

Tuesday, October 27, 2020, 3:00pm, Virtual Meeting ID: 970 9341 9142

Chair Mary Virnoche called the meeting to order at 3:06pm on Tuesday, October 27, 2020, via Zoom; a quorum was present.

Members Present

Anderson, Burkhalter, Cannon, Capps, Cuéllar, Doyle, Dunk, Finley, Gonzalez, Gordon, Guerrero, Keever, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Teale, Thobaben, Tremain, Virnoche, Wilson, Woglom, Wrenn, Wynn, Zerbe

Members Absent

Jackson

Guests

Chris Aberson, Simone Aloisio, Sulaina Banks, Kayla Begay, Amber Blakeslee, Lisa Bond-Maupin, Kerry Byrne, Jennifer Eichstedt, Rachael Gipson, Bella Gray, Carl Hansen, Mike Le, Sarah Long, Jenessa Lund, Patrick Malloy, Benjamin Marschke, Holly Martel, Brandon McMillan, Peggy Metzger, Cyril Oberlander, Mary Oling-Sisay, Dale Oliver, Casey Park, Gabby Pelayo, Clint Rebik, Bethany Rizzardi, Shelia Rockar-Heppe, Kali Rothrock, Ronnie Swartz, Julie Tucker, Eboni Turnbow, Brigid Wall, Kumi Watanabe-Schock, Kimberly White, Shawna Young

Announcement of Proxies

None

Approval of and Adoption of Agenda

M/S (Keever/Wilson) to move the agenda for adoption

M/S (Dunk/Wynn) to amend the agenda to move the agenda item 4, "Reports, Announcements, and Communications of the Chair," and the agenda item 5, "Reports of Standing Committees, Statewide Senators, and Ex-officio Members," to the end of the meeting, due to the large number of Resolutions and action items

Motion to approve the agenda as amended passed unanimously

Approval of Minutes from the October 13, 2020 Meeting

M/S (Tremain/Parker) to approve the Minutes of October 13, 2020 meeting

Motion approved unanimously

Consent Calendar from the Integrated Curriculum Committee

The attached ICC Consent Calendar was unanimously approved

General Consent Calendar

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

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

Professor Kerry Byrne read from the attached prepared remarks regarding the proposed amendment to Appendix J

Professor Sintana Vergara read from the attached prepared remarks regarding the proposed amendment to Appendix J

Professor Melanie Michalak read from the attached prepared remarks regarding the proposed amendment to Appendix J

TIME CERTAIN: 3:30-4:00 PM Honoring & Engaging: Campus Dialogue on Race

Interim Executive Director Edy Reynoso and Senate Chair Virnoche introduced the activity with joint opening remarks. Chair Virnoche explained this time is set aside to honor and engage our campus dialogue on race, noting that this week we mark and honor the 22nd Annual Humboldt State University Campus Dialogue on Race (CDOR). Many students, staff and faculty come to campus committed to social and environmental justice and prioritizing an anti-racist framework and action is central to this work. Chair Virnoche recognized the Senate itself has taken steps toward building anti-racist structures, for example in Spring of 2019 the Senate passed an Equity and Social Justice Institutional Learning Outcome, as well as changes made to faculty evaluation criteria, requiring equity and inclusive success practices in our teaching, and we also recognize equity work in our scholarship and in our service evaluations.

Dir. Reynoso asked the Senate to turn its lens inward, and explained the Senate will now take part in a dialogue about race, whiteness and the University Senate itself. She noted this dialogue is in response to not only last meeting's call from Acting President Meriwether, but also to honor the Senate's statement in support of Black Lives Matter, which committed the Senate's leadership power and policymaking privileges to anti-racist dialogue and action. Dir. Reynoso explained the Senate will now separate into facilitated break out rooms for discussion of three topics: "white privilege and support white supremacy in the culture and practices of the Senate," "your racial identity and feelings of belonging or not in the Senate proceedings," and "ideas for changing the Senate to challenge white supremacy,". She noted the Senate must move away from thinking about white supremacy as an interpersonal or isolated incident of prejudice, and ask ourselves to consider rules, policies, and practices as racialized structures of privilege that maintain white power.

Chair Virnoche invited all to stay for the discussion, but noted if anyone wants to leave and return at 4pm, the discussion activity will be over then. She provided discussion guidelines and questions for the groups in the chat, and noted each room has a facilitator who volunteered to

guide the conversations, and that each group should have about 4-6 participants. Chair Virnoche explained the discussions will last until 4:00pm, and that the feedback from this discussion will be brought back for the Senate's review at a later date.

The Senate was broken out into 11 separate rooms; minutes were not able to be taken during this portion of the meeting.

Update and Discussion: Strategic Plan: Vice President & SP Co-Chair Gordon

Vice President Gordon gave a brief update on the Strategic Plan, the working groups' action items, a revised timeline, and the upcoming "Future Forward Roundtable Discussions," which will be hosted by each one of the working groups.

VP Gordon reminded the Senate of the 6 themes/working groups: the Academic Roadmap (which was formerly "Academic Master Plan,"); Community Collaboration and Shared Success; Employee Engagement and Success; Future-Proofing HSU; Resource Stewardship and Sustainability; Student Experience and Student Success, and pointed out where this information is housed on the University website. She explained in the steering committee meeting tomorrow, each one of the leaders of the working group will be providing an update on where they are with the guiding questions, which are so important because these are key to how we're engaging the campus community.

VP Gordon explained the working groups deadlines are as follows: October 28th, the groups will present question(s) to the Steering Committee that will guide inquiry, discussion, consultation, and vision/goal creation related to the working group theme; November 1, the groups will finalize their guiding questions for larger consultation. From November 2-12 each working group will engage with the campus community by offering two consultation events, so everyone has two chances to engage with each working group. Finally, by December 2, the committee will incorporate the results of the consultation into the working group report draft.

VP Gordon shared a rough draft of the base agenda for each group, which includes an overview of the strategic planning process, an introduction to the theme and sharing of important data about what is already known. Next, strategic planning communication and what folks can expect in the future, ultimately culminating in a draft document which will then be presented for an open feedback period from December 15 to January 15. After that, the group will spend time incorporating feedback from the open comment period, finalizing and editing the document and will present it to the University Senate the week of January 27.

VP Gordon ceded the floor to Senator Tremain, who introduced herself as an Assistant Professor in the Department of English and Interim Chair of the Integrated Curriculum Committee. She explained that part of her role is to serve as co-chair of the Strategic Plan working group that develops the Academic Roadmap. She explained the development of an Academic Roadmap is part of the University's strategic planning process, and was initially described as an "Academic Master Plan." The title was revised to the more accessible and direct term "Academic Roadmap," so it is clear the document delineates "where HSU is now, and where it should go." She noted the ICC has been gathering feedback from as many constituents as possible in as many different ways as possible, including the four webinars held late last Spring, right as the COVID-19 pandemic began.

Senator Tremain gave the attached presentation, and first reminded the Senate that 75 people took part in the four webinars and were asked three critical questions: *"what are the unique strengths opportunities that HSU can use to propel our graduates into their careers and that set us apart in the CSU?"*; *"what types of academic programs should be offered in order to fill our HSU mission and function as a Hispanic Serving Institution, and respond to student academic and workforce needs?"*; *"how can we enhance a culture of innovation at HSU given our available resources?"*.

Senator Tremain explained the largest constituency group there were faculty, and this semester the ICC targeted specific constituency groups on campus and invited individuals in those constituency groups for broad dissemination of three follow up questions, via more breakout groups and a subsequent google form, which ultimately yielded 256 responses from a broader swatch of constituencies. She noted the follow up questions were: *"If you were in an elevator and someone asked you, 'What does HSU offer in terms of an educational experience?' what would you say in one minute?"*; *"What attracts to students to HSU and what makes them stay?"*; *"What do you want HSU to offer in relation to students' educational experiences, and what do you imagine that it could offer?"*.

Senator Tremain noted this was not an empirical study, but she and ICC student representative Zane Eddy, used coding software to analyze patterns and trends across the feedback from the webinars and from the Google Forms. She explained she and Mr. Eddy used two different softwares to do blind analysis of the data, and then came together to talk about the trends and patterns that they saw. She reported they found agreement across the trends and patterns that they saw in coding analysis, as well as evidence of saturation; in other words, the feedback that came from the webinars in the spring matched the feedback that came from the form in the fall. She reported the only difference in feedback from spring 2020 to fall 2020 was that in

spring 2020, some of the feedback from the webinars noted that one of the unique strengths of HSU is its tribal communities, which came in response to *“what are the unique strengths and opportunities that can propel our graduates into their careers and that sets us apart from the rest of the CSU?”*. She noted the questions from the google form during fall 2020 didn't yield answers about the import of engagement with tribal communities, since the questions didn't necessarily lend themselves to that response. She noted the ICC agrees that the unique strength of how HSU engages with tribal communities, and the fact that HSU is the only CSU campus to offer baccalaureate degree in Native American Studies, is something that HSU must feature in its Academic Roadmap.

Senator Tremain continued, noting the findings and patterns from these two rounds of feedback in the spring and the fall will be acknowledged, included, integrated, made visible in the academic roadmap document, which at this stage and by the end of this semester will be a visioning document and a philosophical document about what we value at HSU and what we feel like we can become, along with some action steps for how we could get there. She stated she needs to be clear: the document will not be a list of the programs that folks think we should offer; such a list will be explored in the next phase, scheduled to occur in spring 2021.

Senator Tremain continued, reporting that 34% of responses to the form were from students, which is encouraging. She explained that although lots of people said they value community, and that what makes them stay is community, that does not necessarily mean that HSU has the community that we need, or that we have the community that students need on this campus. She stated in fact, various different data sources state that BIPOC students on this campus have not felt that they have community on this campus. In addition, she noted that although lots of people stated they value hands on learning, how HSU defines “hands on learning,” and what counts as such still remains to be seen. She explained more common trends for this question includes that HSU has excellent faculty, that the school offers small programs and class sizes so that students get a lot of attention.

Senator Tremain concluded, explaining there will be one last question via google form for constituencies to fill out and discuss, “is there anything in terms of academics that HSU should be offering that we're not offering,” which she sent to the Senate in the chat. She noted the form will remain open through November 9. She noted she is willing and have been taking the next feedback form out to different constituency groups, including last week at the DEIC Council, and this Friday at the Associated Students Board meeting. She noted the next steps are to write up the visioning document and the action steps, and pass those forward to the strategic planning working groups for further feedback.

Senator Moyer asked that the link to the final question be shared to the entire campus community, to which Senator Tremain affirmed and VP Gordon affirmed the form will be added to the Strategic Planning Website.

Senator Cannon asked if the ICC had a percentage goal for feedback to arrive to before moving forward, and whether the next phase will be similar to the last academic master plan from 2008, which was frightening to lots of faculty as it recommended program changes and cuts. Senator Tremain answered there was not a percentage goal, the goal was simply to send the form and questions out to as many constituencies as possible as expediently as possible. She noted she has the same questions about the next phase, and invited VP Gordon or Deputy Chief of Staff Bond-Maupin to speak to those questions.

CO Draft Ethnic Studies via EO 1100 Revise: ICC Chair Tremain & Vice Provost Oling-Sisay

Senator Tremain explained the feedback on the Ethnic Studies Implementation, which has to do with the revision of Executive Order 1110 and Title V, which proposes of the addition of Area F to meet the Ethnic Studies requirement and the reduction in Area D, by three units, continues to see a lot of resistance from campuses and the CSU Ethnic Studies Council, due to the fact that the CSU Ethnic Studies Council has not necessarily been collaborated or consulted with by the Chancellor's Office in good faith, according to the law.

Senator Tremain noted this implementation of an Ethnic Studies graduation requirement is a historic moment in CSU history, and should be considered as a cause for celebration, but pointed out the CO's implementation proposal—to take three units away from Area D courses in favor of creating another Area F—is pitting faculty against faculty. She explained she and the ICC are crafting a response to the CO, due on November 2, and invited the Senate to provide feedback via the CO website. She noted the ICC's response will stand in solidarity with the CSU Ethnic Studies Council, and both individual and collective responses are encouraged.

Resolution on Changes to Faculty Handbook Appendices (07-20/21-CBC – October 27, 2020 – Second Reading)

Senator Anderson reported there are no changes to the Resolution from the First Reading.

Senator Mola asked whether retained appendices retained will keep their letters, even if a previous appendix is removed; Senator Anderson confirmed the retained appendices will keep their letters and noted there are some letters missing in the current iteration of the handbook, so it won't make any difference.

Senate vote to approve the Resolution on Changes to Faculty Handbook Appendices **passed without dissent**

Ayes: Anderson, Burkhalter, Cuéllar, Doyle, Dunk, Gonzalez, Guerrero, Kerhoulas, McGuire, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn, Zerbe

Nays: none

Abstentions: Cannon, Capps, Finley, Gordon, Kever, Meriwether, Teale, Virnoche

Resolution to Restructure the University Space and Facilities Advisory Committee (USFAC) to a Subcommittee of the University Resources Planning Committee (URPC) (08-20/21-CBC/URPC – October 27, 2020 – Second Reading)

Senator Anderson explained there have been no changes to the Resolution from the First Reading but noted the CBC is unsure about some committees listed in Section 800, such as the Athletic Space Scheduling Advisory Committee, which continues to be included in Section 800 even though it was sun-setted.

Senator Woglom further noted that some subcommittees or groups in Section 800 have been made defunct or were sun-setted, but still may be desirable in terms of what they do for the university, so the CBC continues to question how to retain that information within the current structure.

Senate vote to approve the Resolution to Restructure the University Space and Facilities Advisory Committee (USFAC) to a Subcommittee of the University Resources Planning Committee (URPC) **passed without dissent**

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Finley, Gonzalez, Guerrero, Kerhoulas, McGuire, Miller, Mola, Moyer, Reynoso, Schnurer, Thobaben, Tremain, Woglom, Wrenn, Wynn, Zerbe

Nays: none

Abstentions: Capps, Gordon, Kever, Meriwether, Pachmayer, Parker, Teale, Virnoche, Wilson

Resolution on Emeritus Faculty (09-20/21-CBC – October 27, 2020 – First Reading)

M/S (Gonzalez/Teale) to move the Resolution

Motion passed unanimously

Senator Gonzalez introduced the Resolution, explaining it will amend section 540 of the faculty handbook to include retired non-tenure track faculty in the pool of faculty eligible for Emeritus status. The Resolution would provide retired non-tenure track faculty Emeritus recognition and

benefits, including library access, the ability to submit grant proposals through Sponsored Programs foundation, and to use their humboldt.edu email address after they retire.

Senator Mola requested clarification as to whether lecturer faculty already have ability to submit grant proposals through the Sponsored Programs Foundation, noting he remembers having to write letters of support for research associates so that they could have access. He asked whether this would grant someone access as Emeritus faculty that they didn't have as active faculty.

Senator Teale reported she recently had to be sponsored by a tenure track person to run a proposal through SPF, but noted she knows of faculty in CNRS who have gotten some special status that allows them access without needing a tenure track Principle Investigator (PI), so it might vary. She concluded that her impression is that it would be a continuation of current practices, she suggested that a lecturer who would be interested in running anything through SPF in retirement would probably have already been doing that, prior to retirement.

Senator Dunk clarified that he is a lecturer and a P.I. and has brought in several million dollars to the University and that he doesn't need a co-sponsor, as the CNRS Dean gave him permission. He agreed with Senator Teale that they had not imagined someone unfamiliar with the process would then in retirement begin to run grant proposals through SPF.

Senator Thobaben spoke in favor of the Resolution, reporting that HSU-ERFSA supports this resolution after doing research on some of the other CSU campus practices and stated she is pleased to report many campuses do this.

The Resolution will return for a Second Reading.

Sense of the Senate Resolution on HSU Trans and Gender Non-Conforming Task Force and Senate Collaboration (10-20/21-EX – October 27, 2020)

M/S (Doyle/Guerrero) to move the Resolution

Motion passed unanimously

Senator Doyle introduced the Resolution and explained it is in response to AS representatives asking the Senate to support a trans and gender non-conforming students task force in connection to their experiences on campus, and in response to State law, and that the Senate address this in the calendar year.

Senator Cannon spoke in favor of the resolution, noting he is a trans person himself and the only full-time faculty member who has taught at HSU for the last 14 years, and can speak to the challenges that trans and gender non-conforming and gender non-binary students face on this campus. He reported the Task Force met today and stated he appreciates the Provosts' spearheading of this issue and is thankful the University is doing something to help decrease the barriers transgender, non-conforming, and non-binary students face.

Senate vote to approve the Sense of the Senate Resolution on HSU Trans and Gender Non-

Conforming Task Force and Senate Collaboration **passed without dissent**

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Finley, Gonzalez, Guerrero, Kever, Kerhoulas, McGuire, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Thobaben, Tremain, Virnoche, Wilson, Wrenn, Wynn, Zerbe

Nays: none

Abstentions: Capps, Gordon, Meriwether, Teale, Woglom

Sense of the Senate Resolution on Faculty Evaluation During the Pandemic (11-20/21-FAC – October 27, 2020)

M/S (McGuire/Moyer) to move the Resolution

Motion passed unanimously

Senator Wilson introduced the Resolution and explained it is meant to reassure people who are going through evaluations understand that they're not going to be held to the same strict criteria by which they were going to be judged if we didn't have a pandemic. He further explained the committee hopes to reassure two groups of people—those being evaluated for teaching excellence and RTP candidates, as well as those serving on evaluation committees—that candidates are going to have their experience during the pandemic contextualized, and to let those on evaluation committees know that it's okay to take the pandemic into account when carrying out evaluations. He reported the language has been put in front of the General Faculty, and didn't receive any negative feedback.

Senate vote to approve the Sense of the Senate Resolution on Faculty Evaluation During the Pandemic **passed without dissent**

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Gonzalez, Guerrero, Kever, Kerhoulas, McGuire, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn, Zerbe

Nays: none

Abstentions: Capps, Finley, Gordon, Meriwether, Virnoche

Resolution on Amendment to the Faculty Handbook Appendix J, Section IV.F.5: "Faculty Personnel Policies and Procedures for Retention, Tenure and Promotion" (12-20/21-FAC – October 27, 2020 – First Reading)

M/S (Pachmayer/Moyer) to move the Resolution

Motion passed unanimously

Senator Wilson introduced the Resolution, first addressing those who spoke during open forum, saying he empathizes and agrees with a lot of what they said. Particularly, the difficulty of family planning during probationary period; he noted his late wife asked if she could pause her tenure clock for a year so she could have a child, and it was clear that no one had even thought of such a thing before. He noted the Senate's goal is not to try to come down on anyone, but to do what's right for faculty and for the University. He noted that in the case of early tenure at HSU, the University is doing things differently than what is done almost every university that the motivation of the FAC is to have a policy in place which is in accordance with the norms at other universities, but also that gets rid of the current problems with early tenure decisions at HSU. He explained that here, early tenure decisions are often filled with all kinds of acrimony and emotion and each level of review almost creates their own criteria for early tenure, and as a result you get different decisions and different processes, which allows for confusion and feelings that decisions were made out of bias, rather than a genuine adherence to a set of principles.

Senator Wilson stated that the Faculty Affairs Committee were asked by the University Faculty Personnel Committee, and the RTP Criteria and Standards Committee to develop an early tenure policy, in light of the large number of early tenure applications and the lack of clear policy language. A six year probationary period for tenure track faculty is endorsed by the American Association for University Professors and is the near universal norm at universities in America. 20 of the 23 CSU campuses have early tenure policies; these policies support the principles that early tenure should only be granted exceptional cases. And that the criteria and standards for early tenure are higher than for tenure in the normal timeframe. The RTP Criteria and Standards Committee gave an annual report in 2018, and on page 16, it summarizes the language from the other 20 campuses' Early Tenure Policies. Senator Wilson read excerpts of this part of the report, and noted the proposed policy will bring HSU policy more in line with policies on our sister campuses, and is based on already approved criteria and standards, and therefore, may help to avoid some of the emotional turmoil that often accompanies early tenure decisions as each level of review develops their own interpretations of subjective or ambiguous language.

Senator Wilson read from the 2018/2018 annual report of the University Faculty Personnel Committee regarding early tenure and promotion: "Academic year 2017-2018 saw a considerable number of early tenure files; nine of the 10 group files involved early tenure decisions. These cases are challenging because Appendix J does not provide clear guidance on early tenure and none of the departmental standards addressed early tenure criteria. In the absence of such criteria, the UFPC relied on our own interpretation of Appendix J and detailed this interpretation in each letter. This is not policy, nor is it proposed as a solution. The UFPC recommends modifications to Appendix J that provide clear and prescriptive guidance on early tenure decisions. In the absence of such actions, departments should address early tenure in their standards."

Senator Wilson concluded, noting after a year of involved discussions the FAC centered on the language in the proposed amendment as the best way forward. He noted the committee considered an approach where each department would develop their own criteria and standards for early tenure, but explained that's what Chico State University did, and when the committee looked through those files, they found wide variation from department to department, and in addition to being an enormous amount of work for both the departments and the RTP Criteria and Standards Committee, it seemed like it didn't really lead to an equitable outcome in that case.

Chair Virnoche ceded the floor to Professor Aberson, whose remarks are reproduced below.

“To give some background, I served on the UFPC for the last five years. In fact, I wrote what Senator Wilson just read from the report. Before I get into details, I do want to give props to the early career faculty who are speaking out, and I want to encourage the Senate to listen to those voices; those are the ones that that this body needs to hear.

I've had several meetings about this policy, and I really have come to believe that it is coming from somewhat of a mean-spirited place. I'm hearing people say, “Well, I had to wait six years, so you should too.” It really reminded me of the poor treatment I received from some of our faculty in Psychology when I was awarded early tenure.

There's also an assumption sometimes that faculty need six years to be good enough at teaching. We get faculty in now who went through extensive teacher training, many taught numerous classes as grad students; it's just a different kind of person that we're hiring now, than 20 years ago.

Speaking to the files themselves: we've seen excellent faculty files; faculty with outstanding teaching right out of the gate; faculty with 10 or 20 publications; faculty who are associate editors. Having chaired six search committees in the last few years, I can attest to the fact that we get a ton of applications. We've had over 200 applications twice. All this early tenure is not a problem, it's a blessing that's been brought on by a terrible job market. I think that really a lot more people could have gone up early; that's how good our junior faculty have been. There has been no acrimony or emotion on our parts for these decisions, because just about all of them were complete slam-dunks.

The only issues that we've had are two cases, and that was in a department that just didn't have very strong standards to start with. That's a department standard issue.

I really think that we should actively pursue early tenure to retain great candidates, and not try to strike it down because we want to spare the feelings of senior faculty who are jealous that they had to take six years.

We're not like the other CSU campuses where we have a steady stream of PhD's to hire. If we were a campus in Southern California, I could see us having a strict policy because you've got six or seven UC schools, and private juggernauts like USC and Claremont

pumping out PhDs to keep filling those Assistant Professor positions without having to move. We just don't have that.

Anything that makes early tenure any harder is, in my opinion, a very bad idea.”

M/S (Moyer/Wilson) to extend the meeting for five minutes

Motion approved unanimously

Senator Moyer noted there seems to be an underlying, yet-unsolved problem and reminded the Senate the whole reason for this problem with early tenure is that faculty are not being given service credit; she requested clarification on whether there's a way to fix that problem.

Senator Wilson stated his understanding of this issue is that HSU's former Provost stopped awarding service credit because he had instituted a practice of having early tenure become a norm; he noted that section D of this policy stipulates service credit and reminded the Senate that this policy doesn't stop early tenure being awarded.

Senator Dunk noted comments from faculty earlier in the meeting suggest that there ought to be flexibility around the service credit; he suggested the policy strike the language that someone must go up in their fourth or fifth year, in favor of allowing them the prerogative to do so.

Senator Mola stated he doesn't know how to feel about it as of now, but explained he can see how having a policy in place can serve as a guard rail for a candidate and help them if they need to grieve a decision.

Chair Virnoche asked for others to send comments directly to Senator Wilson as the FAC looks again at this policy. She reminded the Senate it will have another brief opportunity to hear comments on the item (three in favor of and three against it) before voting.

Provost Capps stated she is happy to work with Senator Wilson and the FAC on clarifying these pieces; she explained that she has been doing a deep dive on this issue, and concern with the lack of very detailed language in Appendix J has been ringing loud. She stated HSU must codify this better, so that people are protected and standards are normalized.

The Resolution will return for a Second Reading

Resolution on Amendment to the Faculty Handbook Appendix P, "Academic Freedom" (13-20/21-FAC – October 27, 2020 – First Reading)

Item remained unmoved at adjournment

Reports, Announcements, and Communications of the Chair

- Written report attached

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

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

Integrated Curriculum:

- Written report attached

University Resources and Planning:

- Written report attached

University Policies:

- Written report attached

California Faculty Association:

- Written report attached

Office of Diversity, Equity, and Inclusion:

- Written report attached

Staff Council:

- Written report attached

President's Administrative Team:

- Written report attached

M/S (Moyer/Tremain) motion to adjourn

Meeting adjourned at 5:07 pm

Integrated Curriculum Committee Consent Calendar
University Senate Meeting October 27, 2020

[ENGR 410 - 20-929](#). The Engineering department is proposing to change ENGR 313 from being a pre-requisite to a co-requisite for ENGR 410 in order to decrease the time to graduation.

[ENGR 440 - 20-928](#). The Engineering department is proposing to change ENGR 313 from being a pre-requisite to a co-requisite for ENGR 440 in order to decrease the time to graduation.

[ENST 295 - 20-930](#). The ENST program is looking to replace the not currently enforced ENST major corequisite with a pre-requisite of ENST 120. The CDC and the program leader had an extensive discussion regarding the impacts of this proposal on transfer students (see the email exchange attached to the proposal in Curriculog) and agreed that the ENST 120 pre-requisite will allow the major to retain its scaffolded structure while also ensuring the availability of seats in ENST 295.

[GEOL 334 20-827](#). The Geology department would like to add GEOL 335 (Geologic Field Methods I) as a pre-requisite for GEOL 334 and add GEOL 435 (Geologic Field Methods II) as a co-requisite in order to improve student learning in the course. None of the courses are bottlenecks. **After further discussion between the CDC and the Registrar, an agreement that the current MAP accommodates the proposed change has been reached.**

[Museum and Gallery Practices Certificate - Change Concentration/Emphasis Requirements - 19-877](#). In collaboration with CNRS, the Art department would like to propose a new track in the Museum and Gallery Practices Certificate. Currently, the certificate has 4 disciplinary tracks (Art, Native American Studies, History, and Anthropology). The newly proposed track is in Environmental Sciences and Management. The change opens up an opportunity for students in CNRS, specifically the ESM major to gain the museum and gallery practices certificate with minimal additional classes outside of their major. The CDC reviewed the proposal and concurred that this proposal is in compliance with the existing University policies.

[Secondary Education - Change Core Requirements - 19-894](#). School of Education is requesting the changes below to the Secondary Education program in order to streamline the program's curriculum. These changes will result in the total number of units in the program dropping from 20 to 19.5, which (as confirmed with the HSU Credential Analyst) will not negatively impact the students' ability to obtain a teaching credential.

- [SED 714 - 19-888](#). School of Education proposes that SED 714 changes from 2.5 to 2 units, due to budgetary constraints. The content of the course will be truncated but the course description will stay the same. This proposal formalizes the 2020/21 department work-around of offering this class as SED 701 selected topic class.
- [SED 743 - 19-890](#). School of Education proposes to merge SED 743 and 755 into one 3-unit class (743). This will not change the overall number of units these two classes are worth. This proposal formalizes the department's 3-yr long work-around of offering this class as SED 701 selected topic class and serves to streamline the curriculum for students. CDC discussed the question of a new class proposal and agreed that given that 743 will be absorbing 755, this proposal will work for course repeatability and equivalency purposes.

[SED 755 - 19-891](#). Course deletion as its content will be incorporated into SED 743. See more above.

Dear colleagues:

27 Oct 2020

I was disheartened to discover that there have been only very minor changes made to the Resolution between our discussion at the April 21 Senate meeting and today. While I know that this Resolution, if passed, would only affect new hires, I am still strongly opposed to it and worry about how it will affect my future colleagues. My biggest concerns are as follows:

- **Faculty entering tenure track positions at HSU often arrive at HSU with lots of previous experience - if they meet the tenure requirements 1-2 years early, they should be rewarded.** The job market at Humboldt State University and other Universities nationwide is becoming more and more competitive as the number of open tenure track positions decrease and the number of people with terminal degrees increases (see this [NTY article](#), for example). Many of our newer hires come to Humboldt State from other tenure track positions, are converted to tenure track positions after several years working as full time lecturers at Humboldt State or elsewhere, or after having spent several years in research intensive positions. Thus, if early tenure has become “the norm on campus rather than the exception,” this should be something we celebrate!
- **Administrators at HSU tend to discourage service credit.** At the April 21 Senate meeting, Senator Zerbe noted that previous Provosts discouraged or even prohibited provision of service credit to new hires. This may be one reason explaining the perception of increased early tenure cases on campus - those that should have had the option of service credit were denied it, thus driving them to apply for tenure early since they exceeded the RTP standards.
- **Even if the policy of denying service credit is reversed, the Resolution could unintentionally discriminate against female faculty.** Many new female faculty are grappling with two ticking clocks at the same time: their biological clock and their tenure clock. I think that many female faculty would prefer the flexibility of choosing to go up for tenure early at their own discretion, rather than being mandated to go up early by accepting 1-2 years of service credit. If service credit is awarded, the choice of when to go up is gone. Under the current circumstance, the choice rests with the faculty member of whether to attempt to get tenure early. The point being that even if we restore the historical practice of awarding service credit when it's due, the policy would inadvertently burden some female faculty that would feel they have to choose between advancing their career and having a family.

In summary, while I believe it is important to explicitly codify the process for early tenure, I do not believe that the standards should be higher for someone going up for tenure early. If a newer faculty member came in with teaching, research, or service experience that is excellent, they have the support of their Department, and they have met or exceeded the departmental standards for tenure, then they should have the opportunity to go up for tenure 1-2 years early. It is simply not an issue that so many faculty are going up for tenure early, rather it is evidence

that we have increasingly excellent junior faculty within our University. If they reach the tenure standards early, and wish to stay at Humboldt State, then they should be encouraged to go up for tenure early.

Thank you for listening and considering my concerns.

Kerry M. Byrne

To whom it may concern,

We, the undersigned HSU faculty members, strongly oppose the proposed amendment to Appendix J regarding early tenure as circulated on April 17, 2020 (and again in September 2020).

Over the last several years, significant effort has been put into defining new and more clear standards for Retention, Tenure, and Promotion at Humboldt State. These clarified standards are important for equity and transparency in RTP decisions and we applaud the effort to continue these steps forward. **Imposing a top-down set of different requirements on early tenure fails to acknowledge the care that has gone into crafting the RTP standards in each department.**

The existing language in section IV.F.5 is sufficient for defining early tenure. Section IV.F.5 already clarifies that candidates need to have the buy-in of their department, have completely met the standards for tenure, and need to have assembled sufficient evidence. There is a vast diversity in departmental RTP standards, and the imposition of specific additional requirements for early tenure that apply across the board will introduce unintended consequences and prevent deserving candidates from advancing in their careers. Instead of amending, simply implementing the policy as written is sufficient.

The fact that many recent tenure cases have been early is cause for celebration of the accomplishments of these faculty members, not cause for imposing new barriers to additional successful cases. **If standards for tenure are met, then they are met.**

If the purpose of this amendment is to “fix” tenure processes associated with departments that lack rigorous standards or have standards that are being interpreted loosely, that is something to work on at the departmental and college level. For example, there could be a request that departmental RTP standards be updated to clarify the expectations for early tenure in the appropriate context.

Adding barriers to tenure is particularly troublesome for recruiting and retaining high quality faculty. Humboldt State should endeavor to create an environment where success and hard work are clearly rewarded, and there are incentives available to do so. Elevating the tenure “clock” as a primary measure of achievement is a disincentive to outstanding achievement and may be discouraging for prospective faculty members.

We urge the Senate and our fellow faculty members to reject the proposed amendment. The existing policy, if implemented rigorously as written, is appropriate for governing early tenure cases.

Sincerely,

Peter Alstone, Assistant Professor, Environmental Resources Engineering

Sintana Vergara, Assistant Professor, Environmental Resources Engineering

Charles Chamberlin, Professor Emeritus, Environmental Resources Engineering

Elizabeth A. Eschenbach, Professor, Environmental Resources Engineering

Liza Boyle, Assistant Professor, Environmental Resources Engineering

Arne Jacobson, Director, Schatz Energy Research Center and Professor, Environmental Resources Engineering

Margarita Otero-Diaz, Assistant Professor, Environmental Resources Engineering

Harold S.J. Zald, Assistant Professor, Forestry and Wildland Resources

Jennifer Marlow, Assistant Professor, Environmental Science and Management

Kerry Byrne, Assistant Professor, Environmental Science and Management

Christine Cass, Associate Professor, Oceanography

10-27-2020 HSU University Senate Meeting- Open Forum

Statement read by Melanie Michalak, Associate Professor and Department Chair of Geology.

I have five comments I'd like to make about the Early Tenure Appendix J proposed amendment.

1) **Scapegoating early-career faculty:** My first concern is that this proposed amendment originated from a feeling among senior faculty that the sanctity of tenure is somehow being violated by faculty seeking early tenure. I believe it shows a lack of understanding of the experiences and barriers early career faculty face.

2) **Service credit.** It is very common for experienced folks coming from other institutions to receive **no service credit** for their work as an Assistant or Associate Professor for years elsewhere. This makes the "early" tenure attractive and prudent in some cases. I went up for "early" tenure and was one of those 9 out of 12 cases of early tenure cited in this proposal, but in reality it was a year behind the cohort I began with at HSU, because while my department encouraged to apply for service credit for my two years here as a lecturer, the VP of Faculty Affairs at the time strongly discouraged me and told me I wouldn't get it if I applied.

3) **Family planning.** Many faculty (especially women) are fearful to start a family until tenure looks promising. Discrimination and poor teaching evaluations for pregnant faculty or faculty on parental leave exists in this university- in your departments. Planning for a family in your 30s and 40s while balancing your tenure timeline and deciding whether to pursue service credit upon hire is one of the most stressful and heartbreaking parts of this job.

4) **Salary.** Since HSU did away with salary steps, tenure-line faculty now only have two potential raises over their careers. In the current salary scheme professors hired now will top out \$10Ks less (in 2045 dollars) than those at the salary limit now (2020 dollars). Quite obviously- there is a compounding financial benefit to earlier raises.

5) **Retention.** In the last few years, many tenured or nearly tenured faculty have resigned in my college. This shows me that tenure or early tenure does not make faculty want to stay at HSU for their entire careers. If we want to improve retention, which seems like a much bigger problem than early-tenure, we should be spending our energy on that. **Bottom line-** if both service credit and early tenure become increasingly discouraged for incoming faculty we will no longer attract or retain the top tier talent.

In summary, we need to spend our time on mentoring early career faculty through these barriers, and it should be up to each department to ensure their individual RTP standards are clear and robust with respect to early tenure.

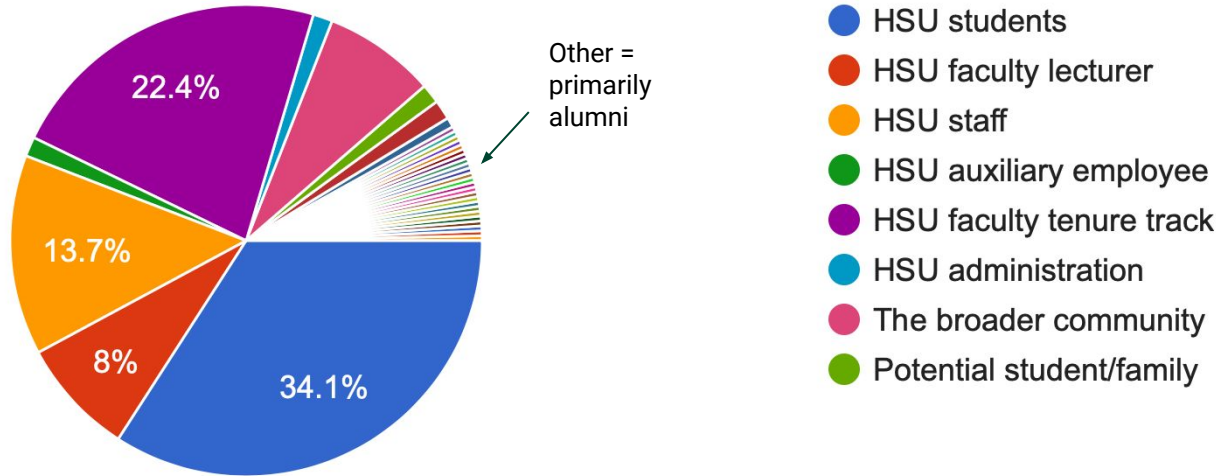


Background: the HSU Academic Roadmap Process

1. The **development of the HSU Academic Roadmap as part of the 2020 HSU Strategic Planning** process engaged feedback from as many constituents as possible in the following ways:
2. **Spring 2020:** 4 one-hour webinars | All campus invitation | Three critical questions | 75 attendees
 - a. What are the unique strengths and opportunities at HSU that can propel our graduates into their careers and set us apart from the rest of the CSU?
 - b. What types of academic programs should be offered in order to fulfill our HSU mission, function as an HSI, and respond to student, academic, and workforce needs?
 - c. How can we enhance a culture of innovation at HSU given our available resources?
3. **Fall 2020:** Academic Roadmap activities | Targeted groups and invitation for broad dissemination | Meeting breakouts & Google-form | Three critical questions | 256 respondents
 - a. If you were in an elevator and someone asked you "What does HSU offer in terms of educational experience?", what would you say?
 - b. What attracts students to HSU? What makes them stay?
 - c. What do you want HSU to offer in relation to students' educational experience? What do you imagine it could offer?
4. **Analysis:** coding software was used to analyze patterns and trends across rounds of feedback; Two coders used two different softwares to examine for agreement and saturation* (see notes)
5. Findings and patterns from Phases 1 and 2 will be integrated into HSU's Academic Roadmap document.
6. **After viewing this presentation, you are invited to complete a one-question response to the question "In terms of HSU academics, is there anything we *should* be offering that we are not offering?"**

Who do you represent?

n = 256



Q1: What do we value? ALL constituents; $n = 256$

106 = Hands-on learning	69 = Sciences	35 = Research
95 = Excellent faculty	62 = Community	24 = Social/ environmental justice
82 = Small size (institution, programs, classes)	61 = Environment	

17 students said "community" (27% of this code)

25 students said "community" (33% of this code)

Q2: What makes students stay? ALL constituents; $n = 256$

75 = Community	44 = Environment	41 = Faculty
51 = Location/Place	44 = Small size	30 = Hands-on learning

FINAL FEEDBACK (link): In terms of HSU academics, is there anything that HSU *should* be offering that we are NOT offering?

Q3: What can we become? ALL constituents; $n = 256$

92 = Programs
(Pre-professional; graduate;
interdisciplinary; international)

53 = Expand opportunities
(Research; funding)

35 = Resources (Better facilities;
sustainability; community)

63 = Improved community
engagement (reciprocally
between campus/student
community and local community)

40 = Integrate social &
environmental justice
(foundational to HSU; continued
work)

Other patterns

Q1/ Q2: Similar patterns across
sub-groups

Q3: Similar patterns across
sub-groups except students

Q3: No clear pattern across students'
answers

FINAL FEEDBACK (link): In terms of HSU academics, is there anything that HSU *should* be offering that we are NOT offering?

Q3/ HSU Lecturer and Alumni excerpt:

HSU should re-emphasize its phenomenal museum collections, research equipment, laboratory experiences, and undergraduate research. Regardless of prospective students' majors, we provide one of the most equitable, hands-on biology training programs in the entire world. As an alumna that continued on to graduate school at one of the largest museums in the world, I know firsthand that HSU's program is on par with the top universities in the nation. What I want us to offer is: 1 - Confidence for our students that their academic training is exceptional, and that they can 'play ball' with anyone in their field (this being achieved by the continuation of our strong curriculum and opportunities for undergraduate research), and 2 - Commitment to students' hands-on training via support for research and for campus resources like museums, the greenhouse, and the fish hatchery.

FINAL FEEDBACK (link): In terms of HSU academics, is there anything that HSU *should* be offering that we are NOT offering?

Q3/ SU Staff excerpt:

I want HSU to be a premier institution for teaching intersections of justice and environment. I think we already are this, because this was my experience as a student when in graduate school at HSU. But I think we could really bolster and institutionalize systems that make this even more prominent if all faculty and departments worked toward this common goal.

Q3/ HSU Student excerpt:

List of resources to hand out to all students upon arrival. Make it extremely easy to understand and digest. More exposure to these resources especially for first gen students! Exposure to EOP program before arriving on campus.

More information on the community outside of HSU. BE REAL about the issues of race, and demographics surrounding the HSU campus community.

FINAL FEEDBACK (link): In terms of HSU academics, is there anything that HSU *should* be offering that we are NOT offering?

Q3/ HSU TT Faculty excerpt:

I imagine HSU as a global beacon for environmental justice, decolonial public education, and a student-centered place. I hope to recruit more students and faculty who wish to do innovative and meaningful work towards creating a more just world. I think we already doing much of that work, but HSU can be better at communicating the tremendous value of a degree that provides expertise in green technology, social justice-based policy initiatives, and holistic approaches to building diverse and inclusive alternative futures. I hope to see HSU deepen its global connections through the development of foreign language instruction and study abroad opportunities. I also hope to see more of our students go on to be key players in the transformation of local and international policy as they pertain to questions of environmental and social justice.

FINAL FEEDBACK (link): In terms of HSU academics, is there anything that HSU *should* be offering that we are NOT offering?

HSU Academic Roadmap

[FINAL FEEDBACK \(link\):](#)

[In terms of HSU academics, is there anything that HSU *should* be offering that we are NOT offering?](#)

(form closes on November 9)

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Update the Appendices of the General Faculty Handbook

07-20/21-CBC – October 27, 2020 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends updating the Appendices of the General Faculty Handbook; and it be further

RESOLVED: That the PDF version of Appendix A- The Role of the Faculty in the Accrediting of Colleges and Universities be replaced with a link out to the source of the document; and it be further

RESOLVED: That the PDF version of Appendix B- Statement on Government of Colleges and Universities be replaced with a link out to the source of the document; and it be further

RESOLVED: That Appendix C- Humboldt State University Administrative Organizational Chart be removed; and it be further

RESOLVED: That Appendix D- The Mission and Goals of Humboldt State University be removed; and it be further

RESOLVED: That Appendix H- Student Discipline be removed; and it be further

RESOLVED: That Appendix L- Liability of State University Employees be removed; and it be further

RESOLVED: That the PDF version of Appendix P- Academic Freedom and Tenure be replaced with a link out to the source of the document; and it be further

RESOLVED: That Appendix W- Travel Policy for Academic Personnel be removed.

RATIONALE: The overall purpose of the General faculty Handbook is to outline the policies and procedures that clarify the role and expectations of faculty within the university. An effective handbook will keep to this goal and provide straightforward information for the faculty. Including additional items outside of this purpose will unnecessarily increase the burden of updating the handbook and become redundant within the context of other university resources.

Appendices C, D, H, L, and W contain information and policies that define other aspects of University operations outside those pertaining explicitly to the role and expectations of faculty and thus are not aligned with the purpose of the General Faculty Handbook. Additionally, the policies are housed and maintained in the HSU Policy Index. As a result, it is not necessary to include these policies within the handbook as a source of dissemination and refer to the Policy Index instead.

Additionally, appendices A, B, and P are currently PDF copies of documents that are housed on the American Association of University Professors (AAUP) Website. Not only are these documents housed on the AAUP website, but they are continuously updated with commentary and notes. Including these appendices as links instead of PDFs would allow this information to be kept up to date in a timely fashion.

Appendix A-W of the Faculty Handbook

Recommendation of the 2020-21 Constitution and Bylaws Committee

The work of the Constitution and Bylaws Committee (CBC) in AY20/21 includes updating the General Faculty Handbook at HSU. This work is being broken down into parts for discussion with appropriate bodies to facilitate manageable and focused discussions. As a result, this document includes recommendations for the update of Appendix A-W.

Rationale

The CBC has discussed the overall purpose of the General faculty Handbook as a guiding point for recommendations about what documents should be included in the appendices and what could be removed. The committee poses that the purpose of the faculty handbook is to include policies and procedures that clarify the role and expectations of faculty within the university. An effective handbook will keep to this goal and provide straightforward information for the faculty. Including additional items outside of this purpose will unnecessarily increase the burden of updating the handbook and become redundant within the context of other university resources.

During review, the committee found some appendices to contain policies that define other aspects of University operations outside those pertaining explicitly to the role and expectations of faculty. With the development and maintenance of the HSU Policy Index, some of these appendices could be reasonably and appropriately housed there instead of within the handbook.

Additionally, some of the appendices could be included as links to resources instead of PDF versions. This change would make it easier and more timely to keep this information up to date.

Suggested Changes

After careful review of the appendices, the CBC Committee recommends the changes included in table 1 below.

Table 1. Updates and Recommended Changes to Appendices A-W in the Faculty Handbook

Appendix	Recommendation	Notes
A- The Role of the Faculty in the Accrediting of Colleges and Universities	Revise	Instead of a PDF, link to the document in the American Association of University Professors (AAUP) website where it is maintained.
B-Statement on Government of Colleges and Universities	Revise	Instead of a PDF, link to the document in the American Association of University Professors (AAUP) website

		where it is maintained.
C-Humboldt State University Administrative Organizational Chart	Remove	Organizational chart does not outline the role of faculty and is kept in alternative locations for various sections of campus.
D-The Mission and Goals of Humboldt State University	Remove	The mission and goals of the university are information that is outside the purpose of the Faculty Handbook and can be found in other locations.
E-Constitution of the General Faculty of Humboldt State University	Retain	Updated May 2020 by Resolution to the General Faculty University Senate and vote of the General Faculty.
F-University Senate Constitution; University Senate Bylaws and Rules of Procedure	Retain	University Senate Constitution updated in September by Resolution to University Senate. University Senate Bylaws and Rules of Procedure updated January 2020 by resolution to the University Senate.
G-Integrated Curriculum Committee Bylaws and Rules of Procedure (Updated April 2018) Integrated Curriculum Committee Workflow Diagram Screen reader support enabled.	Retain	The ICC is currently revising their Bylaws.
H-Student Discipline	Remove	Student discipline is information that is outside the purpose of the Faculty Handbook and can be found in the policy index.
J-Faculty Personnel Policies and Procedures for Retention, Tenure, and Promotion	Retain	Updated in May 2019
K-Guidelines and Policies for Review and Range Elevation for Unit 3 Temporary Employees; Guide for Preparing the REP	Retain	Both updated in May 2019
L-Liability of State University Employees	Remove	Liability of State Employees is government policy and is

		information that is outside the purpose of the Faculty Handbook.
M-Personnel Policies and Procedures for Coaches	Retain	Updated September 5, 2017
P-Academic Freedom and Tenure	Revise	Instead of a PDF, link to the document in the American Association of University Professors (AAUP) website where it is maintained.
R-Grievance Policy and Procedures for Students Filing Complaints Other than Discrimination or Unprofessional Conduct Against Faculty, Staff and Administrators	Retain	
U-Statement of Professional Responsibility	Retain	Updated March 2013
W-Travel Policy for Academic Personnel	Remove	The travel policy is information that is outside the purpose of the Faculty Handbook, subject to change continuously, and can be found in the policy index.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Restructure the University Space and Facilities Advisory Committee (USFAC) to a Subcommittee of the University Resources Planning Committee (URPC)

08-20/21-CBC & URPC – October 27, 2020 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends the University Space and Facilities Advisory Committee (USFAC) be made a standing subcommittee of the University Resources Planning Committee (URPC); and it be further

RESOLVED: That the University Space and Facilities Advisory Committee (USFAC) be co-chaired by the Vice President of Administrative Affairs and a faculty senator, elected for a two-year term at the time of the election; and it be further

RESOLVED: That the University Space and Facilities Advisory Committee (USFAC) membership be expanded to include elected faculty representation from each of the colleges; and be it further

RESOLVED: That the University Space and Facilities Committee submit regular reports to the University Resources Planning Committee (URPC); and be it further

RESOLVED: That the University Space and Facilities Committee submit an annual end-of-year report to the University Senate; and be it further

RESOLVED: That section 800 of the General Faculty Handbook be updated to include the University Space and Facilities Planning Committee.

RATIONALE: *The University Space and Facilities Advisory Committee (USFAC) is not a committee currently recognized within the University Senate Bylaws and Rules of Procedure but plays an important role in advising on decisions related to changes to and utilization of physical spaces of the University. The current charge of the committee includes “This Committee is advisory in nature to the Vice President for Administrative Affairs and the University Resource & Planning Committee (URPC). Work done at this level will be utilized to develop recommendations (associated with those areas noted above) to the University Resource & Planning Committee (URPC) for action”. However, there is no written procedure or guideline for how or with what frequency communication between the University Space and Facilities Advisory Committee (USFAC) and the Vice President for Administrative Affairs and the University Resources and Planning Committee (URPC) occurs. Establishing the USFAC as an official subcommittee of the URPC within the University Senate Bylaws and Rules and Rules of Procedures will provide a formal and transparent line of communication between the University Space and Facilities Advisory Committee (USFAC) and to the University Resources Planning Committee (URPC).*

The duties of the University Resources and Planning Committee (URPC) include “The Committee shall make recommendations to the Senate and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university

resources and general budget policy”. Physical spaces are one of the resources available to meet the Universities Vision and Strategic Plan and as such, are included within the recommendations put forward by the University Resources Planning Committee (URPC). As a result, including the University Space and Facilities Advisory Committee (USFAC) as an official subcommittee of the University Resources Planning Committee (URPC) aligns with the charge of the University Recourses Planning Committee (URPC).

Including the University Space and Facilities Advisory Committee (USFAC) as a subcommittee of the University Resources and Planning Committee (URPC) requires updating the membership of the University Space and Facilities Advisory Committee (USFAC) to include faculty representation from each of the colleges and shared governance in leadership in Standing Committees of the University Senate. Additionally, section 800 of the General Faculty Handbook references the University Space and Facilities Committee (USFC), which was previously reorganized into the University Space and Facilities Advisory Committee (USFAC). Updating section 800 to change references to the University Space and Facilities Committee (USFC) to the University Space and Facilities Advisory Committee (USFAC) and the description of the duties and membership of the University Space and Facilities Advisory Committee (USFAC) will accurately represent the existing committee structure.

Proposed Amendments with Track Changes

Bylaws and Rules of Procedure

In the rules and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.

The University Senate is referred to as the Senate in these Bylaws.

1.0 DEFINITIONS:

- Tenure-line Faculty (Instructional Unit) – tenure-line, holding academic rank of assistant professor or above
- Tenure-line Faculty (Non-Instructional Unit) – tenure-line librarians
- Lecturer Faculty (Instructional and Non-Instructional Units) – non-permanent faculty, librarians, counselors, and part-time coaches holding at least a one-year appointment with a time-base averaging at least .40 of full time
- Non-MPP Staff – permanent or temporary staff in non-management positions
- Administrative Officers (Administrators with a position at the Associate Vice President level or above)
- Ex-Officio – members who serve by virtue of their position or office

2.0 MEETINGS

- 2.1 Meeting Time and Location:** The Senate shall meet for a regular meeting every two weeks through the academic year from 3:00-5:00 pm on Tuesdays in Goodwin Forum,

and allocations to special funds, and advise administrators on the use of those funds. It is not the role of this committee to interfere with internal division processes, but rather to review and evaluate the consistency of resource allocations with agreed upon budget priorities and the University's vision and strategic plan. The function shall not be construed as to in anyway imply an authority with regard to specific personnel decisions, and at all times is constrained by contractual agreements of the University.

- v. The Committee shall receive quarterly budget reports to review how budgeted and unbudgeted funds are spent relative to agreed budget categories and priorities, and make relevant recommendations.
- vi. The Committee shall review reports on budget and expenditure outcomes and impacts; it shall receive, review and advise on annual reports from division leaders concerning achievements relative to projected goals and objectives.
- vii. The Committee shall serve as the consultative body on long term fiscal planning, reviewing patterns of previous expenditures and proposing changes as they may affect student success consistent with the University mission, and making general policy recommendations regarding present and future resource decisions including consultation on the development of proposals for non-traditional funding.

11.35 Referral and work

- i. Issues for consideration may be referred to the Committee by the Senate, the Senate Executive Committee, the President and the committee members.
- ii. If concerns arise concerning fiscal and budgetary policies, such questions, disagreements or problems shall be referred to the Committee for analysis and recommendation.

11.36 Reports

- i. The Co-Chairs of the Committee shall concurrently send to the Senate Chair all written communications regarding policies or reports sent to or received from administrative officers.
- ii. One of the Co-Chairs will regularly report to the Senate on the work of the Committee.
- iii. The Committee shall inform the University about resource issues by providing information reports to the Senate.

11.37 Subcommittee

- i. The subcommittee of the URPC will be the University Space and Facilities Advisory Committee (USFAC)

11.37.1 Co-Chairs: of the University Space and Facilities Advisory Committee shall be a faculty member, Elected by the University Senate for a 2-year term, and the Vice President of Administrative Affairs. They shall be non-voting except that in the case of a tie the faculty co-chair shall vote to break the tie.

11.37.2 Membership: The membership of the USFAC shall be as follows:

- One (1) URPC Rep & Faculty Representative as Appointed by URPC
- Two (2) Faculty Members as Appointed by the University Senate
- One (1) College Dean as appointed by the Provost
- One (1) Representative of Student Affairs & Enrollment Management Represented as Appointed by the VP of Enrollment Management
- One (1) Information Technology Services Representative as Appointed by the Chief Information Officer
- One (1) University Advancement Representative as Appointed by the VP for University Advancement
- One (1) President's Division Representative as Appointed by the University President
- Two (2) Student Representative as Appointed by Associated Students

Ex-Officio Members

- Director of Academic Resources
- Director of Facilities Operations, Facilities Management
- Director of Sustainability
- Executive Director, University Center, Interim

Non-Voting Members

- Director, Facilities Maintenance, Facilities Management
- Director, Planning & Sustainability, Facilities Management
- Campus Space Analyst, Facilities Management
- Architect, Planning, Design, & Construction, Facilities Management

11.37.3 Terms: Faculty and staff members shall be appointed for staggered, two-year terms. Students will be appointed for one-year terms.

11.37.4 Duties:

- i. The Committee shall make recommendations to the URPC and, within the

policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy.

- ii. Act as an advisory body regarding the development and management of the physical environment of the campus where function, aesthetic quality, and physical character are intermixed to create a desirable and inspirational atmosphere for students, faculty and staff. Includes, but may not be limited to, the assignment of space, building and renovation plans, campus planning and design standards, and the prioritization of minor and major capital requests.
- iii. Research and development of recommendations associated with plans, policies, procedures and guidelines concerning the administration of the physical campus
- iv. The Committee will provide input on the following:
 - University Facilities Master Plan
 - University Five-Year Major Capital Plan
 - University Construction Projects
 - University-Wide Space Management Policy
 - Campus Planning & Design Standards
 - Campus Projects & Associated Management Processes
 - Building Renovation & Construction Plans (Schematic Level)
 - Alteration of the Campus Grounds (Schematic Level)
 - Other Areas of Study as Designated by the President

11.37.5 Reports

- iv. One of the Co-Chairs will regularly report to the URPC on the work of the Committee.

11.4 Faculty Affairs Committee (FAC)

11.41 **Chair:** The Chair of the Faculty Affairs Committee shall be a faculty senator, elected annually by the Senate as the Vice Chair of the Senate, for a one-year term.

11.42 **Membership:** The membership of the Faculty Affairs Committee shall be as follows:

- Two (2) currently serving Faculty Senators, appointed by the Appointments and Elections Committee

UNIVERSITY SPACE AND FACILITIES ADVISORY COMMITTEE

Duties: Develop and coordinate recommendations for review through the University Resource and Planning Committee and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers University Executive Committee to the President, regarding all physical aspects of the campus. Includes, but may not be limited to, the assignment of space, building and renovation plans, alteration of the campus grounds, campus planning and design standards, and the prioritization of minor and major capital requests. (Executive Memorandum P04-03)

Co-Chairs: Associate Vice President, Facilities Management Faculty Senator, elected by the University Senate Provost and Vice President for Academic Affairs

Type: University Standing Committee of the University Senate

Meetings: As needed

Membership: Provost and Vice President for Academic Affairs (or designee)
One University Resources and Planning Committee Representative and Faculty Representative as appointed by the University and Resources Planning Committee
One College Dean (appointed by the Provost)
One Representative of Student Affairs and Enrolment Management as Appointed by the vice President of Enrolment Management
One Information Technology Services Representative as Appointed by the Chief Information Officer
One University Advancement Representative as Appointed by the Vice President for University Advancement
One Presidents Division Representative as Appointed by the University President
Two faculty representatives, elected by the General Faculty (2-year staggered terms)
Two student representative, appointed by Associated Students' President (1-year term)
Director of Academic Resources
Director of Facilities Operations, Facilities Management
Director of Sustainability
Executive Director, University Center
Vice President for Student Affairs (or designee)
Vice President for Administrative Affairs (or designee)
Auxiliary member, appointed by the President (2-year term)
One staff representative, appointed by the Staff Council (2-year term)
Chair, University Senate (or designee, from the University Senate)
Two faculty representatives, elected by the General Faculty (2-year staggered terms)
One student representative, appointed by Associated Students' President (1-year term)
One student representative, recommended by the Residence Hall Association and appointed by the Associated Students' President (1-year term)

Non-voting Members: Director, Facilities Maintenance, Facilities Management
Director, Planning & Sustainability, Facilities Management
Campus Space Analyst, Facilities Management
Architect, Planning, Design, & Construction, Facilities Management

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**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Emeritus Faculty

09-20/21-CBC/FAC – October 27, 2020 – First Reading

RESOLVED: that the University Senate of Humboldt State University recommends to the President that Section 540 of the HSU Faculty Handbook be amended to recognize the change in membership of the CSU and HSU Emeritus and Retired Faculty Associations (CSU-ERFA and HSU-ERFA, respectively) to the CSU and HSU Emeritus and Retired Faculty and Staff Associations (CSU-ERFSA and HSU-ERFSA, respectively).

RATIONALE: Whereas, under present practice, faculty who are not tenured faculty members are not given the designation of “emeritus” unless specifically classed so by the University Senate. The proposed change in wording would give other faculty members, such as retired lecturers, coaches and counselors the designation of “emeritus” and the rights so described.

Section 540 of the General Faculty Handbook with proposed track changes:

540

EMERITUS FACULTY

Any ~~tenured~~ faculty member [covered by the CBA for Unit 3: Faculty](#), who retires under the provisions of service retirement [with CalPERS](#) is classed as "emeritus". Others may be so classed by action of the University Senate. The names of the faculty members attaining emeritus status are listed in the *HSU Catalog and in the Faculty and Staff Directory*. All emeritus faculty are eligible for and are urged to enroll as members in the CSU and HSU Emeritus and Retired Faculty [and Staff](#) Associations ([CSU-ERFSA and HSU-ERFSA, respectively](#)).

Emeritus faculty have the same rights as active faculty members for the use of university facilities and attendance at university functions. To the extent that resources permit, these rights include, but are not limited to, the following: participation in academic ceremonies and university social life; library borrowing privileges; access to university computer systems and media services; maintenance of E-mail accounts; application to and through the HSU Sponsored Programs Foundation for grant support; contracting with the University for teaching or other services; secretarial and technician assistance; and, insofar as space allows, use of an office on campus.

[While an honor, this provision recognizes the continuing professional activity of the faculty and that they remain an integral part of the academic community and a valuable resource to the University.](#)

Information pertaining to the emeritus faculty and the CSU-[ERFSA](#) and HSU-[ERFSA](#) ~~Emeritus and Retired Faculty Associations~~ is to be housed on campus in the office maintained for the General Faculty and University Senate.

HUMBOLDT STATE UNIVERSITY
University Senate

**Sense of the Senate Resolution on HSU Trans and Gender Non-Conforming
Task Force and Senate Collaboration**

10-20/21-EX — October 27, 2020

WHEREAS: HSU students, faculty, and staff have for many years called for action and change to support gender inclusivity and justice on campus:

- 2010. 2nd Annual Report: "[Dissecting Diversity - Continuing the Conversation.](#)" Humboldt State University: Office of Diversity and Inclusion.
- 2017. Olmedo, Lizbeth E. . "[I exist to resist": navigating the gender non-conforming identity at Humboldt State University.](#) *Humboldt State University: Department of Sociology Master's Thesis.* <https://digitalcommons.humboldt.edu/etd/28>
- 2018. Olmedo, Lizbeth and Williams, Meredith, "[Learning Beyond the Binary: Gender Non-Conforming Students at Humboldt State University.](#)" *University Reports.* 6. <https://digitalcommons.humboldt.edu/reports/6>
- 2019. Samoy, Christina. "[Transgender is not a Trend.](#)" *The Lumberjack.* February 8; and

WHEREAS: On October 6, 2020, HSU Associated Students Representatives asked the University Senate Executive Board to initiate formal action on gender justice; and

WHEREAS: The Provost announced in the October 13, 2020 University Senate written reports the initiation of a cross-divisional Trans and Gender Non-Conforming Task Force; now, therefore, be it

RESOLVED: That the University Senate requests that the membership and charge of said task force be brought this calendar year before the University Senate for review and ratification; and be it further,

RESOLVED: That the University Senate of Humboldt State University charge its leadership to collaborate with the task force and calendar this academic year discussion and action items for Senate consideration.

HUMBOLDT STATE UNIVERSITY
University Senate

Sense of the Senate Resolution on Faculty Evaluation During the Pandemic

11-20/21-FAC — October 27, 2020

WHEREAS, The global pandemic has and will disrupt academic and personal lives in myriad ways that were not anticipated when policies related to faculty evaluations and RTP procedures were developed. Each individual's work and life has been differentially disrupted. Therefore, be it

RESOLVED: That the sense of the University Senate of Humboldt State University is that faculty evaluations should be conducted according to the principles outlined in the following memorandum.

This memorandum outlines how these disruptions should be considered in relation to RTP candidate evaluation and lecturer evaluation. Briefly, review committees should contextualize faculty achievements, maintain an empathetic understanding of life during the pandemic, and adjust expectations rather than simply apply criteria and standards that were developed for a pre-Covid-19 world.

Introduction

The COVID-19 pandemic may affect some or all of the teaching, service, and research/scholarship/creative activity work of a faculty member. Effects may result from the closing of campus, a mandated shift to online instruction, the closure of research sites and performance outlets, the suspension of laboratory and analysis facilities for scientific research, the inability to travel, the cancellation of conferences and performances, unanticipated childcare and home schooling commitments, new caregiver responsibilities, and so on.

To fairly evaluate a faculty member, it will be essential to consider the candidate's achievements prior to the COVID-19 pandemic, and specifically whether it is likely that the faculty member would have met the normal evaluation standards if a pandemic had not occurred. The effects of the pandemic will vary for individuals. The concerns outlined below will need to be taken into consideration by review committees for several years to come.

A. Teaching Related Considerations

1. Collegial evaluations of teaching should be the primary indicator of teaching quality. Direct peer observations should contextualize classes shifted to online learning, and give credit to

faculty who made significant changes in their teaching pedagogy. Different courses face different levels of challenges in online modes; laboratory and studio courses, courses with experiential components, and large enrollment classes all present different challenges to the faculty member (and students) suddenly required to shift online. Observers should consider the challenges of a particular course, and candidates should summarize the work undertaken to convert course pedagogies in their reports. Some courses are challenging to observe directly, for example a face-to-face course that has room occupancy limits to maintain social distancing, but we should expect faculty colleagues to do all they can to participate in collegial evaluations.

2. Carefully interpret student evaluations of teaching for courses forced online, and for all courses taught during the pandemic. Many faculty are teaching semester-long online courses for the first time. Some courses are extremely difficult to convert to an online modality and some students dislike online modalities. For some students, online learning is very difficult, and students may submit negative evaluations that have little to do with the quality of the instructor's efforts or the instructor's ability. Review committees must contextualize the differences that faculty may see in these student evaluations relative to other similar courses taught in different modalities.

Review committees should draw no negative inferences if faculty elect to exclude Spring 2020 Student Evaluations of Teaching. Faculty are allowed (by 23-19) to exclude the results of Student Evaluations conducted during Spring 2020 from their materials submitted for performance reviews such as WPAFs.

3. The COVID-19 pandemic is a paramount contextual factor when evaluating teaching. Nonetheless, teaching excellence is expected of our faculty, and faculty are expected to engage in professional development to improve their online teaching effectiveness. Faculty should detail their efforts to attain a level of excellence in teaching, including efforts to improve equity and inclusion in their courses.

B. Research/ Scholarship/ Creative Activities (RSCA) Related Considerations

1) Evaluators should evaluate a candidate's RSCA potential during a future career at HSU. This will require consideration of what a candidate's RSCA accomplishments would/will be apart from the effects of the COVID-19 pandemic. This impact may differ depending on where in the evaluation cycle a faculty member is (e.g., a fifth-year faculty member putting together their RTP file for tenure and promotion vs. a second-year faculty member preparing a development plan). This may especially impact faculty that are very early in their probationary period, because their ability to initiate and develop RSCA programs has been significantly curtailed before it had a chance to be established.

For example, some review committees might include statements similar to: "Although the

candidate did not meet the specified requirements for Excellent in RSCA, we believe that they would have if the pandemic had not intervened, and therefore we are evaluating them as Excellent in RSCA.”

2) Faculty should clearly explain the impact of COVID-19 on their RSCA activities to help review committees contextualize their work. The faculty narrative statement should also explain the research/scholarship/creative program prior to the COVID-19 pandemic, current activities and outline expectations for activities following a return to “normalcy.”

3) Faculty are strongly encouraged to highlight personal challenges that have affected their productivity, and evaluators are expected to recognize these challenges and be supportive. While evaluators need to understand the impact of COVID-19 upon a candidate, they are NOT entitled to know all of the specific reasons for that impact, because such reasons could disclose sensitive personal and/or medical information.

C. Service Related Considerations

1) For some faculty, the COVID-19 pandemic created new and unexpected service loads, as they work(ed) to help the university, their departments and our students adjust. For other faculty, service opportunities may have been sharply curtailed and/or eliminated. For example, those faculty for whom face-to-face interaction in the community is an essential part of their service have been deeply affected. Such faculty must be given the same consideration as when contextualizing the impact of the COVID-19 pandemic on their professional lives. Faculty should describe their service activities prior to the COVID-19 pandemic, what happened to this work during the pandemic, and plans for the future.

2) While evaluators need to understand the impact of COVID-19 upon a candidate, they are NOT entitled to know all of the specific reasons for that impact, because such reasons could disclose sensitive personal and/or medical information.

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Amendment to the Faculty Handbook Appendix J, Section IV.F.5: "Faculty Personnel Policies and Procedures for Retention, Tenure and Promotion"

12-20/21-FAC — November 10, 2020 — Second Reading

RESOLVED: That the Faculty of the University Senate of Humboldt State University recommends to the General Faculty of Humboldt State University, and to the President that the following amendments to Appendix J [changes to current language are indicated in bold, underlined font], Faculty Personnel Policies and Procedures for Retention, Tenure and Promotion, be adopted.

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~~ **their** department or unit.

b. The faculty unit employee demonstrates clear evidence that ~~s/he~~ **they have** achieved, before the normal probationary period, a record of accomplishment that meets the standards and level of performance **of Excellent in all three areas of evaluation, as defined in their departmental/unit RTP criteria and standards for the normal full probationary period.** ~~for tenure indicated in this appendix.~~

c. 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.

d. This policy would apply to new faculty hires made after this policy has been approved.

RATIONALE: Early Tenure has recently become the norm on our campus rather than the exception. In 2017/18, 8 of the 9 campus tenure cases were early tenure. In 2019/20, 9 of the 12 campus tenure cases were early tenure. This development is 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. These policies support the principles that 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. By ensuring that the probationary period is sufficient to fully evaluate all candidates' performance in

teaching, service, and research and scholarly activities, we will support student success, a productive faculty, and academic integrity.

Other Policy Background:

13.19 The President may award tenure to a faculty unit employee before the normal six (6) year probationary period.

5 CA ADC § 43560

Title V, section 43560 says,

(g) Notwithstanding any provision in this article to the contrary, the president in special circumstances may award tenure to any probationary academic employee earlier than the normal probationary period otherwise provided in this section, when, following an evaluation of the performance of the faculty member at the campus, the president finds that such early award of tenure is advantageous to the institution.

Section 508 of HSU Faculty Handbook says

Tenure is acquired by the faculty member who has served a total of six (6) years of full time probationary service; who is retained, and who begins service for the seventh year, unless the appointment for that year is explicitly designated a terminal year.

The President may award tenure to any individual at the time of appointment or, under rare circumstances, before the normal six-year probationary period. The process involved in the tenure decision is that of yearly periodic evaluation and subsequent appointment, with a performance review, for the purpose of award of tenure in the final year (see Appendix J). Criteria and standards for the award of tenure shall be those contained in Appendix J. For additional information, please refer to Article 13.13 - 13.19 of the CBA.

FACULTY PERSONNEL POLICIES AND PROCEDURES FOR RETENTION, TENURE, AND PROMOTION

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IV. RETENTION, TENURE AND PROMOTION (RTP)

- F. The normal probationary period is six (6) years of full-time service (including credited service). 13.3
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~~ **their** department or unit.
 - b) The faculty unit employee demonstrates clear evidence that ~~s/he has~~ **they have** achieved, before the normal probationary period, a record of accomplishment that meets the standards and level of performance **of Excellent in all three areas of evaluation, as defined in their departmental/unit RTP criteria and standards for the normal full probationary period.** ~~for tenure indicated in this appendix.~~
 - c) 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.
 - d) **This policy would apply to new faculty hires made after this policy has been approved.**

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Amendment to the Faculty Handbook Appendix P, "Academic Freedom"

13-20/21-FAC — October 27, 2020 — First Reading

Whereas: Appendix P of the HSU Faculty Handbook includes notes on Academic Freedom jointly developed by the American Association of University Professors and the American Association of Colleges, but does not state that those notes constitute the University's official policy of Academic Freedom, and

Whereas; the WASC Senior College and University Commission Criteria for Review CFR1.3 states "The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing...The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth." and,

Whereas; the notes published in the current version of Appendix P were written in 1940 and last updated in 1970, while in 2017 the Academic Senate of the California State University unanimously approved a Recommended Policy on Academic Freedom, therefore be it

Resolved: That the University Senate of Humboldt State University recommends to the President that the following policy on Academic Freedom be approved and added to the current Appendix P in the HSU Faculty Handbook.

ACADEMIC FREEDOM POLICY

The mission of an institution of higher education is to serve society by discovering, investigating, communicating, and preserving knowledge through the process of academic inquiry and educating students as well as society at large. This mission cannot be fulfilled without academic freedom.

Academic freedom encompasses the right to teach, learn, and discover knowledge inside the classroom and beyond, free from censorship or interference. Academic freedom:

- safeguards the right to teach and address material regardless of how controversial;
- ensures the right to conduct research, scholarship and creative activities, as well as the right to publish, perform, or otherwise disseminate results; and
- protects students and scholars against retribution for legally-protected statements made in public or private, regardless of medium.

Academic freedom also encompasses the right to question institutional policy or action – both in one’s role as part of an institutional body and or as an individual. Similarly, faculty shall be free to address broader societal issues, free from censorship, without fear of retribution from the institution.

Academic freedom fosters a climate conducive to responsible inquiry, learning, and discovery. The university works to maintain this climate, promote academic freedom, and protect it from internal or external threats.

University Senate Chair Report
October 27, 2020
Submitted to the University Senate
by Mary Virnoche
General Faculty President & University Senate Chair

San Jose State Football Team “Thank You”

Several members of the team and coaching staff sent thank you notes to us. They expressed gratitude for our “kindness,” “hospitality,” and for sharing our beautiful campus.

Appointments and General Consent Calendar

To simplify procedurally committee appointments, in the future these will typically appear as action items in the general consent calendar for Senate ratification. Appointments appearing in the consent calendar meet important bylaws requirements and accomplish related goals related to process transparency and visibility of appointees. Thank you, Senator Cindy Moyer, for this suggestion.

CSU Faculty Trustee - Senate Chair email Call for Nominations Sent to HSU Faculty

The Academic Senate of the CSU is accepting nominees for **2021-2023 Faculty Trustee to the CSU Board of Trustees**. It would be great for HSU to send forward one or more nominees who are committed to diversity, equity, and student success, and providing system-wide leadership as we navigate challenging times for the CSU.

This is a 2-year full-time position. If you have experience “in academic governance” and a record of “excellence in teaching, professional achievement and university service,” please consider submitting nomination materials. In 2011-13, Bernadette Cheyne (Theater, Humboldt State University) was our last/only HSU faculty member to serve on the board.

If you are interested, please review carefully the attached announcement from the Academic Senate of the CSU. Then submit by **Noon, December 14, 2020**, a single .pdf file with your nomination materials to: Mary.Watson@humboldt.edu. She will confirm nominee eligibility and share your materials in an online process for collecting required signatures “of at least 10% of the full-time teaching faculty.”

On behalf of our University Senate, I will work with Mary Watson to confirm faculty signatures and submit your nomination materials to the Academic Senate of the CSU before their January 8, 2021 deadline.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, October 27, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Membership: Clint Rebik, Kayla Begay, Matthew Derrick, Malluli Cuellar, Michael Goodman, Morgan Barker & Humnath Panta

October 14

1. Check in about the senate meeting and how policy work can be part of challenging white supremacy. Discussed trans students, faculty of color, student experience of discrimination, ODEI & rhetoric of science.
2. Reviewed policy suggestions from Roger Wang. Reviewed CSU East Bay, Stanislaus and SFSU for conduct-related language. Drew out language related to online education. Committee seeking specific policy suggestions that can work at Humboldt. Appreciative of the contributions from the Dean of Students office for their recent training and the offer of a single sheet explanation of best practices.
3. Discussion of advising policies. Provost hosting deep dive. Discussed committee preference to think about refining/defining the academic labor portion of advising. Discussed small and large programs with advising pressures.
4. Next steps: review other two policies, chair will check in with VP Gordon.

Charge of the committee: **Duties:** “Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” ([Senate Bylaws](#), Section 11.2).

Next meeting: October 28, 10am

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Report of October 26, 2020 meeting

Agenda:

1. Call to Order
2. Attendance, proxies and quorum
3. Update on Resolution to Amend the Constitution
4. Senate Items Update
5. Faculty Handbook Plan
6. Other Items

Meeting Notes:

1. Call to Order

Meeting began at 11:03 p.m. (via Zoom)

Welcome to Garrett Purchio, who joins the committee as a faculty representative filling the vacant seat.

2. Attendance, proxies & quorum

Members present: Zerbe (Faculty), Wrenn (Faculty), Woglam (faculty), Purchio (faculty), and Anderson (Faculty) were present. Quorum was met with 5 of 5 members present. Vacancies include 1 student representative and 1 staff representative.

3. Update on Resolution to Amend the Constitution

Forwarded to Staff Council and Associated Students for ratification vote: Staff council full vote on the 26th with responses due Friday Nov 30th.

4. Senate Items

- Second Reading- Resolution on Restructuring the USFAC
 - Some discussion had been had in the URPC that a committee currently reporting to the USFAC has been sunsetted (University Sports Scheduling Advisory Group), but there may be interest in a revival from CPS/KRA. More discussion on this issue to come. Otherwise, no comments or questions have come from the senate members or HSU community.
- Second Reading- Resolution to Update the Appendices of the General Faculty Handbook
 - No Comments or questions have come from the senate or HSU community. No changes have been made since first reading.
- First Reading- Resolution on Emeritus Faculty
 - Noah Zerbe noted a couple of typographical changes needed. As the resolution includes an update to membership only and no changes to benefits, no further discussion or questions/concerns with this resolution raised. Dr. Zerbe reported that the Statewide Senate is discussing circumstances under which Emeritus status could be revoked but as that will be separate question than this one, this resolution is appropriate to go forward and any policy from the Sitewide Senate can be addressed if/when they come down.

5. Faculty Handbook Plan

Discussion decided that faculty handbook sections be divided amongst the committee to take lead on updates. These sections will be sent out this week and divided based on length and complexity.

6. Other Items:

No further items were added

Meeting Adjourned: 11:22am

The CBC presented an AY 2020/2021 working plan for the faculty handbook to Chair Virnoche for review and is included below:

Revision of the Faculty Handbook

Work Plan of the 2020-21 Constitution and Bylaws Committee

Committee Charge

The 2019-20 Committee began the work of assessing the HSU Faculty Handbook's scope, content, organization, and relationships to other HSU policy documentation. Inconsistencies were found between the Constitution of the General Faculty, the University Senate Constitution, and the University Senate Bylaws.

The committee worked to align these documents with each other and resolutions to align the University Senate Bylaws and the General Faculty Constitution passed the senate and the General faculty voted to approve the amendments to the General Faculty Constitution. A Resolution was drafted for amendments to the University Senate Constitution was drafted for introduction in AY 2020-2021. This resolution clarifies and recommends the roll of the CBC in updating and maintaining the Faculty Handbook, including:

1. Maintaining Section 800 (Committees, Councils, Associations and Boards), which would be transferred to the Senate web site
2. Revising the Faculty Handbook to include links to information maintained elsewhere (rather than duplicating this information in the Handbook)
3. Keeping the Handbook up-to-date with any changes (to committees, links, etc.) reported to the Senate Office.

The committee conducted a review of the Faculty Handbook and has made internal recommendations for retainment, removal, and revision of sections and appendices.

The 2020-21 Committee plans to build upon last year's committee work and develop recommendations for revising the Faculty Handbook.

Where the Handbook conflicts with the Constitution, the Bylaws, and/or other university policy, the Committee will recommend a sequence of actions necessary to update relevant documents and bring them into alignment.

Recommendations will reflect the majority opinion of the 2019-20 CBC Committee and be vetted in consultation with administrators, staff, faculty, university senators, the University Policies Committee, Faculty Affairs, and the Senate Executive Committee. The Committee's recommendations will focus on the Handbook's organization and clarification of the information it contains. They do not alter roles and responsibilities related to university governance as established in the Handbook, Constitution, or Bylaws.

The focus of work for AY 2020-2021 will be to:

- 1) Continue review Appendices A-W and make recommendations on retention, removal, or update of the information provided;
- 2) Review Sections 100-900 for revision to update information provided;
- 3) Recommend a policy and procedures for updating the Handbook;
- 4) Recommend a policy and procedures whereby the Senate is informed, through administrative memo, of:
 - a. Changes in the composition or charge of an existing university committee,
 - b. The creation of a new university committee,
 - c. The relationship of the newly formed, newly charged, and/or newly reorganized committee to those committees established in Section 800 of the Faculty Handbook

We are grateful for the work accomplished by the 2019-2020 CBC, chaired by Senator George Wrenn, to align governing documents and make recommendations of updates to the Faculty Handbook.

Timeframe for Handbook Updates

Fall 2020

Action	August	September	October	November	December
Resolution 03-2020/2021 on Updates to Senate Constitution	In-committee updates/revisions from resolution drafted AY19/20	Present resolution to SenEx for discussion. Present resolution to General Faculty Senate for First and Second Reading.			
Faculty Handbook: Appendices		In-committee discussion of recommendations by 2020-2019 committee. Drafting of recommendations for presentation to SenEx Committee	Drafting of recommendations for presentation to SenEx Committee Presentation of recommendations to SenEx committee for discussion Continued updates based on feedback and collaboration with		

			appropriate bodies Resolution to Senate for First and Second Reading		
Faculty Handbook: Sections 100-900			In-committee discussion of recommendations by 2020-2019 committee.	In-committee working groups to form recommendations for revision in consultation with appropriate bodies	In-committee working groups to form recommendations for revision in consultation with appropriate bodies

Spring 2021

Action	January	February	March	April
Faculty Handbook: Sections 100-900	In-committee working groups to form recommendations for revision in consultation with appropriate bodies Draft Recommendations for presentation to SenEx Committee	Presentation of recommendations to SenEx committee for discussion Continued updates based on feedback and collaboration with appropriate bodies	Resolution-First Reading to University Senate Continued updates based on feedback and collaboration with appropriate bodies	Resolution-Second Reading to University Senate Send Handbook to General Faculty for Approval
Resolution on Process for Continuous Updating of Faculty Handbook		Draft of Resolution for recommendation for continued updating of Faculty Handbook	Resent Resolution for recommendation of continued updating of Faculty Handbook to SenEx Committee	Presentation of Resolution for continuous updating for faculty handbook to University Senate for first and second readings

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 3 pm.

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

We are, alone or in combination with other committees, introducing four resolutions at today's Senate meeting. These resolutions relate to: faculty evaluation during the pandemic; including lecturers in the pool of retired faculty eligible for emeritus status; academic freedom; and early tenure. We are continuing to work on revising the Instructional Observation Checklist and will soon begin work on a faculty section of an advising policy.

Brief summaries of the resolutions introduced today

The resolution on faculty evaluation during the pandemic is a Sense of the Senate resolution. The global Covid-19 pandemic has severely impacted faculty opportunities for research, scholarship, and creative activities, as well as shifted most teaching to an online format. It has disrupted service activities and created a myriad of unplanned work. This resolution conveys to faculty and evaluation committees that evaluations of faculty should be contextualized to reflect the effects of the pandemic, and that committees should not simply apply the criteria and standards that were developed before the pandemic.

The resolution on emeritus status amends section 540 of the faculty handbook to include retired non-tenure-track faculty in the pool of faculty eligible for emeritus status. This would provide retired non-tenure-track faculty recognition, and benefits including library access, the ability to submit grant proposals through the Sponsored Programs Foundation, and use of a Humboldt email address.

The resolution on academic freedom amends section P of the faculty handbook to include an academic freedom policy, rather than to simply present the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments. WASC accreditation requires that we have, and post, an academic freedom policy. The academic freedom policy that this resolution would establish is identical to the resolution which was unanimously ratified by the Academic Senate of the California State University in January 2017 (AS-3276-16/FA (Rev)). Academic freedom is generally understood as the freedom of teachers and students to teach, study, pursue knowledge and carry out research without unreasonable interference or restriction from law, institutional regulations, or external political intrusion.

The resolution on early tenure amends section IV.F.5 of Appendix J of the faculty handbook. The amendment uses existing RTP Standards and Criteria to establish conditions when early tenure might be awarded. Twenty of the twenty-three CSU campuses have early tenure policies. These policies support the principles that 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.

More detailed discussion of two of the resolutions (Academic Freedom and Early Tenure).

Academic Freedom: The motivation for the resolution establishing an academic freedom policy is the need to meet WASC requirements. However, the HSU University Senate has not engaged in discussions of academic freedom in recent years, and it may be worthwhile to do so. The following paragraphs may help guide that discussion.

The fundamental document on academic freedom is the 1940 AAUP statement, which has been endorsed by over 180 scholarly and professional organizations, and is incorporated into hundreds of college and university faculty handbooks. The basis of academic freedom is the concept that the free exchange of ideas on campus is essential to quality education and a healthy and free society. In the words of the American Federation of Teachers, *"...academic freedom is the right of faculty members, acting both as individuals and as a collective, to determine without outside interference: (1) the college curriculum; (2) course content; (3) teaching; (4) student evaluation; and (5) the conduct of scholarly inquiry. These rights are supported by two institutional practices—shared governance and tenure. Academic freedom ensures that colleges and universities are "safe havens" for inquiry, places where students and scholars can challenge the conventional wisdom of any field—art, science, politics or others."* (1)

A concise definition of the scope of Academic Freedom is *" Academic freedom is defined as the freedom to do academic work. It follows that academic freedom (1) includes freedoms of teaching, learning, and inquiry; (2) is a type of intellectual freedom; (3) is specific to academic roles and contexts; (4) is crucial at all levels of education and in all other academic contexts; (5) is individual, collective, and institutional; and (6) is central to the academic integrity of any academic endeavor or institution. This conception, which coordinates multiple traditions and literatures, enables us to explain the nature and limits of academic freedom and to justify it as a necessity for academic work. Specific academic freedom principles and policies, such as those of the AAUP, are largely consistent with this conception."* (2)

Cary Nelson, president of the AAUP from 2006-2012, defined academic freedom by its effects, that is, what academic freedom does and what it doesn't do.

"PART 1: What it does do

- 1. Academic freedom means that both faculty members and students can engage in intellectual debate without fear of censorship or retaliation.*
- 2. Academic freedom establishes a faculty member's right to remain true to his or her pedagogical philosophy and intellectual commitments. It preserves the intellectual integrity of our educational system and thus serves the public good.*

3. *Academic freedom in teaching means that both faculty members and students can make comparisons and contrasts between subjects taught in a course and any field of human knowledge or period of history.*
4. *Academic freedom gives both students and faculty the right to express their views — in speech, writing, and through electronic communication, both on and off campus — without fear of sanction, unless the manner of expression substantially impairs the rights of others or, in the case of faculty members, those views demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise.*
5. *Academic freedom gives both students and faculty the right to study and do research on the topics they choose and to draw what conclusions they find consistent with their research, though it does not prevent others from judging whether their work is valuable and their conclusions sound. To protect academic freedom, universities should oppose efforts by corporate or government sponsors to block dissemination of any research findings.*
6. *Academic freedom means that the political, religious, or philosophical beliefs of politicians, administrators, and members of the public cannot be imposed on students or faculty.*
7. *Academic freedom gives faculty members and students the right to seek redress or request a hearing if they believe their rights have been violated.*
8. *Academic freedom protects faculty members and students from reprisals for disagreeing with administrative policies or proposals.*
9. *Academic freedom gives faculty members and students the right to challenge one another's views, but not to penalize them for holding them.*
10. *Academic freedom protects a faculty member's authority to assign grades to students, so long as the grades are not capricious or unjustly punitive. More broadly, academic freedom encompasses both the individual and institutional right to maintain academic standards.*
11. *Academic freedom gives faculty members substantial latitude in deciding how to teach the courses for which they are responsible.*
12. *Academic freedom guarantees that serious charges against a faculty member will be heard before a committee of his or her peers. It provides faculty members the right to due process, including the assumption that the burden of proof lies with those who brought the charges, that faculty have the right to present counter-evidence and confront their accusers, and be assisted by an attorney in serious cases if they choose.*

PART 2: What It Doesn't Do

1. *Academic freedom does not mean a faculty member can harass, threaten, intimidate, ridicule, or impose his or her views on students.*
2. *Student academic freedom does not deny faculty members the right to require students to master course material and the fundamentals of the disciplines that faculty teach.*
3. *Neither academic freedom nor tenure protects an incompetent teacher from losing his or her job. Academic freedom thus does not grant an unqualified guarantee of lifetime employment.*
4. *Academic freedom does not protect faculty members from colleague or student challenges to or disagreement with their educational philosophy and practices.*

5. *Academic freedom does not protect faculty members from non-university penalties if they break the law.*
6. *Academic freedom does not give students or faculty the right to ignore college or university regulations, though it does give faculty and students the right to criticize regulations they believe are unfair.*
7. *Academic freedom does not protect students or faculty from disciplinary action, but it does require that they receive fair treatment and due process.*
8. *Academic freedom does not protect faculty members from sanctions for professional misconduct, though sanctions require clear proof established through due process.*
9. *Neither academic freedom nor tenure protects a faculty member from various sanctions — from denial of merit raises, to denial of sabbatical requests, to the loss of desirable teaching and committee assignments — for poor performance, though such sanctions are regulated by local agreements and by faculty handbooks. If minor, sanctions should be grievable; if major, they must be preceded by an appropriate hearing.*
10. *Neither academic freedom nor tenure protects a faculty member who repeatedly skips class or refuses to teach the classes or subject matter assigned.*
11. *Though briefly interrupting an invited speaker may be compatible with academic freedom, actually preventing a talk or a performance from continuing is not.*
12. *Academic freedom does not protect a faculty member from investigations into allegations of scientific misconduct or violations of sound university policies, nor from appropriate penalties should such charges be sustained in a hearing of record before an elected faculty body.” (3)*

The academic freedom policy that this resolution would establish is identical to the policy which was unanimously ratified by the Academic Senate of the California State University in January 2017 (AS-3276-16/FA (Rev)). They summarized the context of their policy, and that summary can be found at <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2016-2017/3276.pdf>

References:

1. American Federation of Teachers. <https://www.aft.org/position/academic-freedom>
2. David Moshman. 2017. *Academic Freedom as the Freedom to do Academic Work*. AAUP Journal of Academic Freedom Vol. 8 <https://www.aaup.org/sites/default/files/Moshman.pdf>
3. Cary Nelson. 2010. *Defining Academic Freedom*. Inside Higher Ed. <https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom>

Early Tenure: In 2011, the University Faculty Personnel Committee (UFPC) reported that the standards by which probationary faculty were being evaluated were in many cases overly complex and prone to misinterpretation. In 2012, the Senate established the RTP Criteria and Standards Committee (RTP C&S) and charged that committee with ensuring that department/unit standards are not overly complex or prone to misinterpretation, and empowered that committee to approve or reject proposed standards. Over subsequent years, departments and units revised their standards to be clear and simple to interpret. The RTP C&S reviewed these standards and approved them, sometimes after numerous revisions designed to normalize the approaches and criteria across the university.

The standards developed addressed tenure in the normal timeframe, but did not address standards for early tenure. The Provost at that time adopted a practice of applying the same criteria to early tenure candidates as to normal timeframe candidates. This practice was counter to policy statements and collective bargaining agreements that stated early tenure would only be awarded in exceptional circumstances. This practice was also counter to the six- or seven-year probationary period for tenure track faculty which is and has been the almost universal norm at universities for over a century, and is endorsed by the AAUP in multiple documents. As part of this practice, the Provost stopped awarding service credit at the time of hiring to new faculty, with the rationale that these faculty could apply for early tenure.

In its 2018 five-year report, the RTP C&S asked the Faculty Affairs Committee to amend Appendix J to include an early tenure policy, noting that the only CSU campuses lacking an early tenure policy were Humboldt, San Marcos and San Diego. They suggested that language similar to that of CSU East Bay's policy might be considered: "The normal period of review for tenure and promotion is six years (including service credit). Any deviation from this standard is unusual and shall require such a strong profile in performance in all aspects of tenure criteria or other factors as to make the case unambiguously compelling. To be successful a candidate's dossier must contain evidence of extraordinary achievement or recognition beyond the normal expectations for tenure. The earlier a candidate applies, the harder it may be to meet this standard."

Throughout 2019 and 2020, the Faculty Affairs Committee engaged in discussions of possible early tenure policies with the general faculty, department chairs, deans and other administrators. In general, there seemed to be strong, although not universal, support for following the norm at other universities, that is, to have a policy that early tenure is awarded only in exceptional cases, and that most faculty will follow the normal timeline of a six-year probationary period. People supporting this felt that violating such a norm should have a clear justification and be undertaken intentionally, not as a side effect of establishing clear criteria and standards for tenure on a normal timeframe. In addition, the goal of establishing clear criteria and standards for tenure on the normal timeframe was to evaluate candidates in a transparent process based on known criteria. Without an early tenure policy, probationary candidates often experienced a non-transparent process, as different committees at different levels of review created their own standards and expectations for early tenure. Some of the early tenure cases created a great deal of strife for everyone involved, as the department committee, college committee, Dean, Provost and President used different criteria and as a result reached different decisions.

The proposed amendment to Appendix J attempts to resolve some of these issues, by using the criteria and standards that departments and units have already established to evaluate early tenure candidates. It applies only to new hires, because current probationary faculty may have been eligible for service credit.

Integrated Curriculum Committee:

Submitted by Lisa Tremain, Interim ICC Chair

ICC met on October 20, 2020

The ICC discussed the most recent information from the Chancellor's Office and the CSU Ethnic Studies Council regarding AB1460 and proposed revisions to EO 1100. ICC representatives were asked to work to communicate updates regarding AB1460 to their constituency groups. A small group of volunteer members from ICC are co-drafting feedback requested by the C.O. (due by November 4) to the revised EO 1100. For more information see:

- a. Ethnic Studies at the CSU: [FAQs](#)
- b. [HSU Sense of the Senate Resolution](#)
- c. [GE Breadth Requirements](#) and Area D
- d. [Draft Executive Order](#) EO 1100
- e. [C.O. Cover letter](#) and [C.O. Feedback Form](#)

ICC discussed 2020-21 HSU Program Review and process for reviewing program self-studies. Under direction from Mark Wicklund, Associate Director of Assessment, ICC has revised the process so that peer (all faculty) review of program self-studies will be timely and meaningful. For example, program self-studies received in February 2021 will receive peer feedback via a letter from the ICC by the end of March 2021 so that any changes or suggestions might be incorporated to support external review. Broad representation of faculty members on ICC will initially review self-studies through a blind process. The Peer-review Sub-committee (see by-laws for membership) will compile feedback and compose letters to the chair of departments and college deans.

Full ICC also began the process of determining we have received B4 proposals from departments outside of math, our next step as a committee is work toward consensus to clarify the ICC/curriculum view on B4 and how it should be offered at HSU. This discussion will include discussion of the cost/benefits, complexities and challenges of opening/not opening GE B4 to other programs. Some questions we are working to answer:

- What is HSU's goal re: the B4 experience? (Also: What is the most beneficial in terms of student learning? What is most efficient and/or supports time to degree?)
- Do we need all B4 stakeholders at an upcoming ICC meeting to understand all sides' perspectives? What would we want to hear from each beyond what we already know?
- Does the broader institution understand the ways that B4 (and A2) courses are accountable to the mandate of EO1110? Does the ICC need to communicate the ways that the Math Dept. has worked to respond to the EO and is still in process here?
- Are there budgetary concerns about centralizing B4 that we are not aware of? What are budgetary considerations of de-centralizing B4?

- Is there a middle ground (e.g. 200-level B4 courses when students come in with declared majors)?

CDC sub-committee:

- The sub-committee continues to review and discuss proposals in the Curriculum queue as well as consent calendar items that had been previously reviewed by the CDC. We want to give special acknowledgement to our CDC committee who is working hard to move through existing proposals.
- COVID slowed the process and this committee is making a heroic effort to move both thoughtfully and expediently through proposals.

AMP sub-committee:

- The AMP sub-committee members are part of the AMP Working group. We have analyzed data and are beginning the drafting process for the HSU Academic Road Map as part of the strategic plan. Sherie Gordon will incorporate Academic Roadmap Working Group's update during the Strategic Planning update during the Senate meeting on October 27.

GEAR sub-committee:

- GEAR committee met with CDC representatives to discuss GE proposals in the queue. Most courses in the queue will move forward excepting B4 proposals (to be discussed in full committee) and Area E proposals which are in "chill" at this moment.
- The GEAR sub-committee continues to work on GEAR and recertification for GE courses moving forward to align with new HSU GEAR PLOs and assessment processes

Academic Policies Committee: Please see Senate report from Dr. Maxwell Schnurer.

University Policies Committee:

Submitted by Rob Keever, UPC Chair

Committee Membership: Eboni Turnbow, Sherie Gordon, Deserie Donae, Troy Lescher, Rouhollah Aghasaleh, J. Brian Post (sabbatical)

UPC will be meeting on 10/27/2020 for a second reading on the Email Policy to present to Senate Executive committee. UPC will be reviewing the Chargeback Policy in the future. There were findings on chargebacks in the 20-46 Audit Report. The existing policy is 20 years old. Specifically, UPC will be looking at chargebacks to Facilities to eliminate procedural barriers while highlighting the costs. UPC will be reviewing Time, Place and Manner and any possible policy related to Policing on Campus including the formation of a "task force".

California Faculty Association:

Submitted by Loren Cannon, CFA/HSU Chapter President

On Fri, Oct 23, 2020 at 2:16 PM Simone Aloisio <Simone.Aloisio@humboldt.edu> wrote:

Dear Chair Virnoche,

The HSU and CFA are scheduling a series of meetings to discuss Student Conduct Policies and how they relate to campus safety. This is part of the settlement proposal that is attached. The proposal includes a stipulation that the University Senate would be invited to send a representative to the meetings. Ideally, it would be someone who could provide information and take suggestions on academic policies. I have also copied Dr. Schnurer, chair of the Academic Policies Committee on this email.

The meetings have been scheduled for the following times.

11/6 1-3 PM
12/3 1-3 PM
12/11 2-4 PM

Please let me know if you decide to send a representative to these meetings and I will add them to the meeting invitation. It will be a virtual meeting via Zoom. Let me know if you have any questions or concerns.

RESOLUTION

AB 1460 IMPLEMENTATION

WHEREAS, Governor Newsom signed AB 1460 into law on August 17, 2020 providing an explicit pathway for an Ethnic Studies requirement in the California State University [CSU]; and

WHEREAS, in opposition to AB 1460, the Chancellor's Office proposed to the CSU Board of Trustees a new General Education Area F of Ethnic Studies and Social Justice and a simultaneous reduction of Area D by 3 units; and

WHEREAS, The Board of Trustees approved said proposal at their July 2020 meeting; and

WHEREAS, On September 10, 2020, the Chancellor's Office issued a memo requiring campuses to implement the new General Education requirement, "Area F," mandating that the ethnic studies requirement be lower division; and

WHEREAS, campuses have already experienced tumultuous GE changes in the recent past due to E.O. 1100 [Revised]; and

WHEREAS, campus faculty are the experts in designing and executing curriculum and Africana Studies, American Indian Studies, Asian American Studies, and Chicana/o Studies, faculty are experts in Ethnic Studies; and

WHEREAS, the CSU Chancellor's Office memo issued on September 10, 2020 specifies an impossible timeline to ensure appropriate collaboration as required by AB-1460, consultation, deliberation, and conversation among Ethnic Studies faculty and other campus faculty on the design, construction, and student-centered implementation of Ethnic Studies; and

WHEREAS, there has not been enough time for appropriate consultation within the CSU Council on Ethnic Studies [CES] on all aspects of AB 1460 and Title V changes; and

WHEREAS, AB-1460 does not specify the Ethnic Studies course be a GE requirement; and

WHEREAS, AB-1460 does not specify the Ethnic Studies course be an upper-division or lower- division course; and

WHEREAS, the letter of 24 September from the CES Steering Committee makes very clear that the statutorily mandated collaboration with the CES did not take place, and that reports of said consultation presented to ASCSU and the Board of Trustees were clearly inaccurate; therefore be it

RESOLVED, that the California Faculty Association [CFA] urges the Academic Senate of the California State University [ASCSU] to rescind AS-3438-20/AA, Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032; and be it further

RESOLVED, that CFA demands that the CSU Chancellor's Office rescind their Title V changes of July 2020 and pull their impending Title V changes from the November Board of Trustees agenda, and be it further

RESOLVED, that CFA demands that the Chancellor's Office refrain from imposing additional criteria not included in the text of AB 1460 upon an Ethnic Studies graduation requirement, and be it further

RESOLVED, that CFA demands that the Chancellor's Office and ASCSU engage in the genuine collaboration with the CES and Ethnic Studies faculty required by AB 1460, and be it further

RESOLVED, that CFA urges that in addition to that statutorily required collaboration with Ethnic Studies faculty, the Chancellor's Office acknowledges that their path to consultation with faculty, who hold primacy over matters of curriculum, is the ASCSU, and that the CO cease their ill- designed attempts to circumvent genuine consultation through ASCSU by claiming to consult with faculty via campus presidents and provosts.

Submitted on behalf of the Political Action and Legislative Committee
Endorsed by Council for Racial and Social Justice Council of Chapter Presidents
Council of Lecturers African American Caucus
Asian Pacific Islanders Desi Americans Caucus
Chicanx/Latinx Caucus Native American Indigenous Peoples Caucus
LGBTQ+ Caucus Women's Caucus Coaches' Committee Counselors Committee Librarians' Committee
Membership and Organizing Committee Peace and Justice Committee White Anti-Racist Committee
October 17, 2020

RESOLUTION STRATEGIC PLANNING FOR POST-ELECTION CONTINGENCIES

WHEREAS, electoral seasons are often highly contentious periods, particularly every four years when presidential elections occur; and

WHEREAS, the 2020 election is even more tense coming in the midst of the global coronavirus pandemic, economic recession, and nationwide uprisings against anti- Black police violence; and

WHEREAS, public health officials have [expressed concerns](#) about large groups of people congregating together to vote, which has led cities, counties, and states to expand the use of vote-by-mail to lessen the possible spread of COVID-19; and

WHEREAS, President Trump has [condemned the use of mail-in ballots](#), claiming they are prone to “voter fraud”, despite [election officials disputing these claims](#); and

WHEREAS, the President has repeatedly [refused to commit to accepting](#) the outcome of the election due to the use of vote-by-mail, leading many to fear a possible constitutional crisis, or worse; and

WHEREAS, armed militias and white supremacists whom the President himself has told to “[stand by](#)”, have vowed to use intimidation, bullying, and violent tactics to monitor polling places to stop alleged “voter fraud”; and

WHEREAS, in the case of a close or contested election, final vote tallies will not be known on Election Night, and therefore it may take time to know who legitimately prevailed; and

WHEREAS, any attempt by either party to prematurely announce a winner before all the votes have been counted could lead to nationwide confusion, turmoil, and violence; and

WHEREAS, [labor unions](#), community organizations, and progressive groups have formed coalitions to plan for [post-election contingencies](#) in the event that attempts to defraud the vote count intensify or violence occurs; and

WHEREAS, these coalitions led by [SURJ](#), [Holding the Line](#), and the [People’s Strike](#) have committed to engage in various actions to deny all legitimacy to anyone taking power before all votes are counted and an actual winner is declared; and

WHEREAS, although the California Faculty Association (CFA) is a statewide union that primarily focuses its political work and action on local and statewide initiatives and campaigns, we are also a union committed to antiracism and social justice that stands firmly against all forms of racism, sexism, homophobia, transphobia, economic exploitation, and threats to democratic systems of governance; therefore be it

RESOLVED, that the CFA fully endorses and will participate in the organizing work being done by the coalition of unions, community organizations, and progressive groups to demand all votes be counted and to defend democracy; and be it further

RESOLVED, that the CFA will educate and encourage the membership to begin organizing post-election contingency plans throughout the state of California to support students, faculty, and community members who may engage in protests against attempts to discredit or steal the election; and be it further

RESOLVED, that the CFA will affiliate and work with the coalition organized by SURJ and other community organizations strategically planning for post-election contingencies across the state of California.

Adopted by the CFA Council of Chapter Presidents
October 13, 2020

**RESOLUTION TO FULLY INCLUDE
THE INTERESTS OF COACHES IN NEGOTIATIONS
WITH THE CALIFORNIA STATE UNIVERSITY**

WHEREAS, the California Faculty Association is the exclusive collective bargaining representative for the California State University faculty, including tenure-track faculty, lecturers, librarians, counselors and coaches; and

WHEREAS, the California Faculty Association represents approximately 700 coaches; and

WHEREAS, coaches are committed to solidarity in all aspects of the California Faculty Association mission statement, philosophies, and causes; and

WHEREAS, the interests of coaches have not always received the same consideration as other constituencies in negotiations with the California State University; and

WHEREAS, the Coaches Committee is now fully constituted and active in providing a voice for coaches within the California Faculty Association; therefore be it

RESOLVED, that the California Faculty Association recognizes the importance of representing the interests of coaches; and be it further

RESOLVED, that the California Faculty Association is committed to promoting the interests of coaches on an equal basis to tenure-track faculty, lecturers, librarians, and counselors in negotiations with the California State University.

Presented by the California Faculty Association Coaches Committee
Endorsed by Council for Racial and Social Justice
Council of Lecturers African American Caucus
Asian Pacific Islanders Desi Americans Caucus
Chicanx/Latinx Caucus Native American Indigenous Peoples Caucus
LGBTQIA+ Caucus Women's Caucus Coaches' Committee Counselors Committee Librarians' Committee
Membership and Organizing Committee Peace and Justice Committee White Anti-Racist Committee
October 17, 2020

RESOLUTION

EDUCATING AGAINST WHITE SUPREMACY AFFIRMING ACADEMIC FREEDOM

WHEREAS, the California Faculty Association (CFA) is a union representing over 29,000 educators in the California State University, the largest public system of higher education in the country; and

WHEREAS, CFA is committed to a program of Anti-Racism and Social Justice which forms the lens with which we center all of our practices and policies; and

WHEREAS, CFA acknowledges that white supremacy has shaped education in the United States where Native/Indigenous and People of Color have been treated as “people without history;” and

WHEREAS, as Carter Woodson has said, “Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching of biography and history;” and

WHEREAS, CFA recently fought for and won legislation co-sponsored with Assembly Member Dr. Shirley Weber committing the CSU to require all students to take an Ethnic Studies course centered in the cultures, perspectives, histories and experiences of Asian American and Pacific Islander, Black, Indigenous/Native, and Chicax/Latinx people; and

WHEREAS, Critical Race Theory, theorists, and practitioners have contributed immensely to our understanding of the central role of systemic racism in U.S. law, culture, and society; and

WHEREAS, CFA is committed to its practice of providing trainings and workshops in Implicit Bias and Interrupting Racism to address systemic racism; and

WHEREAS, a central principle in our Union and in Higher Education is the protection of faculty rights to Academic Freedom in their scholarship and creative activities, in course and curricular design and delivery, and in shared governance and speech; therefore, be it

RESOLVED, that we add our collective support to the [Statement](#) by U.S. Educators & Educational Scholars, “EDUCATING FOR DEMOCRACY DEMANDS EDUCATING AGAINST WHITE SUPREMACY;” and be it further

RESOLVED, that, in so doing, we Affirm and Defend our Commitment to Academic Freedom.

Presented by CFA Officers Endorsed by
Council for Racial and Social Justice Council of Chapter Presidents
Council of Lecturers
African American Caucus Asian Pacific Islanders Desi Americans Caucus
Chicax/Latinx Caucus Native American Indigenous Peoples Caucus
LGBTQ+ Caucus Women's Caucus Coaches' Committee Counselors Committee Librarians' Committee
Membership and Organizing Committee Peace and Justice Committee White Anti-Racist Committee
October 17, 2020

Office of Equity, Diversity, and Inclusion:

Submitted by Edy Reynoso, Interim Director, Office of Diversity, Equity, and Inclusion

Office of Diversity, Equity and Inclusion

President's Diversity, Equity and Inclusion Council

The President's Diversity, Equity and Inclusion Council meet for the third time of the semester on Wednesday, October 21, at 3 p.m.

Academic Roadmap Plan

Dr. Lisa Tremain returned as a guest to address DEIC and share preliminary results and an overview of the feedback from the Visionary Activity. Lisa said that 256 participants shared their vision for HSU with the majority who answered the questions being students. Hands-on learning was the most mentioned reason for what they value from HSU. Next steps will be integrating information into the Strategic Plan and for diversity, equity and inclusion to be the centerpiece of the HSU Strategic Plan.

DEIC Subcommittees Updates

Inclusive Teaching Sub-Committee: Chair Kim Vincent-Layton reported that their subcommittee had met with student representative Roman Sotomayor to discuss barriers to student learning in the new campus environment. The suggestions are doable because they can be easily accomplished through Canvas.

She highlighted that they need to elevate student voices and this sub-committee will be trying to get on Associated Students agenda for the next meeting. Roman Sotomayor highlighted that students are struggling.

The Equity Fellows commented they are scheduling meetings with departments that they did not get to last year and will be discussing schedule for trainings on diversity, equity and inclusion in the future.

HSI Subcommittee: Chair Fernando Paz said that this committee is working on three goals of 1) Institutional Commitment to being an HSI, 2) Culturally relevant pedagogy and 3) Nurturing cultural wealth. They have not met since the last time he reported out to DEIC.

Professional Development Subcommittee: Co-chair Dr. Jennifer Eichstedt reported that there is a desire to move forward in training and scaffolding on the pieces we now have. A few members will be attending the three-day training on Moving Beyond Bias Virtual Train-the-Trainer meeting. Moving Beyond Bias Initiative is a collaboration between the CSU and UC system.

Points of Dialogue

- Trans, Gender Non-conforming, Non-binary Initial Meeting
 - On Tuesday, October 27 from 1-2pm
- NEA Big Read and Campus/Community Dialogue on Race
 - NEA Big Read: <http://www.literaryhumboldt.org/>
 - Book Circles reading Claudia Rankine's CITIZEN: AN AMERICAN LYRIC and her Book Talk & Keynote
 - For a free copy of the book email Kumi (kw1@humboldt.edu) your mailing address
- Campus/Community Dialogue on Race: <https://dialogue.humboldt.edu/>
 - Nearly 20 workshops and featured speakers: Events Calendar: <https://dialogue.humboldt.edu/events-calendar>
- Diversifying the pool for HSU Honorary Doctorate

Welcoming Provost Capps

The Provost asked DEIC for their thoughts on how she can assist the council and be a helpful partner. She wants the HSU campus to be safe and welcoming. In addition, how she can remove barriers to execution with use of resources in the campus culture and paving the way forward. One member commented on seeking the advice from the council on diversity, equity and inclusion topics and issues because many times, there is marginalization that occurs and there is a lot of institutional knowledge within the council. Another member shared how diversity, equity, and inclusion (within programs and initiatives) work has been happening on campus but how we now need to move to do anti-racist work.

*The next meeting for DEIC will be held on Monday, November 16, 2020 at 3:00 PM on Zoom.

Staff Council:

Submitted by Senator Kailyn Doyle

Staff Council met for the third meeting of the year on Wednesday, October 21.

- The HumTrails Volunteer Day took place on Sat. October 24. There was a satisfactory turnout and final numbers are still coming in from the site supervisors. They were able to accomplish the removal of invasive plants and trash at the Arcata Marsh and painted a picnic table for splinter safety at the Hammond Trail.
- Solicitation for nominations to senate committee vacancies out this week.
- Voting for Resolution 03-20/21-CBC (to reflect parallel revisions to the General Faculty Constitution) went out Mon. October 26 and will conclude on Fri. October 30.
- There is staff representation of the Staff Council executive board on the Strategic Planning Committee, specifically around the topic of Employee Engagement & Success.
- With support of Labor Union and senators they are creating a staff survey to provide insight and communication to the President's cabinet on staff experience and concerns.
- Current Equity Working Group (previously the Gender Equity Working Group) working toward becoming a standing committee to address systemic issues staff face at HSU, and currently seeking membership which may extend beyond the Staff Council membership.
- Staff Council is pursuing collaborating with HR on new employee orientation.
- Working with the President's Office to support incentives for staff engagement and participation. Items will be shipped out.
- President Brandon McMillan has stepped down from his role and last day as president will be Fri. November 13. A call for nominations has gone out and are due Wed. October 28.

Many initiatives are underway including:

- Morning Music Mondays; a playlist for staff to log into and connect)
- Connect Over Coffee; used to be live event and is adapted to the virtual space
- Music Open Mic; scheduled for Friday, Dec. 4, 2020
- Rock Painting Scavenger Hunt; intended to target staff w/ children, still in progress
- Creative Learning Workshops; partnership w/ L4HSU and explore personal development opportunities (i.e. planting, music instrument basics, painting, knitting, etc.), requesting other recommendations from the staff in general
- Welcome Bag and Communications; still occurring for new staff employees, working w/ Administration & Finance office to identify new staff, communications have been updated
- Staff Spotlight & Instagram Takeover; continues with updated forms, staff can self-nominate for both and anyone can nominate another staff member for Staff Spotlight -- <https://staffcouncil.humboldt.edu/staff-spotlight>, https://docs.google.com/forms/d/e/1FAIpQLSdXmRH92XZPbmkcYiqxBYon_pjr5jHHxindgHxkRBfn7adTlg/viewform

Next Staff Council meeting will take place Wed. November 18 @ 3:30pm.

President's Administrative Team:

Submitted by the P.A.T. Membership: Acting Deputy Chief of Staff/Special Assistant to the President, Lisa Bond-Maupin; Provost and Vice President for Academic Affairs, Jenn Capps; Vice President for Enrollment Management, Jason Meriwether; Vice President for University Advancement, Frank Whitlatch; Chief of Staff and Interim Vice President for Administration & Finance, Sherie Cornish Gordon; Director of Intercollegiate Athletic & Recreational Sports, Jane Teixeira

People

Jacquie Bartley, a retired annuitant from HSU has joined the accounting team in a short-term emergency hire position to assist with meeting the needs of accounts receivables and billings as the department undergoes personnel changes due to retirements and other staffing shifts. Janessa Woolley, a participant in the student internship program in the accounting department has joined the payroll department as an emergency hire. The payroll department has lost two

employees to the early exit program. We are proud to have Janessa in the internship program and proud that she was able to fill a need for the division as she begins her career.

Pride

Agricultural Research Institute

Humboldt State University is a proud partner of the CSU Agricultural Research Institute. Since joining in 2016 as an associate campus, our faculty and student researchers have taken an active role in contributing to the sustainability of California agriculture. From addressing critical issues in California's winegrape industry through environmentally friendly methods of rodent pest control, to determining the most cost effective land management tools for timber harvesters that will help reduce fire hazard to local communities. Humboldt State University researchers seek innovative answers to improve California's economic landscape. These projects span disciplines, build industry partnerships, and support student success.

Because of the support of ARI funding, Humboldt Bay will now be home to California's first commercial, open-water seaweed farm. This pilot project, led by Humboldt State University's own Dr. Rafael Cuevas Uribe and supported by our industry partner GreenWave, stands to kickstart an industry where environmental sustainability and economic benefits go hand in hand.

Each one of these impactful projects gives our students the opportunity to work hand in hand with research faculty, while simultaneously making valuable connections with local industry partners. Over the past four years, HSU students have collectively spent over 15,000 hours directly working on ARI funded projects to the benefit of California's agricultural economy. At the upcoming ARI system-wide meeting, Acting President Meriwether will introduce one such student researcher: Erika Thalman, a Graduate student in the Natural Resources program at HSU, who will be presenting on "Long-line culture of red seaweed in the Pacific Northwest." Congratulations Erika.

Interdisciplinary Grant Submissions

Nine Humboldt Institute for Interdisciplinary Marijuana Research (HIIMR) associated Faculty PIs submitted 12 grant proposals this week in response to an RFP issued by the Bureau of Cannabis Control. The funding proposals comprised a total of \$6,131,389 in requests and represent vast intercollege and interdisciplinary partnerships. Funding decisions will be made on November 6, 2020 and our fingers are crossed that these projects will be funded. Thank you to everyone involved for modeling cross campus and community collaboration.

Inclusive Student Success

GI 2025 Goal Progress

In advance of the CSU-wide GI 2025 convening last Friday, the Chancellor's Office released the latest data on our progress toward GI 2025 initiative goals. The document is included at the end of this senate report.

This high-level overview, as well as accompanying graphs on the CSU Student Success Dashboard (calstate.edu/dashboard), reflect our campus' most recent progress toward meeting Graduation Initiative 2025 goals of closing equity gaps and improving student retention and graduation rates.

Please note that the 2020 graduation rates cited in the report are preliminary and may increase very slightly in the coming weeks as some campuses submit additional degree counts. In addition, normal variation can influence annual graduation rates and may lead to overly positive or negative outcomes in any one year. This analysis is not meant to serve as a substitute for our campus' deeper internal assessments of our Graduation Initiative 2025 progress led by the Office of Institutional Effectiveness and the Office of the Provost.

College of the Redwoods and HSU

We continue to prepare for the Fall kickoff meeting of the CR-HSU partnership designed to elevate and achieve our shared goals on behalf of the students served by both of our institutions. Following a meeting about higher educational pathways of native students, improving the experience and engagement of native students has been added to the planned areas of impact that also include:

- Joint Academic Programs
- Admissions
- Intercollegiate Athletics
- University Housing
- Campus Safety
- Enhance Student Engagement
- Community Engagement & Strategic Visibility
- Career Services

Flexible Grading Policies

Please Help to Spread the Word about Flexible Grading Policies for Students this Academic Year (2020-2021): Given that we are still dealing with the effects of the pandemic, the campus is extending the flexibility and these include:

- The campus has lifted the restriction on the number of optional grade mode courses students can take for credit/no-credit this semester; students may choose more than one. Additionally, these courses will not count towards the maximum number of CR/NC units one may apply to the degree
- Major courses that are letter-grade only may include a CR/NC grade mode option may
- be taken C/NC and count toward major requirements when “CR” grade is earned.
- Major courses that already include a CR/NC grade mode option (i.e., “optional grade mode”) may be taken C/NC and count toward major requirements when “CR” grade is earned
- Department Chairs, in consultation with program faculty. will confirm with the Registrar by October 30, 2020 those courses in the major that may not be taken as credit/no- credit

The additional grading options will be available after November 2.

Please note: for some categories of students (for example, veteran students, student athletes, students considering graduate or professional school in certain fields), using the CR/NC option is not advisable. Every student should work very closely with their advisor on this decision making taking into account all aspects of academic standing, financial aid, etc.

The deadline to change an optional grade mode course is Dec. 11, 2020. A student may switch from letter grade to credit/no-credit grade (or vice-versa) any number of times prior to 11:59pm on Friday, Dec. 11, 2020.

The campus will return to normal grading policies effective with the Summer 2021 term.

Student Recruitment

Admissions has seen an increase in Spring 21 Applications, based on the Latest EM reports on 10/19/20, showing an increase of 2.25% from prior year. We are seeing similar increases in Fall 21 Application of 3.6% growth. The increase in applications in both terms illustrates early indications that a mixture of changes over the past year are showing rewards. We do caution that the increase in applications, though very positive, be kept in perspective as only part of the recruitment and yield process.

Fall Preview is nearing 200 registrants for October 30 and November 6 that will preview campus through a new virtual platform, Platform Q, to provide a web structure that is optimized for mobile and provide on-demand content. Admissions continues to adapt and adjust recruitment efforts to assure our staff, faculty, and entire university is promoted to the largest crowds possible each and every opportunity. Over the several months, departments will be given

opportunity to connect with applicants with multiple opportunities to follow the positive experience from this past year.

Admissions has also launched a call/text campaign to welcome all our new applicants to the admissions process, which is over a 1k calls/text message over the past month and half. The outlook will be to call all fall applicants and continue to find new ways to help relay information to our newest potential students.

Humboldt First Scholarship events and meetings with local school districts continue to happen over the month of October and November. These events offer \$1,000 scholarships for the next four years to CSU eligible students and will include other opportunities to support students on a transfer pathway.

Lumberjack Athletics and African American Center for Academic Excellence

Back in September, the Lumberjack women's soccer team made bracelets with donations going to the Humboldt State's African American Center for Academic Excellence. From October 15-19, the Humboldt State women's basketball team held "Race for Change" with donations also going to the African American Center for Academic Excellence. The Race For Change was a 5K virtual bike, swim, run or walk to help bring awareness and make progress towards racial justice. Heading into this weekend, both teams raised a combined \$2,000.00 for the African Center for Academic Excellence.

"The Center is proud of the initiative and leadership demonstrated by both our Women's Basketball and Soccer Teams," said Doug Smith, Coordinator of the Humboldt State University African American Center for Academic Excellence. "The time and energy the teams allocated to raise financial resources for the Center and the students that it supports is invaluable. Their actions are a reminder that there are multiple ways for us to engage in supporting Black lives. We hope to collaborate more with our athletic teams in developing a campus community that reflects the changes we want to create in society."

The mission of the African American Center for Academic Excellence is to cultivate, coordinate and contribute to institutional efforts to support Humboldt State University students that identify as African American, Black, and/or of African descent.

Community

Student Civic Engagement & Election Plan

A university collaboration led by the Office of Student Life, Athletics, Housing and Associated Students has worked closely with the Voter Initiatives Committee to develop events, marketing, outreach, and the campus Civic Engagement Plan. A website was developed as a central location to gather voter information: <https://osl.humboldt.edu/HSUVotes>.

In addition, all social media posts have referred to the #HSUVotes hashtag and website for more information. Emails were sent on registering to vote September 21st & 28th through the Student Marketing Center weekly events email to all students, as well as follow up communication leading up to the election. To heighten visibility efforts, 600+ flyers distributed to students who picked up Oh Snap Food Pantry Bags and/or attended Home Away from Home event to support student connection to the community. Some examples of ongoing and one time events include:

HSU ONGOING events/campaigns:

- Skillshop: Why Vote, How to Register, & Tracking your Ballot
- SkillShops: Researching the California State Ballot Initiatives (Garrett Purchio)- <http://library.humboldt.edu/>
- Election Presentations to Athletes
- CHECK IT with Our Vote" Art Campaign

HSU ONE TIME events/campaigns:

- September 23rd: Debate - Should the president be elected with the popular vote
- October 5th: Mike McGuire Virtual Town Hall
- October 8th: Jared Huffman Virtual Town Hall
- October 27th: Pre-election dialogue
- October 28th: Community Organizer Training
- October 29th: Marc Lamont Hill Speaker
- November 5th: Faculty Panel on Post Election Action
- November 4th & 12th: Post-election Dialogue

Campus Culture and Operations

Following the announcement of President Jackson's bereavement leave to be with his family, Acting President Meriwether led the President's Administrative Team in a discussion to identify and affirm our short term administrative priorities. These priorities include:

- COVID - Spring Instruction and Other Planning
- Continuing Integrated, Phase 1 Strategic Planning
- Capital Campaign
- Budget Reductions and Planning
- WSCUC Visit Preparation
- Enrollment
- Community Relations and Engagement

Title IX & DHR

The Title IX & Discrimination, Harassment, and Retaliation (DHR) Prevention Office grew to three full-time employees in October with the hiring of Nicki Viso – a Residence Life Coordinator in Housing for the past six years – into a newly created TIX / DHR Program Analyst position. Nicki joins Title IX Investigator Allan Ford (hired in August) and Title IX Coordinator and DHR Prevention Administrator David Hickcox (serving in the position since December 2019) to round out a team that serves a critical need for our students and employees: implementing CSU policy prohibiting DHR and Sexual Misconduct, overseeing and coordinating prompt and equitable grievance procedures for affected students, staff, and faculty, and facilitating education and outreach initiatives. Formerly a one-person office, the administration committed to the increase in FTE staff following an internal case audit and a Chancellor’s Office informal program review at the beginning of the calendar year.

These administrative assessments showed that Title IX and DHR Prevention efforts on campus were meeting the minimum essential level to be compliant with state and federal regulations, but did not allow for the proactive, prevention-focused effort our campus deserves. The TIX / DHR team is working with students and faculty to proactively address issues impacting the success of our students: trans and gender non-conforming students encountering bias in the classroom (mis-gendering); support for pregnant and parenting students; simplifying the incident reporting process, and redesigning the TIX / DHR website and social media footprint are current areas of focus. In the coming months, the Chief of Staff and Title IX Coordinator will be recruiting select administrators on campus to serve as Title IX partners – additional people to serve as the face of Title IX and DHR Prevention, trained to facilitate the reporting of incidents and educate students and staff on the support that the office provides – more competent, caring professionals dedicated to maintaining a campus free from incidents of Discrimination, Harassment, Retaliation, and Sexual Misconduct.

All four of the campus Auxiliary organization financial audits were completed on time to meet the Chancellor’s Office timeline. Additionally, they are all on track to have supplemental IRS filings completed on time without extensions for the first time in several years.

Academic Innovation and Excellence

Spring 2021 F2F and Hybrid Course Schedule

As a reminder we are allowing a limited number of F2F and hybrid courses for Spring 2021. In order provide safe instruction and comply with County Public Health recommendations, courses with any F2F instruction (this includes hybrid courses) will be structured in the following way:

- The first two weeks of instruction will be virtual from January 18-31, 2021.
- Part 1 of F2F instruction will run from February 1, 2021-March 13, 2021.
- Spring Break: March 14-21, 2021 (As planned).
- Virtual Instruction for all F2F courses resumes March 22- April 4, 2021.
- Part 2 of F2F Instruction resumes on April 5, 2021.

Please note: this plan for F2F instruction is subject to change if the public health risk increases. We will seek to communicate and be nimble with any forthcoming updates and changes.

Academic Affairs Deep Dives

The Office of Academic Affairs held an Advising Deep Dive on Wednesday October 21, 2020. Many thanks to Dr. Kathy Thornhill, Dr. Maria Iturbide, and Mr. Roger Wang for the presentation and robust discussion. We will be forming an advising working group to focus immediately on advising policy, short and long term goal setting with associated timeframes and a phased implementation process. The notes from the deep dive and the executive summary can be found here.

<https://docs.google.com/document/d/1JaGrLhGZUxPUIPRCQn86FY-H8xulgHsRkXp09hFgjMA>

The next Office of Academic Affairs Deep Dive will be held on Wednesday November 4, 2020 from 2pm-3:30pm. The topic of the discussion is on The College of Extended Education & Global Engagement (CEEGE). Please contact Lauren.Lynch@humboldt.edu for an invitation to the meeting.

[GI 2025 Report for HSU](#)