period of transition, with professional advising in some majors</p> <p>(C) There is little coordination of student class selection after the advising appointment is completed</p> <p>(D) RAMP provides mentoring for many first-year students</p> <p>(E) MapWorks has been used by RAMP to support mentoring but no university-wide program exists, particularly at the course or curricular levels</p> | <p>(A) Ensure that each student has a curricular map supported by technology alerts for students who fall off course</p> <p>(B) Provide excellent, customized, proactive academic advising and resources for all students in order to facilitate their success and degree completion</p> <p>(C) Utilize technology to facilitate appropriate class choices and timely progression toward degree as a complementary resource to personal advising</p> <p>(D) Develop and enhance first-year, transfer, and graduate programs to connect students to faculty, peers, staff, curricula, and communities</p> <p>(E) Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success at course and curricular levels</p> | <p>Lead: AA (especially CAEs, ACAC, RAMP)</p> <p>Support: IRP</p> <p>Support: EMSA</p> |

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| Co-locate or ensure collaboration among similar and related campus resources while continuing to ensure program effectiveness | Resources are distributed across campus and can result in confusion and misinformation | Promote faculty and staff awareness of existing campus resources to provide more cohesive responses to student inquiries | Lead: EMSA Support: AA (RISS) |
| Ensure policies support student progress towards degree completion | There is sometimes a disconnect between the goals of supporting student progress towards graduation and policies that have evolved over time | Review policies as part of the new Academic Strategic Plan to ensure that these are creating a smooth pathway for students in their programs | Lead: AA Support: IPR |

Objective 1.2 Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.

| Performance indicator | Baseline | Action Item | Responsibility |
|---|---|---|---|
| Clarify and assess the relationships among all student support programs and to all academic units to increase effectiveness and collaboration | Support programs are still evolving in structure and relationship | (A) Complete implementation plan that evaluates and specifically addresses operational needs for collaborative academic, co- curricular, and student support programs, including the Centers for Academic Excellence (B) Clarify as a community what it means to HSU to be an Hispanic Serving Institution and seek opportunities to realize this vision | Lead (A): EMSA Support: AA (RISS) Lead (B): AA Support: EMSA |

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| Increase outreach and support for families whose first language is not English | Some orientation sessions and materials are available in Spanish. | (A) Provide orientation sessions, web page information, recruitment materials, etc. in Spanish, adding other languages as needed (B) Provide student support services in Spanish, adding other languages as needed | EMSA |
| Ensure that academic programs are accessible to all populations | Inconsistent accessibility, largely based on individual faculty initiatives | (A) Develop and use universal design for learning through coordinated support for instructional design (B) Professional development for faculty and staff will support UDL (C) Half of all faculty will be able to define UDL and can demonstrate their course materials meet UDL principles (D) Implement ATI | AA (IT, CEEE) |
| Support a safe and inclusive campus environment | Climate-assessment and other surveys provide some feedback on perceptions of campus climate | Develop a plan to support diversity informed by campus climate assessments | Lead: ODI Support: IRP |

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| Ensure student support services address the needs of our students | Services exist but are not always able to reach the students who need them | Develop goals, benchmarks, and action items for areas critical to supporting student needs, such as Counseling and Psychological Services, the Student Disability Resource Center, the Bias Education Initiative, the Student Health Center, and the Recreation and Wellness Center | Lead: EMSA |
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Objective 1.3 Incorporate environmental and social responsibility throughout the curriculum.

| Performance indicator | Baseline | Action Item | Responsibility |
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| Encourage and reward cross-disciplinary activities that engage staff and faculty in their role to support intercultural competency, engaging pedagogy, writing and oral communication skills, and social and environmental responsibility | Limited opportunities and support for interdisciplinary programs; Sustainability-related and focused courses have been noted in the catalog | (A) Include expanded interdisciplinary programs and incorporation of environmental and social responsibility as part of the Academic Strategic Plan (B) Provide resources and tools so that all faculty and administrators can become culturally competent and can incorporate that competency into curriculum | AA |
| Integrate institutional learning outcomes with those defined by regional and professional accrediting agencies | Institutional learning outcomes mapped onto curriculum at programmatic level | (A) Provide professional development to support the incorporation of WASC core competencies and the outcomes identified by other accrediting agencies into the curriculum (B) Establish a long-term and coordinated assessment strategy for evaluating the extent to which the core competencies are being developed | AA |

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| Ensure that General Education is integral to students' developing a well-rounded education that prepares them for world citizenship | GE learning outcomes exist, but are independent of major learning outcomes | <p>(A) Develop a scaffolded approach to GE that moves students into their major area of study, advancing core competencies along the way</p> <p>(B) Integrate the development of speaking, writing, problem solving, and teamwork skills into the curriculum</p> <p>(C) Expand and deepen linkages among sustainability, diversity, and social justice in the curriculum</p> | AA |
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Objective 1.4 Engage students in the classroom, the life of the institution, and in the communities beyond.

| Performance indicator | Baseline | Action Item | Responsibility |
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| Connect education and campus life with career/life mentoring that helps students apply what they learn and experience at HSU to what they will do after graduating | The Developmental Academic Advising model is currently being implemented by ACAC | By 2020, all graduating students will have participated in some form career/life mentoring | Lead: AA Support: EMSA, IRP, Athletics |
| Expand opportunities for students to participate in undergraduate research | Top students are often selected by faculty for participation in undergraduate research, and not all students have the opportunity to participate | Increase participation in undergraduate research opportunities across all levels, programs, and general education classes; detail and targets to be included in the Academic Strategic Plan | AA (including SPF) |
| Ensure the viability of graduate programs | Graduate programs are relatively small; State funding does not recognize the unique costs of graduate programs | Recognize the value of graduate programs as part of the overall educational mission and address support for graduate programs as part of the Academic Strategic Plan | AA |

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| Increase the number of students participating in semester or year-long study abroad programs | During AY 14/15, there were 51 unduplicated students enrolled in International Program or Study Abroad | Details and target numbers to be included in the Academic Strategic Plan | AA (especially CIP) |
| Increase hands-on learning opportunities | Opportunities for hands-on learning exist based on individual faculty interest or student-driven initiatives | (A) Ensure that every academic program has at least one hands-on learning opportunity for majors (B) Work with tribal nations and other regional communities to strengthen internship, mentoring, service-learning, and job opportunities that foster students' professional development. | Lead: AA Support: EMSA |

Objective 1.5 Expand and support a diversified, globalized, and culturally expanded campus by increasing the enrollment of international and nonresident students.

| Performance indicator | Baseline | Action Item | Responsibility |
|---|--|---|--------------------------------------|
| Increase out-of-state student enrollment by 10 per year | Fall 2014 out-of-state enrollment was 512 students | By Fall 2020 total out-of-state student enrollment will increase to 549. | EMSA |
| Increase matriculating international student enrollment by 10 per year | Fall 2014 international student enrollment was 91 students | By Fall 2020 total international student enrollment will increase to 131. | CIP |
| Improve year-round housing and dining infrastructure and ensure sufficient capacity to accommodate international and out-of-state students. | Facilities and services limited or unavailable during breaks | Facilities and services available to students throughout breaks | Lead: EMSA Support: Admin Affairs |

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| Ensure relevant student support services are available to international students | Limited services targeted at international students | Expanded student services to address the needs of international students | Lead: EMSA Support: AA |
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Goal 2. Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Objective 2.1 Recruit, retain, and support faculty, staff, and administrators from diverse backgrounds that reflect our student and state demographics.

| Performance indicator | Baseline | Action Item | Responsibility |
|---|--|---|--|
| Improve the overall density of tenure-track faculty in each college | 54.1% for HSU per CSU HR Data (1/30/15) | Expand the proportion of tenure-track faculty to reach at least 65% FTEF tenured and tenure-track faculty in each college | AA |
| Address salary equity, including inversion, compression, and market adjustment, for faculty and staff | Clear examples of inequities but no systematic plan to correct them | Assess salary inequities and develop a multi-year plan to address them | Human Resources and Faculty Affairs Target: Begin implementation in July 2015 |
| Develop and implement strategies to improve the retention of faculty and staff of color | The Action Plan for Workplace Diversity has been developed but has not fully been implemented. | Update and complete the implementation of the Action Plan for Workplace Diversity | Lead for Faculty: AA Lead for Staff: Human Resources Support: ODI |

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| Coordinate and expand ongoing training efforts for search committees and hiring authorities to ensure that hiring processes take steps to address and remedy bias and foster a supportive, welcoming, and diverse campus | All search committees participate in unconscious- bias training | (A) Develop additional training for search committees and departments on recruitment and campus climate (B) Expand strategies for developing diverse applicant pools | Lead: Human Resources and Faculty Affairs Lead: ODI Support: AA Support: EMSA |
| Acknowledge and amend the disproportionate impacts and expectations (“cultural taxation”) on our faculty, staff, and administrators from underrepresented groups | No reassigned time acknowledging exceptional service to students and the University | (A) Expand awareness of and participation in the Assigned Time for Exceptional Service to Students program (B) Assess diversity-related service and any necessary workload adjustments in annual review process | Lead for Faculty: AA Lead for Staff: Human Resources |

Objective 2.2 Ensure that diverse perspectives, identities, and communities are acknowledged and taught throughout curriculum and provide a safe environment for everyone to explore a broad range of viewpoints and ideas.

| Performance indicator | Baseline | Action Item | Responsibility |
|---|---|--|------------------------|
| Improve knowledge, awareness, and capacity on diversity-related topics among all students by ensuring that diverse perspectives are a key component of the curriculum and co-curriculum | Students are required to complete two Diversity and Common Ground courses as part of the GE package. Co-curricular opportunities exist but are voluntary and fragmented | Include a plan for integrating high-impact, diversity-related practices and content in the new Academic Strategic Plan, including curricular and co-curricular transformation, knowledge about the dynamics of power and privilege, and intercultural communication skills | Lead: AA Support: EMSA |

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| Reduce bias on campus | Bias Education Initiative exists and anti-bias training is required for all search committees | Provide resources and training for faculty, staff, and administrators that draw on best practices | ODI |
| Explicitly recognize that knowledge of and experience in diversity-related topics are professional competencies that are expected of all HSU employees | Inconsistent expectations about cultural competencies | (A) Recognize professional competency in equity and diversity-related topics in RTP and staff evaluation standards (B) Ensure that training on equity and diversity-related topics is widely available for faculty, staff, and administrators | Faculty Lead: AA Staff Lead: HR |
| Expand and enhance the impact and value of professional development offerings around inclusive student success, including the Institute for Student Success | The ISS impact is largely focused around a single day and implementation of strategies occurs at the individual level | (A) Provide follow-up training and implementation help year-round for the Institute for Student Success topics and initiatives (B) Draw topics for the ISS based on assessment and input from Institutional Research and Planning | Lead: AA Support: IRP Support: EMSA |
| Ensure that instructional pedagogies reflect and respond to the diverse experiences and backgrounds of our students | Curricular focus on cultural competency individualized to specific faculty members | Provide cohesive ongoing professional development for faculty, staff, and administrators in the areas of experiential learning, intercultural competence, anti-racist education, engaging pedagogy, written and oral communication, social and environmental responsibility, and other areas of learning and teaching aligned with campus needs and coordinated through a dedicated center | Lead: AA Support: EMSA Target date: center established by Fall 2016 |

Goal 3. Strengthen partnership with local communities.

Objective 3.1 Strengthen relationships and engage with local Tribal Nations and communities through authentic actions, specific planning, accountability, and true collaboration.

| Performance indicator | Baseline | Action Item | Responsibility |
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| Establish a meaningful, iterative process for collaboration based on reciprocal engagement that identifies and addresses needs and strategies | This Advisory Council has met in the past, but no meetings have been held for more than a year | (A) Work with local tribal governments and HSU faculty, staff, and students to develop a mission statement and membership for a President's Native American Advisory Council; hold meetings at least once a semester (B) Create a Tribal Liaison who will work with tribes on behalf of the President and University | PO (A) Target date: No later than Fall semester 2015 (B) Target date: by Fall 2016 |
| Increase recruitment of and provide support for Native American students from local tribal communities | HSU recruitment efforts in Native American communities are decentralized | (A) Evaluate current recruitment efforts and develop a coordinated plan (B) Continue to support programs that are designed to enrich the academic, co-curricular, and professional lives of Native students on campus (NACAE, ITEPP, INRSEP, and several student organizations) | Lead (A): EMSA Target date: Fall 2016 for plan and initial implementation Lead (B): AA Support: EMSA |
| Increase employee and student awareness and education about local tribal history and current affairs | Some content about local tribal nations included in new student orientation | (A) Integrate tribal history and current affairs into new faculty and staff orientation incorporating input from campus-based resources and regional tribal communities | Lead (A): Human Resources and Faculty Affairs Lead (B): EMSA |

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| | | (B) Increase local tribal information provided in the new student orientation program incorporating input from campus-based resources and regional tribal communities | |
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Objective 3.2 Collaborate with the local communities to support students' intellectual, emotional, ethical, and spiritual development and well-being.

| Performance indicator | Baseline | Action Item | Responsibility |
|--|--|---|---|
| Cultivate a strong and healthy relationship between the university and local communities | Partnerships are driven more by individual engagement than strategic institutional involvement | (A) Expand engagement and develop additional partnerships with local governments and nonprofits to serve the mutual interests of the regional population (B) Utilize athletics programs to strengthen visibility and community relations | PO |
| Support the financial health of students and help students minimize their debt on graduation | In AY 13/14, the debt for average undergraduate borrower at the time of graduation from HSU was \$24,675 | (A) Expand opportunities for paid internships (B) Reduce time-to-degree and number of units at graduation (C) Support the development of student financial literacy through curricular and co-curricular programs | Lead (A): EMSA Lead (B & C): AA Support (C): EMSA |

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| Increase the number of students from our geographic service area on the North Coast who enroll at HSU | In Fall 2014, 1,004 undergraduates and 278 graduates, for a total of 1,280 (14% of HSU's total student population) came from our geographic service area | (A) Partner with College of the Redwoods and local high schools to ensure students receive college-ready preparation, building on the innovations that have already been recognized (B) Establish a target enrollment number for North Coast students | EMSA |
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Objective 3.3. Ensure a safe and welcoming off-campus environment for students, staff, and faculty by partnering with local communities.

| Performance indicator | Baseline | Action Item | Responsibility |
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| Establish culturally appropriate community engagement strategies | Community engagement opportunities are decentralized and largely driven by individual initiatives | (A) Appoint specific faculty and staff to collaborate with the leaders of tribal nations and other local communities to create a work plan that addresses issues of discrimination in our communities (B) Provide more campus-community social and cultural activities and experiences by fostering new and existing partnerships with tribal nations and other local communities (C) Partner with local communities to develop a plan to transform the culture surrounding diversity and inclusion in order to create a safer, more welcoming off-campus environment | Lead: EMSA Support: ODI |

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| Engage with local Communities of Color to draw on existing knowledge, expertise, insights and local projects already underway | Community engagement is currently fragmented and decentralized | (A) Ensure Communities of Color are represented in any ongoing projects (B) Support multicultural community programming off campus that increases awareness and fosters positive connections between students and community members | EMSA |
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Goal 4. Serve as effective stewards of the natural and built environment and the University's financial resources with a focus on sustainability.

Objective 4.1 Develop and implement a unified, transparent, and evidence-based budget model that reflects institutional priorities and the actual cost and size of programs.

| Performance indicator | Baseline | Action Item | Responsibility |
|---|--|--|--|
| Link the budget-planning process to evidence and institutional priorities | Institutional research has not historically been engaged in the budget process. Budgeting has been decentralized and reactive. | (A) Integrate the Office of Institutional Research and Planning into the budget and planning process (B) Evaluate budget priorities with a focus on student success, the overall mission of the University, and this strategic plan (C) Identify sustainable funding sources prior to approval | PO Support: IRP |
| Incorporate relevant data in evidence-based decision making and continuous improvement | The mission of IRP changed in Fall 2014 to more clearly focus on providing data for decision making | (A) Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment (B) Hold budget managers accountable for data-driven decisions | Lead: AA Lead: EMSA Lead: Admin Affairs Lead: Advancement Support: IRP |
| Ensure the optimum mix of programs to provide students with the best educational experience | This has been a topic of considerable discussion in the past | Create an Academic Strategic Plan that optimizes program mix and size | Lead: AA Support: EMSA Support: URPC |

Objective 4.2 Reduce operational costs and reallocate funds to areas as defined by the strategic plan.

| Performance indicator | Baseline | Action Item | Responsibility |
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| Utilize appropriate efficiencies in allocations and expenditures of all funds | Efficiencies were identified on a relatively ad hoc basis. An invitation for suggestions in the 2014-15 academic year generated some excellent ideas | (A) Create incentives for efficiencies (B) Utilize “suggestion box” approach to finding new ideas for efficiencies (C) Identify and eliminate campus services that are provided by the community where appropriate (D) Partner with local communities to connect students with resources that are not provided on campus | PO AA EMSA Admin Affairs Advancement |
| Coordinate resources as a “whole campus” instead of individual units | Historically decentralized processes have resulted in silos and decisions that are made outside of the context of the University perspective | (A) Ensure the effective, efficient, and equitable use of space as a university-wide resource (B) Develop a coordinated effort to purchase and support computational and IT resources, including a central computer refresh strategy (C) Develop a revised Facilities Master Plan for the University (D) Develop a process which includes the University Senate in reviewing and recommending university-wide policies (E) Utilize the annual budget book to communicate the overall picture of the budget with the university community | Lead (A, C) Admin Affairs Lead (B): ITS Lead (D): PO Lead (E): Admin Affairs |

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| Campus-wide consultation before purchasing new enterprise software | Software purchases have not been consistently reviewed for compatibility with platforms and University-wide needs | (A) Establish greater use of PeopleSoft and other programs through programming and modules (B) Reduce reliance on 3rd party software vendors and consultants (C) Reduce customization of purchased software (D) Support training for end users | Lead: AA Support: EMSA Support: Admin Affairs Support: Advancement Support: ITS |
| Seek opportunities to expand access to education through distance learning | Online education reduces demand for brick-and- mortar instructional space. Student support services are currently geared towards on-campus students. In AY 14/15, online courses generated 820 FTES. By AY 14/15, 47% of HSU students had taken at least one online course. | (A) By 2020, increase fully online student full-time equivalents (FTES) by 30% (B) By 2020, 50% of on-campus students will have taken at least one online course by the time they graduate (C) Review and support the specific support needs of students taking online classes | Lead: AA (CEEE) Support (C): EMSA |
| Ensure the efficient utilization of instructional space. | Instructional space is under growing demand and the system is unlikely to provide state funding for additional buildings in the near future | Incorporate data from space utilization analysis into decisions that will maximize use of available space | Lead: AA Support: Admin Affairs |

Objective 4.3 Expand resources to support the University's mission, including identifying new resources, finding efficiencies, and being good stewards of existing resources.

| Performance indicator | Baseline | Action Item | Responsibility |
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| Maximize revenue from self-support programs | Self-support programs were expected to increase revenue with no clear targets and no clear connection between targets and investments | Establish metrics, incorporating return on investment, for evaluating the viability and success of self-support programs | AA Target date: January 2016 |
| Develop a campus-wide focus on externally funded research, scholarship, and creative activities through the Sponsored Programs Foundation and foster supportive collaborations for grant writing, management, and research | <p>(A) Between AY11/12 and AY13/14, faculty and staff brought in an average of \$15.2 million per academic year in grants and contracts</p> <p>(B) Between AY11/12 and AY13/14, faculty and staff submitted an average of 242 grant and contract proposals per year</p> <p>(C) Between AY11/12 and AY13/14, faculty and staff submitted an annual average of 72 grant and contract proposals larger than \$25,000</p> | <p>(A) Increase by 25% external funding for scholarly work</p> <p>(B) Increase by 25% the number of grant and contract proposal submissions</p> <p>(C) Increase the number of contract and grant submissions totaling more than \$25,000 by 30%</p> <p>(D) Continue to streamline application and paperwork processes</p> <p>(E) Develop a research computing strategy to support faculty, staff, and students who have computational needs in carrying out their research</p> <p>(F) Develop a research portal that provides access to research data to other qualified researchers as required by funding agencies</p> | <p>Lead (A-D): SPF</p> <p>Target date: Fall 2020</p> <p>Lead (E, F): ITS</p> |

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| Continue to develop through the Advancement Foundation a rich fund-raising environment that builds a campus-wide climate for philanthropy, welcomes donors as partners in the mission of the University, and demonstrates the impact of philanthropic contributions | Humboldt State boasts a high rate of alumni participation and external fundraising presents an outstanding opportunity to increase resources for the University | <p>(A) Plan for a successful University-wide comprehensive advancement campaign</p> <p>(B) Increase awareness of the “Forever Humboldt” initiative</p> <p>(C) Build on existing support from alumni, particularly by partnering with academic departments on a regular basis for outreach</p> <p>(D) Develop the new engagement model to increase donor involvement</p> | Lead: Advancement Support (C): AA |
| Ensure the utilization of University facilities year- round emphasizing revenue-enhancing events and activities and the development of partnerships with community stakeholders | Limited utilization of campus facilities during summer months | Develop a plan to expand utilization of campus facilities that includes pricing, costs, potential revenues, coordinated logistics, and a financial structure to ensure appropriate revenues are available to support the core academic mission | Lead: EMSA Support: Admin Affairs Support: AA |
| Identify and pursue potential sources of revenue | Efforts have been decentralized | <p>(A) Develop research collaborations, increase the number of patent applications, and expand technical and professional services</p> <p>(B) Collaborate with the business community in the establishment of a business/research incubator</p> | AA (ORECD) |

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| Capitalize on the HSU brand to create diversified revenue streams | Efforts to capitalize on the HSU brand have been useful but centralized | <p>(A) Leverage the HSU brand and geographic location to expand awareness and activities, such as developing educational ecotourism/adventure sports joint ventures</p> <p>(B) Leverage the brand for licensing, marketing opportunities, and increased visibility for the University</p> <p>(C) Expand athletics marketing to increase support for that area</p> <p>(D) Trademark HSU logos and branding</p> | <p>Lead (A): EMSA Support: Advancement</p> <p>Lead (B): Advancement</p> <p>Support: PO (Athletics)</p> <p>Lead (C-D): PO</p> |
| Incorporate HSU's focus on environmental sustainability fully into the operations of the university | Strong progress has been made, and additional focus will increase the University's reputation in this area | <p>(A) Produce a campus sustainability plan</p> <p>(B) Create a climate action plan</p> <p>(C) Explore becoming a signatory in the American College and University Presidents' Climate Commitment</p> <p>(D) Coordinate with local communities to integrate HSU's sustainability efforts with larger regional environmental efforts</p> <p>(E) Establish a formalized and recognized locus for sustainability activity on campus extending beyond facilities to incorporate and integrate curriculum and programs</p> | <p>Lead (A-B): Amin Affairs (Sustainability)</p> <p>Lead (C): PO</p> <p>Lead (E): AA Support: EMSA</p> |

Appendix A. List of Appendices

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Appendix B. Acronyms

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| AA | Academic Affairs |
| ACAC | Academic and Career Advising Center |
| AY | Academic Year |
| CAE | Centers for Academic Excellence |
| CEEE | College of eLearning and Extended Education |
| CIP | Center for International Programs |
| CSU | California State University |
| EMSA | Enrollment Management and Student Affairs |
| FTEF | Full Time Equivalent Faculty |
| FTES | Full Time Equivalent Student(s) |
| GE | General Education |
| HR | Human Resources |
| INRSEP | Indian Natural Resource, Science, and Engineering Program |
| IRP | Institutional Research and Planning |
| ISS | Institute for Student Success |
| ITS | Information Technology Services |
| ITEPP | Indian Tribal Education and Personnel Program |
| NACAE | Native American Center for Academic Excellence |
| ODI | Office of Diversity and Inclusion |
| ORECD | Office of Research, Economic, and Community Development |
| PO | President's Office |
| PREP | Program Review, Evaluation, and Planning |
| RAMP | Retention through Academic Mentoring Program |
| RISS | Retention and Inclusive Student Success |
| RTP | Retention, Tenure, and Promotion |
| SPF | Sponsored Programs Foundation |
| UDL | Universal Design for Learning |
| URM | Under-Represented Minority |
| URPC | University Resources and Planning Committee |
| WASC | Western Association of Schools and Colleges |

Appendix C. Glossary of Terms

Humboldt State University is committed to fostering the growth of the whole student, including intellectual, emotional, cultural, social, ethical, physical, and spiritual development that prepares students to be environmentally and socially responsible global citizens.

Student Success is academic achievement, engagement in educationally purposeful activities, pursuit of required and desired knowledge, skills and competencies, attainment of educational objectives, intercultural competence, career preparation, and a commitment to lifelong learning and personal development.

Academic Excellence is the demonstrated ability to individually and collectively perform and excel in scholastic activities.

(These definitions are influenced by the work of The National Post-Secondary Education Cooperative, Joe Cuseo at Marymount College, Fresno State, and others).

CourseMatch. The CourseMatch program provides an opportunity for eligible fully matriculated CSU students to enroll in one fully-online course per term offered by another CSU campus. The program is aimed to facilitate access to high-demand, high success courses as part of the continuing effort of providing students with access to the courses needed to expedite graduation.

Early Start. The Early Start Program requires incoming freshmen who do not demonstrate readiness for college-level math and/or English to participate in Early Start math and/or Writing courses during the summer before coming to HSU. The goals of Early Start are to better prepare students in math and English before their first semester, thereby improving their chances of completing a college degree. Early Start Math is designed to help students score higher on the Entry Level Math (ELM) exam, possibly testing out of remediation. Early Start Writing is designed to help students learn the skills needed to write at the college level. It will also help with “directed self-placement” for English at HSU.

First-time freshmen. <https://humboldt.datacookbook.com/institution/terms/82527>

Full-Time student. <https://humboldt.datacookbook.com/institution/terms/82528>

Graduation Rate. <https://humboldt.datacookbook.com/institution/terms/87488/versions/104750>

Pell. <https://humboldt.datacookbook.com/institution/terms/82585>

Under-Represented Minority.

<https://humboldt.datacookbook.com/institution/terms/87487/versions/104749>

Appendix D. Strategic Planning Committees

Strategic Planning Steering Committee

Lisa A. Rossbacher (co-chair), President
Noah Zerbe (co-chair), Chair, University Senate, and Chair and Professor of Politics
Julie Alderson, Chair, University Senate Faculty Affairs Committee
Richard Bruce, Chair, Constitution and Bylaws Committee and staff, College of Arts,
Jerry Garcia Dinzes, President, Associated Students, Inc.
Erick Eschker, Professor of Economics and co-chair, University Budget and Planning Committee
Kay Libolt, Administrative support
Monty Mola, Chair, University Senate Academic Policies Committee and Chair, Physics
Cindy Moyer, Chair, Integrated Curriculum Committee
John Panting, Admissions Counselor, Admissions, Staff
Benjamin Shaeffer, CFA/HSU Chapter President
Maria-Elena Whaples, Assistant Director, Financial Aid, Staff
Jenny Zorn, Interim Provost and co-chair, University Budget and Planning Committee

Increasing Student Success and Academic Excellence Task Force

Beth Eschenbach (co-chair), Faculty Environmental Resources Engineering
Scott Paynton (co-chair), Associate Dean, CAHSS
Ramona Bell, Faculty CRGS
Peg Blake, VP Enrollment Management & Student Affairs
Juan Cervantes, Student
Conor Handley, Student Dale Oliver, Faculty Math
Paula Petersen, Administrative support
Kristen Stegeman-Gould, Creative Director, MarCom, Staff
Paula (Pimm) Tripp-Allen, Advisor, ITEPP, Staff
Nancy Vizenor, Faculty Business
Rhea Williamson, Dean of Research, MPP

Supporting an Inclusive and Diverse Community Task Force

Mary Glenn (co-chair), Associate Dean, CPS
Kris Patzlaff (co-chair), Faculty Art
Joice Chang, Faculty Department of Politics
Graciela Chipres, Student
Joseph Dieme, Faculty, World Languages
Jennifer Eichstedt, Chair, Sociology
Vincent Feliz, CARE Services Coordinator, Staff
Lauren Hennes, Student Assistant
Lura Holtkamp, Administrative support
Tsolak Kirakosyan, Student
Joyce Lopes, VP Administration & Finance
Susan Marshall, Faculty Forestry & Wildland Resources
Jayne McGuire, Faculty Kinesiology & Recreation

Melissa Meiris, Associate Director, Diversity and Inclusion, Staff
Stephen St. Onge, Director Housing, MPP
Naomi Waters, Student
Reggie Williams, Student Assistant

Ensuring Resources to Fulfill the University's Mission Task Force

Hari Singh (co-chair), Chair, School of Business Rick Zechman (co-chair), Associate Dean, CNRS
Carlos Diaz, Buyer, Contracts & Procurement, Staff
Steve Hackett, Chair Economics
Shih-Hsung (Alex) Hwu, AVP, College of eLearning and Extended Education
Evan Johnson, Student
Volga Koval, Director Academic Resources
Jasmine Servin, Student
Amy Sprowles, Faculty Biological Sciences
Julie Tucker, Administrative support Sarah West, Student
Craig Wruck, VP University Advancement

Appendix E. History of Strategic Planning at Humboldt State University

Humboldt State University has a long history of strategic and long-range planning. In 1968, the President's Commission on the Future of Humboldt State College focused on the characteristics of undergraduate education at Humboldt, plans for implementing graduate programs and teaching assistantships, creating a "climate of innovation," and creating a "free hour" to facilitate meeting times and community development. This report also identified several areas for additional study, including the reward system for faculty, general education, and financial support for interdisciplinary instruction and research.

In 1977, the Report of the President's Commission on the Nature and Potential of Humboldt State University offered several comprehensive recommendations: increase financial resources, increase opportunities for research and creative activity, affirm the liberal arts nature of the institution, and capitalize on the University's location and small size to enhance the sense of community, both internally and with external communities. Specific recommendations in that report included providing more systematic academic advising, offering more effective orientation for new students, encouraging students to delay declaring a major until the end of their first year, and streamlining the University's committee structure.

In 1993, a study group completed a report titled "Vision and Promise: The Humboldt State University Charter Campus," which explored the possibility of HSU proposing a new organizational model that would have provided increased autonomy for the University in exchange for reduced state support.

The 1997 strategic plan was organized around the themes of curriculum, human resources, information technology, the out-of-classroom experience, the physical campus, and resource development. These concepts were closely aligned with preparations for a 1998 accreditation visit by the Western Association of Schools and Colleges, which was organized around the themes of a student-centered campus, education for social and environmental responsibility, and diversity. The 1997 strategic plan included some consistent themes: curriculum, human resources, information technology, out-of-classroom experiences, the physical campus, and resource development. Action steps, as subsets of these themes, included general-education reform, enhancing professional development for faculty and staff, increasing institutional assessment, applying technology to improve business processes and student services, improving advising and mentoring, considering one hour per week with no scheduled classes to facilitate meetings, developing a plan for deferred maintenance, and increasing resources.

The strategic plan for 2004-09 included six major themes, resulting from the work of the nineteen focus groups: academic excellence, community of student scholars, cultural richness, fiscal resources and processes, infrastructure, and intellectual underpinnings.

This strategic plan was followed in 2010 by the work of the Cabinet for Institutional Change, which identified a series of goals including significant focus in the areas of institutional vision, campus governance, student success, having a collegial, respectful, and responsive community, and creating a culture of evidence-based decision-making. Many of the plans identified in the Change Steering Committee's report were implemented, including the creation of the new University Senate.

Building on the work of the Cabinet for Institutional Change, the University established priorities for the period 2012-16. These priorities included student success (measured by increasing graduation rates, decreasing time to degree, and closing the achievement gap), enhancing revenue (including through

grants and contracts, internationalizing the campus, increased philanthropy, expanding self-support programs and distance education, and enterprise opportunities), and advancing HSU's vision (with a particular focus on diversity and sustainability).

The process of developing the new strategic plan for 2015-2020 builds on these previous efforts. The structure of this planning process utilized the key themes that consistently appeared in previous efforts, and the major areas of focus were organized around the themes of 1) increasing student success and academic excellence, (2) ensuring resources to fulfill the University's mission, and (3) supporting an inclusive and diverse community. The ultimate strategic goals for 2015-2020 that have evolved from this process weave together aspects of these organizing themes, and they are presented in this document.

Appendix F. Documents from Previous Planning Efforts at Humboldt State University

(all document available in the HSU library)

- The 1968 Report of the President's Commission on the Future of Humboldt State College (September 1, 1968)
- Report of the President's Commission on the Nature and Potential of Humboldt State University (April 1977)
- Report of the President's Commission on Ideals, Concepts, and Strategies for Humboldt State University, 1982-2002 (October 1982)
- Report of the President's Commission on the Future Directions and Mission of Humboldt State University (April 1990)
- Report of the Humboldt State University Charter Campus Study Group, "Vision and Promise: The Humboldt State University Charter Campus" (March 31, 1993)
- Humboldt State University Strategic Plan: A Commitment to Excellence and Shared Vision (June 1997)
- Humboldt State University Strategic Plan, 2004-2009: Changing Visions, Enduring Values (2004)
- Building the Capacity for Change: Improving the structure and Culture of Decision-making at HSU: Report and Recommendations of the Cabinet for Institutional Change (2 February 2010)
- Humboldt State University Priorities 2012–2016 (2012)
(<http://www2.humboldt.edu/president/sites/president/files/priorities1216.pdf>)

Appendix G. Strategic Planning Process Timeline

(2014-15 Academic Year)

Strategic Planning Process Begins (September)

University Senate consulted on process and guiding questions (September)

Task Forces appointed with a membership intended to provide broad inclusion and representation across disciplines across the university community (October)

Task Forces and Steering Committee began meeting (October) Campus Q&A Session (November 19)

- Feedback sought on three questions: What do you think is the most important distinctive characteristic of HSU that will differentiate the University from other campuses in the Cal State System (and beyond)? What do you think is the single most important issue that HSU must address in the next five years to ensure the University's success? What questions or issues are you most interested in seeing the strategic plan for 2015-20 address?
- Ongoing feedback on the questions via the Strategic Planning website

Task Forces Consulting with Campus Community (Oct-Feb), hosting more than 20 focus groups and soliciting ongoing feedback via the Strategic Planning website.

Community Workshop (February 11)

- Feedback and suggestions collected and integrated into strategic planning recommendations

Campus Workshop (February 13)

- Feedback and suggestions collected and integrated strategic planning recommendations in three sessions organized around the three task forces: Student Success, Diversity and Inclusion, and Resources (February)

Task Force recommendations to Steering Committee (February 28)

Steering Committee integrates the task force recommendations into a draft report (March) Draft

Strategic Plan shared with University Senate for feedback (March)

Steering Committee Draft Strategic Plan shared with campus community for feedback (March 23)

University community provides comments and feedback to Steering Committee (late March and early April)

Final Strategic Plan to University Senate for Approval (May 5)

Strategic Plan priorities incorporated into final decision in AY15-16 budget (May)

Additional supporting plans to follow, including planning for enrollment, budget, facilities, academics, athletics, housing, student life, and other aspects of the institution

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, February 25, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

Ramesh Adhikari, Kayla Begay, Morgan Barker Matthew Derrick, Michael Goodman, Jeremiah Finely, Mary Oling-Sisay, Clint Rebik, Kerri Malloy

February 18, 2020

Academic Honesty and Integrity Policy is on the Senate agenda for a second reading

Associated Students submitted a request in line with the Registration Policy and Procedures for Students for priority registration in category C. The committee is reviewing the request to determine if it meets the eligibility requirements set forth for category C.

Priority Category:

Category C - Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university. (See Procedures, Section A.3. for general eligibility criteria.) The coordinator of the activity must apply to the Academic Policies Committee (APC) on behalf of the students, for possible inclusion in Category C.

Procedure for Request:

Category C - Coordinators of all student groups in Category C who wish to apply for priority registration on behalf of their students, including those who currently hold such status, shall apply to the Academic Policies Committee (APC) for continuation or granting of priority registration status. The APC, in consultation with the Registrar and the Vice President for Enrollment Management & Student Affairs, shall determine which student groups should receive priority registration. Any group that is not granted priority registration may re-apply the following year. The APC shall provide a written explanation to any student group that has been denied priority registration.

Eligibility Criteria:

There are three criteria that must be met in order to be granted priority registration under Category C:

First, the student must participate in a university-sanctioned activity that significantly benefits the university. This means that the benefits of the activity for the university as a whole are a consideration. However, participation in such an activity is a necessary but not sufficient condition for the privilege of priority registration.

Second, priority registration must be necessary for the student to successfully participate in the activity. If the student can successfully participate in the program without priority registration, then priority registration will not be granted.

Third, priority registration must be necessary to allow a sufficient number of students to participate in the activity to ensure its success.

Committee reviewed a revised draft of the Classroom Disruptive Behavior Policy.

Work on the Student Grievance Policy is continuing. HSU is a standout amongst its sister campuses in that it has on policy that guides the process for both grievances and grade appeals. Discussion and consideration of separating the two will be taken up by the committee.

February 11, 2020

Academic Honesty and Integrity Policy is on the Senate agenda for a first reading.

Committee is working on the Classroom Disruptive Behavior Policy and Student Grievance Procedures.

January 28, 2020

Academic Honesty and Integrity Policy is on the Senate agenda for a first reading.

Committee will be taking up the Student Grievance Procedures.

December 3, 2019

Academic Honesty and Integrity Policy is being reviewed by Associated Students. Will come forward to the Senate in January. Committee has been asked to consider priority registration for students involved with Associated Students. Committee is moving forward with revisions to the Classroom Disruptive Behavior Policy. Will come forward to the Senate in February or March.

November 20, 2019

Committee did not meet due to lack of quorum.

November 6, 2019

Committee reviewed feedback from legal counsel. Associated Students requested time to review and provide additional comments on the draft policy. Committee had a discussion on a potential set of guidelines/policies for campus closures at the request of the Vice-Provost. Discussion will continue.

October 23, 2019

Committee reviewed and revised the Academic Honesty and Integrity Policy. The draft document has been forwarded to legal counsel for review by the Office of Student Rights and Responsibilities. After feedback has been received final revisions will be made and forwarded to Senate Executive.

October 9, 2019

Due to the power outage the committee did not meet as scheduled.

September 25, 2019

The committee did not meet. Information needed from other units was received the evening before the meeting providing little time for review. APC will meet as scheduled on October 9, 2019 to review and finalize the Academic Integrity Policy to forward to the Senate Executive Committee.

September 11, 2019

Committee reviewed the process by which the Field Trip Policy was referred to APC and the need have the University Policy Committee review the draft.

Completed the review of the draft Field Trip Policy. Will integrate edits and questions into the document and forward to the UPC for their review and recommendation to SenEx.

Revisions to the Academic Honesty Policy will be reviewed at the next meeting with the intention of forwarding to SenEx the following week.

August 28, 2019

Organizational meeting to set out work for the year.

Field Trip Policy – draft received from the summer working group. Will review and forward to SenEx. The committee had previously determined that due the complexities involved with risk management that forwarding the drafts to appropriate units on campus for review and recommendations was the prudent course of action.

Academic Honesty Policy is undergoing further review to ensure that meets the requirements set out in the March 29, 2019 revisions to EO 1098. The revisions to EO 1098 may require a series of policies to be revised. Anticipate forwarding to SenEx at the end of September.

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

Discussion on further revisions to the Syllabus Policy per discussions at the ICC.

Appointments and Elections Committee:

Submitted by Brandice Gonzalez-Guerra, AEC Chair p.p. Mary Watson, University Senate Office

Spring 2020 General Faculty Elections Results

February 21, 2020

Cycle 1: January 31, 2020- February 5, 2020
Cycle 2: February 14, 2020- February 21, 2020

Faculty Elected Positions:

GENERAL FACULTY President / University Senate Chair, 2 year term

Mary Virnoche

UNIVERSITY SENATE

Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term

Chelsea Teale

Tenure Line At-Large Faculty Delegate, 3 year term

Cindy Moyer

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Jill Pawlowski

Tenure Line CNRS Instructional Faculty Delegate, 3 year term

Monty Mola

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Academic Master Planning (AMP)

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

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

C.D. Hoyle - Faculty Member (CNRS), 2 year term

Carly Marino - Faculty Member (Library), 2 year term

PROFESSIONAL LEAVE COMMITTEE

- **Two Tenured** Faculty Members, 2 year terms

Joice Chang

Leena Dallasheh

- **One Tenured** Faculty Member, 1 year term

Laurie Richmond

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Amber Gaffney
C.D. Hoyle

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Joshua Meisel

- Faculty Member (CPS), 2 year term

Christopher Abersson

- Faculty Member (CNRS), 2 year term

Yvonne Everett

- Faculty Member (CAHSS), Fall 2020 semester

Benjamin Marschke

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Humnath Panta

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Kayla Begay

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Joice Chang

Kayla Begay

CENTER FOR COMMUNITY BASED LEARNING (FORMERLY CSLAI)

- Faculty Member from CPS, 2 year term

Ramesh Adhikari

- Faculty Member from CNRS, 2 year term

Laura Levy

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CAHSS, 3 year term

Benjamin Marschke

CONSTITUTION AND BYLAWS COMMITTEE

- Faculty Member, 2 year term

Jill Pawlowski

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Janelle Adsit

FACULTY AWARDS COMMITTEE

- Three Faculty Members, 1 year terms

Eugene Novotney

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

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

- Three Faculty Members, 1 year terms

Humnath Panta

Garrick Woods

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE

Candidates are recommended by the Appointments and Elections Committee in consult with the Senate Executive Committee to the President for final appointment.

- Faculty Member, 2 year term

Vincent Biondo

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member from CPS, 3 year term

Ara Pachmayer

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Kaitlin P. Reed

Garrett Purchio

SUDENT GRIEVANCE COMMITTEE

- Faculty Member from CAHSS, 3 year term

Tani Sebro

UNIVERSITY CENTER BOARD

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

- Two Faculty Members, 2 year terms

Armeda Reitzel

Mark Rizzardi

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Two Faculty Members, 2 year terms

Stephanie Burkhalter

Jill Pawlowski

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 1 pm in NHE116.

Members: Mark Wilson (Chair), Simone Aloisio, Renee Byrd, Kirby Moss, Marissa O'Neill, Ara Pachmeyer, Edelmira Reynoso, George Wrenn.

The Faculty Affairs Committee, University Faculty Personnel Committee, The Committee for RTP Standards and Criteria, The Associate Vice President for Faculty Affairs, and Deans from the three Colleges met on 2-12-20 to discuss early tenure issues.

Early Tenure has recently become the norm on our campus rather than the exception. This development was an unintended consequence of each Department clearly defining criteria and standards for tenure, without corresponding attention to differentiating between early tenure and tenure in the normal timeframe. Twenty of the twenty-three CSU campuses have early tenure policies that state early tenure should only be granted in exceptional cases, and that the criteria and standards for early tenure are higher than for tenure in the normal timeframe. The potential problems of having early tenure be the norm rather than an exception include that it is often difficult to assess teaching excellence in a short timeframe, and that awarding tenure to the wrong candidate would cause serious problems for students, the Department, and the University.

The FAC will introduce an Early Tenure Policy at the next Senate meeting. It will be structured as an amendment to Appendix J, and so will require approval by the Senate and by the General Faculty. We

are requesting that Senators and others discuss the proposed amendment (current wording below) with their colleagues and relay any feedback or concerns to the FAC.

Proposed amendment: Early tenure
Appendix J - IV.F.5 (p.5)

5. The President may award tenure to a faculty unit employee before the normal (6) year probationary period (13.3, 13.19) if the following criteria are met:

a) Such consideration is initiated by the faculty unit employee's department or equivalent unit or by the faculty member with the knowledge of his/her department or unit. **Colleagues of the candidate must demonstrate clear support for the candidate's early tenure.**

b) **Early tenure is exceptional. Standards for early tenure are higher than those applied for evaluating a candidate in the normal timeline.**

c) **An award of early tenure requires exceptionally strong performance in all aspects of tenure criteria, in order to make the case unambiguously compelling. A candidate going up one year early should, at a minimum, meet or exceed an Excellent level of performance in all three areas of evaluation, as defined in their departmental/unit RTP criteria and standards. Evaluation standards should be the same as expected for the normal full probationary period.**

d) **A candidate going up two years early must exceed the standard set in c). Candidates should not be considered for tenure more than two years earlier than the normal timeframe.**

The faculty unit employee demonstrates clear evidence that s/he has achieved, before the normal probationary period, a record of accomplishment that meets the standards and level of performance for tenure indicated in this appendix.

e) The length and breadth of the faculty unit employee's service are sufficient to provide a high expectation that the prior patterns of achievement and contribution will continue. **The earlier a candidate applies, the harder it is to meet this standard, particularly with regard to teaching excellence.**

f) **There is no penalty for candidates that apply for early tenure unsuccessfully; these candidates can apply for tenure the following year or years.**

Constitution and Bylaws Committee:

Submitted by George Wrenn, Pro Tem CBC Chair

Report of February 12, 2020 meeting

Agenda:

1. Call to Order
2. Attendance, proxies and quorum
3. Appoint a Chair pro tem

4. Remaining business related to Appendix E/F resolutions
5. Faculty Handbook
6. Motion to adjourn

Meeting Notes:

1. Call to Order - Meeting was called to order at 2:15 p.m. (Watson/Post).

2. Attendance, proxies & quorum

- a. Post (Faculty), Watson (Non-MPP Staff), Wrenn (Faculty) were present. Absent: Abell (Parliamentarian), Woglom (Faculty)
- b. Quorum was met with 3 out of 5 members: 2 members from the faculty electorate; 1 from the staff electorate.
- c. Vacancies include 1 student representative.

3. Appoint a Chair pro tempore

Wrenn served as chair pro tem for this meeting.

4. Remaining business related to Appendix E/F resolutions

The Committee discussed the new resolution to revise the GF Constitution. Section 7.27 on “election to other positions” was considered for retention or removal (“The Committee shall be responsible for elections and appointments to other positions as directed by the Senate or by the Executive Committee.”). This language could be incorporated into Section 7.25:

The Appointments and Elections Committee, in conjunction with the Senate Office, shall develop procedures for, and administer elections of, faculty representatives on the University Senate, university committees, campus auxiliary governing boards, and state organizations. All such procedures are subject to the approval of a faculty session of the University Senate.

Section 7.3 on Special Elections, incomplete as approved, was deemed unnecessary, being covered by Section 7.1 (“Special elections shall be held as needed.”)

Remaining sections on elections and vacancies were reviewed for clarity.

Section 8.0 on Interpretation will be sent to Jeff Abell for wording.

Section 9, Amendments, has been carried over from the unrevised GF Constitution and updated to reflect new officer titles.

The Resolution should go to the floor of the Senate by April 7 to allow for voting by Staff and Student Councils.

5. Faculty Handbook

Postponed.

6. Motion to adjourn

Meeting adjourned at 2:56 p.m. (Watson/Wrenn)

Report of February 20, 2020 meeting

Agenda:

1. Call to Order
2. Attendance, proxies and quorum
3. Appoint a Chair pro tem
4. Remaining business related to Appendix E/F resolutions
5. Faculty Handbook
6. Motion to adjourn

Meeting Notes:

1. **Call to Order** - Meeting was called to order at 1:08 p.m. (Post/Woglom).

2. Attendance, proxies & quorum

Post (Faculty), Watson (Non-MPP Staff), Woglom (Faculty), Wrenn (Faculty) were present. Note: Abell (Parliamentarian) has resigned from committee.

- Quorum was met with 4 out of 4 members: 3 members from the faculty electorate; 1 from the staff electorate.
- Vacancies include 1 student representative.

3. Appoint a Chair pro tempore

- Motion to nominate Wrenn as chair pro tem for this meeting (Woglom/Post). Members approved without objection.

4. Remaining business related to Appendix E/F resolutions

- The Committee agreed to final edits to its Resolution with additional amendments to the GF Constitution. Sections on Nomination/Election, Interpretation, Vacancies, and Amendments were reviewed. Revisions to the Senate Constitution were reviewed and are nearing completion. The Committee also briefly reviewed how to proceed with a Resolution to Amend the Bylaws to clarify how URPC takes direction from the Senate Chair and how the URPC brings policy recommendations to Senate. Making USFAC working group a standing committee was also discussed.

5. Faculty Handbook

- Postponed.

6. Motion to adjourn

Meeting adjourned at 2:06 p.m. (Watson/Woglom).

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

ICC items on deck include:

Crafting the campus response to the Chancellor's Office re: the ASCSU Ethnic Studies resolution. The response is due Friday, February 28th. We will reuse much of the material that Mary Ann Creadon and Noah Zerbe collected and passed on to the ASCSU when they were developing the resolution. Vice Provost Oling-Sisay and I also met with Kim Berry and Cutcha

Risling Baldy in order to refine our response. I will include the information new submit in my written report for the next Senate meeting.

Revisions to the ICC Bylaws and Rules of Procedure. This work continues. The goal is to have these revisions to Senate by the end of the semester. The bulk of the work relates to refining and expanding the duties of the GEAR committee, in order to better reflect its significance for our curricular and assessment work moving forward.

Reviewing the first batch of self-study documents submitted for our newly revised program review process. ICC has received the first of the self-study reports we will be reviewing this year. The full committee discussed how we will review and process these documents, and the AMP subcommittee has begun a review of this first report.

Ongoing review of curriculum proposals. CDC continues its work processing proposals currently submitted in Curriculog. There will be items for the ICC Consent Calendar for the next Senate meeting.

GEAR PLOs to Council of Chairs. Members of the GEAR committee met with the Council of Chairs on 2/20/20 to review the current draft of the GEAR program learning outcomes. We had a fruitful hour-long discussion. At the chairs' request, we will meet again for further discussion. That meeting is scheduled for 3/5/20 from 9-11:00 in the University Banquet Room

University Policies Committee:

Submitted by Rob Keever, UPC Chair

University Policies Committee

Submitted by Robert Keever, UPC Chair

Committee Membership: Eboni Turnbow, Douglas Dawes, Troy Lescher, J. Brian Post, Deserie Donae

2/14/20 Attendees Present: Robert Keever, Troy Lescher, Doug Dawes, Michelle Anderson, Kim Comet (Guest)

UPC met on 2/14/20 with quorum in the SBS 345. UPC voted to move the reviewed Campus Key and Access Policy draft, presented by Jeanne Rynne and Liz Whitchurch from Facilities Management, to Senate Executive Committee review. UPC completed their review of the Field Trip Policy update presented by Kim Comet, Director of Risk Management. UPC voted to move the Field Trip Policy draft to Senate Executive Committee review. Kim Comet presented an update to the Boat Safety Committee Policy. After a short review, UPC voted to move the policy draft to Senate Executive Committee review. UPC Chair Keever met with Senate Chair Stephanie Burkhalter on 2/21/20 to create a plan to review how committees are formed, altered, and disbanded at HSU. Keever will first compile the committees on campus that are currently known and organize them into appropriate categories. Once those are compiled, Keever will collaborate with Burkhalter to draft a message to send campus wide to get a sense of what other committees exist on campus from the college level and up.

UPC has one more policy in queue from Student Financial Services that will be reviewed at a future meeting.

University Policy Committee Meeting Times

All meetings are located in SBS 345 unless noted

| <u>Date (all Fridays)</u> | <u>Time</u> |
|--|-------------|
| January 17 th , 2020 (SBS 405) | 11am – 12pm |
| January 31 st 2020 | 11am - 12pm |
| February 14 th 2020 | 11am - 12pm |
| February 28 th 2020 | 11am - 12pm |
| March 13 th 2020 | 11am - 12pm |

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC met on Friday, February 21st, from 1:00-2:30 PM. After opening co-chair comments and approval of the minutes of the February 7th meeting (attached below), we discussed what we thought the process should be (including structure and goals) for the planned spending reductions report-back to the URPC from Divisions, which will occur at the end of March. We then reviewed and redrafted/conceptualized aspects of the Strategic Assets Document we have been working on as an aid for the development of emerging budget structures. Finally, we began to brainstorm for future agenda items, including: our communication plan and timeline, review of budget allocation models and operational planning, consideration of strategic assets in budget requests and planning, development of guidelines for committee work and public comment, and clarification of the USFAC role and status relative to URPC.

| | | | |
|-------------------------------------|---|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> | Lisa Bond-Maupin, Co-Chair (non-voting) | <input checked="" type="checkbox"/> | Jeremiah Finley, Student (voting) |
| <input checked="" type="checkbox"/> | James Woglom, Co-Chair (tie break vote) | <input checked="" type="checkbox"/> | Joey Reed, Student (voting) |

| | | | |
|-------------------------------------|--------------------------------|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Kerri Malloy, Faculty (voting) | <input checked="" type="checkbox"/> | Amber Blakeslee, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | Monty Mola, Faculty (voting) | <input checked="" type="checkbox"/> | Kevin Furtado, Advisor (non-voting) |
| <input type="checkbox"/> | Vacant, Faculty (voting) | <input checked="" type="checkbox"/> | Holly Martel, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | Anthony Baker, Staff (voting) | <input checked="" type="checkbox"/> | Jamie Rich, Advisor (non-voting) |
| <input type="checkbox"/> | Xandra Gradine, Staff (voting) | <input checked="" type="checkbox"/> | Lisa Castellino, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | Shawna Young, Dean (voting) | <input type="checkbox"/> | Jenessa Lund, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | Douglas Dawes, VP (voting) | <input type="checkbox"/> | Brigid Wall, Notes (non-voting) |
| <input type="checkbox"/> | Jason Meriwether, VP (voting) | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | Frank Whitlatch, VP (voting) | <input type="checkbox"/> | |

Additional Attendees: Sherie Gordon, Jim Graham, Patrick Orona

Meeting Minutes:

- Approval of Minutes for January 24th Meeting:
 - Anthony and Jeremiah: Approved
- Opening Comments
 - USFAC Update (Doug):
 - § Call for space announcement to be released early next week
 - § Executive order mural implementation, to get more murals on campus, has been completed by the committee
 - CSU System Budget Update (Amber):
 - § Given that so much is wrapped up in the potential of salary increases currently underway with collective bargaining there will not be a preliminary campus budget allocation memo this year due to the lack of definitive information from the Chancellor's office
 - § The CSU System finalized an updated reserve policy for the operating fund. The minimum reserve for economic uncertainty is now 25%. There will need to be revisions to HSU's current campus policy to align with the new system reserve policy
- Discussion of Resolution Draft

- Feedback from the Senate was for the two URPC Budget Proposal recommendations to combine into a single resolution to the Senate and concern regarding the term scalable in relation to the new budget model given it may sound like across the board cuts.
 - Resolution was updated to include both URPC Budget Proposal recommendations with a rationale of looking forward to a new long-term model.
 - Guest: Jim Graham, Faculty of Environmental Science
 - Jim voiced concerns regarding potential cuts to enrollment management in light of declining enrollment, discussed the value of cost-benefit analysis and evaluating program performance, and shared his ideas to increase student enrollment.
 - In response, it was mentioned that HSU received a \$1 million dollar allocation from the Chancellor's Office to increase recruitment efforts and VP Meriwether and his team have put together a robust recruitment plan. One point of clarification regarding Enrollment Managements is that it is now a division and supports activities beyond just the enrollment management area (admissions, registrar, financial aid). In addition, ideas to increase student recruitment were encouraged to be shared with VP Meriwether.
 - Discussion of Strategic Asset Guidelines
 - Anthony shared how during last year's budget planning process, CNRS correlated Strategic Assets to account codes in order to develop an actionable plan (linking dollars to assets) and how other areas on campus might be able to adopt this approach to inform the way we budget and manage asset.
 - Next Steps: Jim will layer in discussion notes and revise the guidelines for committee review
 - Brainstorming: Communication and Assessment Plan
 - Ideas for Communication plan included:
 - § Multiple yearly forums outlining when the meeting will be going forward to allow for stakeholders to plan accordingly. Consider what the important dates are as well as being mindful of the academic calendar as a starting point
 - § Forums to have a product for people to talk about (i.e. what is and isn't scalable in a new budget model?)
 - § Have a pep rally to celebrate a new path forward and reinforcing positivity
 - § Next steps: Need to establish a subgroup to formally establish a plan
 - Assessment Plan discussion:
 - § Robust discussion regarding assessment and the need for greater clarity around the URPC charge related to this component.
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California Faculty Association:

Submitted by Renée Byrd, CFA/HSU Chapter President

I haven't been to senate for a while and today our chapter will be represented by Brianne Hagan, one of our brilliant librarians. In this report, I want to address CFA representation at senate meetings as I know I haven't been there much. I am genuinely sorry for that. I'd like to ask you to be gentle with me. Our

chapter has been in a process of rebuilding over the past several years since I became President and capacity is always a question requiring some delicate balance. As we go into bargaining and as I am on CFA's Board and chairing a statewide committee, I have not had the capacity to participate in senate activities. I have felt that my energies were better spent pursuing other mechanisms for creating change. We are all faced with hard choices about where we spend our energies. Right now, one person cannot take on being the CFA representative at senate. I have been seeking a candidate for a CFA senate rep for the past few years. I look forward to the day when our bench is that deep. Right now, we will need to do our best to cover these meetings by dividing them amongst various executive board members.

The remaining senate meetings of this year, while I am on sabbatical, CFA will be represented at senate by a combination of Kirby Moss, Loren Cannon, Brianne Hagan and myself. Kirby Moss, our chapter's representative to CFA's Council for Racial and Social Justice, serves on the senate faculty affairs committee and can represent CFA.

I do want to be clear though that the representative who sits on senate for CFA cannot provide definitive interpretations of the CBA in the midst of senate discussion. That cannot serve as full consultation with CFA. When Loren Cannon, who is CFA faculty rights committee chair, is there, he can do this because that is his primary job as chair of our faculty rights committee. But I cannot guarantee a senate rep who knows the CBA that well all the time. Please direct specific CBA questions to facrightschair.hu@calfac.org or our chapter staff, Jessica Lawless at 916-402- 0729 and jlawless@calfac.org

I would welcome the opportunity to have a CFA representation specialist provide a training for senators, if there is interest. Ultimately, it is not just a cliché to say that you are the union. All faculty on the senate are CFA. And I hope all faculty on the senate will represent CFA and our commitment to quality public education.

OTHER CFA NEWS

- This weekend is our CFA Equity Conference which happens every two years. This year's theme is Connecting through Co-Liberation. The Humboldt CFA chapter is sending nine faculty. Janet Winston (English) will be joining a presentation on the academic freedom challenges facing our Palestinian colleagues. Loren Cannon will give a presentation on transgender rights. And I will be on a panel about bringing a prison abolitionist framework to organizing around campus safety. Additionally, I have designed an installation with the Transformative Safety taskforce I chair on notions of community accountability and transformative justice.
- Look out for a bargaining meeting on campus in another month.
- Attached are CFA's sunshine proposals for bargaining.

Public Notice for the California Faculty Association (CFA) Contract Proposals For a Successor Collective Bargaining Agreement

CFA's Board of Directors has adopted a set of initial bargaining proposals for a successor Unit 3 contract for presentation to the California State University (CSU) Board of Trustees at its January 2020 board meeting.

In preparing our proposals we consulted widely with our members. We conducted an extensive survey and collected input at open meetings with members at all twenty-three of the CSU campuses. Faculty are concerned about the state of public higher education, about fair access for the students of California, and about equity and racial and social justice issues within the CSU.

We propose a successor agreement that improves compensation, and ensures fairness and equity. Further, CFA seeks to bargain over terms that provide dignity to the educational professions of faculty in the CSU. In successor negotiations, CFA intends to bargain with CSU management to:

- Improve salaries at all ranks and in all ranges.
- Ameliorate salary equity problems such as compression, inversion, outdated starting salaries, and the salary structure itself.
- Address salary inequities correlated with race, gender, and other identities.
- Provide stability in appointments and assignments for temporary and permanent employees.
- Define workload for all faculty based on pedagogically appropriate class sizes, professionally recognized counselor to student ratios, contemporary librarian responsibilities, and coaching duties (both on and off the field).
- Increase provisions and improvements for faculty and students of color, women, people with disabilities, and LGBTQI+ individuals, in accordance with CFA's anti-racism and social justice mission.
- Fully recognize (in compensation and assignments) faculty who serve the needs of California's diverse and deserving student population.
- Enhance support for academic freedom, the indispensable requisite for unfettered teaching and research in institutions of higher education.
- Ensure that the CSU is sufficiently resourced to provide a quality public higher education that is affordable for California's families.
- Develop and implement evaluation processes that are fair, appropriate, and that acknowledge and address biases and overreliance on student opinions.
- Improve paid leaves, including but not limited to sabbaticals and family leave.
- Improve parental and family support for all faculty.
- Provide for campus safety, particularly for marginalized faculty, students, and staff, and for increased environmental health and safety.
- Revise the grievance and discipline appeals processes to provide for more efficiency and execution of due process.
- Revise the Maritime Academy Cruise Memorandum of Understanding (MOU) to increase pay and benefits of cruise faculty to levels commensurate with the nature of the cruise assignment, the level of faculty responsibility for students aboard ship and in ports of call, and the level of responsibility for the safety of the ship and the crew.

- Revise the Maritime Academy Cruise MOU to address the Golden Bear's health, safety, and environmental conditions to acceptable, contemporary levels.

CFA's mission is to strengthen the cause of higher education for the public good; to promote and maintain the standards and ideals of the profession; to provide a democratic voice for employees in higher education; to provide legislative advocacy; and to maintain collective bargaining agreements covering salaries, working conditions, and other items and conditions of employment. In this, CFA continues to advocate for explicit guarantees of academic freedom, tenure, and academic due process; orderly and clear procedures for prompt consideration of problems and grievances; to promote and protect the professional and economic interests of CFA and all bargaining unit members; to promote unity among employees and thereby enhance the effectiveness of the CFA in representing these employees; and to promote racial and social justice and thereby challenge systems of racial oppression and social inequity.

University Advancement:

Submitted by Frank Whitlatch, Vice President for University Advancement

Recent projects and successes:

- Donors continue to make major commitments in support of the University's new nursing program, the RN to BSN, which is scheduled to open in Fall 2020. Most recently, Sutter Coast Hospital committed \$200,000.
- The HSU Foundation recently committed \$150,000 over three years to support cultural programming on campus. The programming, overseen within the Division of Enrollment Management, will be designed to support retention and graduation of diverse student populations at HSU.
- Donors and boosters are working to establish an endowed basketball scholarship in honor of the late Tom Wood, who led Humboldt's men's basketball program for 29 years. The scholarship will support both male and female athletes. Joyce West, a longtime supporter, announced an initial gift of \$100,000 from herself and family members.
- Stanley Harris, who passed at the age of 91 late last year, left a legacy at HSU that will last in perpetuity. The retired Wildlife professor and his wife Lorene endowed three scholarships over the years: The Stanley W. Harris Scholarship and the Lorene J. Harris Scholarship for undergraduate students, and the Stanley W. and Lorene J. Harris Scholarship for graduate students. Since the original creation of the Harris' scholarships, more than 45 students have benefited.
- The HSU Foundation has created the [1913 Legacy Society](#) to recognize those who have designated HSU in their will. Their generous spirit continues the legacy of private support that helped create Humboldt State in 1913.

Organization and planning

- The Advancement Division is undertaking a significant reorganization in order to enhance efforts to raise major gifts and build capacity to support the University's first comprehensive campaign.

This involves reallocating resources from support areas in order to add new Development Officers.

- The HSU Foundation is finalizing an agreement with an outside firm to conduct a campaign feasibility study. This study will explore donor interest and capacity, potential priorities, and organizational readiness. It will be completed by mid-summer.
 - The HSU Foundation allocated non-state funds to support statewide advocacy for Proposition 13, the school bond measure on the March ballot. It joined with auxiliaries at other CSU campuses, and allocated \$10,000 to the effort.
-

Enrollment Management:

Submitted by Jason Meriwether, Vice President of Enrollment Management

Support for Faculty Recruitment

In Fall 2019 we realigned existing scholarship dollars to fund scholarships for undergraduate programs that are aligned with academic programming. We also realigned dollars from the Enrollment Management budget to fund faculty travel to recruit undergraduate students from community colleges and high schools. In Spring 2020, we partnered with the HSU foundation to allocate graduate program scholarships, for a three-year cycle. We also realigned dollars from the Enrollment Management budget to fund faculty travel for graduate student recruitment for the next three years. Each of these funds are monitored and overseen by the academic deans of each school. In total, we have established the following budget allocations to more closely align recruitment with the academy:

- \$30,000 in UG scholarships (Dean's Scholarship - currently in implementation) which is \$10,000 per school. These funds come from Financial Aid. For now, we only have one year of funds. We are actively seeking a path to extend this funding.
- \$108,000 in GR scholarships (Dean's Scholarships - which require criteria and a strategy for implementation) which is \$9,000 per school/per year, for the next four years. This money is provided by the HSU Foundation
- \$45,000 in UG recruitment funds for faculty to engage in recruitment travel (\$5,000 per school/per year for the next three years). These dollars come from one-time funds for enrollment management.
- \$27,000 in GR recruitment funds for faculty to engage in recruitment travel (\$3000 per school/per year for the next three years). These dollars come from one-time funds for enrollment management.

We are confident that these funds can generate positive yield for each academic area as aligned with strategies and goals of the academy.

Humboldt First Scholarships

The Humboldt First Scholarship is guaranteed to students graduating from high school in Humboldt, Del Norte, Mendocino, and Trinity counties who enroll at HSU starting in Fall 2020. The scholarship will be renewed every year for up to four years, up to a total of \$4,000, as long as the student is making satisfactory academic progress. The scholarship was created with \$250,000 in donations from alumni and others.

This new approach of offering admission to HSU to qualified students before they even apply is part of our goal to triple local student enrollment in the next three years. We have also maintained media coverage of our Humboldt First presentations at local high schools. To-date, we've had Academic Dean, Dr. Shawna Young and Art Chair, Dr. Jim Woglom attend HF events at Del Norte & McKinleyville High Schools, respectively. To-date, 470 students from Eureka, Arcata, Del Norte, Hoopa, and McKinleyville high and St. Bernard's Academy have been offered scholarships. The week of 2/24 – 2/28 we will award nearly 450 more scholarships at Ferndale High School, Fortuna High School, and South Fork High School, sending the total of scholarship offers to nearly 900 local high school seniors. ***On February 27, we invited all Humboldt First Scholars to HSU to attend a home basketball game and have a joint tailgate party to welcome students who are interested in HSU.***

We invite faculty to join us at the upcoming HF events:

- Tuesday, Feb. 25
9:15 – 10 a.m.
Ferndale High School - 1231 Main St, Ferndale, CA
- Wednesday, Feb. 26
9:20-11:40 a.m.
Fortuna High School - 379 12th St, Fortuna, CA
- Thursday, Feb. 27
10:15 a.m.
South Fork High School - 6831 Avenue of the Giants, Miranda, CA

Transfer Recruitment

In Fall 2019, Among 2024 new students, HSU experienced greater new transfer enrollment (n=826) than first-time undergrad enrollment (n=817). We project this trend will continue among new student cohorts where upper and lower division transfers will outpace the numbers of first-time undergrads.

In Fall 2019, we developed a Community College Feeder Report in partnership with OIE which provides comprehensive data on our top 50 in-state feeder high schools, and our top 50 in-state feeder community colleges, including evaluation of applications, admits, confirmations, and enrolled students. We have also identified top out of state feeders. We have leveraged this data in meetings with Academic Deans & Dept Chairs to begin partnerships and targeted recruitment Community Colleges based on improving saturation and yield.

We have also placed a full-time recruiter at College of the Redwoods (CR) to help students with transfer recruitment and transition needs. We have increased our presence at CR and hosted small and larger recruitment events to target students based on interest. ***On February 27, we will transport nearly 200 CR students to HSU to attend a home basketball game and have a joint tailgate party to welcome students who are interested in HSU.*** CR students have the highest completion rate of all students who attend HSU, with a graduation rate of 82%, which is higher than the 71% graduation rate of all students from California who transfer to HSU.

Admissions & Recruitment Strategy Levers

Admissions increased recruitment travel and site visits as of Fall 2019. The chart below illustrates the increased travel. This Spring 20, Admissions is increasing out-of-state travel targeting Native American populations in Washington, Oregon, Montana, and Arizona. Based on initial inquiries based on our NRCCUA, 3 out of 4 state show leads that can be uploaded into our database. In Fall 20, Humboldt State Admissions is working with other CSU campuses, mainly San Jose, to develop a counselor reception in Hawaii that has shown great increase by counselors in the area. We also targeted efforts to regain HSU's position within Alaska. Admissions visited this fall with the intention of continuing with additional travel to push forward with recent positive momentum.

| | Fall 2018 | Fall 2019 |
|---------------------|-----------|-----------|
| High School Visits | 99 | 153 |
| College Fair Visits | 207 | 257 |

The Director of Admissions has also traveled the state visiting all HSI community college currently partnered with in the HSI grant. Also, the Director visited with additional community colleges transfer center directors to discuss expanding our footprint at their campuses. A positive response has been illustrated with Grossmont, Riverside, Fresno City College, Los Rios Community Colleges, Los Positias, and Shasta. In the recent week the Director of Admissions also visited with all Region 1 Community Colleges that include Shasta College, College of the Redwoods, Lassen College, Butte College, and Yuba College. Meeting led to launching a new Transfer Preview Plus program next admissions cycle that included bus visits to HSU with a Transfer focus.

The outreach team increased contact cards over the last 6 months of 2018 v 2019. This illustrates a good size uptick of about 40%. This is reflected in the table below:

| | Jul | Aug | Sep | Oct | Nov | Dec | Totals |
|-----------|------|-----|-------|-------|-------|-----|--------|
| Fall 2018 | 109 | 18 | 1,017 | 2,371 | 812 | 515 | 4,842 |
| Fall 2019 | 98 | 79 | 102 | 1,383 | 4,534 | 716 | 6,912 |
| | (11) | 61 | (915) | (988) | 3,722 | 201 | 2,070 |

Admissions Email Campaign Summary

Multi-channel marketing approach (e.g. email, text messages, mobile app push messages, etc.), refined segmentation, and enhanced personalization in messaging, have increased both frequency of touchpoints with prospective students as well as engagement with digital outreach efforts. When comparing the fourth quarter of the 19-20 recruitment period to the same point-in-cycle in 18-19, as the table below indicates, open rates for emails are up ~10ps, click through rates ~1pt and total campaigns have increased year over year. In addition, text messaging and mobile app messaging have been introduced to the prospective student communications to increase reach and engagement.

Q4 Student Engagement with Email Communication Comparison 18/19 – 19/20

| | <u>Q4 – 18/19</u> | <u>Q4 – 19/20</u> | <u>Trend Difference</u> |
|----------------------------|-------------------|-------------------|-------------------------|
| Average emails per record: | 12.4 | 12.7 | +3 |
| Open rate: | 14.7% | 25.1% | +10.4% |
| Clickthrough Rate | 2.8% | 3.9% | +1.1% |
| Opt-out: | .11% | .17% | .06% |
| Total Campaigns sent | 731 | 853 | +122 |

- Increase in campaigns comes from automation (e.g. last year we would wait a few days to send a campaign and now they trigger every day).
- In addition, we have done six mobile push messages via the mobile app encouraging applications.
- We have sent 10,210 text messages since going online in November with Mongoose and received ~550 incoming text messages from students.
- From the operations report, produced by OIE, the current confirm rate of admitted students is 7.7% compared to 3.3% last year at this time. A positive of this view of the data is it aligns with the average from 2016-2018.

Increased Funding for Cultural Center Programs

In Spring 2020, The Humboldt State University (HSU) Cultural Programming Fund was established, which is sponsored by the HSU Foundation. This \$150,000 will provide social, multicultural, and educational activities, which are sensitive to and serve the needs of the entire campus and surrounding community, with an emphasis on improving the retention and graduation of diverse student populations at HSU. The HSU Cultural Programming Fund will provide \$50,000 annually for the next three years in order to provide fiscal and foundational support to our Cultural Centers, the Office of the Dean of Students, and diverse student organizations seeking to offer cultural programs within the HSU Community.

Fall 2020 Admissions Trends To-Date

To increase new student enrollment, our goal is to average 20,000 applicants for graduate and undergraduate admissions per year during the next four years. Our goal is to improve our new student yield from an average of 11%, with a recent low of 8% in Fall 19, to 15% yield in four years. We are committed to achieving an institutional goal of an 80% retention rate for first-year students, which will feed increased persistence trends and ultimately help us achieve higher graduation rates.

Essentially, we must get more students from a smaller pool. As the table below demonstrates, while we are down in applicants and admits as compared to the prior year and years past, we are experiencing a positive trend in confirmed students for Fall 2020. This **57.44%** increase in confirmations, which represents an improvement of **251** students compared to the prior year, still trails our three-year average. We attribute the current year gains to factors such as eliminating the enrollment deposit and preview day fees, our increased number of recruitment visits, enhanced communication and student responsiveness, as described above, via email, text, social media, the mobile app, and printed collateral. While we find encouragement in this improved trend, we encourage subscription to the belief that enrollment turnaround is a marathon not a sprint. We will learn throughout this cycle of the gains are a sign of behavior modification and earlier confirmation or if we are indeed experiencing a gain.

Updated 02/24/2020

Applicants

REDIRECT Not Redirect

| | Fall 2020 | | Fall 2019 | | Fall 2018 | | Fall 2017 | | Fall 2016 | |
|--------------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|
| | HC | | HC | | HC | | HC | | HC | |
| Credential | 76 | -15.56% | 90 | -23.73% | 118 | -25.79% | 159 | -2.45% | 163 | |
| First-time UG | 7,480 | -26.26% | 10,144 | -7.01% | 10,909 | -4.42% | 11,413 | -11.51% | 12,898 | |
| Lower-div xfer | 230 | -39.95% | 383 | -16.01% | 456 | 150.55% | 182 | 80.20% | 101 | |
| Masters | 352 | -9.97% | 391 | -5.10% | 412 | -14.88% | 484 | 16.07% | 417 | |
| Returning UG | 64 | -29.67% | 91 | 8.33% | 84 | -41.26% | 143 | -1.38% | 145 | |
| Second Bachelor | 42 | -12.50% | 48 | 37.14% | 35 | 218.18% | 11 | 22.22% | 9 | |
| Unclassified PB | 4 | 100.00% | 2 | -60.00% | 5 | 66.67% | 3 | -62.50% | 8 | |
| Upper-div xfer | 2,917 | -10.08% | 3,244 | -9.86% | 3,599 | -1.10% | 3,639 | 0.33% | 3,627 | |
| Transitory | 0 | #NULL! | 1 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | |
| Grand Total | 11,165 | -22.43% | 14,394 | -7.84% | 15,618 | -2.59% | 16,034 | -7.68% | 17,368 | |

Admits

REDIRECT Not Redirect

| | Fall 2020 | | Fall 2019 | | Fall 2018 | | Fall 2017 | | Fall 2016 | |
|--------------------|--------------|----------------|---------------|---------------|---------------|----------------|---------------|---------------|---------------|--|
| | HC | | HC | | HC | | HC | | HC | |
| Credential | 1 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | |
| First-time UG | 6,072 | -28.38% | 8,478 | 19.12% | 7,117 | -20.77% | 8,983 | -7.15% | 9,675 | |
| Lower-div xfer | 83 | -54.64% | 183 | 27.08% | 144 | 128.57% | 63 | 350.00% | 14 | |
| Masters | 28 | 7.69% | 26 | 225.00% | 8 | -46.67% | 15 | 25.00% | 12 | |
| Returning UG | 13 | -56.67% | 30 | -6.25% | 32 | 33.33% | 24 | -4.00% | 25 | |
| Second Bachelor | 22 | 214.29% | 7 | -41.67% | 12 | 140.00% | 5 | 66.67% | 3 | |
| Unclassified PB | 0 | #DIV/0! | 0 | -100.00% | 1 | #DIV/0! | 0 | -100.00% | 2 | |
| Upper-div xfer | 2,245 | -14.99% | 2,641 | -4.00% | 2,751 | -6.11% | 2,930 | 3.97% | 2,818 | |
| Transitory | 0 | #NULL! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | |
| Grand Total | 8,464 | -25.53% | 11,365 | 12.92% | 10,065 | -16.26% | 12,020 | -4.22% | 12,549 | |

Confirmed

REDIRECT Not Redirect

| | Fall 2020 | | Fall 2019 | | Fall 2018 | | Fall 2017 | | Fall 2016 | |
|--------------------|------------|---------------|------------|----------------|------------|----------------|-------------|---------------|------------|--|
| | HC | | HC | | HC | | HC | | HC | |
| Credential | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | |
| First-time UG | 267 | 61.82% | 165 | -57.47% | 388 | -34.13% | 589 | 44.72% | 407 | |
| Lower-div xfer | 29 | 26.09% | 23 | -25.81% | 31 | 93.75% | 16 | 220.00% | 5 | |
| Masters | 5 | 25.00% | 4 | 100.00% | 2 | -50.00% | 4 | 0.00% | 4 | |
| Returning UG | 3 | -57.14% | 7 | -41.67% | 12 | 33.33% | 9 | 50.00% | 6 | |
| Second Bachelor | 4 | #DIV/0! | 0 | -100.00% | 1 | 0.00% | 1 | 0.00% | 1 | |
| Unclassified PB | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | |
| Upper-div xfer | 380 | 59.66% | 238 | -44.26% | 427 | -18.82% | 526 | 20.09% | 438 | |
| Transitory | 0 | #NULL! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | #DIV/0! | 0 | |
| Grand Total | 688 | 57.44% | 437 | -49.25% | 861 | -24.80% | 1145 | 32.98% | 861 | |

Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Facilities

- **Campus Emergency Generation**, Facilities has been working with our partners in the Schatz Energy Research Center to examine the scope and cost of introducing a microgrid to support campus energy resilience. Facilities has engaged the engineering services of Salas O'Brien to aid in the engineering of a central generator to power a large part of campus and critical service back up generation. Generation will be in place before the next fire season. Separately we are moving forward independent designs for generation for Housing Facilities and the Student Health Center
- **The Theater Arts and Library Seismic Retrofit**, Major Construction at the Library is scheduled to be completed in early April. Projects continue to make good progress. The Library building still has quite a bit of work remaining and centered on the basement level and north side of the building. Impacted programs include the testing center, student disability resources center, VETS, Youth Educational Services or YES and Academic and Career Advising Center, as well as the Library. Associated work to be accomplished this semester include the improvement of accessible parking along Laurel Street north of Gist Hall. The improvement of accessible parking at the library lot near the bus circle and concrete pathway improvements for accessibility along campus paths to the east of the library toward the Theater Arts Building.
- **The Campus Events Field**, the last of the modulares will be pulled off site beginning in June. Field rehabilitation efforts will be underway starting summer 2020.
- **Jenkins Hall Renovation**, the Project is currently active and in the design stage. The Project Steering committee continues its work on outfitting and programming the new spaces in Jenkins. The committee recently released a "makerspace" survey to help guide this program. We will be releasing the final program as we move into construction. Our current schedule will have the building in construction starting in the summer of 2020 and completed by summer of 2021 for a fall 2021 opening. The building will house all school lecture rooms on the second floor, and new "maker spaces" on the first floor level.
- **Lactation Spaces**, A number of spaces on campus have been identified as possible locations to provide private and appropriate lactation spaces across campus. This effort is in response to recent legislation and campus conversations. The USFAC (University Space and Facilities Advisory Committee) has been tasked with developing the spaces and ultimate allocation of the space to serve this purpose. Funding for the project is still in development. Currently, Facilities has established a permanent location within SBS 253 and we have permitted plans for Library 205B and C as a component of the Seismic Retrofit.
- **The 2020/2025 year Capital Outlay program** has been reviewed by the CSU Board of Trustees and approved in the November BOT Meeting. Final publication of the plan can be found here: http://www.calstate.edu/cpdc/Facilities_Planning/majorcapoutlayprogram.shtml 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, three major academic projects totaling over

\$145 million dollars which includes a new science building at the campus events field, a new art building south of Jenkins Hall and the renovation of Science A. 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 48,000 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 is currently on hold pending the outcome of future enrollment and the impact on the affected student services.
- **Vacated Space and Support of the Campus Space Policy.** Facilities working on behalf of the University Space and Facilities Advisory Committee (USFAC) has worked hard to create and vet strategies of space reallocation to better support the mission of the University and be responsive to the space proposals submitted to the USFAC through the Space Management Process. THE USFAC has approved space allocations from our last round of proposals. these approvals and other proposals can be found here on the USFAC website:
<https://facilitymgmt.humboldt.edu/university-space-and-facilities-advisory-committee-usfac>
- **Campus Project Portfolio,** Not accounting for the projects included with the 2020/21 Capital Outlay program, Facilities Management is currently managing an active project load totaling \$85 million dollars spread over 75+ projects with the Seismic Project and Jenkins Hall Projects being the largest. a selection of some of the larger projects are as follows:
 - Facilities has identified funding and project scope for an additional 8 buildings that will convert Heating, Ventilation and Air Conditioning controls from pneumatic ones to digital ones. This controls project is part of the campus wide sustainability and energy management program that will allow real time monitoring and adjustment of energy usage.
 - We have an ongoing sub-metering project that is targeting utility usage in 5 buildings across campus. This sub metering will allow our sustainability staff to monitor natural gas, domestic water and electricity usage by building in real time.
 - Design is complete for remodeling seven Campus Apartments this summer (2020) for ADA use and for a new Laundry complex along with better ADA ramp access.
 - We have compiled a contractor's bid package for three electrical substations for the campus

- New Fire Alarm systems were installed in Natural Resources, Forestry, Creekview (Fern and Willow), and Redwood Hall.
 - The Student Health Center had two of its three rooftop Air Handling units replaced with new energy efficient units this summer.
 - **Gender Inclusive Restroom (GIRR) Task Force**, The GIRR Task Force recommendations are currently available for review and feedback at link.humboldt.edu/genderinclusiverestrooms through February 28, 2020. The Task Force will be taking final recommendations to the USFAC (University Space and Facilities Advisory Committee) in late March for incorporation into the Campus Facilities Master Plan.
 - **Parking** Working in coordination with Humboldt Transit Authority to establish an express shuttle that would service Park & Ride lots in both McKinleyville and Eureka Parking & Commuter staff actively promote alternative transportation programs year round; Spring & Fall Preview, Orientation, social media, media ads in dining halls, etc. Removed tree roots G14 & G15, repaired and restriped areas and gained 10 additional spaces. Currently working on a signage replacement proposal which will replace all of the old parking lot signage so they are consistent with the rest of the campus signage, and will add signage to areas that lack appropriate signs.
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Provost's Office:

Submitted by Lisa Bond-Maupin, Interim Provost and Vice President for Academic Affairs

Academic Affairs Bright Spot

Each spring, the School of Business coordinates the Volunteer Income Tax Assistance (VITA) Program, an internship that provides students with hands-on tax preparation and consulting experience while providing free tax preparation services for low-income community members. Interns become certified at the advanced level of income tax preparation through the Internal Revenue Service. Interns then meet and interview members of the community, use an online tax preparation computer program, and input the required information to prepare accurate and complete Federal and State tax returns. The interns are required to research and apply current tax law, utilizing accepted accounting procedures as they investigate various issues involving the clients we serve. Currently, 14 students are participating in the program.

In 2019, VITA interns prepared 235 total federal tax returns during a four-hour class meeting nine times throughout the filing season. Total federal refunds returned to our community through this effort were \$218,000. Tax credits (earned income, education, and child tax credits) of approximately \$178,000 were generated, and more than \$30,000 was returned through state refunds/credits. See video about the program and other internship opportunities here: <https://business.humboldt.edu/content/internships>

For more information, contact:

Hari Singh, Department Chair

hari.singh@humboldt.edu

WSCUC Update

I am thrilled to report that thanks to the very hard work, determination and skill of a team of folks, the BSN program at HSU received a green light from WSCUC for implementation. WSCUC officials included these commendations in the letter of notification:

1. The institution is commended for responding thoughtfully to WSCUC requests for additional clarification and information.
2. The proposed program fills a clearly identified need for bachelor level degrees in nursing for the geographical area.

Thank you to our partners across HSU and the region for making this a reality. We look forward to welcoming our first, incoming class this Fall.

More information on the program is found below:

The Bachelor of Science in Nursing (BSN) program will be located in the Kinesiology & Recreation Administration Department, with a projected launch of Fall 2020. Blending in-person and online coursework, the hybrid program is designed in partnership with College of the Redwoods to provide a seamless academic progression from an associate's degree to a BSN. This model will accelerate academic and career advancement for rural nurses, preparing them for leadership roles and advanced clinical training, such as Nurse Practitioner programs. This BSN program will also provide an opportunity for working licensed Registered Nurses to further their education without leaving the area or quitting their jobs. Specifically designed for the North Coast, the curriculum focuses on the needs of rural and tribal communities and stresses cultural humility.

The College has hired a nursing program director, Dr. Kim Perris, and is currently recruiting additional faculty. St. Joseph Health provided a lead gift of \$2 Million to launch the program, and additional support has been received from the Humboldt Area Foundation, Sutter Coast Hospital, Humboldt County Workforce Development Board, and the Chancellor's Office.

Progress Report on Division Priorities

Equity, Diversity and Inclusion

Thanks to a grant from the Office of Diversity, Equity and Inclusion, HSU was the site last weekend of an incredible performance by our own Ballet Folklórico de Humboldt in partnership with our longtime collaborators, Los Lupeños de San José. Felicidades to the Dance program faculty and students y mil gracias for the opportunity to see, hear and feel what it can mean to be a Hispanic Thriving Institution.



For more information on the grant program in ODEI, see:

<https://diversity.humboldt.edu/content/diversity-equity-and-inclusion-grants>

Strategic and Academic Master Planning

Please see the President's charge and the related website for continuous progress updates and FAQs. The first meeting of the planning Steering Committee will be held on Thursday, February 27th. Please continue to stay tuned for many ways to provide input and get involved.

Dear Campus Community,

I am excited to announce the launch of the process for developing the next strategic plan and bold vision for Humboldt State University. To lead this initiative, the President's Strategic Initiatives Committee has been established. The committee is a subcommittee within the President's Cabinet, comprised of faculty, staff, students, and representation from the City of Arcata.

Applying a consultative approach, the committee, which reports to me, will recommend a strategic plan that will guide Humboldt State for the next five years (2021-2026). I have charged the committee to not only lead strategic planning efforts but to include institution operational planning. The committee will be responsible for monitoring and

reporting of progress towards institution, division, and Major Budget Unit (MBU) strategic goals, outcomes and metrics.

Strategic planning provides the campus community a wonderful opportunity to honor our achievements and shape our future. The plan will frame our mission, vision, values, and commitments, and academic excellence, innovation and diversity, equity, and inclusion will anchor it. We want to embrace our uniqueness and great faculty, staff, and students, while providing an exciting, sustainable vision for the future. Always keeping at the forefront, our goal of providing a positive meaningful educational experience for all Lumberjack students.

This spring, the committee will consult with campus and community constituent groups through meetings, campus open forums, and electronic media.

Your participation is extremely valuable. We encourage you to think globally, boldly and embrace opportunities built into the process to share your thoughts about strategic directions for realizing our goals and objectives for Humboldt State.

Visit the [Strategic Planning Website](#) for more information and updates. The [feedback form](#) is also available for you to let us know your creative ideas for the future of our great University.

Sincerely,

A handwritten signature in black ink that reads "Tom Jackson, Jr." The signature is written in a cursive, flowing style.

Tom Jackson, Jr.
President

GI 2025

Within the Division of Academic Affairs, we received 29 proposals for GI 2025 funding from our colleges and other major budget units. I am currently reviewing the proposals in preparation to forward them to our student leadership in AS and to the Student Success Alliance members for scoring using the rubric found on this site: <https://budget.humboldt.edu/welcome-0>

The proposals forwarded from our Division will be made available on this website for your information once review is complete.

Communication

I hosted my first Council of Chairs meeting on Thursday. The agenda included the results of my initial survey of chairs, an update from the Provost/VPAA meeting with the CO in Long Beach last week, and a working session on Program Learning Outcomes for our GEAR program at HSU. I want to thank our GEAR Committee and our Vice Provost for their leadership on bringing this forward in a thoughtful way. It is my expectation that each Department Chair will provide all faculty and staff in academic departments with an update on what we discussed in the Council of Chairs. This is an important link in the communication chain for us as a division. This reporting out (and general feedback loop) will be particularly important as we move toward consultation on budget and academic planning matters.

President's Office:

Submitted by Tom Jackson Jr., President, Humboldt State University

General Updates

1. Hired Double LL Consulting and Jill Willson to serve as Interim Athletic Director and to lead the search for the permanent Athletic Director. This resulted in raising over \$400,000 for student scholarships and the successful hiring of Jane Teixeira as the new Athletic Director. She also had overwhelming community, student, and campus community support.
2. Appointed Dr. Lisa Bond-Maupin as Interim Provost and Vice President for Academic Affairs. Contracted Witt-Kieffer to conduct the national search for the permanent Provost. The search is open and active. Finalists will be invited to campus. There are 14 open Provost positions in the CSU. HSU is recruiting a Provost. However, candidates are also assessing HSU.
3. Attended several community, donor, cultural, ethnic, economic, or governmental events. A sampling includes: toured the MLK Day of Service, attended the Dreamers Aqui y Alla play, visited with Oaxaca students and McKinleyville students, attended Cornel West, met with CR and St. Joe Hospital for joint collaboration, participated in the Arcata Chamber State of the City, attended the Arcata Chamber of Commerce Leadership Awards, attended the North Coast Tribal Chairpersons Association meeting, attended the Caldwell Banker Reception, conducting Get to Know Faculty breakfasts or lunches, met with general university donors and general athletic donors, attended a Redwood Jazz Alliance event, met with delegation from Norway regarding Aquafarm, attended usual Arcata and Eureka mixers, and discussed the Wind Project with Schatz. The general focus has been external -- to positively engage the regional communities and to keep informed the different groups external to campus. A sampling of a busy "presidential day" would appear as: 8 a.m. briefing by Chief of Staff with CSU attorney, doc/dentist appointment, 1:1 with VP over lunch, meeting with ASI leadership, meet with

donors, 1:1 with VP, ceremonial event on campus, community reception after hours, cultural event in the community. This day was 8 a.m. to 10 p.m. and had approximately 60 minutes as desk time.

4. Traveled to Crescent City and joined Senator McGwire, President Flamer, and Dr. Perris to acknowledge a scholarship gift by Summit Coast Hospital for Crescent City residents in the CR to HSU BSN program.
5. Met with Rep. Jared Huffman at HSU.
6. Maintain bi-weekly schedule with VPs. These meetings are between 60-90 minutes each.
7. Hosted Trustee Wenda Fong on multi-day campus visit.
8. Generally see the Senate chair once monthly and up to 2-3 times informally at other events.
9. Attend BOT in January. This is a 3-4 day activity because of travel into and out of ACV. Attend annual NCAA in Anaheim prior to January BOT.
10. Investiture – raised \$161,000 for student scholarships at dinner event. The goal was \$100,000. Donor dinner for athletic scholarships – more than \$100,000 was pledge during the evening.
11. Attended Chancellors Senior Staff meetings December and February. All 23 presidents and all the Vice Chancellors participate.
12. Participated in awarding scholarships at Del Norte High School. Apparently the first HSU president to ever be in the H.S.
13. Campus President's February report is in final edit. The report is an "external" report designed for guests and friends of the university. It is 100% positive and showcases activities the President wants the outside community to be aware of regularly.
14. Dealing with several personnel issues in multiple departments. Addressing several Title IX items. Addressing media items.
15. Met with CSUSM President during visit to San Diego. Attend a San Diego alumni event and attended the Men's and the Women's basketball games against CSUSM. There are approximately 10,000 alumni residing in San Diego.
16. Attended the EAB/LinkedIn sponsored meeting at San Jose State University. LinkedIn is evolving their mission and brand and speaks about the "network gap." There are roughly 75,000 HSU alumni. Approximately 37,000 are on LinkedIn. LinkedIn can easily become the best method for a campus to reach all alumni, faculty, staff, employers with HSU alumni/students, and students.

17. Thanks for your patience. There are days I spend less than an hour at my desk and have very limited time to personalize this report. I will continue to try, but know that all the VPs, Chief of Staff, and Athletic Director speak for me and much of what they share is generally identical to anything I may be able to provide. Again, thanks.

General Goals

The general goals remain: to provide a positive, meaningful, educational experience for students. Additionally, great effort is attached to strengthening enrollment, which is shifting from a freshmen based to transfer based process. Accreditation, the strategic plan, the academic master plan, the budget, and the relationships with tribal nations and the local community all have significant emphasis. Establishing the Nursing program for Fall 2020 may be the most important item to community relationships and the perception of this campus; second only to accreditation.

Other areas now being promoted include reviewing bureaucracy and administrative processes to reduce redundancy and improve efficiencies; reviewing processes that will assist the campus sustain itself during power outages; broadening online academic programs; developing additional graduate programs; and establishing new academic programs for the next generation of faculty and students.

Emphasis will also be in global engagement in an effort to internationalize campus, as well as establishing professional development programs to assist with staff and faculty growth.

Request of the Senate

1. Civility and engagement – CSUSM has established principles and a pledge to help guide the campus. Below is part of their statements.

Principles of Civility

- Self-reflection
- Care
- Respect
- Empathy
- Culture
- Humanity

2. **The Pledge** -- The Civility pledge is a promise to oneself, CSUSM and the surrounding community.

As a member of the CSUSM community, I will conduct myself with self-reflection, care, respect, and empathy while acknowledging the culture and humanity of others.

It is requested the Senate consider reviewing and establishing something similar for HSU.

3. Community service – This is a strong request from the community for HSU to re-engage the community in local activities. This is not just Arcata but the county. Identifying deliberate ways for HSU to be prominent is what is needed. This could be participation in parades, hosting symposia's, or any other methods that would positively promote HSU and the campus workforce and students.
4. Academic Master Plan – An aggressive work plan to address the academic master plan, as part of the university strategic plan, begins this month. For generations the role of the faculty has been to review curriculum, modernize or evolve the curriculum, add or remove programs (for the times), rebrand programs, and/or other related enterprises. The academic master plan is critical to the strategic plan and ultimately the accreditation process.
5. Student Activities – There are limited activities that occur on campus after the third week of the fall semester. Naturally there should be several activities weekly to engage the student body. Whether this will be addressed by the Senate or administratively is yet to be determined, but a comparison of student engagement activities at HSU compared to other campuses in the HSU benchmark may be warranted.
6. Housing – Should the Senate engage, feedback would be welcomed on what HSU should do to address student and employee housing in the community.



Boat Safety Committee Policy # Risk Management and Safety Services

Applies to: Faculty, staff, student employees, students, vendors, visitors, and volunteers.

The use of small watercraft combines the unique natural setting surrounding Humboldt State University with the many opportunities and offerings of various campus departments. Research, instruction, athletic training and competition, and general recreational use are some of the ways that watercraft adds to the mission and environment of the University. Importantly, the inherent risks and rewards of operating watercraft also requires consistent management and oversight to ensure proper and safe use of the equipment on area waterways.

Supersedes: EM:P06-11

Purpose of the Policy

Humboldt State University uses small watercraft, both motorized and non-motorized, in support of instruction, recreation and faculty and student scholarship. All boats operated by or on behalf of HSU will be used in a safe manner consistent with their intended use and in compliance with federal, state and local laws. This policy shall apply to the University and its auxiliaries, and faculty, staff, students and guests engaged in university activities.

Definitions

Float Plan - Required to contain the following information:

- Description of the vessel, (including its number, size, make, capacity, horsepower, and type of engine)
- Description of the towing vehicle and trailer
- The launch site
- Detailed route of where the boater(s) are going
- The planned departure time and the expected return time

(Center Activities rentals are exempt from filing a float plan).

Policy Details

The President shall appoint a committee called the University Boat Safety Committee (UBSC) to provide oversight for all boating operations. The committee shall include representation from the University Center, the Department of Intercollegiate Athletics, Academic Affairs, Risk Management and the current Captain of the R.V. Coral Sea.

The University Center, Intercollegiate Athletics and Academic Affairs shall establish their own boat safety committees. These committees shall be charged with developing rules, guidelines, and standard operating procedures tailored to specific vessels and relevant to the missions of small boats within their respective administrative unit. Such rules and procedures must be submitted to and approved by the UBSC prior to implementation.

Each time a watercraft is used a **float plan** is to be filed with the appropriate committee representative.

The unit-specific boat safety committees will facilitate resolution of special cases or concerns identified by students, staff, faculty, or administrators. If a resolution cannot be obtained at the unit-specific boat safety committee level, the concern will be forwarded to the University Boat Safety Committee.

The members of these committees should be familiar with the types of vessels in that unit, should have expertise in small boat operation and should include instructors and principal investigators who normally utilize such vessels. Unit-specific committees shall meet annually with the UBSC.

Committee Details

Chair: To be elected from the members of the UBSC

Type: University

Meetings: Annually during academic year, more often if required.

Membership:

Executive Director of the University Center

Director of Intercollegiate Athletics

Director of Marine Facilities

Captain, R.V. Coral Sea

Director of Risk Management & Safety Services

The University Center Boat Safety Committee composition will be determined by the Executive Director of the University Center.

The Intercollegiate Athletics Boat Safety Committee composition will be determined by the Director of Intercollegiate Athletics.

The Academic Affairs Boat Safety Committee is composed of Director of Marine Facilities; Captain, R.V. Coral Sea; and representatives from the Departments of Biological Sciences, Fisheries, Oceanography, and Wildlife, as determined by department chairs.

History

Issued: 12/2006

Revised: 02/14/2020

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Key and Access Control Policy

16-19/20-UPC – UPC – February 25, 2020 — General Consent

RESOLVED: That the University Senate of Humboldt State University (HSU) recommends to the President that HSU adopt the attached Key and Access control Policy; and be it further,

RESOLVED: That the attached policy will supersede University Management Letter 96-1 (2/13/96), Humboldt State University Key Policy.

RATIONALE: *This policy is issued under the authority of Title 5, Part V, Chapter 1, Subchapter 5 of the California Education Code and amendments and additions to Article 9, related to the use of State University buildings and grounds and pursuant to the authority of the President of Humboldt State University for the general welfare of the campus. A policy on access credential issuance supports a regulated system of access to provide security for University facilities, assets, as well as the safety of all those on campus.*



Key & Access Control

Policy # TBA (Draft)

Facilities Management

Applies to: This policy applies to all HSU faculty, staff, **students, student employees**, contractors, volunteers, and any other individual issued an HSU **access credential**. The policy outlines the responsibilities of **Department, MBU, and Division Leads** in approving and regulating **access** to University facilities. Any exceptions to this policy can only be made at the behest of the University President or designee. Housing & Residence Life Key Procedures are guided by the Key & Access Control Policy.

Supersedes: University Management Letter 96-1 (2/13/96), Humboldt State University Key Policy.

Purpose of the Policy:

The policy on access credential issuance supports a regulated system of access to provide security for University facilities, assets, as well as the safety of all those on campus. The policy establishes responsibility for all to whom **metal keys, key cards**, or any type of access credentials are issued. The HSU Lockshop does not track lockable file cabinets, desk keys, or non-university padlocks. The regulation of such is not included herein. This policy also outlines the individual responsibilities in approving and regulating access to University facilities.

This policy is issued under the authority of Title 5, Part V, Chapter 1, Subchapter 5 of the California Education Code and amendments and additions to Article 9, related to the use of State University buildings and grounds and pursuant to the authority of the President of Humboldt State University for the general welfare of the campus. Unauthorized possession of university access credentials or duplication of university access credentials is strictly prohibited and a misdemeanor covered by California penal code 469.

Definitions

Access – Method of entry to a physical space on campus that is restricted to certain individuals either on a permanent basis or during certain hours of the day.

Access Credential - Key, key card, phone app, **fob**, access code, or any authorized device that gives access to a space.

All School - Spaces that are not allocated to specific departments, but rather are allocated to the entire University. Such spaces include: Restrooms, hallways, stairwells, entryways, some lecture classrooms, and some conference rooms.

Audit Trail - Documentation establishing access credentials assigned to individuals used at a particular time and place.

Building Master - Access credentials that work all the door locks in a building.

Card owner – An individual that has been issued a Humboldt State University key card credential.

Change Key - A single access credential that works a single lock.

Department – Represents a meaningful activity or function within the campus organizational structures. Identifies the “Who”: Who is being charged or responsible for the transaction? (e.g. Biology, Learning Center, Registrar’s Office). Departments roll up to Major Budget Units (MBUs), which roll up to Divisions.

Department Lead - Hiring authority for a department; typically the Department Chair or Director.

Department Master - access credential that works all locks in a particular department, such as English.

Division - An organizational unit comprised of various Major Budget Units (MBUs).

Division Lead - Hiring authority for a division ; typically the Vice Presidents (VP)

Employee – A person employed by California State University, Humboldt or one of its recognized auxiliary organizations. This individual has a Campus ID number.

Floor Master - A sub master that works all door locks on a building floor.

Great Grand Master - Access credential that accesses all locks of similar type (e.g. electronic, hard key, etc.) except secured spaces.

Human Resources - Department within Administrative Affairs responsible for hiring and terminating personnel.

Key Advisor – A person designated by a Department Lead (i.e. Chair or Manager) as a shared authority for the approval of access credentials to facilities allocated to that department. This role traditionally submits TNS (Telecommunication Network Services) update requests as well.

Key Card – A credential that allows access to spaces via electronic locks.

Key Fob – A credential that allows access to spaces via proximity or at a button press.

Key Holder – An individual issued any form of credential.

Key Watcher - KeyWatcher is a brand name for an electronic key tracking box. Users can be granted access to remove keys that they are approved for. Access is through a User ID and a Pin, there are different levels of access and time periods for having the keys checked out. Keys can be restricted to one or a few users or to many. There are many alarms and warnings that let the department know when keys are not returned, if the box is left open, or if the key is inserted incorrectly.

Lock Box – A controlled storage box, permanently affixed in some manner as approved by the University Lockshop for the storage of credentials to be shared by multiple users within a campus department or departments. A KeyWatcher is a type of lock box.

Master - Access credentials that work multiple doors or multiple locks.

MBU - A reporting mechanism that signifies a major unit, such as a college, within a divisional structure and includes one or more departments. It allows for tracking and reporting at a more summarized level than the department level. (e.g. Facilities Management, College of Professional Studies, Information Technology Services)

MBU Lead - Hiring authority for a Major Budget Unit; typically a Dean or Associate Vice President (AVP)

Metal Key – A credential which is a physical metal key.

Non-Employee – Any individual not possessing a campus ID number. Examples include, but are not limited to vendors, contractors, and visiting scholars.

Person of Interest – An individual who is not an **employee** or student, but is issued a Campus ID number for the purpose of using campus services. Examples include new hires, visiting scholars, and others.

Risk Management - Department within Administrative Affairs responsible for identifying and assessing all types of risk to the campus.

Secured Space - A campus physical space for which all access needs to be explicitly authorized, and therefore cannot be accessed with a campus master key. (See Secured Space Access Common Procedures referenced at the bottom of this document.)

Security Services Grand Master (SSGM) - Key card that accesses all electronics locks on campus.

Student – An individual who is currently enrolled in classes at the university and not employed by the university or one of its auxiliary organizations.

Student Employee – An individual who is enrolled in classes at the university and is employed by the university or a recognized auxiliary organization in the student assistant, graduate assistant, teaching associate, or any student assistant job classification.

Sub Master - Access credential that works several doors but not all doors in a building.

UPD - University Police Department

Volunteer – An individual registered with the Department of Human Resources or Faculty Affairs as an official volunteer for HSU or associated auxiliaries. If this individual needs access to campus spaces, then a campus ID number will be issued. This individual is expected to comply with all relevant aspects of this policy.

Policy Details

Building Hours and Facility Access

University buildings are unlocked and locked in accordance with the schedule published on the [Facilities Management Website](#). If a room is locked during building open hours, someone from the department has deemed it necessary to secure the room.

Facility Management workers shall not unlock offices or other restricted-access areas except in the case of a facilities related emergency or business need. To unlock these rooms, contact the department that manages the area or request access via University Police Department (**UPD**). The UPD Officer will request a photo ID when responding to requests to open spaces and follow internal UPD procedures to verify space allocation and occupancy, which relates to business need and access.

Audit Trails of electronic locks will only be made available by a request from the University President, UPD, HR, or the Facilities Management AVP. Additional requests for audit trail information may be made to UPD or HR and handled on a case-by-case basis. Housing requires a request to be signed by the Director(s) or AVP of Student Success.

Access Credential Requests

The Department **Key Advisor** shall request access credentials on behalf of faculty, staff, students, contractors, or **volunteers**. Access credential requests shall be submitted at least two weeks in advance of expected pickup.

Approval Structure

Each Department Lead (or designee) is responsible for determining and approving access needs for individual staff, faculty, students, student employees, or volunteers to department-allocated spaces.

Access to University facilities is based on an evaluation of the potential **key holder's** business purpose for access to a particular building, facility, or space. Department Lead (or designee) are responsible for approving access requests to spaces allocated to their Department. Facilities Management shall approve access requests to facilities allocated as "All School" and not to a particular Department. This includes requests for access to temporary structures or short term campus authorized events.

All access credential requests will be approved by the appropriate authority. If that authority is not available within a reasonable timeframe (see Facilities Management Key Procedure for definition of "reasonable timeframe"), the next higher authority in the Department, MBU, or Division will authorize requests. Any exceptions to the Key &

Access Control Policy must be approved by the President of the University or designee in writing.

Certain spaces or high-level access credentials (e.g. Grand Masters) may require multiple levels of approval, including multiple Department/MBU/Division Leads. A written justification statement explaining access need must be submitted along with the access request for higher level access credentials. The tiered approval structure for higher level access is as follows:

Change key, department & sub master: Department Lead

Floor Master: Department Lead & MBU Lead

Building Master: Department Lead, MBU Lead, & Division Lead

SSGM / Grand Master: Department Lead, MBU Lead, Division Lead, & University President. *Issued only in special circumstances.*

Secure Space Access Credential: Secure Space Steward (See Secured Space Access Common Procedures referenced at the bottom of this document.)

Access Credential Issuance

Issued access credentials must be picked up and signed for by the individual to whom the credentials are issued. Access credentials may be issued to departments for check out temporary use if they are kept in a secure key storage location (see “**Lock Box**” below) and audited annually. Temporary use is defined in this instance as no longer than one semester. No Building masters or sub-masters will be included in lock boxes.

Requested access credentials will be held at the Facilities Management front desk (and for Housing, at the Housing Cashier office) up to ninety days for pickup. The requester will be notified that the credentials have not been picked up after 30 days, and again after 60 days of the key being ready for pickup. After ninety days, the credentials will be returned to the lock shop and put back into inventory. Access credentials that have not been picked up within ninety days will trigger notification to the appropriate administrator and may require additional approval for future requests from the requesting department. If the person needs the access credential after this ninety-day hold period, a new request must be submitted by the department Key Advisor.

Any person who has an overdue access credential that has not been returned will not be issued any further credentials until the overdue credential is returned or an extension request is submitted.

Revoking Access Credentials

Any Department granting access to department-allocated spaces may request removal of said access at any time, for any reason. Such revocation may also be requested by the Facilities Management AVP, Human Resources, UPD, or the University President. The maximum active time for any credential will be determined by Facilities Management, based partly on the nature of the credential, and published on the Facilities Management website.

Access Credential Returns

University access credentials are state property and must be returned on demand by authorized administrators. When separating from the University, an employee must request a Separating Access Credential Report from Facilities Management twenty-four hours in advance. All access credentials must be returned to Facilities Management. A receipt will be given listing all access credentials to be returned.

In the case of involuntary separation, Human Resources must request a Separating Access Credential Report prior to notifying the employee so that Human Resources can retrieve all currently issued access credentials (See Separating Employee Clearance Form in References below).

An employee or volunteer may have others return access credentials on their behalf, but the responsibility for these credentials remains with the employee to which the credentials were issued until the credentials are successfully returned. Employees and/or volunteers shall not “exchange” access credentials when changing duties on campus.

Departments are ultimately responsible for all access credentials not returned by faculty, staff, volunteers and students along with any associated costs of re-keying if determined necessary by Facilities Management, **Risk Management**, and UPD.

Students and student employees have an automatic access credential expiration or return date. On that date, electronic access will be automatically revoked and an email will be sent to the student & the department instructing the return of all access credentials. If the individual needs access to be extended, such shall be requested by the Department Key Advisor validating business needs to that space.

Lost/Stolen Access Credentials

Lost or stolen access credentials must be reported to UPD and Facilities Management within twenty-four hours. The sponsoring department must also be contacted with this information. Lost or stolen access credential notifications must be submitted even if the credential will not be replaced. Departments will emphasize the importance of reporting lost or stolen access credentials to individual access credential holders, and work to minimize disbursement of master access credentials. .

Replacement access credentials will only be issued once a Lost Access Credential Request has been sent to Facilities Management and the department has indicated that a new access credential is needed. Facilities Management will track Lost/Stolen Keys and highlight repeated offenses for departments. Departments may choose to change their access strategy to address any repeating problems.

Responsibilities of Access Credential Holders

Access credentials are the responsibility of the individual to whom they are issued and shall not be shared with any other person. Loaning and lending of any access credential to another person is prohibited. In instances where individuals need access to a space to which they do not have access credentials, it is recommended that departments use a lockbox (see below) or submit a request in advance to the UPD for that individual to have the space unlocked on their behalf. If employees require access to a space to which they do not have access credentials and have a legitimate business purpose to enter that space, the department controlling the space may grant that access. If the need is present outside of business hours, UPD can be called to request the space be opened on as-needed basis. The UPD will request a photo ID when responding to requests to open spaces.

Possession of unauthorized access credentials or sharing of such is strictly prohibited.

California Penal Code 469 [presented herein]. “Any person who knowingly makes, duplicates, causes to be duplicated, or uses, or attempts to make, duplicate, cause to be duplicated, or use, or has in his possession any key to a building or other area owned, operated, or controlled by the State of California, any state agency, board, or commission, a county, city, or any public school or community college district without authorization from the person in charge of such building or area or his designated representative and with knowledge of the lack of such authorization is guilty of a misdemeanor.”

Safes, Lock Boxes, and **Key Watchers**

All safes need to be FM-approved and numbered. Facilities Management will issue and service all combination locks on safes.

If a department requires multiple access credentials for access to specific spaces, then a departmental lock box may be installed. Departmental lock boxes must be approved by the University Lockshop and the appropriate division Vice President. Departmental lock boxes must be wall-mounted or otherwise secured to a physical location and not mobile. A lock box's security must be reviewed by the Associate Vice President for Facilities Management or their designee prior to issuance.

All access credentials in lock boxes will be issued to an individual who will be designated as the lock box owner. If that person leaves the university, then a new lock box owner must be designated. Departments are responsible for controlling access to their lock box. It is the responsibility of the lock box owner to control access to the departmental lock box and maintain a log of who may check out access credentials. Access credentials within the Lock Box may only be used by employees, students, and student assistants. Logs will be checked by the University LockSmith (or designee) at least once a year to ensure proper documentation is kept. Lock boxes that are found to be in continued non-compliance with this policy may be removed, thus leaving only individual access credentials available to the department for issuance. Lock box log templates are available on the Facilities Management website.

Issuance of Access Credentials to Non-State Employees or **Non-Employees**

Departments are strongly encouraged to only request access credentials for employees, students, and student employees. If there is a university business purpose for additional access, such as a key for a volunteer or contractor/vendor, this access may be "sponsored" by a University Employee. The access credential will be issued to the sponsor, and noted that a volunteer or contractor/vendor will be using the credential. Volunteer and Contractor/Vendor access requests will be approved by the appropriate administrator, in accordance with the policy above. All volunteers must be registered as such through the campus Risk department.

All access credentials issued to non-employees will have an expiration date, after which, electronic access will be automatically revoked. Access credentials may only be issued to contractors or vendors for the duration of service. If access credential holder needs prolonged access, the Department may request that the end date be extended. Those requesting keys for events organized by off-campus entities must gain access via the

administrator for campus external events. For Housing and Conference Services, requests can be made for the non-HSU employee event organizer via the Housing staff.

History

Issued: TBA

Revised: TBA

Edited: 10/24/2018, 3/28/2019, 9/13/19, 9/27/19, 1/6/20, 1/30/20

Reviewed: TBA

References

- [HSU Secure Space Access Common Procedure](#)
- [Building Hours - Facilities Management Website](#)
- [Separating Employee Clearance Form - Human Resources](#)

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Academic Honesty and Integrity

11-19/20-APC – February 25, 2020 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that the attached revisions to the Academic Honesty and Integrity Policy be adopted.

RATIONALE: *The Academic Honesty and Integrity Policy was last revised in 2016. The existing language does not include revisions to the Executive Order 1098 Student Disciplinary Procedures for the California State University System, which have been incorporated here. Additionally, clarifications requested by the Office of Student Rights and Responsibilities to assist students and faculty in avoiding and addressing issues of academic dishonesty to provide for a more consistent application of the policy across the university.*

Academic Integrity and Honesty Policy P16-05

Student Rights and Responsibilities

Applies to: Faculty, staff, and students

Humboldt State University must maintain high standards that reflect the nature of an institution of higher learning. Students need to be aware of the academic standards that are expected throughout their college career.

Purpose of the Policy

The purpose of this policy is to establish that academic integrity is an essential component of the Humboldt State University learning community and shall be upheld by all members of the University community.

This policy is intended to reflect the University's commitment to the principles, goals, and ideals described in the Humboldt State University Vision Statement and to its core values.

Policy Details

I. The University Community

- a. Humboldt State University is a community of learners bonded together by the search for knowledge; the pursuit of personal, social, cultural, physical, and intellectual development; and the desire for the liberating effects of advanced education. Humboldt State University has an academic culture shared with other universities and colleges across the nation. Integral to that culture is a set of values such as academic freedom, dedication to teaching and learning, diversity, civility toward others, and academic integrity.
- b. Academic integrity is of central importance in the University community and involves upholding the values, the principles, and the code of behavior held to be central in our community. Integrity concerns honesty and implies being truthful, fair, and free from lies, fraud, and deceit. Inherent to the Humboldt State University community are the values of honesty, trust, fairness, respect, and responsibility.

II. Scholastic Honesty

- a. The core of this University's integrity is its scholastic honesty. Honesty is valued across all cultures and is a fundamental value in the academic culture. There are, however, cultural differences with regard to the ownership of ideas and the importance of individual efforts. Nonetheless, the University expects all students and other campus members to document the intellectual contributions of others and to ensure that the work they submit is their own.

III. Academic Dishonesty

- a. Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.
- b. Academic Dishonesty includes but is not limited to:
 - i. cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy their work, submitting work done by others, completing assignments for others;
 - ii. plagiarism, which includes taking the words, ideas, or substance of another and either copying or paraphrasing the work without giving credit to the source through appropriate use of footnotes, quotation marks, or reference citations;
 - iii. providing materials to another with the knowledge they will be improperly used;
 - iv. purchasing or acquiring academic work from other students or third parties in person, online, or through an intermediary and submitting it as the student's own work;
 - v. possessing another's work without permission;
 - vi. unauthorized recording, dissemination, or publication of academic work (including handwritten notes) for a commercial purpose (EDC § 66450, CSU Executive Order AA-2004-06);
 - vii. altering the work of another with the intent of deceiving;
 - viii. knowingly furnishing false or incomplete academic information;

- ix. altering documents that make up part of the student record;
- x. forging signatures or falsifying information on any official academic document;
- xi. altering work after grading and subsequently submitting it for re-grading without the instructor's permission;
- xii. submitting the same work for two or more classes without the permission of all the instructors involved;
- xiii. retaining materials that the student has been instructed to return to the instructor; inventing, dishonest adjusting, omitting, or otherwise misrepresenting data or falsifying an account of the method through which data were generated; and
- xiv. lying to an instructor or to a University official to improve a grade.

IV. Responsibilities of the Faculty

- a. Faculty will take measures to discourage dishonesty, adjust grades appropriately if dishonesty is discovered, and recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty.
- b. Plagiarism is considered a form of academic dishonesty and therefore must require-notification of the Office of Student Rights and Responsibilities and possible disciplinary action. However, as there may be plagiarism as a result of poor learning or inattention to format, and there may be no intent to deceive, instructor discretion on the penalty in the classroom work is appropriate. Under such circumstances, the instructor may elect to work with the student to correct the problem at an informal level, which will not be considered a penalty.
- c. In any case of potential intentional violation that any penalty is applied, the student must be informed by the instructor of the event for which they are being penalized and the penalty within one week of discovery of the event.
- d. When a faculty member discovers a potential intentional violation of the University's policy of academic integrity, the faculty member is required to notify the Office of Student Rights and Responsibilities, in accordance with Executive Order 1098, and the student(s) involved to ensure that repeated violations do not go undetected if they occur in separate departments or with different faculty.

- i. Faculty shall submit an Academic Dishonesty Referral to the Office of Students Rights and Responsibilities within one week of notifying the student of the discovery of the event for which they are being penalized and the penalty
- e. At faculty discretion, a grade of “F” may be given for the assignment or examination, or another grade penalty may be applied at the discretion of the instructor.
 - i. In the event that the academic dishonesty results in the failure of the course, the instructor will report a grade of “FD” to the Registrar’s Office.
 - ii. Additional disciplinary sanctions maybe determined by the Dean of Students should the student have documented prior incidents of academic dishonesty that have been reported to the Office of Students Rights and Responsibilities.
 - iii. If a student is successful in their appeal through EO 1098, they may then contest the underlying charge of academic dishonesty through the “Student Grievance Policy.”

V. Responsibilities of the Students

- a. Students are responsible for the integrity of their actions and must be willing to accept the consequences of these actions.
- b. Students have the responsibility to be familiar with the University policies and to seek clarification with faculty if they are unclear about expectations for any assignment.
- c. Students are also encouraged to report academic dishonesty.
- d. In the sense that a university is a community, students should understand their own roles in the creation of a culture that encourages honesty and discourages academic dishonesty.
- e. Students need not tolerate any action on the part of another that diminishes their own integrity or that of the University.

VI. Responsibilities of the University

- a. The Office of Student Rights and Responsibilities shall notify the student if a report is received within ten (10) working days of receiving the report.

- b. The University is responsible for providing faculty with resources and training to deter and identify academic dishonesty.
- c. The University is responsible for providing faculty with best practice guidelines for addressing academic dishonesty.
- d. The University is responsible for providing students with resources and training opportunities to avoid committing academic dishonesty.
- e. The University is responsible for providing students with clear and consistent guidance regarding their rights when charged with academic dishonesty.
- f. The University may impose additional disciplinary sanctions maybe determined by the Dean of Students should the student have documented prior incidents of academic dishonesty that have been reported to the Office of Students Rights and Responsibilities.

VII. Disciplinary Sanctions

Disciplinary sanctions will be imposed by the Office of Student Rights and Responsibilities.

- a. Disciplinary sanctions may include, but not be limited to, the following:
 - i. a warning,
 - ii. having the assignment or course grade adjusted to an “F”,
 - 1. If the course grade is adjusted, it is not subject to Grade Forgiveness at the discretion of the instructor.
 - iii. disciplinary probation,
 - iv. suspension,
- b. permanent expulsion from the University and from the California State University system, Disciplinary probation shall be noted on the student’s formal academic record only for the duration of the probationary period. Disciplinary suspension of more than one academic year and expulsion are a part of the student’s permanent record.

VIII. The California State University Disciplinary Procedures

- a. Student enrollment is a voluntary entrance into the academic community of learners. By such entrance, the student voluntarily assumes, and is expected to assume, obligations of performance and behavior that are imposed by the University relevant to its lawful missions, processes, and functions. Humboldt State University reserves the right to discipline students to
- b. Students who engage in academic dishonesty shall be charged with violating Title 5, California Administrative Code, §41301, under the Student Disciplinary Procedures for the California State University established by Executive Order EO 1098 by the Chancellor. A copy of these procedures may be obtained from the Office of Student Rights and Responsibilities and is available at www.calstate.edu/eo/EO-1098.html.

Expiration Date *(if any; optional)*

History *(required)*

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

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

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Field Trip Policy

17-19/20-UPC – February 25, 2020 — First Reading

RESOLVED: That the University Senate of Humboldt State University (HSU) recommends to the President that HSU adopt the attached updated Field Trip Policy in order to align with California State University Executive Order 1062; and be it further,

RESOLVED: That the attached updated policy will supersede HSU Policy Number EM:P06-10.

RATIONALE: In response to California State University Executive Order 1062 (effective August 23, 2011) Humboldt State University (HSU) revised its 2006 policy on field trips. Field trips are a significant part of students' learning experience. Course activities, whether inside the classroom or not, involve varying degrees of risk to participants. Programs assigning field trips must discuss, with all potential participants, the specific nature of known risks and obtain consent prior to permitting a student to attend a field trip.



Field Trip Policy Policy

Risk Management and Safety Services

Applies to: Faculty, staff, student employees, and students

Supersedes: EM:P06-10

Purpose of the Policy

In response to California State University Executive Order 1062 (effective August 23, 2011) Humboldt State University (HSU) revised its 2006 policy on field trips. As part of HSU's "learn by doing" philosophy, field trips are a significant part of students' learning experience. Course activities, whether inside the classroom or not, involve varying degrees of risk to participants. Faculty assigning field trips must discuss with all potential participants the specific nature of known risks and obtain consent prior to permitting a student to attend a field trip.

Definitions

Field Trip - A field trip is a university course-related, off-campus activity led by a faculty or staff member and designed to serve educational purposes. The travel must occur concurrently with enrollment in the course. A field trip would include but not limited to; the gathering of data for research (such as at a geological or archaeological site), museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days.

Policy Details

This policy does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, or service-learning placements, all of which are governed under separate policy, nor when students are conducting research on their own time (e.g. independent study or thesis research).

Requirements

The appropriate Humboldt State administrator(s), faculty and/or staff shall:

1. Identify all courses that involve off-campus field trips.
2. Require the use of the approved liability waiver. Per Executive Order 1051.
3. Ensure student emergency contact information is obtained prior to the field trip.
The campus must have emergency contact information readily available.
Emergency contact information will be kept by the sponsoring faculty member and provided to a designated department contact and the University Police Department.
4. Provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct prior to the field trip.
5. Require a pre-trip evaluation that might include a site visit, review of online materials, and research on travel logistics to and from the site that demonstrate and document sufficient knowledge of the field trip site.
6. Include a plan to reasonably accommodate students with special needs.
7. Provide training for any equipment that may be used on the activity.
8. If disabilities or other compelling reasons prevent a student from attending the field trip, that student may be given an alternative assignment that demonstrates equivalent knowledge. The specifics of the alternative assignment, and whether a student will be granted this option, is at the complete discretion of the faculty or staff organizing and leading the field trip. Students registered with HSU's Student Disability Resource Center, and whose disability clearly compromises their ability to engage in the field trip will always be provided an appropriate equivalent assignment at their request.
9. Comply with the California State University Use of University and Private Vehicles Policy Guidelines and the California State University Student Travel Policy, where applicable. See Executive Order 1041.
10. Comply with Humboldt State University Comprehensive University Policy Regarding the Use of Alcoholic Beverages.

Expiration Date

This policy shall be reviewed in five years to determine its effectiveness. It may be revised, as necessary to reflect University, CSU system, and/or state changes.

History

Issued: 12/06/2006

Revised: 02/14/2020

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

HUMBOLDT STATE UNIVERSITY

Risk Management and Safety Services

Field Trip Guidelines - Checklist

- ___ Review HSU Field Trip Policy
- ___ Investigate site and develop and document plans for activity.
- ___ Complete arrangements with owner/manager of site/area and support services if any.
- ___ Obtain contracts and agreements (for access, food, leases, lodging, rent, support services, transportation, etc.). They must be reviewed and signed by Humboldt State University (HSU) Department of Contracts and Procurement.
- ___ If proof of insurance is required, complete an Insurance Request Form. Requests should be submitted at least two weeks prior to the trip.
- ___ Identify risks, analyze impact of risks, and develop and implement plan to reduce risk to participants.
- ___ Provide students with:
 - ___ Advance notification of required field trips
 - ___ Written instructional agenda including health and safety instructions
 - ___ Information about the site/area
 - ___ Emergency procedures including emergency telephone numbers and contacts
 - ___ Information regarding applicable rules of conduct; and
 - ___ Training for equipment to be used
- ___ Arrange for accommodations for student with special needs
- ___ Students are to complete the Release of Liability Form online
- ___ Arrange for transportation (See Field Trips Transportation Options)
- ___ A copy of the completed roster goes with the field trip leader, the department office and UPD has access to the electronic file. In addition, you should take roll at the beginning and end of the field trip and retain a copy of the “roll sheet” following the completion of the trip. Students leaving during the field trip should sign out on a sign out release agreement.
- ___ Other specific responsibilities for leaders of the field trips related to accident include:
 - Emergency Response Reporting Incidents and Accidents
Form STD 268 Accident Report (Other than Motor Vehicle)
 - Reporting Vehicle Accidents
Form STD 270 Vehicle Accident Report
- ___ International Travel – Contact International Programs for specific requirements.

HUMBOLDT STATE UNIVERSITY

RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity:

Activity Date(s) and Time(s):

Activity Location(s):

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, **I release from all liability and promise not to sue** the state of California, the Trustees of The California State University, California State University, Humboldt State University, and their employees, officers, directors, volunteers and agents (collectively “University”) from any and all claims, **including claims of the University’s negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other’s actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney’s fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the state of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____

Participant Name (print): _____

Date: _____

If Participant is under 18 years of age:

I am the parent or legal guardian of the Participant. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant's behalf, (b) promising not to sue on my and the Participant's behalf, (c) and assuming all risks of the Participant's participation in this Activity, including travel to, from and during the Activity.** I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Signature of Minor Participant's Parent/Guardian

Name of Minor Participant's Parent/Guardian (print)

Date

Minor Participant's Name

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

August 23, 2011

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: Field Trip Policy and Procedures—Executive Order No. 1062

Attached is a copy of Executive Order No. 1062, which establishes policy and procedures for campus field trips.

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

If you have questions regarding this executive order, please contact the Office of International Programs at (562) 951-4790.

CBR/bjc

Attachment

c: Executive Staff, Office of the Chancellor

**THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4790**

Executive Order: 1062
Effective Date: August 23, 2011
Supersedes: No Prior Executive Order
Title: Field Trip Policy and Procedures

This executive order is issued pursuant to the Standing Orders of the Board of Trustees, Section II (a) and (c). Through adoption of the following statement of policy, the California State University recognizes the beneficial educational purpose of field trips and the necessity for policy and procedures designed to maximize the educational experience, mitigate risk to participants and minimize the university's liability exposure.

I. Purpose

This policy establishes minimum standards for a campus field trip policy and procedures and delegates responsibility for implementation to the campus president.

II. Campus President

The president is delegated the responsibility for the maintenance and oversight of the campus field trip policy, ensure there is a means for future review of the policy, and ensure that it is updated and communicated to faculty and staff at appropriate intervals.

III. Field Trip Defined

A field trip is a university course-related, off-campus activity led by a faculty or staff member and designed to serve educational purposes. A field trip would include the gathering of data for research (such as at a geological or archaeological site), museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days. This definition does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, or service-learning placements, all of which are governed under separate policy.

IV. Field Trip Policy – Minimum Requirements

The campus field trip policy must include the following minimum requirements:

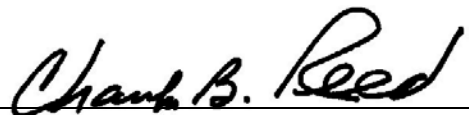
- Include a means to identify all courses that involve off-campus field trips.
- Require the use of the approved liability waiver. See Executive Order 1051.
- Ensure student emergency contact information is obtained prior to the field trip. The campus must have emergency contact information readily available.
- Provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct, prior to the field trip.
- Require a pre-trip evaluation. This should include a site visit and the written evaluation should be retained by the qualifying department and available for review. The pre-trip location visit can be bypassed if the campus can demonstrate and document sufficient knowledge of the field trip site. This could be accomplished by review online, published materials, or contacting the site to discuss the visit.
- Include a plan to accommodate students with special needs.
- Provide training for any equipment that may be used on the activity.
- Provide for an alternate assignment for students unwilling to accept the risk of participation.
- Comply with the California State University *Use of University and Private Vehicles Policy Guidelines* and the California State University student travel policy, where applicable. See Executive Order 1041.
- Administer regular reviews to monitor and document compliance with the field trip policy and update requirements as necessary at regular intervals.

The campus has the discretion to amend its field trip policy to include components not addressed above.

V. Document Retention

The campus is expected to retain documents related to the field trip consistent with systemwide and campus document retention guidelines. See Executive Order 1031.

It is recommended that the instructional agenda and executed liability waiver be retained together and for a period of one year after the conclusion of the semester/quarter during which the field trip took place. For minors, the documents are to be retained for one year after the minor reaches the age of majority. Electronic copies of the documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.



Charles B. Reed, Chancellor

Date: August 23, 2011

Humboldt State University Field Trip Request Form

All field trip requests must be entered into PeopleSoft at the beginning of each term. For ad hoc field trips (those requested after the beginning of the term) this form must be completed at least three days prior to the date of departure. Plan accordingly.

Directions:

1. Fill in your name, term, course number (CRN), subject, catalog number, section number, number of field trips, first time submission
2. If this is **NOT** the first form you have completed for a given term, please indicate in the appropriate field.
3. Fill in requested information for all planned field trips for the term.
4. Return this completed form to your department coordinator.

Your department coordinator is responsible for generating the field trip requests. Once generated, field trip waiver forms will be created in your students' Student Center. They must "sign" the waiver prior to departing on the field trip(s).

| | | | | | | | | | |
|--|----------------------|--------------|----------------------|------------------------|----------------------|----------------------|----------------------|---------|----------------------|
| First Name | <input type="text"/> | Last Name | <input type="text"/> | Number of field trips | <input type="text"/> | | | | |
| Term | <input type="text"/> | Class Number | <input type="text"/> | Subject | <input type="text"/> | Catalog Number | <input type="text"/> | Section | <input type="text"/> |
| Is this the first time you have submitted this form for this term? | | | <input type="text"/> | If no, how many times? | | <input type="text"/> | | | |

Field Trip 1

| | |
|---------------------|----------------------|
| Activity | <input type="text"/> |
| Date(s) and Time(s) | <input type="text"/> |
| Location(s) | <input type="text"/> |

Field Trip 2

| | |
|---------------------|----------------------|
| Activity | <input type="text"/> |
| Date(s) and Time(s) | <input type="text"/> |
| Location(s) | <input type="text"/> |

Field Trip 3

| | |
|---------------------|----------------------|
| Activity | <input type="text"/> |
| Date(s) and Time(s) | <input type="text"/> |
| Location(s) | <input type="text"/> |

Field Trip 4

| | |
|---------------------|----------------------|
| Activity | <input type="text"/> |
| Date(s) and Time(s) | <input type="text"/> |
| Location(s) | <input type="text"/> |

Field Trip 5

Activity

Date(s) and Time(s)

Location(s)

Field Trip 6

Activity

Date(s) and Time(s)

Location(s)

Field Trip 7

Activity

Date(s) and Time(s)

Location(s)

Field Trip 8

Activity

Date(s) and Time(s)

Location(s)

Field Trip 9

Activity

Date(s) and Time(s)

Location(s)

Field Trip 10

Activity

Date(s) and Time(s)

Location(s)

HUMBOLDT STATE UNIVERSITY

Risk Management and Safety Services

Field Trip Transportation Options

Either faculty can arrange for transportation to/from field trip site or it is the responsibility of the student to arrange for transportation to/from field trip site.

HSU responsible for transportation - options:

HSU Bus

Schedule with Facilities Management (*insert link to FM web page regarding reserving buses*)

Rental Vehicles

Reserve vehicle(s) with Enterprise

All drivers need to have a background check (driver records only) (*insert link to HR to order background check*)

All drivers need to be complete a volunteer form

Faculty needs to give clear instructions to the field site location including any special information for that site (parking requirements, speed limits, gate access codes)

Private Vehicles

All drivers need to complete the online defensive driving course (*insert link to CSU SUM*)

All drivers need to have a background check (driver records only)

Faculty can assign students to vehicles

All drivers need to complete a volunteer form

All drivers need to complete Form STD 261 – Authorization to Use Privately Owned Vehicles on State Business

Faculty needs to give clear instructions to the field site location including any special information for that site (parking requirements, speed limits, gate access codes)

Notes

Even though drivers of private vehicles are directed where to drive and have completed volunteer forms, (per California law), if an accident occurs, the policy covering the vehicle pays first before the University insurance is used.

In no case shall the number of passengers, including driver, exceed the number of available seat belts.

The use of vehicles where hazardous road conditions have been declared by California Highway Patrol, or other city, county, state or federal agencies authorized to monitor road conditions is prohibited.

Only HSU students, faculty, staff and volunteers are permitted; children, family members and other “guests” are not permitted as passengers.

HSU not responsible for transportation options

Students can use their own vehicles or carpool.

Faculty gives direction of where and when to meet.

Faculty cannot assign students to vehicles

Faculty can encourage carpooling

Notes

Only HSU students, faculty, staff and volunteers are permitted; children, family members and other “guests” are not permitted to participate in the field trip.

Faculty member A

Maybe I need to learn more, but to me this seems like it is moving in the wrong direction! Are they going to supply staff members who will be helping to prepare all these field trip plans or is the expectation that is just additional faculty and ASC work? (I added Danielle to this thread because I suspect a lot of work related to this would fall on her doorstep). I think that that the requirements of liability forms for each class and for each field trip is already too cumbersome. I've talked to Danielle about seeing if there was some way to have students sign a form at the beginning of the semester or something so that they don't have to do it in every class. I think it actually goes against the mission of our "learning by doing" policy, by adding additional burdens that would make faculty less like to do applied activities. These are the kind of things that pile up to make the faculty job more and more miserable over time. Could they think about designing a system for this that tries to limit additional faculty and ASC work and approach compliance from that direction? I feel like they never think about these things in that way.

Faculty member B

My understanding is that if you have a field trip plan for the semester (including multiple field trips as we do in ESM xxx, etc.), students have to fill out an online waiver one time only, not for every trip. Danielle (*J. Dunk's note - ESM's ASC*) currently assists with that, and then supplies the instructor with an emergency contact form which I guess we're supposed to carry with us just in case on each trip.

I have found this to be a low-level irritation, pretty easily completed in the first week of the semester, after which, no problem.

The one thing in this policy that I'm a bit leery about is the following:

"Provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct prior to the field trip."

Instructional agenda is...whatever the heck we say it is, I guess, and I suppose my syllabi with the links to the University's student honor code covers "student conduct code" (Does it? Or must I add a new section to my syllabus titled "field trip code of conduct"?).

But I definitely don't have documented for each field trip **"health and safety information"** and **"emergency procedures."**

How the heck do I cover my a** for documenting these? I either provide a very exhaustive and terrifying list of all possible health and safety risks, and all possible emergencies and all possible responses? I either incur liability if I fail to imagine something and then it happens, or I incur liability if I provide a very vague, brief, overarching policy, because of its very vagueness.

I would just advise the faculty to beware of any attempts to shift liability from the University to individual faculty.

Faculty member C

Who is pushing this?

Clearly in ESM and many other majors, especially in CNRS, true "field trips" into the woods etc. are critical to student learning.

It has become increasingly difficult over the last 20 years to take field trips - Danielle carries the brunt of the extra paperwork and has been amazingly gracious about it. Not fair.

This year with Concur - we now have a whole new layer of bureaucracy for overnight trips with extra expenses. I have had to go to a training to learn new software and procedures to get a state credit card to take my students on a once-per-year, three-day field trip that I have been taking for 20 years (that I used to just put on my credit card and have reimbursed). I'm still wrestling with filling out the form. Doing it once per year means same effort to relearn the software every year (who can remember the details for 365 days?)...grrr. It is no wonder that faculty shy away from field trips...

If the University needs liability coverage for issues such as Faculty member B raises, "**health and safety information**" and "**emergency procedures**," risk management should provide boilerplate language for us that we can include in our syllabi.

Jeff Dunk's

In the Policy document itself, can we also define "discuss" and "known risks" (based on the policy language that faculty "...must discuss with all potential participants the specific nature of known risks and obtain..."?)

Can we make this whole process less cumbersome, but somehow having the liability forms be signed at the time of registration? (Note, Kim Comet said that some departments do this when particular classes are registered for, but that it can't be done at the more general "registration" level...it must be tied to a specific course). My department (and likely many others) would love to know what departments are doing this already, and how it is done.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the General Faculty Constitution as Approved in Resolution 03-19/20-CBC (Resolution to Revise the General Faculty Constitution)

15-19/20-CBC – February 25, 2020 – First Reading

RESOLVED: That the Resolution to Revise the General Faculty Constitution, 03-19/20-CBC, which passed the Senate on January 28, 2020, be amended to further clarify procedures related to elections and amendments.

RESOLVED: That implementation of these amendments shall be conditioned on passage of **#07-19/20-CBC** - Resolution to Amend the Constitution of the University Senate of Humboldt State University to Reflect Parallel Amendments to the General Faculty Constitution.

RATIONALE: The Constitution and Bylaws Committee has determined that additional revisions to the Constitution of the General Faculty, as approved by the Senate on January 28th, are required. These revisions further clarify the role of the Appointment and Elections Committee and establish procedures for amending the Constitution.

Currently approved and proposed language is as follows:

Currently Approved:

7.0 NOMINATIONS AND ELECTIONS

7.1 Election Dates – Elections for General Faculty Officers, General Faculty representatives to councils, boards or committees, faculty senators-at-large and Lecturer senators shall be held and completed during “green” days. Special elections shall be held as needed.

7.2 The University Senate’s Appointments and Elections Committee shall serve as the Nominations and Elections Committee of the General Faculty.

7.21 The Appointment and Elections Committee, in conjunction with the Senate Office, shall solicit all nominations for faculty representatives on the University Senate, university committees, campus auxiliary governing boards, and state organizations.

7.22 Nominations shall be solicited in accordance with the rules established in: 1) the General Faculty Constitution, 2) the University Senate Constitution and Bylaws, and 3) the document defining the faculty representative’s membership on the University committee, campus auxiliary governing board or state organization. In the event of conflicts between the rules, the priority listed here will be followed.

7.23 The Appointment and Elections Committee shall recommend nominees for appointment of faculty representatives on university committees, campus auxiliary governing boards, and state organizations. Recommendations shall be forwarded to a faculty session of the University Senate for approval.

7.24 Any University committee or auxiliary governing board that requires faculty representation shall specify whether faculty representatives on the committees are to be appointed or elected. If election is required, the specific electorate that will select the faculty representative must be specified. The terminology defined in 2.5 shall be used.

7.25 The Appointment and Elections Committee shall develop procedures for and administer elections of faculty members to the Senate and of representatives of the General Faculty. All such procedures are subject to the approval of a faculty session of the University Senate.

7.26 The Committee shall oversee and administer all elections within the Senate.

7.27 The Committee shall be responsible for elections and appointments to other positions as directed by the Senate or by the Executive Committee.

7.28 Members of the Committee shall, when requested, act as tellers when votes are cast by ballot.

7.29 The Committee shall verify that the eligibility of all candidates has been certified by Senate office staff and, in cases of doubt, shall decide eligibility for election or membership in the electorate.

7.3 Special Elections -The Presiding Officer

8.0 Interpretation

9.0 AMENDMENTS

9.1 Proposing Amendments – Amendments to this Constitution may be proposed to the General Faculty President/University Senate Chair by any member of the General Faculty. The proposed amendment(s) shall be presented at a faculty session of the University Senate for passage of a resolution calling for the amendment(s) to be forwarded to a vote of the General Faculty.

9.2 Notification of Members – The complete wording of any proposed amendment shall be made electronically available to all members of the General Faculty. This notification shall occur at least seven days prior to the election.

9.3 Ratification – Amendments to this Constitution shall be ratified by a majority of General Faculty votes cast in an election of the General Faculty, consistent with the provisions in section 8.0.

Proposed Amendments:

7.0 NOMINATIONS AND ELECTIONS

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faculty representatives on the University Senate, university committees, campus auxiliary governing boards, and state organizations. All such procedures are subject to the approval of a faculty session of the University Senate.

7.26 The Committee shall oversee and administer all elections within the Senate. The Senate Office shall verify the eligibility of all candidates and electorate membership. In cases of doubt, the faculty of the Appointments and Elections Committee shall be consulted and a recommendation shall be forwarded to a faculty session of the Senate.

7.27 The Committee shall be responsible for elections and appointments to other positions as directed by the Senate or by the Executive Committee.

~~7.28 Members of the Committee shall, when requested, act as tellers when votes are cast by ballot.~~

~~7.29 The Committee shall verify that the eligibility of all candidates has been certified by Senate office staff and, in cases of doubt, shall decide eligibility for election or membership in the electorate.~~

~~7.3 Special Elections—The Presiding Officer~~

7.3 Vacancies

7.30 The position of any faculty representative on the University Senate, university committees, campus auxiliary governing boards, or state organizations shall become vacant when they (a) resign from the position, (b) fail to meet the eligibility requirements for membership in the General Faculty; or (c) go on leave, for more than one semester.

7.31 The Senate Office shall report circumstances constituting a vacancy to the University Senate Appointments and Elections Committee, which shall recommend appointments to serve until the next regular election. All such appointments are subject to the approval of a faculty session of the University Senate.

8.0 Interpretation~~8.0 Interpretation~~

8.10 Requests for interpretation of General Faculty actions, General Faculty/Senate-approved documents or General Faculty/Senate governing documents must be initiated by at least two voting members of the General Faculty.

8.20 Requests for interpretation shall be forwarded to the Constitution and Bylaws Committee to formulate a written interpretation.

8.30 The written interpretation shall be placed on the Senate agenda as an action item within one month of the date of request. The interpretation shall be considered binding unless rejected by a majority of a faculty session of the Senate.

8.40 Notification of Members – The complete wording of any General Faculty-initiated interpretation shall be made electronically available to all members of the General Faculty. This notification shall occur at least three business days following the vote.

9.0 AMENDMENTS

9.1 Proposing Amendments – Amendments to this Constitution may be proposed to the General Faculty President/University Senate Chair/University Senate Chair/Presiding Officer of the General Faculty by any member of the General Faculty. The proposed amendment(s) shall be presented at a faculty session of the University Senate for passage of a resolution calling for the amendment(s) to be forwarded to a vote of the General Faculty.

9.2 Notification of Members – The complete wording of any proposed amendment shall be made electronically available to all members of the General Faculty. This notification shall occur at least seven days prior to the election.

9.3 Ratification – Amendments to this Constitution shall be ratified by a majority of General Faculty votes cast in an election of the General Faculty, consistent with the provisions in section 7.0-8.0.



University Senate Update

Pedro Martinez, Director of Admissions

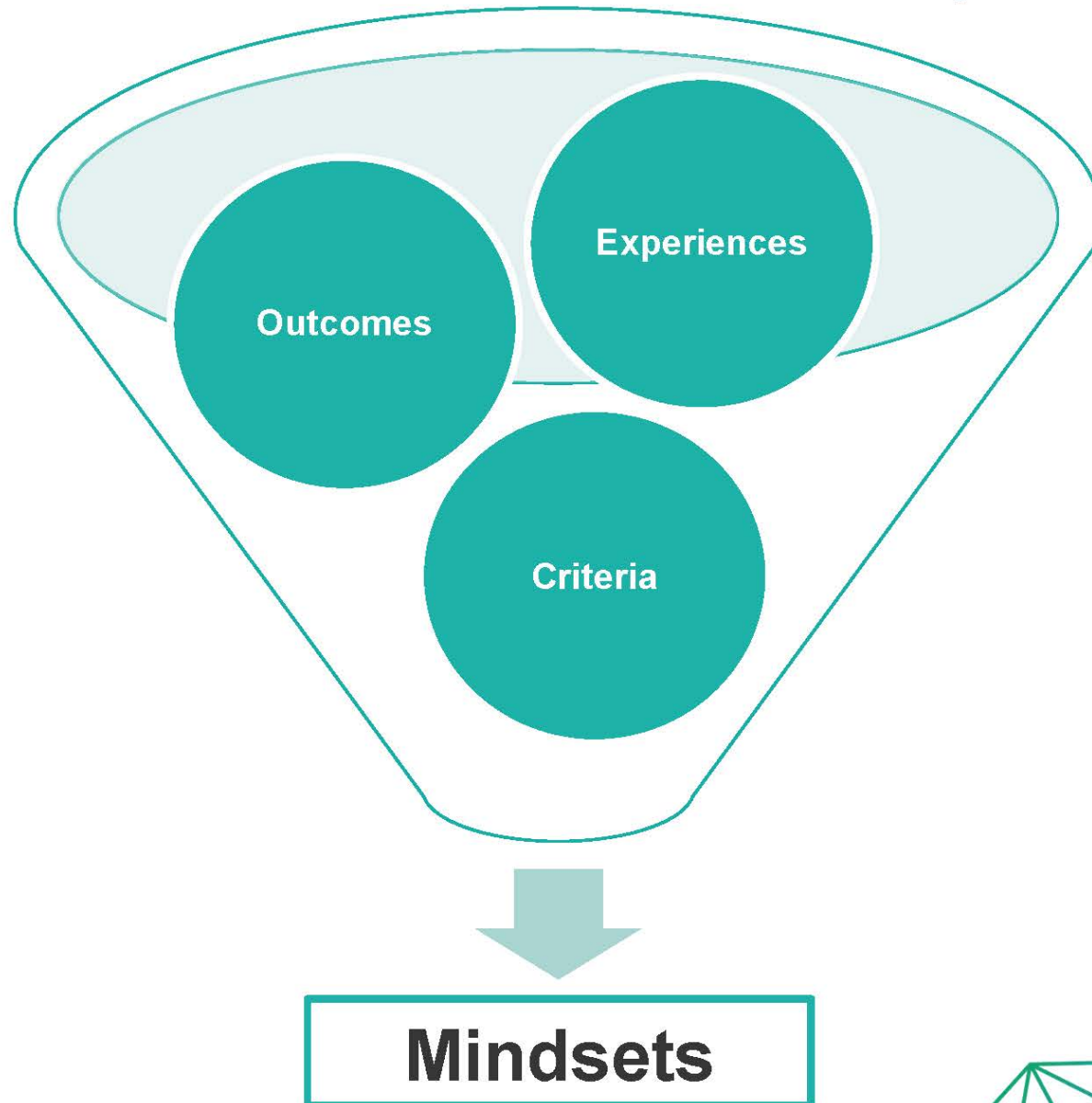
What are we covering...

- A Semester of Change in Admissions
- Improving Recruitment and Yield with Mindset Data
- GeoMarketing with GeoFencing
- Smart Lead Shopping
- Marketing Updates

A Semester of Change

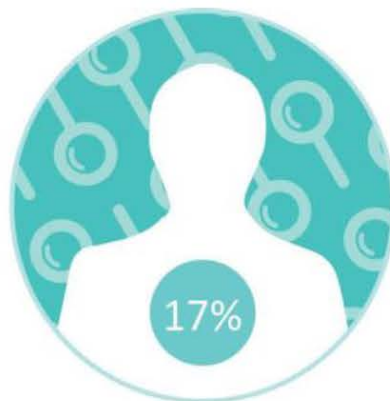
- Professional Development
- Academic College Assigned Recruiters
- Visit Experience Changes
- Developing and Coaching Leaders
- Listen First to Design a Sustainable Admissions Model

How Student Mindsets Were Developed





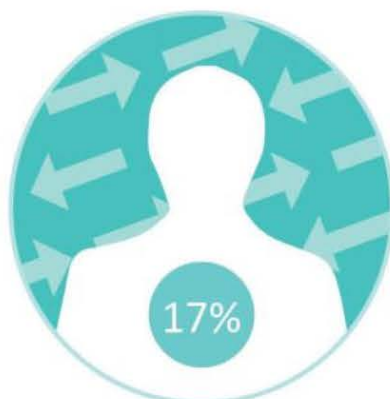
SOCIAL FOCUS



EXPLORATION
& MEANING



CAREER THROUGH
ACADEMICS



CAREER
PRAGMATISTS



EXPERIENTIAL
INTERESTS



GRAD SCHOOL
BOUND

Demography is Not Destiny



How to Work with Social Focus Students

The opening conversation

- Showcase the defining aspects of your social environment
- How they create lasting friendships
- Support connections and social facility that drive success in the workplace

Potential blind spots

- Good job after graduation almost by osmosis
- Not very concerned about academics and career preparation
- Instill an understanding of the importance of these key factors in success

Opportunities for support

- Recognize a lesser degree of emotional stability and conscientiousness
- May need more help getting on track with an academic and career plan
- If social transition goes south they are at high risk

How to Work with Exploration and Meaning Students

The opening conversation

- Opportunities designed to help students make a personal impact on the world
- Study abroad and global
- Traditional liberal arts outcomes

Potential blind spots

- Unrealistic attention to career outcomes.
- Affordability not top of mind
- At risk of making an impassioned choice without considering ROI

Opportunities for support

- Coach them to direct attention to making an impact on themselves.
- Career advising that balances reality with exploration and opportunity
- Advising that takes into account open, searching personality



How to Work with Career Through Academics Students

The opening conversation

- All the major experiences of a college bear on their eventual outcome
- Direct connection of major to career
- Integrated experience of academics, career, and social interaction
- The “every student”?

Potential blind spots

- Focused on ultimate goal; they might miss out on serendipitous learning
- These experiences are not necessarily distractions, but can enrich, and enhance

Opportunities for support

- Advising to connect academic program strongly to their career goals
- If plans aren't working out, they'll need help finding a new focus

How to Work with Career Pragmatists Students

The opening conversation

- Immediate return on investment
- Affordable education in a supportive community setting leading to an immediate job
- Flexibility of program to accommodate a need to work

Potential blind spots

- Overlook the importance of academics
- Don't need to hear about rigor and prestige
- Educate them on the contribution of academic experiences to their career

Opportunities for support

- Work and affordability issues could sidetrack
- Introduce long-term benefits to career beyond the all-important first job.
- Strong academic advising
- Career advising to get the most out of work experience

How to Work with Experiential Interest Students

The opening conversation

- Experiential learning opportunities that lead to career-focused outcomes
- Appreciate clearly laid out programs and degree plans
- Sensitive to affordability

Potential blind spots

- Academic coursework secondary
- Not much attention to the social aspects of college
- Heighten understanding the importance academic and social to success in college

Opportunities for support

- May run into trouble if they find themselves off their intended program path
- Help conscientious, but closed, students negotiate to another path if this arises

How to Work with Grad School Bound Students

The opening conversation

- Academic/research rigor that will land them in graduate school of choice
- Evidence of successful graduate school placements
- Opportunity to build research skills under the guidance of faculty

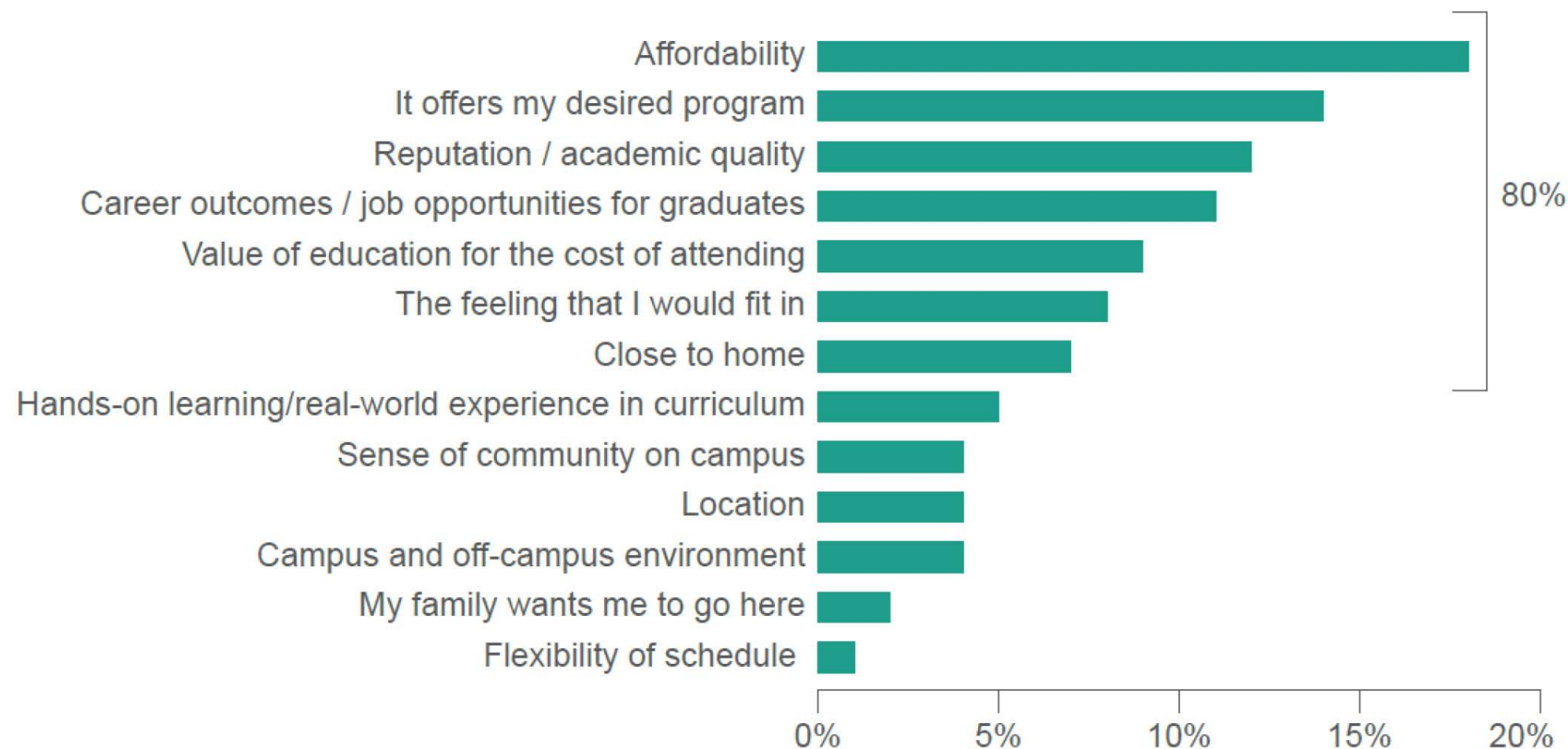
Potential blind spot

- Don't factor affordability into the equation early on
- Potential impact of student loans on their future plans for graduate school
- Less engagement with the wider opportunities of undergraduate education

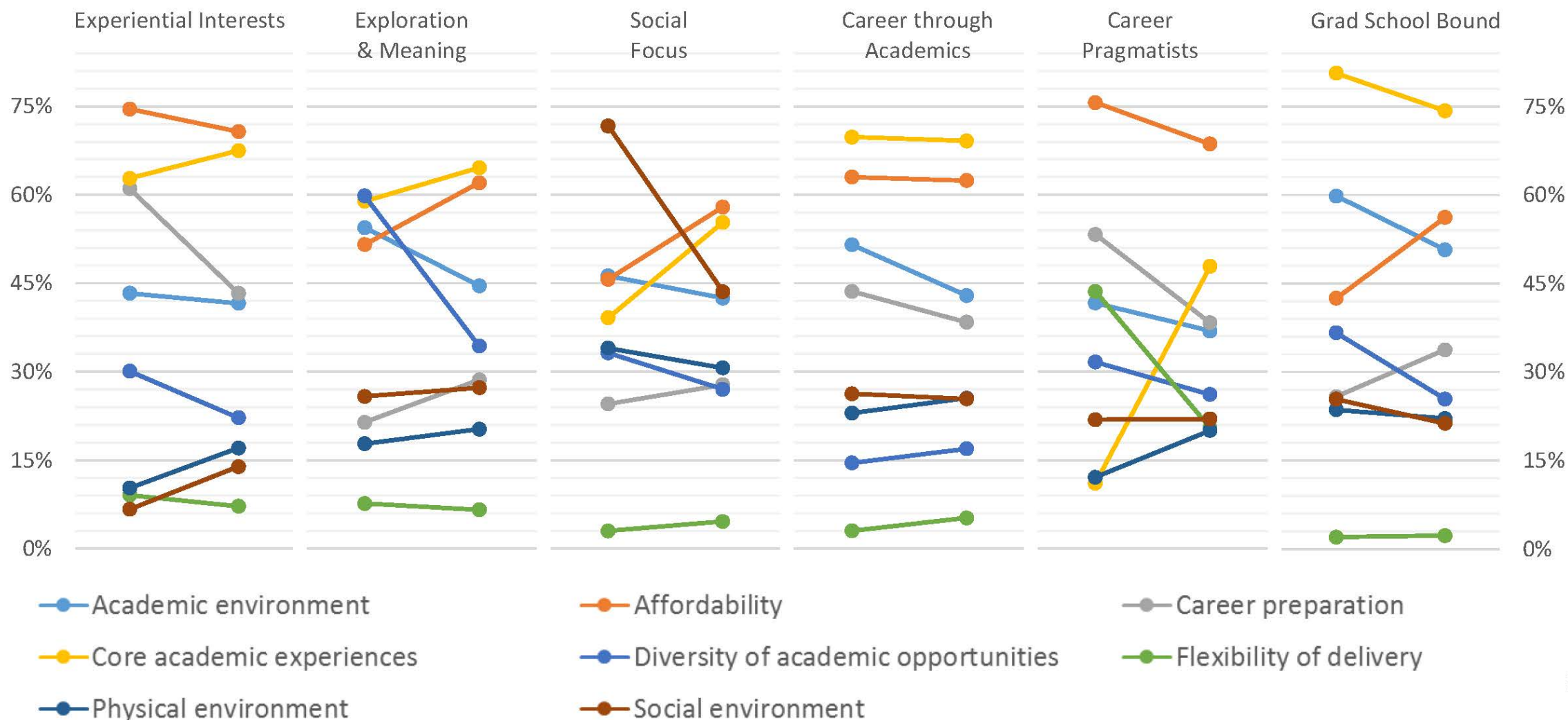
Opportunities for support

- Map out academic, research, and internship experiences that build grad opportunities
- May eschew other important experiences; risk isolation or burnout
- Appropriate amount of enriching experience in overall experience

Decision Segments



Shifting Priorities for Student Mindsets from Application to Enrollment



DRAFT



HUMBOLDT STATE UNIVERSITY

2020 Call Campaign Timeline

Pedro Martinez | February 25, 2020

Connecting with Admissions



An admissions counselor is responsible for a region or special population that they will call to congratulate them on being admitted or determine follow-up steps to complete their admissions process. Based on the conversation, the counselor share with the student department or campus highlights based on student interest levels.

Creating a bridge



As the applicant draws closer to the end of the year and May 1 deadline approaches, disclosures will call admitted and confirmed students with a focus on building connections with students and sharing resources students will use at HSU.



Introduction to HSU



A welcome call, shortly following an introduction email sent by our CRM, by a student within the Admissions Call Team. The student caller will provide accurate information on what to expect throughout the year and any immediate next steps.

Priority List:
All Applicants prioritized by day of submission

Priority List:
1. Admits
2. Applicants
3. Confirmed

Focused on Academics



The call is to confirmed students that will be targeted for an invitation to Spring Preview and allow faculty to focus on their department's academic excellence and education opportunities.

Priority List:
1. Admits
2. Confirmed
3. Applicant (Student Dept Calls)

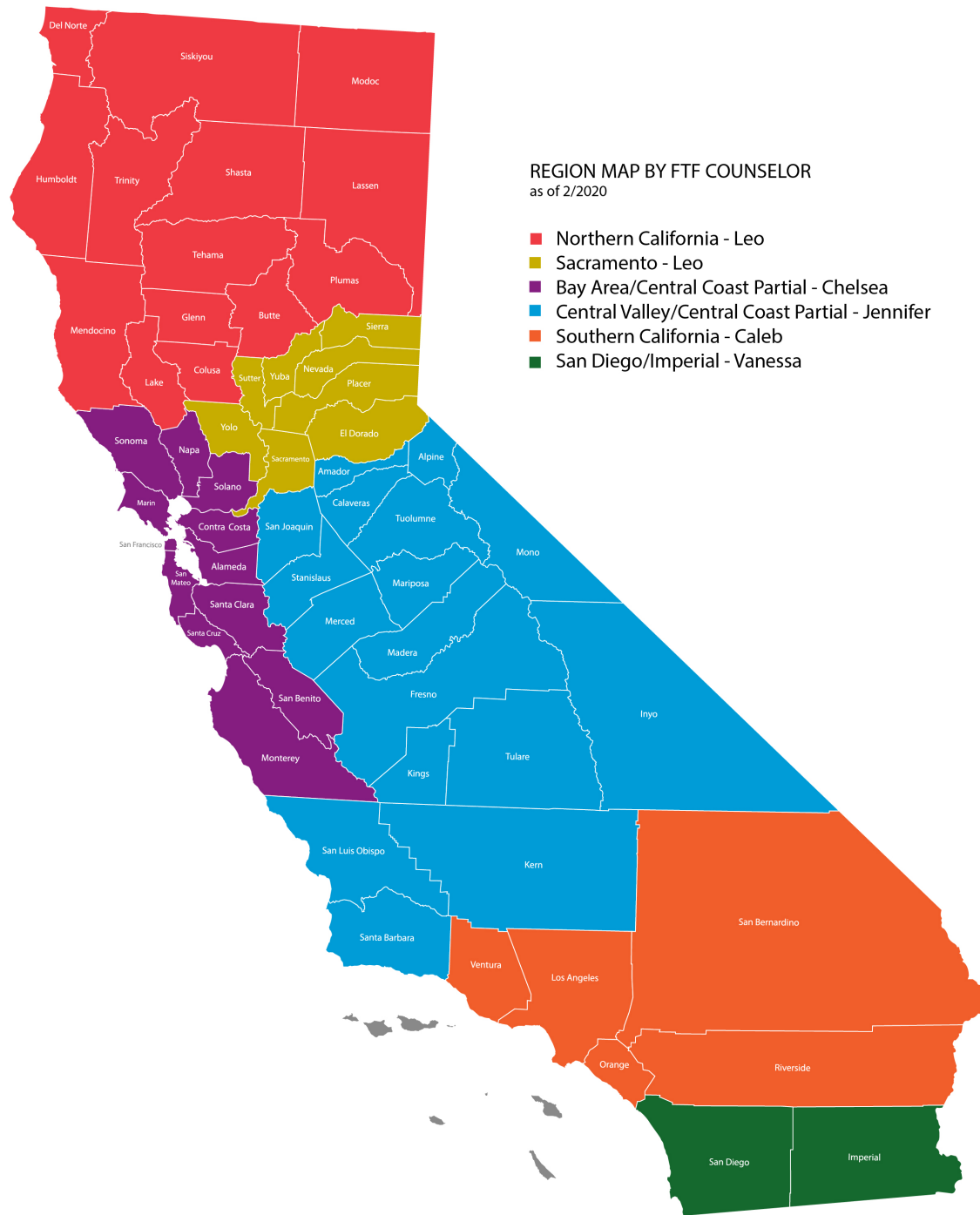
Priority List:
1. Admits
2. Confirmed
3. Applicant

Breaking Barriers



The admissions team will focus on preventing melt by making a summer call to confirmed students are not facing a hardship that HSU can resolve to ensure they have the best chance to arrive here in August.

Priority List:
1. Confirmed Students by Date of Submission



REGION MAP BY FTF COUNSELOR
as of 2/2020

- Northern California - Leo
- Sacramento - Leo
- Bay Area/Central Coast Partial - Chelsea
- Central Valley/Central Coast Partial - Jennifer
- Southern California - Caleb
- San Diego/Imperial - Vanessa

Top Filters

More Filters

Enrollment Predictor

0.80

1.00

Show range summary

Acquired

Yes

No

Graduation Year

All

2019

2020

2021

2022

2023

2024

GPA

<C

A+

Test Score Range

Gender

Ethnicity

Career & Academic Interest

Specialized Colleges

Geo Filter:

State

Geomarket

County

SCF

ZIP

TULARE, CA
2,212

View By:

State

County

Population Analysis

GPA Distribution

40k

51,861

33,074

45,024

Search Name

121,812

prospects

Now

Future

search type

Estimate through

Jun 2020

Now

Jun 2020

Apply Filters

Save This Search

Export Search Summary

Max Search Volume

Filter Summary

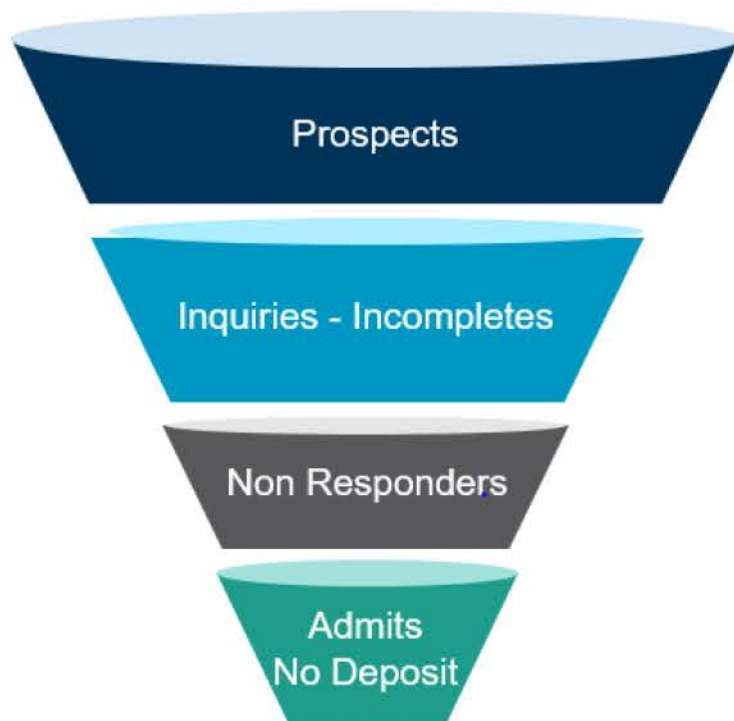
| Filter Criteria | Criteria Details |
|----------------------|------------------------|
| Acquired | No |
| Contact Methods | Email Address Provided |
| Enrollment Predictor | 0.80 to 1.00 |
| Estimation Month | June |
| Graduation Year | 2021, 2022 |

A Sole Source Solution for Targeting for Gen Z

Schools upload data they own to NRCCUA's secure FTP site

Data is encrypted and matched to the students' mobile, social and digital IDs

Your segmented messages are sent to individuals in different stages of your funnel across multiple channels



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Facebook



Instagram



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amazon

prime

All ▾

Q

EN ▾

Hello, Brianna

Account & Lists ▾

Orders

Prime ▾

0

Cart

📍

Deliver to Brianna

Chicago 60610

Fresh ▾

Whole Foods

Help

Brianna's Amazon.com

Prime Video

Find a Gift

Browsing History ▾

Best Sellers

Today's Deals

Buy Again

Gift Cards

New Releases

Coupons

➤ Shop deals for the **New Year**

\$34⁹⁹
echo dot

A black, cylindrical Amazon Echo smart speaker with a blue light ring at the top, set against a blue background.

Cetaphil

Foaming Face Wash

Sensitive-skin only

Gently cleanses without over-drying. Non-comedogenic. Leaves skin feeling soft and hydrated.

1 FL OZ (30 mL)

Philips Sonicare
Focus Clean
Deep, gentle cleaning

Model: HX6342/01

1000000 strokes per minute

Ad feedback



Thank you