

Tuesday, December 15, 2020, 3:00pm, Virtual Meeting ID: 970 9341 9142

Chair Mary Virnoche called the meeting to order at 3:05pm on Tuesday, December 15, 2020, via Zoom; a quorum was present.

Members Present

Anderson, Burkhalter, Capps, Dunk, Finley, Gonzalez, Kerhoulas, McMillin, Meriwether, Miller, Mola, Moyer, Pachmayer, Reynoso, Schnurer, Teale, Thobaben, Tremain, Virnoche, Wilson, Woglom, Wrenn, Wynn, Zerbe

Members Absent

Cannon, Cuéllar, Doyle, Guerrero, Gordon, Kever, McGuire

Guests

Amber Blakeslee, Brigid Wall, Bethany Rizzard, Clint Rebik, Cyril Oberlander, Dan Sornia, Erin Kelly, Holly Martel, Jenessa Lund, Kim Stelter, Kristen Gould, Lauren Lynch, Lisa Bond-Maupin, Mary Oling-Sisay, Meghann Weldon, Mike Le, Peggy Metzger, Rachael Gipson, Ronnie Swartz, Rosamel Benevides-Garb, Simone Aloisio, Sarah Long, Shawna Young, Sheila Rockar-Heppe, Sulaina Banks, Victoria Bruner

Announcement of Proxies

Pachmayer for McGurie, Lescher for Kever

Approval of and Adoption of Agenda

M/S (Tremain/Schnurer) to move the agenda for adoption

Motion passed unanimously

As part of the continuing effort to try to demystify the Senate processes and ways for community to engage, Chair Virnoche invited Senator Wynn to inform the guests and campus community about various ways to participate in the Senate conversation.

Senator Wynn explained how to utilize the Open Forum and informed guests they may raise their blue zoom hand to be recognized if they'd like to speak in the middle of a discussion. He noted guests can also use the chat function to either ask a Senator to recognize them so that they can speak, or to ask that a Senator represent their idea or ask a question on their behalf.

Approval of Minutes from the December 1, 2020 Meeting

M/S (Parker/Pachmayer) to approve the Minutes of December 1, 2020 meeting

Motion approved unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached.

In addition to the written report, Chair Virnoche highlighted the information now linked to the Senate website about zoom, in particular in the inclusion of pronouns in profile names, noting this is just one way in which we can consistently create inclusive spaces across the Senate meetings.

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

It was noted that no one signed up to speak during the Open Forum

Action Item: Resolution on Revisions to Operating Fund Reserve Policy (16-20/21-URPC – December 15, 2020 – Second Reading)

Senate vote to approve the Resolution on Revisions to Operating Fund Reserve Policy **passed without dissent**

Ayes: Anderson, Burkhalter, Dunk, Finley, Gonzalez, Kerhoulas, McMillin, Miller, Mola, Moyer, Pachmayer, Reynoso, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Jackson, Meriwether, Schnurer, Virnoche, Zerbe

Discussion: Strategic Plan Release with Vice President & SP Co-Chair Gordon

Chair Virnoche ceded the floor to Dr. Lisa Bond-Maupin; Dr. Bond-Maupin explained that Vice President and SP Co-Chair Gordon was called away, and that she herself will be facilitating in her stead.

President Jackson began with some history of the Strategic Planning Process, which involves many people and many groups and committees, noting that many in attendance are on those groups or committees and have contributed thoughts that will guide the rest of this process through the remaining phases.

He reported he carries enormous optimism about where HSU is in phase one of the plan because it will guide us as we continue the conversation and get the feedback from campus.

President Jackson then gave special thanks to the three co-chairs of the Strategic Initiatives Committee: Dr. Sherie Gordon, Dr. Lisa Bond-Maupin, and Dr. Mary Virnoche, as well as the many members of the Steering Committee itself.

Dr. Bond-Maupin officially announced that she thanks to many students, staff, faculty and administrative colleagues, HSU has a full Phase One Strategic Plan Draft (attached). She explained phase one was designed to generate a co-written vision and set of grounded goals framed in our commitments to Equity, Diversity and Inclusion to serve as the foundation for the articulation of desired outcomes, objectives, activities and measures for evaluation in the next phases to come. She then ceded the floor to Interim ODEI Director Reynoso.

Interim ODEI Director Reynoso reported that the Diversity, Equity, and Inclusion Council was reconstituted with the intent and purpose to provide a charge in the context of the DEIC lens to the SP; she stated her thanks and approval of the ways diversity and inclusion has been embedded in the Strategic Plan, and noted the DEIC will continue to the next phases of the planning process.

Dr. Bond-Maupin then ceded the floor to the members of the Academic Roadmap Working Group; Vice-Provost Mary Oling-Sisay explained this work started in the fall of 2019 and then picked up in earnest in this past spring, with the goal of emerging with a thoughtful strategic and visionary way to consider what an agency education looks like in the 21st century. She noted the group worked through a series of critical questions intended to help think through our shared purpose, considering our place in the CSU within California within the US and beyond. She explained the group examined HSU's unique strengths and opportunities and also looked at enhancing a culture of innovation, given where we sit in our local area. She turned the presentation over to Interim ICC Chair, Dr. Lisa Tremaine.

Dr. Tremaine reminded the Senate about the consultation process used in writing the Academic Roadmap and thinking about a vision for academics moving forward at HSU. In the spring of 2020 there was an all campus invitation to join any one of four webinars and those webinars asked the same three critical questions across each; what are HSU's unique strengths; what kinds of academic programs should HSU offer to fulfill our mission; how can HSU enhance a culture of innovation. She explained 75 people attended those sessions, noting that number is profound considering that the COVID-19 lockdown had just been established. Dr. Tremaine continued, explaining in the fall of 2020, the group did a different round of feedback which was targeted to particular groups and invitation based for a broad dissemination of three critical questions; the data was collected via google form.

The questions were as follows: "if you're in an elevator and someone asked you, 'What does HSU offer in terms of an academic experience?' what would you say?". "What attracts 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 it could offer?" Dr. Tremaine reported that

256 responded to that survey, and she worked with a graduate student, Zane Eddy, to code that data. She noted one more quick question was put to the community, “is there anything we're missing here. Is there anything we should offer that we're not offering?” The feedback to these questions informed the draft of the Academic Roadmap; Dr. Tremain ceded the floor to Provost Capps to outline the draft itself.

Provost Capps reported that via this broad consultation, the group learned that there was overlay of a number of themes and values and things that make HSU really special, which then informed the formation of five goals. She noted the five goals is the culmination of what the group is going to point toward to build out from these goals and then measurable objectives to ensure accountability to the goals.

Dr. Bond-Maupin ceded the floor to Dr. Erin Kelly to explain the work of the Community Collaboration and Shared Success working group.

Dr. Kelly explained their theme is community collaboration ensured success, which really means that HSU and its surrounding community work together share resources and communicate openly to achieve these shared objectives.

Dr. Bond-Maupin ceded the floor to Kristen Gould to explain the work of the Employee Engagement and Success working group. Ms. Gould reported the group wanted to ensure that they were focusing on what all employees needed to be successful at Humboldt State. That basically led to the vision, and three goals which the group felt like synthesized the feedback that they were getting from everybody. She reported via a lot of participation in the open forums, the group learned staff stated that communication was high on the list as far as what people were really seeing as what HSU could improve upon. She noted the feedback included a request to create a culture of growth at Humboldt State so that employees really could be enthusiastic and excited about and committed to their place of work. Ms. Gould stated this would be accomplished via opportunities that provide access to professional development opportunities supports healthy work life balance and recognizes and reward succession exceptional effort. She noted the growth culture component was important because employees are coming off of the second semester of working remotely, and many employees wanted the option of being able to potentially continue with flexible work. She continued, reporting the third goal is organizational development enhancing in in coordinating organizational development so that everyone has the opportunity to share a broader range of their skills and collaborate across departments and participate in this continual process improvement and innovation.

Dean Cyril Oberlander reported on behalf of the Future Proofing Working Group, the idea of future proofing is meant to think about what can HSU can do to adapt and thrive regardless of internal, external challenges and opportunities ahead because higher education is going to be constantly a fun and wonderful place.

Michael Fisher spoke on behalf of the Resource Stewardship and Sustainability Working Group, noting the group's charge was to develop strategies that appropriately generate, manage, invest, resources towards the purpose of the university. He reported they spoke of these items underneath the common lens of student-first to equity inclusiveness and sustainability, which informed some themes in there that make their way into our vision statement.

Jenn Capps reported on behalf of the Student Experience and Success Working Group, noting that they noticed the importance of valuing the whole student of providing students a holistic experience and making sure that we provide opportunities for interconnectedness among the different experiences and opportunities for students.

Dr. Bond-Maupin closed the presentation, stating that following the meeting the campus and community partners will receive a link to the first whole draft of the phase one plan, with an invitation to provide feedback on a feedback form. She thanked folks in MarCom for their copy editing their website work and everything that they have done in partnership with us on this first draft.

Adjourn

M/S (Woglom/Tremain) motion to adjourn

Holiday Happy Hour - Virtual Mixer (Optional)

Meeting adjourned at 4:11 pm

**University Senate Chair Report
December 15, 2020**

**Submitted to the University Senate
by Mary Virnoche, General Faculty President & University Senate Chair**

Amazing Turnout at Emergency Meeting:

Changes to Spring Break and Face-to-Face Schedule

Thank you to the 91 faculty, staff, administrators and students who, on very short notice, met from 10-11 am on Friday, December 11. The dialogue was robust, helpful in itself, and also contributed to actions/considerations to mitigate spring changes and Fall 2020 wrap up. Thanks also to shared governance leaders from Associated Students, Staff Council, Labor Council, and California Faculty Association who came, listened, and engaged. I know they will be taking the dialogue back to their respective shared governance bodies and continuing communication on needs and ideas to support us all through these changes. View the meeting recording via [this link](#).

Cushion for Grade Deadline:

The Edge Needed for Faculty Sanity?

Faculty requested more breathing room on the Fall 2020 grade deadline. The discussion at the Friday emergency meeting suggested that an added day could make a big difference for faculty members. The domino effect of deadline shifts was substantial, but we were able to work out a 10-hour delay to 10 a.m. Wednesday, December 23, 2020. The Provost reported that feedback on the 10-hour cushion was positive: those who wanted to further push back the deadline understood once the Provost explained the details of the negative student impact of further delay.

“Hello - Is Anyone out there?”

Keep Communication Lines Active as Grade Deadline Approaches

And on a related note, the faculty cushion for the grade deadline means that the Registrar has a shortened turnaround time for grades. On behalf of those staff, I ask that faculty be responsive to those wrap up inquiries about grade submissions. IF we are up against or may miss the deadline, it is huge for the registrar to understand our situation. Please communicate.

Appointments Approved by Senate Executive Committee

USFAC CNRS (Spring 2021 only)

[Beth Eschenbach](#), Professor, Environmental Resources Engineering

Dean of Students Search (2 faculty seats)

[Meenal Rana](#), Associate Professor, Child Development

[Rouhollah Aghasaleh](#), Assistant Professor, Education

AVP of Facilities Search (2 faculty seats)

[Justus Ortega](#), Professor & Chair, Kinesiology

[Shannon Childs](#), Head Athletic Trainer, Athletics

Thanks for your service. Thanks also to others who stepped forward and were willing to serve.

Shared Governance Leadership Assigned Time

Approved by Senate Executive Committee

As requested by the University Senate, I am sharing on behalf of the Senate Executive Committee the approved list of assigned time for shared governance leadership.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, December 15, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Members in attendance: Clint Rebik, Kayla Begay, Matthew Derrick, Michael Goodman, & Humnath Panta (Morgan Barker participated asynchronously)

December 2, 2020

Minutes:

- Check in about progress for work on disruptive student policies. Shared draft resolution for collectively editing. Primary focus was on distinguishing the ways that the proposed resolution would fit into a senate resolution format.
- Resolution draft review and revision with an eye on implementation and navigating barriers.
- Review of policy suggestions for updating HSU's classroom disruption policies for unique disruptions of online classroom management. Discuss suggested language and places for this to land.
- Examining some of the entwined policies that would be impacted by our proposed changes (email policies)
- Preparing for next policy work: Advising policy (provost, ICC & working group), Student Learning Community framing (ICC & Vice Provost).
- Chair will check in about resolution writing resources with Parliamentarian Zerbe & Mary Watson.

Next meeting is December 16 at 10am. Please contact the chair for an invitation.

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).

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Report of December 15, 2020

Committee Members: Members present: Zerb (Faculty), Wrenn (Faculty), Woglam (faculty), Purchio (faculty), and Anderson (Faculty)

Meeting Notes:

1. Faculty Handbook Review

- Working groups are continuing to review and update the eight handbook sections under review.
- Working group review of two of the sections has completed and input from the relevant divisions (e.g. SPF, Presidents office) is being sought to confirm accuracy of information.

2. Looking Ahead to Spring

- Completing proposed updates to Handbook for move on to Senate and General faculty Review
- Propose a plan for sustainable and timely review
- Propose a plan for addressing minor changes (e.g. title changes and typos) more efficiently.

CBC meetings in the Spring will continue to be every other Monday at 11am.

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 3 pm.

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

We have started work on a faculty section of an advising policy. This will be our primary focus for next semester. The Center for Teaching and Learning is working on an Observation Checklist for online courses, which we will review.

Integrated Curriculum Committee:

Submitted by Lisa Tremain, Interim ICC Chair

Our meeting on December 8, 2020 began with brief reports from subcommittee chairs on their work:

- **AMP subcommittee** submitted a draft Academic Roadmap to the Provost's Office for review on November 11. At the recent AMP meeting, Provost Capps provided a summary of and engaged feedback about the draft Roadmap document in advance of its submission to the HSU Strategic Plan Co-Chairs. AMP will be working in coordination with APC to move policy language forward

in three areas: 1) clarifications on major, minor, and certificate programs; 2) course numbering clarifications; 3) learning communities (in regard to curriculum review policy and assessment).

- **CDC subcommittee** has been working tirelessly to review a large slate of curriculum proposals so that these might meet catalog deadlines for AY 21-22. Chair Kerhoulas noted that the CDC had been meeting for additional hours in recent weeks to complete the curriculum agenda. Please see the Consent Calendar in the 12-15-2020 agenda to review the full consent calendar and the CDC's and ICC's work this fall to support these curriculum and programmatic additions and changes.
- **GEAR committee:** Chair Anderson provided a brief review of the course certification and recertification process; the five year rotation of recertification for current courses has been updated to begin in Fall 2021 with Area E.

CSU-wide Ethnic Studies Requirement and Implementation

As a member of both the HSU Ethnic Studies Council and the HSU GEAR Committee, Dr. Risling-Baldy led the ICC in a discussion of a document created by the HSU Ethnic Studies Council regarding recommendations for implementation of the Ethnic Studies requirements on the HSU campus. These recommendations from the ES council are in response to the revision of the CSU's General Education [General Breadth and new Area F requirements](#) issued by the Chancellor's Office and the CSU Ethnic Studies Council regarding AB1460 and adopted revisions to EO 1100. The discussion included a summary of the ASCSU's resolution in opposition to EO 1100 changes, including opposition to the creation of an Area F requirement and a reduction of Area D by 3 units. ICC and the HSU ES Council also oppose these changes to the General Breadth requirements. All recommendations from the HSU Ethnic Studies council regarding next steps, including communications with Senate, the C.O, and pathways to implementation are included in the attachment document, crafted by Dr. Risling-Baldy and the HSU Ethnic Studies Council. ICC and GEAR will work in partnership with the HSU ES Council to draft a Sense of the Senate Resolution (or other parliamentary document) to be introduced and discussed at the January 17, 2021 Senate meeting, and GEAR, ICC, and HSU ES Council will begin meeting to discuss implementation pathways for the ES requirement, which is required to be in place in Fall 2021. An initial meeting was held on Friday, December 11, and two additional meetings are scheduled for the week of December 14 to discuss and begin plans for implementation.

B4 proposals from Sociology and Psychology: The ICC Chair provided a brief summary of the ICC's work to review two Area B4 GE proposals from the departments of Sociology and Psychology. ICC brought these curricular proposals to the floor this semester because they had been on hold in the queue for over two years. ICC recognizes that these particular proposals are not similar to other GE proposals -- specifically, they need to be accountable to EO 1110 in parity with current B4 courses. There are also articulation concerns with the Psychology course, and the Vice Provost noted that she will communicate with the Registrar to look for solutions regarding articulation. Vice Provost Oling Sisay noted that the Provost and Vice Provost plan to delay approving any new B4 courses until next academic year due to certification and recertification processes currently happening in GEAR at HSU.

Office of Equity, Diversity, and Inclusion:

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

The President's Diversity, Equity and Inclusion Council will have its final meeting of the semester on Wednesday, December 16, at 3 pm.

Agenda Items

- Implementation guidelines for our new institutional land acknowledgement
- Subcommittee reports:
 - 1) HSI;
 - 2) Inclusive teaching and culturally responsive pedagogy; and
 - 3) Faculty and staff professional development
- Points of dialogue:
 - Trans, Gender Non-conforming, Non-binary Task Force meeting updates
 - Participation in meeting with candidates for the 1) Associate Vice President and Campus Diversity Officer meeting and; 2) Chief of Police
 - Ongoing collaboration with Associated Students (A.S.)
 - Goals for the spring semester
 - Moving Beyond Bias CSU and UC initiative update

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[BA - 202 - 20-846](#). BA Program proposes a new 3-unit course, BA 202, "Personal and Family Financial Management" that will fulfill GEAR lower division **Area E**.

Course description: Important financial concepts/skills needed over a lifetime. Topics covered range from education funding, budgeting, banking, saving, smart spending, investing, income taxation, mortgages, credit analysis, leases, insurance, stocks, bonds, and financial planning.

[Business Administration - Change Concentration/Emphasis Requirements - 20-860](#). The following changes are made to the BA in Business with a concentration in Finance:

- [BA - 332 - 20-838](#). "Intermediate Statistics". Course deletion proposal. This course will be replaced by the newly-proposed BA 422, "Financial Data Analytics and Econometrics" in the Business Finance and Economics majors.
- [BA - 360 - 19-836](#). Remove BA 250 (Financial Accounting) prerequisite for BA 360 (Principles of Finance) to decrease the time to graduation. The remaining prerequisites for BA 360 will then be either MATH 104 (or 104i) or STAT 108 (or 108i).
- [BA - 422 - 20-839](#). Financial Data Analytics and Econometrics. New 4-unit course proposal for a course that is replacing BA 322. This new course is being proposed to align the teaching of finance with the modern-day technology and data-driven practices that have become a norm in financial analysis.
Course description: "The field of finance has become far more data and technology-driven since the early to mid-1990s. The availability of financial data and technology have made a large-scale data analysis a norm in any financial analysis. Data-driven decision making and predictive modeling are becoming at the heart of every strategic financial decision making. This course designed to address the current need in the market."
- [BA - 460 - 20-837](#). Course title change from "Investment Management" to "Responsible Investment Management". This change is proposed to improve course currency and reflect the department's focus on sustainability and it has no additional resource implication, however, the course is not looking to obtain a Sustainability designation.
- [BA - 462 - 20-845](#). Change course title from "Problems in Financial Management" to "Corporate Finance and Valuation". Change prerequisite from BA 468 (Capital Budgeting) to BA 360 (Principles of Finance). Change from offering every spring to offering every fall. Changes proposed in order to improve student learning.
- [BA - 464 - 20-843](#). Course deletion proposal. This course will be replaced in the Business Finance concentration by another course.
- [BA - 466 - 20-841](#). "Entrepreneurial Finance". New 4-unit course proposal. The course is being proposed to address the need for a rapidly changing technology-driven finance job market, to make the finance program more attractive and competitive, to increase enrollment and student success, to align the finance program with institutional learning outcomes, and to align the program with the faculty's expertise.
Course description: Framework to evaluate a new start-up idea. Forecasting financial statements, scenario and simulation analysis to evaluate alternative strategies, assess financial needs, assess risk and expected cash flows.
- [BA - 468 - 20-842](#). Course deletion proposal. This course will be replaced in the Business Finance concentration by another course.
- [BA - 469 - 20-840](#). "Financial Risk Management". New 4-unit course proposal. The course is being proposed to address the need for a rapidly changing technology-driven finance job market, to make the finance program more attractive and competitive, to increase enrollment and student success, to align the finance program with institutional learning outcomes, and to align the program with the faculty's expertise.
Course description: "Pricing and use of financial derivatives, including options, forwards, futures, swaps and credit derivatives in risk management. Focus on applications of risk management tools within corporations and financial institutions."

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[BOT 330L 20-939](#). BOT 330L pre-requisite of BOT 330 is updated to also act as a co-requisite so that these two courses can be taken concurrently. BOT 330 will still be possible to be taken prior to taking BOT 330L.

[BOT - 350 - 20-986](#). The Biological Sciences department in collaboration with the ESM department would like to remove BIOL 105 pre-requisite for BOT 350 in order to improve student's progress to graduation, particularly for transfer students. The remaining pre-requisite for this class will be BOT 105.

[Economics - Change Core Requirements - 20-977](#). Program change proposal related to the deletion of BA 322 and replacing it with BA 422.

[DANC - 352 - 20-760](#). New course proposal to replace DANC 400 which is being deleted as a UD area E course (see below).

[DANC - 400 - 20-647](#). This course is being deleted as per changes at the university level due to [Resolution on Curricular Guidelines for General Education Area E](#). A new course DANC 352 is being proposed to replace it. This change impacts BA degree and minor requirements. Proposals have been submitted to address these changes.

[Dance Studies: B.A. - Change Core Requirements - 20-861](#). This proposal addresses the replacement of DANC 400 with DANC 352 in the core of the DANC major.

[Dance Studies: Minor - Change Concentration/Emphasis Requirements - 20-871](#). This proposal addresses the replacement of DANC 400 with DANC 352 in the core of the DANC minor.

[ENST - Change Core Requirements - 19-686](#). Environmental Studies Program would like to add ENGL 370 (which will become ENGL 471) to the list of courses from which the students can select in the Arts & Humanities area of the ENST program. This addition will not impact the number of units students need to complete the degree.

[General Biology - Change Concentration/Emphasis Requirements - 20-940](#). The Biology department would like to add an alternative Microbiology course in the upper division portion of the General Biology concentration. Currently, the students can choose between BIOL 412, General Microbiology and BIOL 433/D, Microbial Ecology/Discussion. The department would like to add BIOL 418, Marine Microbiology as another alternative.

[Kinesiology - Change Concentration/Emphasis Requirements Change Core Requirements - 20-868](#).

Changes to Core and Concentration to satisfy E.O. 1071

Add to Core:

- CHEM 109: General Chem I or KINS 287: Scientific Foundation of Kinesiology (new course)
- HED 231: Basic Human Nutrition
- KINS 385: Adapted Physical Activity
- HED 392: Community & Population Health

Remove from Core:

- KINS 474: Psychology of Sport & Exercise

This brings Core to 44-47 units

In Exercise Science Concentration (30 units):

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- move KINS 231: Basic Human Nutrition to the Core
- Replace "2 units of PE courses" with 2 units of PE 158: Strength and Fitness

In Health Promotion Concentration (30 units)

- Move HED 392: Community & Population Health to the core.
- drop HED 446: Optimal Bone & Muscle Development and KINS 447: Pharmacology & Ergogenic Aids from the requirements
- Move HED 342: Nutrition for Athletic Performance to the list of electives
- Create new groupings of electives: 1 Psychology course, 1 Diversity/Equity/Inclusion Course, 12 units of Health Promotion electives

In Physical Education Teaching Credential (28 units)

- Move KINS 385: Adapted Physical Education to core
- drop REC 302: Inclusive Recreation from the degree requirements

In Pre-Physical Therapy Concentration (27 units)

- Re-name the Concentration to Pre-Health Professions
- Move Chem 109: General Chemistry I to the Core
- Move CHEM 110: General Chemistry II to the list of electives
- Move PSYC 104: Intro to Psychology to the list of electives
- Move SOC 104 to the list of electives
- Add KINS 250: Medical Terminology to the list of required courses.
- Add to the catalog an extensive list of possible electives for the Concentration. (The variety of electives enables students to select courses most appropriate for their future Health Profession - physical therapy, occupational therapy, respiratory therapy, physical training, etc.)

[Kinesiology- Exercise Science/Health Promotion Concentration - Suspend Program - 20-965](#). Suspend the Exercise Science/Health Promotion Concentration because it is being split into 2 separate concentrations. See 20-967 and 968 below.

[Kinesiology- Exercise Science Concentration - New Program - 20-967](#). **New Kinesiology Concentration:** Exercise Science. The old Kinesiology Exercise Science/Health Promotion concentrations are being split into 2 separate concentrations (rather than one concentration with two sub-emphases). Otherwise, there are no significant changes to the curriculum beyond the E.O. 1071 revisions.

[Kinesiology- Health Promotion Concentration - New Program - 20-968](#). **New Kinesiology Concentration:** Health Promotion. The old Kinesiology Exercise Science/Health Promotion concentrations are being split into 2 separate concentrations (rather than one concentration with two sub-emphases). Otherwise, there are no significant changes to the curriculum beyond the E.O. 1071 revisions.

[KINS - 250 - 20-901](#). New course associated with KINS program revisions. KINS 250: Medical Terminology. 1 unit. C-2. Course is needed to satisfy pre-reqs for Graduate programs in Health-related fields like Physical Therapy.

Course description: Understanding medical terminology is essential for anyone interested in working in healthcare. In this class, students will develop a medical vocabulary grounded in basic medical

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terminology through the study of root words, prefixes, and suffixes. Students will learn correct pronunciations, spellings, and use of medical terms. Anatomy, physiology, and pathology of diseases will be discussed.

[KINS - 287 - 20-870](#). New course in Kinesiology core: KINS 287: Scientific Foundations of Kinesiology. 3 units, C-2. KINS students often struggle with Scientific concepts in their advanced courses. The intention of this course is to introduce the material in the sophomore year so students will be better prepared for and more successful in their upper division coursework.

Course Description: This course studies the major systems of the body through a biochemical, molecular biology lens. Students will engage introductory concepts of metabolism, biochemistry, public health, medical science, health sciences, pathology, and human performance. This course is designed for kinesiology and nursing students with a strong interest in the health or medical field of study and is a component course of Kinesiology core.

[KINS - 385 - 20-873](#). Adapted Physical Education. Change the course title to "Adapted Physical Activity." Update the course description.

Current description: Principles, practices. Consider exceptional individuals found in public schools. Appropriate evaluation and programming techniques.

Proposed description: Provides students with the opportunity to understand the History of Special Education Law and how these laws protect the rights of individuals with disabilities within the physical education setting. Students will understand philosophies, such as inclusion, and how cultural differences can be addressed within the classroom. Students will understand how students qualify for adapted physical education and how adapted sports can be included in the k-12 curriculum to provide each student the opportunity to become physically literate.

[KINS - 482 - 20-786](#). Internship in Kinesiology. Change grade mode from Optional CR/NC to Mandatory CR/NC.

[Liberal Studies \(Core\) - Change Core Requirements - 10-752](#). The Liberal Studies program and Child Development departments collaborated on adjusting the core classes required by the Liberal Studies Elementary Education LSEE (including the Integrated Credential Senior Year Pathway) and the Liberal Studies Child Development Elementary Education (including the Special Education Integrated Program option) in order to align these programs with EO 1071.

The shared core of Liberal Studies (Elementary Education and Child Development Elementary Education) programs will consist of 63 units and will be structured as follows:

ENG 104 Acc. Comp/Rhetoric	3	HIST 104 Western Civ.-1650	3
COMM 100 Speech Com	3	HIST 110 US Hist. -1877	3
COMM 103 Critical Listening	3	CD 209 Middle Childhood	3
MATH 103 or 103i Math Lib. Art	3	CD 310 History/Theory	3
BIOL 104 w/ lab General Bio	3	CRGS 108 Power/Privilege	3
GEOL 109 General	4	LSEE 317 Elem. Math	3
ENGL 105 Literature	3	LSEE 308 Alg. El Classroom	3
KINS 313 Teaching Dance	2	LSEE 313 Science El. Classroom	3
TA 105 Acting 1	3	LSEE 475 Health/ Phys Ed	3
MUS 204 (MUS 322) K-8 Music	3	ART 307 Art Structure	3
PSCI 110 Am. Gov't	3	TOTAL CORE UNITS	63

The alignment with EO 1071 will be partially achieved by the following course changes related to this proposal.

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- [LSEE 308 19-769](#) - "Algebra, Geometry & Data in Elementary Classroom". The 1-unit C-08 activity is being removed from this course and created as a stand-alone LSEE concentration-specific 1-unit LSEE 319 class. LSEE 308 will become a lecture-only 3-unit C-02 core class for all LS programs.
- [LSEE 319 19-775](#) - "Algebra, Geometry, and Data in the Elementary Classroom Practicum". See the note on LSEE 308 above.
Course description: Fieldwork during the junior year of LSEE includes tutoring and small group instruction while attending to children's socioeconomic and cultural backgrounds. Fieldwork is aligned with specific course goals and objectives of LSEE 308 and the needs of the participating elementary or middle school.
- [LSEE 313 19-770](#) - "Science for Elementary Education". LSEE 313 is becoming part of the core shared between LSEE and LSCE programs. The 1-unit C-08 activity is being removed from this course and created as a stand-alone concentration-specific 1-unit LSEE 314 class. LSEE 313 will become a lecture-only 3-unit C-02 class.
- [LSEE 314 19-776](#) - "Science for Elementary Education Field Practicum". See the note on LSEE 313 above.
Course description: Fieldwork during the junior year of LSEE includes tutoring and small group instruction while attending to children's socioeconomic and cultural backgrounds. Fieldwork is aligned with specific course goals and objectives of LSEE 313 and the needs of the participating elementary or middle school.
- [LSEE 317 19-767](#) - "Number Sense & Operations Elementary Math". LSEE 317 is becoming part of the core shared between LSEE and LSCE programs. The 1-unit C-08 activity is being removed from this course and created as a stand-alone concentration-specific 1-unit LSEE 318 class. LSEE 317 will become a lecture-only 3-unit C-02 class.
- [LSEE 318 19-777](#) - "Number Sense & Operations in Elementary School Math Practicum". See the note on LSEE 317 above.
Course description: Fieldwork during the junior year of LSEE includes tutoring and small group instruction while attending to children's socioeconomic and cultural backgrounds. Fieldwork is aligned with specific course goals and objectives of LSEE 317 and the needs of the participating elementary or middle school.
- [LSEE 444 19-778](#), "Action Research II" - Course suspension. CRGS/EDUC 313 (existing and active courses) will now be required for the LSEE (BA only) concentration.
- [LSEE 455 20-976](#), "Senior Credential Capstone". Course suspension. Currently, a 4-unit class with a 2-unit C-02 lecture + 2-unit C-78 tutorial is being split into:
 - [LSEE 753 19-764](#) - "Senior/Credential Capstone I". 1-unit C-02,
 - [LSEE 754 19-763](#) - "Senior/Credential Capstone II". 1-unit C-02,
- [LSEE 475 19-768](#) - "Health & Physical Education". LSEE 475 is becoming part of the core shared between LSEE and LSCE programs. This course is currently a 2-unit C-02 lecture + 2-unit C-78 tutorial and will be becoming a 3-unit C-02 lecture only.
- [LSEE 713 19-761](#) - "Integrated Elementary Science and Math I". Change LSEE 413 to LSEE 713 (credential course) to be taken by LSEE ITEP concentration students only. This course is currently a 2-unit C-02 lecture + 2-unit C-78 tutorial. The course is proposed to be a 3-unit C-02 (lecture) and a 1-unit C-08 activity.
- [LSEE 714 19-766](#) - "Integrated Elementary Science and Math II". Change LSEE 414 to LSEE 714 (credential course) to be taken by LSEE ITEP concentration students only. This course is currently a 2-unit C-02 lecture + 2-unit C-78 tutorial. The course is proposed to be a 2-unit C-02 (lecture).
- [LSEE 715 19-758](#) - "Integrated Art, L.A.& Social Studies I". Change LSEE 415 to LSEE 715 (credential course) to be taken by LSEE ITEP concentration students only. This course is

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currently a 2-unit C-02 lecture + 2-unit C78 tutorial. The course is proposed to be a 3-unit C-02 (lecture) and a 1-unit C-08 activity.

- [LSEE 716 19-765](#) - "Integrated Art, LA, and Social Studies II". Change LSEE 416 to LSEE 716 (credential course) to be taken by LSEE ITEP concentration students only. This course is currently a 2-unit C-02 lecture.
- [LSEE 723 19-762](#) - "School, Student & Social Development". Change LSEE 423 to LSEE 723 (credential course) to be taken by LSEE ITEP concentration students only. This course is currently a 2-unit C-02 lecture + 2-unit C08 activity. The course is proposed to be a 3-unit C-02 (lecture) and a 1-unit C-08 activity.
- [LSEE 755 19-773](#) - "Clinical Practicum I". New course proposal, 3-units of S-25. This course is where the credential candidates complete the majority of their teaching. Continued in LSEE 756. Course classification is aligned with other credential programs.
- [LSEE 756 19-774](#) - "Clinical Practicum II. New course proposal, 3-units of S-25. This course is where the credential candidates complete the majority of their teaching. Continuation of LSEE 755.
- [ART - 358 - 20-972](#) - "Arts Integration in the Elementary Classroom". Course change related to LSEE EO 1071 alignment, course number change to 307 (to meet UD GE numbering requirement), course title change to better reflect the content of the course. Seeking UD GE Area C designation. GE designation approved by the GEAR committee with the caveat that the course will need to re-certify when its turn comes.
- [MUS 322 18-362](#) - "Music in the K-8 Classroom". Course change related to LSEE EO 1071 alignment, course number change to 204 (to meet LD GE numbering requirement). Seeking LD GE Area C designation. GE designation approved by the GEAR committee with the caveat that the course will need to re-certify when its turn comes.

Program-specific changes related to LS EO 1071 alignment:

- [LS Elementary Education \(LSEE\) - Change Concentration/Emphasis Requirements - 19-756](#), Courses required in the BA-only pathway:

LSEE 101 Foundations	4	LSEE 443 Action Research	4
LSEE 211 Dev. Literacy	4	LSEE 453 Senior Seminar	3
LSEE 212 Lang. Literacy	4	LSEE 318 Numb Sens Op	1
LSEE 315 Soc. Studies El.	4	LSEE 309 Alg. Geo Data	1
LSEE 377 Except. Individ.	4	LSEE 314 Pract. Science El	1
LSEE 316 Language Arts	4	LSEE 421 Multicultural Education	4
LSEE 333 Bilingual Dev.	4	Depth of Study	12
CRGS/EDUC 313 Comm. Activism	3	TOTAL CONCENTRATION UNITS	57

- [LS Elementary Education ITEP Concentration \(LSEE ITEP\) - Change Concentration/Emphasis Requirements - 19-754](#), Courses required in the Teaching Credential Integrated pathway:

Concentration		LSEE 315 Soc. Studies El.	4
LSEE 101 Foundations	4	LSEE 377 Except. Individ.	4
LSEE 211 Dev. Literacy	4	LSEE 316 Language Arts	4
LSEE 212 Lang. Literacy	4	LSEE 333 Bilingual Dev.	4

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LSEE 318 Numb Sens Op	1	LSEE 715 Int. Art LA SS I	4
LSEE 309 Alg. Geo Data	1	LSEE 716 Int. Art LA SS II	2
LSEE 314 Pract. Science El	1	LSEE 723 School, Student, Soc Dev	4
LSEE 421 Multicultural Ed	4	LSEE 753 Senior Cred. Caps. I	1
TOTAL CONCENTRATION UNITS	35	LSEE 754 Senior Cred. Caps. II	1
		LSEE 755 Clinical Practicum I	3
Credential Specific		LSEE 756 Clinical Practicum II	6
LSEE 713 Int. El. Sci Math I	4	TOTAL CREDENTIAL UNITS	27
LSEE 714 Int. El Sci Math II	2		

- [Liberal Studies Child Development Elementary Education \(CDEE\) - 19-447](#), Courses required in the BA-only pathway:

CD 211 Professional Dev	3	CD 358 Supervised Work II	4
CD 257 Supervised Work I	4	CD 446 Structure/Content	3
CD 350 Life Span Dev	3	CD 482 Field Experience	3
CD 354 Observ/Assessment	3	LSEE 318 Numb Sens Op	1
CD 355 Language Dev	3	LSEE 309 Alg. Geo Data	1
CD 357 Early Literacy	3	LSEE 314 Pract. Science El	1
CD 366 Except. Children	3	HIST 311 World Hist - 1750	3
CD 469 Contemporary Issues	3	Depth of Study	10
CD 479 Policy/Advocacy	3	TOTAL CONCENTRATION UNITS	57
CD 356 Curriculum	3		

- [Liberal Studies Child Development Elementary Education \(LSCE SPED\) - 17-312](#) Courses required in the BA-only pathway:

Concentration		/or Atypical Development	3
CD 211 Professional Dev	3	TOTAL CONCENTRATION UNITS	34
CD 257 Supervised Work I	4	Credential Specific	
HIST 311 World Hist-1750	3	SPED 702 SPED Foundations	3
CD 354 Observ/Assessment	3	SPED 703 Foundations Assess.	3
CD 355 Language Dev	3	SPED 706 Applied Behavior	3
CD 357 Early Literacy	3	SPED 707 C&I Reading LA	3
CD 366 Except. Children	3	SPED 708 Pract. Reading LA	1
CD 469 Contemporary Issues	3	SPED 709 C&I Math	2
CD 479 Policy/Advocacy	3	SPED 710 Pract. Math	1
CD 356 ECE Curriculum	3	SPED 711 C&I Science SS Hist	2
CD 362 or CD 464 Children and Stress			

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SPED 721 Transition Planning	2	SPED 734 Student Teaching	5
SPED 721 Transition Planning	3	SPED 735 Student Teaching	5
SPED 722 Autism Interv.	2	SPED 777/EDUC 777 Except Ind	2
SPED 733 SPED Policies Proc	2	TOTAL CREDENTIAL UNITS	37

[MA in Education - Change Core Requirements - 19-876](#). The current MA in Education program discontinued enrollment in 2019-2020 based on a review by the previous administration due to resource issues. This proposal includes a significant revision of the existing program, which results in a program that is accessible for teachers, administrators and other educators. The proposed program leads to an overall reduction of 5 WTUs from the existing program by utilizing the CSU pilot program for master's degrees in education and offering summer courses to meet the needs of working professionals. Additional details about the program change rationale are provided in the section following the program overview.

Program core consists of the following 18 units:

EDUC 610 Education in Society	3
EDUC 620 Pedagogy	3
EDUC 645 Academic Writing	2
EDUC 655 Educational Research	4
EDUC 682 Mixed Methods	3
EDUC 690 Thesis or EDUC 692 Project	3

Courses in concentration are selected in consultation with an advisor to complete additional 12 unit requirements. 12 units may be satisfied by elementary education or secondary education, administrative services, adapted PE, and special education post-baccalaureate credential courses with advisor approval.

Related proposals:

- [EDUC - 630 - 20-982](#), "Educational Psychology". Course suspension. This course previously required by the MA in Education is no longer a requirement.
- [EDUC - 640 - 20-981](#), "Assessment". Course suspension. This course previously required by the MA in Education is no longer a requirement.

Psychology MA EO 1071 Elevation packet

These changes are designed to address EO 1071 compliance for HSU's graduate offerings in the Psychology department. Currently the Psychology department offers a graduate level MA in Psychology with three concentrations in Academic Research, Counseling & School Psychology. These changes propose to elevate each concentration area into standalone graduate degrees: an MA in Counseling Psychology, an MA in Academic Research, and an MA in School Psychology. The unique nature of each master's program, limited overlap in coursework, and distinct licensure & credential requirements led to proposing these as elevations (rather than consolidating with a common core). The curriculum in each program remains largely unchanged with some minor revisions for currency and clarity.

Accompanying the program changes are a package of related course changes and three new course proposals. These are all minor updates to catalog descriptions and/or titles for currency purposes. The new courses are part of the Academic Research program and are necessary in order for graduates to even be eligible to take the certification exam for Behavior Analyst certification.

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Course Changes:

- [16-158 PSYC 622, Advanced Learning & Behavior \(3\)](#). Required for students who want to sit for Board Certified Behavior Analysis certification exam. Remove old prerequisite of PSYC 320 or 322, and just hold for PSYC 322 prerequisites.
- [19-791 PSYC 636, Sexuality Counseling \(1\)](#). Minor changes to course description for currency purposes.
- [19-792 PSYC 638, Advanced Psychopathology \(3\)](#). Update course title to simply "Diagnosis of Mental Disorders". Minor changes to course description for currency purposes. Remove prerequisites of PSYC 337 & 438 - these courses are not necessary for success in the course. Additionally, these courses are not required for admission to the program.
- [19-793 PSYC 640, Aging & Long-Term Care \(1\)](#). Minor changes to course description for currency purposes.
- [19-794 PSYC 653, Advanced Psychotherapy with Children & Families \(3\)](#). Minor changes to course description for currency purposes.
- [19-795 PSYC 654, Interviewing & Counseling Techniques \(3\)](#). Minor changes to course description for currency purposes. Impacted programs consulted.
- [19-803 PSYC 657, Group Counseling & Group Psychotherapy \(3\)](#). Minor changes to course description for currency purposes. Update structure of course from 2 hours lecture, 2 hours activity (1 unit C-13, 2 units C-5) to 3 units of lecture (C-5). Structure aligns with other theory courses in the program, will allow the course to be taught more effectively, and reduce weekly seat-time for students in the program who already have a high workload (60 units of graduate coursework in 2 years).
- [19-796 PSYC 658, Theories of Individual Counseling & Psychotherapy \(3\)](#). Minor changes to course description for currency purposes.
- [19-798 PSYC 664, Assessment & Testing for Psychotherapists \(3\)](#). Minor changes to course description for currency purposes.
- [19-799 PSYC 673, Mental Health Addiction & Recovery \(1\)](#). Minor changes to course description for currency purposes.
- [19-800 PSYC 676, Cross-Cultural Counseling for Individuals, Children & Families \(3\)](#). Change title to "Multicultural Counseling." Minor changes to course description for currency purposes.
- [19-801 PSYC 682, Fieldwork \(1-6\)](#). Minor changes to course description for currency purposes. Changes allow the course to meet current PPS credential requirements for fieldwork.

New Courses:

- [16-071 PSYC 511, Advanced Social Neuroscience \(3\)](#). New co-listing to pair with existing undergraduate course PSYC 411. Syllabi and documentation on file outlining distinct expectations at the undergraduate and graduate levels and meets requirements of co-listing policy. Offering at the graduate level will provide students with another graduate-level course option within the program and greater opportunity to engage with the coursework with increased expectations appropriate for graduate study.
- [17-154 PSYC 667, Ethics & Professionalism in Behavior Analysis \(3\)](#). New course covering ethics guidelines for students in the Academic Research M.A. program - without this class,

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students will not be able to sit for the Board Certified Behavior Analysis certification exam. Tenure-track faculty hired. Syllabus attached meets HSU policy.

- [20-946 PSYC 674, Philosophy of Behaviorism \(3\)](#). New course needed due to changes to Board Certified Behavior Analysis certification exam requirements.
- [17-155 PSYC 675, Single-Case Research Designs \(3\)](#). New course needed due to changes to Board Certified Behavior Analysis certification exam requirements. Has been offered previously as a special topics course (680). In addition to the Psychology graduate program, this course may also serve Education majors and community members working in the field who wish to prepare for certification as a Board Certified Behavior Analyst.

Program Changes:

- [17-790 MA COUNSELING PSYCHOLOGY](#). Program Elevation - M.A. in Psychology to M.A. in Counseling Psychology. Propose to elevate program from MA in Psychology with a concentration in Counseling to an MA in Counseling Psychology. Remove PSYC 663 from the required course list. All appropriate forms and documentation for program elevation are on file.
- [20-887 MA PSYCHOLOGY: ACADEMIC RESEARCH](#). Program Elevation - M.A. in Psychology to M.A. in Academic Research. Propose to elevate program from MA in Psychology with a concentration in Academic Research to an MA in Academic Research. 3 new courses associated with this program change: PSYC 667, PSYC 674, & PSYC 675. The new courses will allow graduates to be eligible to take the board exam for Behavior Analyst certification which meets the student's professional goals.
- [19-905: MA SCHOOL PSYCHOLOGY](#). Program Elevation - M.A. in Psychology to M.A. in School Psychology. Propose to elevate program from MA in Psychology with a concentration in School Psychology to an MA in School Psychology. Minor changes to course structure to align with current school psychology external requirements - add PSYC 518 & 652, remove PSYC 642.

[Spanish - Change Core Requirements - 19-884](#) and [Spanish Minor - 19-430](#). As instructed by the College, the WLC Department is creating 2 new core courses required in the Spanish major and minor. (SPAN 321 and SPAN 341). Both courses will be the second course in a 2-course sequence (SPAN 311, then SPAN 321; SPAN 340, then SPAN 341)

- [SPAN - 321 - 19-427](#), Advanced Writing Skills (4, C-04). This course is being proposed as instructed by the college in response to the need to improve students' writing skills. The signature assignment will be a final draft of an article originally written in Spanish for El Leñador, HSU's Bilingual Newspaper. If approved, the Journalism and Mass Communication department would also like to add this course to the Spanish Media minor.
- [SPAN 340 - 19-431](#), Critical Reading in Spanish I. The WLC department would like to change the title and description of SPAN 340, change the units from 4 to 3, and make it a part of a two-course sequence.
Current title and description: "Introduction to the Analysis of Hispanic Literature. Relation to literary problems in general. Functions and elements, literary periods, genres, trends, movements; historical context. Required of majors prior to any upper division literature courses."
Proposed title and description: "Critical Reading in Spanish I. Functions and elements, literary periods, genres, trends, movements, historical context, and appropriate terminology. Part 1 of a 2-course sequence."
- [SPAN 341 - 19-428](#) (3 units) Critical Reading in Spanish II (3, C-04). This course is being proposed as instructed by the college in response to the need to improve students' reading

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skills. This course will be a critical reading course to help prepare for the upper division literature courses offered in the Spanish major and minor.

The Sociology department is requesting to change the C-classification of [SOC 584 \(20-941\)](#), [SOC 610 \(20-942\)](#), and [SOC 665 \(20-943\)](#) from C-03 to C-05 in order to align the course with the other graduate SOC course offerings and more accurately reflect the type of instruction conducted in the course. C-03 would lower the class enrollment from 30 to 15, which should not impact the number of sections needed to be offered by the Sociology graduate program. No workload implications will be caused by this C-classification change.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revisions to Operating Fund Reserve Policy

16-20/21-URPC —December 15, 2020 — Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that the University adopt the attached revisions to the “Operating Fund Reserve Policy” (issued 12/14/2017).

RATIONALE:

This policy change brings HSU into compliance with the CSU Chancellor's Office's revision of the “Designated Balances and Reserves” policy ([ICSUAM Section 2001.00 – Designated Balances and Reserves Policy](#), 9/8/2020), such that the Campus Reserve for Economic Uncertainty retain a minimum of three months (25%) and a maximum of six months (50%) of budgeted operating costs. As we are compelled to align with this CSU policy, the URPC has determined that it would also be advisable to make the further revision of including a category of reserves for Equipment Refresh, as this category is vital to the stewardship of campus resources.

University Operating Fund Reserve Policy P17-10

University Budget Office

Applies to: Faculty, staff

Purpose of the Policy

Effective October 1, 2015, the Integrated CSU Administrative Manual (ICSUAM Section 2001.00) formalized and established a systemwide policy on the creation and use of reserve balances. To further define and operationalize the CSU Reserve Policy in relation to the specificities of our campus, Humboldt State has established the University Operating Fund Reserve Policy to guide University Operating Fund reserve planning efforts. Reserves are funded by one time dollars at the end of the academic year. They are not funded through base reduction or the eliminations positions, though they are dependent on coming in under budget each year. Reserves help us to preserve current operations and navigate difficult financial times.

Definitions

Contingency: An ongoing, base budgeted source of funding that is set aside annually, yet is not committed for a specific purpose. The contingency may be used on an exception basis, as approved by the president, to cover unexpected costs or revenue decreases within a given year. Unspent contingency at year-end will be allocated to reserves. (Note: The Contingency is part of the annual operating budget and is not covered within the Reserve Policy.)

Reserve: An accumulation of unrestricted funds set aside for economic uncertainties, unexpected expenses, losses, cash flow shortages, large repair or renovation projects, the acquisition and development of new facilities, and/or for future planning purposes. Reserves are a one-time source of funding. Once they are spent, they are gone, unless replenished from an alternate funding source. Reserves are the equivalent of future expenditures to ensure we have the resources for the activities we need to help students be successful. We cannot always fund critical resources during the year in progress and need to establish and build up reserve funding to reach long term expenditure goals. This involves multi-year planning, goal setting and projection of costs.

At a minimum, reserves in the following four areas need to be addressed:

- Operating Reserve
- Maintenance Reserve
- Capital Reserve (Capital Improvement Fund)
- Equipment Reserve

Policy Details

Reserve Policy Principles

It is the policy of Humboldt State University to maintain financial reserves adequate to ensure responsible fiscal management, advance University priorities, and mitigate current and future risk.

- Building reserves is an important component of long-term, strategic planning to meet the University's objectives; failing to plan to adequately maintain our buildings and infrastructure is unsustainable and poses an unacceptable risk to the University and its community.
- Reserves used to make up for unexpected revenue shortfalls or unforeseen costs should be accompanied by a near-term plan to increase revenue or reduce expenditures to replenish the reserve.
- While it is appropriate to use reserves to resolve timing problems, reserves should be used only to provide a bridge to a solution rather than as a means to delay addressing a structural issue.

Reserve Policy Guidelines

It is the goal of the University Resources and Planning Committee (URPC) to work toward establishing reserves at the following levels:

Operating Reserve

The Operating Reserve provides flexibility to take mission-related risks and to absorb or respond to temporary changes in environment or circumstances. Without adequate reserves the University can suffer cash flow stress and become distracted from appropriate long-term decision making. Any spending out of the Operating Reserve must be accompanied by a plan to replenish the reserve fund.

- **CSU Campus Reserves Policy (Reserve for Economic Uncertainty):** a minimum of three months (25%) and a maximum of six months (50%) of budgeted operating costs
- **Operating Reserve Target*:** a minimum of three months (25%) and a maximum of six months (50%) of Base Budget Expenditures
- **Target date to reach proposed reserve level:** Variable – growth in Operating Reserve should be evaluated in conjunction with other reserve investment needs

Maintenance Reserve

The Maintenance Reserve is established to provide protection against unforeseen facilities and infrastructure issues and emergencies that may arise during the year, such as a roof leak or a boiler that stops operating effectively. The Maintenance Reserve is not intended to be a sustained resource for planned deferred maintenance projects. A separate, ongoing deferred maintenance budget shall be established to address ongoing deferred maintenance and capital renewal needs. While the primary purpose of the Maintenance Reserve is to mitigate extraordinary events that have their roots in deferred maintenance issues, under special circumstances it may also be leveraged to support capital projects as long as the documented use of reserves is accompanied by a reserve replenishment plan.

- **CSU Campus Reserves Policy:** No system imposed ceiling – Association of Physical Plant Administrators (APPA) recommends a reserve level for capital and maintenance between 1% and 3% of the Current Replacement Value (CRV) of University facilities. **Maintenance Reserve Target*:** .5% of CRV, plus 10% of the cost of all maintenance projects included in the CSU Five-Year Capital Improvement Plan

Capital Reserve (Capital Improvement Fund)

Beginning in 2014-15, the CSU capital funding framework was changed to require the CSU to self-fund future capital projects, which dictates the need for Humboldt State to develop a Capital Reserve.

The Capital Reserve is established to provide the funding necessary for the University to acquire, develop, and/or renovate University facilities.

- **CSU Campus Reserves Policy:** No system imposed ceiling – the proposed CSU debt policy “requires campuses to set aside reserves to fund future projects costs for university facilities and infrastructure” (CSU Legal Manual Chapter 15 – Capital Projects – Funding for University Facilities). Campuses are expected to cover the costs of planning, working drawings, and equipment associated with each project, which are estimated at about 10% of the total project cost.
- **Capital Reserve Target*:** 10% of the cost of all capital projects included in the CSU Five-Year Capital Improvement Plan, plus .5% CRV to maintain flexibility for additional projects that may arise
- **Target date to reach proposed reserve level:** Variable – Funding should be available according to project timelines outlined for each project included in the CSU Five-Year Capital Improvement Plan

Equipment Reserve

The Equipment Reserve is established to provide protection against unanticipated or disruption in funding sources for planned equipment failures that may arise during the year and/or to provide bridge funding for 5-10 year equipment and classroom refresh plans in the event that funding is unavailable to support continued implementation due to unforeseen circumstances or funding shortfalls. This reserve is meant for extraordinary equipment replacement or acquisition activity. Examples of this may include instructional equipment, classroom furnishings, IT network infrastructure, etc. Any spending out of the Equipment Reserve must be accompanied by a plan to replenish the reserve fund.

- **CSU Campus Reserves Policy:** No system-imposed ceiling – Designation for Equipment Acquisition, per ICSUAM 2001.00.
- **Equipment Reserve Target:** 10% of Current Replacement Value (CRV) of capitalized equipment. (another option is to tie the reserve target to a % or 1 year set aside of the long-term equipment and classroom refresh plans that still need to be developed...)

Funding Source

The primary funding source for the four Reserves will be from year-end balances remaining within the University Operating Fund, as outlined in the [University Operating Fund Roll Forward Guidelines](#).

Reporting

The University Budget Office will report annually to the President’s Administrative Team and the URPC regarding reserve balances and any uses of reserves.

References

[ICSUAM Section 2001.00 – Designated Balances and Reserves Policy](#)
[University Operating Fund Roll Forward Guidelines](#)
[CSU Legal Manual Chapter 15 – Capital Projects – Funding for University Facilities](#)

History

Issued: 12/14/2017
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HUMBOLDT STATE UNIVERSITY

FUTURE FORWARD

STRATEGIC PLAN 2021-2026

DRAFT





President Jackson's Message

Humboldt State University is an extraordinary and vibrant institution with stellar students, excellent faculty, and the unique opportunity to live and learn among the beautiful nature surrounding our campus and community. Our strategic plan will be a roadmap to ensure we provide a positive, meaningful educational experience for our students, be bold and innovative in all that we do while celebrating being a diverse institution.

I am proud of the commitment, leadership, and engagement in the planning process and even prouder of our extraordinary students, faculty, staff, and alumni.

I look forward to seeing the final draft in February and working together in reaching our bold new vision together.

Sincerely,

Tom Jackson, Jr.

A Message from the Strategic Planning Co-Chairs

Thank you everyone who led and engaged with Phase I of the 2021-2026 Strategic Plan. The level of campus and community participation would be laudable for any planning process, which makes us ever so grateful in this challenging year for the time, care, and thought contributed by literally hundreds of HSU and surrounding community members to Phase 1 of our planning process.

Twenty faculty, staff, and community members co-led planning and consultation around our six planning themes. They coordinated the engagement of almost 70 additional students, staff, faculty, and community members in working groups on these themes. Working group members gathered and considered ideas from hundreds of campus and surrounding community members who engaged in more than 20 virtual forums and submitted feedback online.

Together these collaborations produced the foundation of a strategic plan that articulates our shared vision and sets our priorities as a university for the next five years. Together we met and exceeded the charge of reinforcing Humboldt values while centering newer responsibilities and opportunities as an Hispanic-Serving and Minority-Serving Institution of higher education. In the early months of 2021, we will continue to move our planning forward by working within our divisions to breathe life into the shared vision by focusing on actionable steps that support our collective goals. Together, we will produce a sustainable, integrated plan that includes measurable outcomes, ongoing processes for assessment, and related resource decision making and allocation.

Because of the energized leadership of our planning colleagues and your engagement as a campus and larger community, we are positioning HSU for sustainability and success in the most difficult of changing times in higher education. Our Future Forward orientation reflects our shared determination to continue to co-create an inclusive university of academic excellence and relevance where all students' dreams for themselves, their families, and their communities are realized.

With gratitude and admiration,



Lisa Bond-Maupin

Professor of Criminology & Justice Studies

Deputy Chief of Staff and Special Assistant, Office of the President



Mary Virnoche

Professor of Sociology

General Faculty President & University Senate Chair



Sherie Cornish Gordon

Chief of Staff, Office of the President

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We acknowledge that the land on which
Humboldt State University sits is unceded
territory of the Wiyot people who continue to
live and thrive today. It is surrounded by the
traditional, ancestral, and present homelands
of several indigenous nations including the
Hupa, Karuk, Mattole, Tolowa, Wailaki, and
Yurok that make up Humboldt County.

Placing Charges to Campus

Planning Charges to Campus

President Jackson's Charge to Campus — Spring 2020

In order to provide a positive and meaningful educational experience for all HSU students, the steering committee and working groups should seek to establish a model global community and to integrate diversity, equity, and inclusion within its planning. The committee should envision HSU as a bold, innovative institution that embraces and celebrates being a Minority Serving Institution and Hispanic-Serving Institution.

Former President Rossbacher's Earlier Charge to DEIC — Fall 2018

In the Fall of 2018, former Humboldt State University (HSU) President Lisa Rossbacher addressed the newly reconstituted President's Diversity, Equity & Inclusion Council (DEIC) and expressed that the new voices and perspectives of the DEI Council members would enrich the previous work accomplished on the 2015-2020 Strategic Plan by HSU's community of faculty, staff, and students. Dr. Rossbacher charged the DEI Council with rewriting the Mission, Vision, and Values statements of the University to reflect HSU's on-going efforts that embed diversity, equity and inclusion practices in all we do.

Steering Committee Charge

Using a consultative, campus community-based approach, the committee develops and recommends to the President a strategic plan to guide Humboldt State University for a five-year period, AY 2021-2026. In addition, the committee will provide oversight of institutional planning, which includes ensuring the strategic and operational plans are completed, assessed, monitored, and updated regularly. As one of the standing Cabinet committees, the President appoints members. The faculty appointments are conducted in consultation with the Deans and University Senate Executive Committee.

In consultation with campus community constituents, implementation of the charge minimally includes:

- Alignment with WASC Senior College & University Commission (WUSCUC) Standards
- The CSU Graduation Initiative 2025
- Academic Master Planning (AMP)
- Recruitment, Enrollment, and Retention Planning
- College of the Redwoods and HSU Partnership
- Inclusion of educational and workforce development needs of our local and tribal communities

The building blocks of the 2021-2026 HSU Strategic Plan will be crafted through the research, dialogue, and imaginations of working groups organized around six themes:

- Student Experience & Success
- Academic Roadmap
- Future Proofing HSU
- Employee Engagement & Success
- Resource Stewardship & Sustainability
- Community Collaboration & Shared Success

Strategic Planning Co-Chairs will coordinate working group processes, as well as support from the technical team, and administrative staff. To coordinate and align their processes, working group chairs will meet regularly with the full strategic plan steering committee. The technical team will provide data, facilitate outreach, monitor and align multiple campus planning processes (e.g., DEIC, AMP), and design and implement a communication plan.

Guiding Principles for Strategic Planning

Students First: We commit to a planning process that is driven by the interests of our students, informed by research, and embraces our Hispanic-Serving Institution and Minority-Serving Institution identity. We center that identity so that we can support the success of all students. All recommendations will be grounded in a disaggregated understanding of likely student impact before, during, and after their experience at HSU.

Inclusive Process: HSU strategic and institutional planning will be an inclusive and collaborative process. Stakeholder groups will include students, faculty, staff, and community partners outside of HSU. We center equity, diversity, and inclusion in all aspects of our planning. We embrace a definition of diversity that is broad and complex. The committee members and working groups will demonstrate the commitment to an inclusive process by providing strategic input and leading authentic engagement with stakeholders in a way that invites and values all perspectives. Committee members will seek to transcend self-interest and contribute in the interest of the university as a whole. The end goal is a strategic plan in which no interest group perspective dominates.

Aspirational and Future-Oriented: We will critically reflect on our history and fully understand our unique assets and challenges, while recognizing the necessity for the institution to be forward-thinking, nimble, and action-oriented. We will seek to authentically engage stakeholders in meaningful discussions on how to continually evolve and increase our capacity to support diverse faculty, staff, and students in bold and innovative approaches to teaching, learning, and building community. Simultaneously, we must identify and remove barriers that prohibit our ability to be forward-acting. The planning process will yield a vision for a sustainable, thriving infrastructure that advances future-focused, bold, and innovative teaching and learning.

Focused and Strategic: We will work collaboratively to develop a plan that focuses us on our strategic direction and distinction in the CSU. We understand that a successful guiding document for campus cannot be driven by a broad goal of “everything for everyone” or by maintaining status quo. We understand the significance of focused, coordinated, and sustainable goals for growth and development. These goals will be informed by an understanding of promising practices, disaggregated data-informed analyses of a growing BIPOC campus community, and shared governance processes.

For more information on the history of strategic planning at HSU, please see Appendix A. For information on the Phase 1 strategic planning working groups, process, and timeline, please see Appendix B and Appendix C. For selected references and resources, please see Appendix D. For more information on the next steps in our strategic planning process, please see Appendix E.

Phase 1—2021-2026 HSU Strategic Plan

HSU's Purpose*

To provide an affordable, high-quality, relevant college education that thrives on the contributions of diverse students, staff and faculty and is responsive to the needs of a fast-changing world.

*The Diversity, Equity & Inclusion Council recommended a change of HSU's of "Mission" to "Purpose" to acknowledge that HSU sits on unceded land initially occupied by the first people of this area. The word "Mission" for many connotes colonial language that does not consider the history of HSU's foundation.

Vision

Humboldt State University will be the campus of choice for those who seek above all else to work with others to improve the global human condition and our relationship with the environment. As a designated Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI), we aspire to be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students may thrive.

We will be the premier center for the interdisciplinary study of the environment, its resilience, and the conservation of ecological systems, including its natural resources. Our focus will continue to be on sustainable resources and social and environmental responsibility, action and justice.

We will be the campus of choice for those who value equity as crucial to diverse, inclusive, and just communities in a globalized society. Our focus will continue to be on integrating equity and inclusion across multiple dimensions of our organizational culture and programs, including continuing to emphasize and support students' basic needs.

We will continue to provide an evolving array of curricula, programs, and activities that promote an understanding of diverse social, economic, and environmental perspectives in the global context.

We will be exemplary partners across our region and state by integrating community engagement and contributing to community workforce development in our academic enterprise and beyond.

We will partner with Indigenous communities to address the legacy of colonialism and to co-develop knowledge and relationships.

Ultimately, **we will** be responsible stewards of the application of knowledge and skill to make a positive difference in the world.

Values

Humboldt State University values the following principles that provide a framework for accomplishing our collective purpose and goals. In our work to fulfill our purpose to provide an excellent learning environment in which our students, staff and faculty thrive, we value:

Free Inquiry where learning occurs both inside and outside the classroom and honor is given to the experiences of people from diverse backgrounds including (but not limited to) race, ethnicity, gender, sexuality, ability, and nationality.

Dignity of all individuals expressed through fair and equitable treatment, opportunities, and outcomes for campus and our surrounding communities.

Participatory decision making and shared governance.

Collaboration in environmentally, economically, and socially responsible action towards viable and sustainable communities.

Connection to Place, where our rural and ecologically and culturally rich setting is an integral part of our learning community.

Decolonizing knowledge systems by integrating traditional ecological knowledge (TEK) and dialoguing with surrounding Native communities to incorporate indigenous pedagogies.

Serving as a repository for Archiving Accumulated Knowledge with inclusive access for our academic and broader communities.

Critical Inquiry, Social Responsibility, Equity, and Civic Engagement necessary to meet the challenges of the 21st century.

Academic Roadmap

The purpose of the Humboldt State University Academic Roadmap is to provide recommendations for advancing academic excellence and access. The HSU Academic Roadmap promotes distinctive, innovative academic programs and ways of instruction centered on student need, including our support and development of programs that assist HSU in achieving the polytechnic designation. Equity, diversity, and social and environmental justice are key principles that will underpin every aspect of academic programs at HSU. This Roadmap is a guide for advancing HSU's academic vision.

Questions Guiding Inquiry and Consultation

This plan helps us explore broad critical questions about students' academic experiences and success at Humboldt State, such as:

- ▶ How does HSU's institutional identity shape and direct the academic programs for this university?
- ▶ What do hands-on and service learning values mean with respect to academic programs, course design, and pedagogy?
- ▶ How do our values about place, people and planet inform academic programs, course designs, and pedagogy?
- ▶ How are practices of equity and social justice made visible and assessed in academic programs, course designs, and pedagogy?
- ▶ How are practices of sustainability and environmental awareness and justice integrated in academic programs, course designs, and pedagogy?

Additional critical questions include:

- ▶ What new academic programs should be offered in order to fulfill HSU's mission? To respond to economic and workforce needs?
- ▶ As the University manages its enrollment, how does its mission influence which programs are allowed/encouraged to grow and the size of other programs?
- ▶ What kinds of support do faculty and staff need in order to best exemplify the five goals?
- ▶ How should the University effectively assess how and how well our academic programs fulfill the four themes?
- ▶ In what ways do we consider academic identities as intersectional with students' various other identities as well as their sense of belonging in academic spaces?
- ▶ How are our academic programs providing positive and inclusive experiences for students? How do we address academic structures where students are not having a positive or inclusive experience?
- ▶ What are the barriers to meaningful academic experiences for students and how will we address these through our academic programs?
- ▶ How do we operationally define terms such as academic success and how do they inform academic success in our educational programs?
- ▶ What academic strategies and structures can we integrate to advance holistic student success at HSU?

Statement of Academic Vision

Humboldt State is a future-oriented university that focuses on academic excellence and access by providing rich hand-on learning, and developing sustainability-focused, socially and environmentally just, and workforce-ready graduates.

Goals Corresponding to the Academic Roadmap Theme

GOAL 1: Excellence leveraging unique strengths rooted in place

Advance academic excellence that leverages the unique strengths of HSU including sense of place, people, and planet. This includes: relationships with indigenous communities to address the legacy of colonialism and to co-develop knowledge; integration of the study of the dependence of economies and societies on the resilience and sustainability of ecological systems; place-based teaching and learning that features the social, cultural, and natural environments of the North Coast; experiential and real-world problem-based learning; engagement with larger communities through the arts; and full integration of the concepts of justice and equity.

GOAL 2: Advance academic access and inclusive student success

Co-create a comprehensive polytechnic university where diverse students thrive through hands-on and interdisciplinary- and equity-informed teaching and learning to which students contribute the knowledge and skill born of their lived experience and rooted in their cultures. This includes: deploying online teaching and learning for greater access and scheduling flexibility for working students; strategic summer offerings and the use of intersession; strengthened partnerships with community colleges; flexibility in credentialing; decolonizing knowledge systems and integrating traditional ecological knowledge; continuing our movement toward a Hispanic-Thriving Institution; common intellectual experiences and projects involving undergraduate and graduate students; student leadership development opportunities; applied learning directly connected to pre-professional or career preparation; recognition of and response to the impact of dominant systems of power and privilege on our students pre-college and college experiences.

GOAL 3: Support and retain faculty and staff

Support the success, advancement, and retention of all faculty and staff. This includes: providing faculty and staff opportunities to serve as members of meaningful work teams and co-creators of programs and activities that promote diverse perspectives; fully supporting free inquiry honoring diversity across all dimensions; incentivizing interdisciplinary collaboration; modeling and promoting human dignity in all interactions and organizational culture.

GOAL 4: Align academics with greater needs

Increase academic alignment with the workforce and other needs of the community, industry, California, and the world. This includes: preparing students to take on the commitments of communication, critical inquiry, social responsibility, equity, and ethical civic engagement necessary to meet the challenges of the 21st century; emphasizing diverse and inclusive team approaches to learning and leadership development in students; real-world application of theory; and experiential learning.

GOAL 5: Engage globally

Increase student and faculty ethical, informed engagement with global communities and cultures. This includes: maintaining and integrating language education (as central to cultural understanding); supporting international exchange and study abroad; and integrating cross-cultural perspectives and diverse knowledge across the curricula.

Community Collaboration & Shared Success

Community Collaboration & Shared Success means that HSU and its surrounding community (defined as the local service area) work together, share resources, communicate openly, and create an inclusive and welcoming environment in order to ensure that they both achieve their objectives.

Questions Guiding Inquiry and Consultation

- ▶ What does community and HSU shared success look like?
- ▶ What does a supportive community look like for a student? How does the community support student learning and personal growth?
- ▶ How does the campus build relationships with the Tribes within its service area?
- ▶ Where is community collaboration strong and where are barriers?
- ▶ What is the perception the community has of HSU and how do we maintain/improve that?

Statement of Vision for Community Collaboration & Shared Success

We will build a supportive community for students beyond HSU, and ensure that the work of HSU, in all its forms, contributes to vibrant, inclusive, and sustainable communities in our local service area, which extends across Humboldt, Del Norte, Trinity, and northern Mendocino counties

Goals Corresponding to the Community Collaboration & Shared Success Theme

GOAL 1: Safe and supportive community for students

Help nurture a safe, supportive, and inclusive community for all students and develop opportunities for students within the community that contribute to academic and personal growth.

GOAL 2: Relationships with tribes

Acknowledge and work with Tribes as sovereign nations and pursue the reciprocal benefits of partnering in research, teaching, and creating opportunities for shared success.

GOAL 3: Community collaboration

Celebrate and build on existing strengths in our community collaboration, and work to break down barriers that hinder collaboration.

GOAL 4: Community inclusion

Ensure two-way communication between HSU and the community, and proactively seek meaningful community input in HSU decisions that also affect the community.

Employee Engagement & Success

Employee Engagement & Success means ensuring all HSU employees—faculty, stateside and auxiliary staff, administrators, and student employees—have what they need to be involved in, enthusiastic about, and committed to their work and to HSU. Their success is supported throughout their experience with HSU, from recruitment through departure.

Questions Guiding Inquiry and Consultation

- ▶ What is your vision for employee engagement and success at HSU?
- ▶ What vision do you have for yourself as an employee at HSU?
- ▶ What do you need to be fully engaged, successful, supported, and connected at HSU and what does this look like?
- ▶ How can you contribute to expanding employee engagement and success at HSU?
- ▶ Who is working to support employee engagement and success at HSU? What are they doing that is supportive?

Statement of Vision for Employee Engagement & Success

To effectively support the campus' student-focused mission, Humboldt State University will design and foster an enhanced, cohesive infrastructure to ensure all employees—including faculty, stateside and auxiliary staff, administrators and student employees—experience an inclusive campus community with a vibrant, supportive culture of growth, recognition of exceptional effort, and opportunity for meaningful contribution.

Goals Corresponding to the Employee Engagement & Success Theme

GOAL 1: INCLUSIVE EMPLOYEE COMMUNITY

Foster an inclusive campus community that values and promotes openness, respect, understanding, ongoing self-reflection and critique, and attracts and retains employees who broadly reflect intersections of identity, centering individuals from minoritized communities.

GOAL 2: GROWTH CULTURE

Cultivate a vibrant growth culture for all employees that provides equitable access to professional development opportunities, supports healthy work-life balance, and recognizes and rewards exceptional effort.

GOAL 3: ORGANIZATIONAL DEVELOPMENT

Enhance and coordinate organizational development through which all employees have the opportunity to share a broader range of their skills, collaborate across departments, actively participate in continuous process improvement and innovation, and partner in inclusive, transparent decision making.

Future Proofing HSU

Future Proofing HSU focuses on how to create the type of university that can adapt and thrive in the future and respond effectively to internal and external challenges and opportunities. With students at the center, we look to create the type of organizational environment that provides the educational experience students want and need now and in the future.

Questions Guiding Inquiry and Consultation

- ▶ How can HSU anticipate and adapt to change successfully and proactively?
- ▶ What are current and potential ways to strengthen HSU?
- ▶ How will we prepare our students for success in an ever changing world?
- ▶ What will make HSU a great place to work?
- ▶ What does it mean to be a future proof University and how do we get there?
- ▶ What would being strategic with the community look like?
- ▶ How do we explore ideas at HSU?

Statement of Vision for Future Proofing HSU Vision

Humboldt State University will invest in the resources and skills necessary for continual success and adaptability to ensure the University thrives in an ever-changing global higher education context. Fostering a proactive, forward-looking collegial environment that incentivizes creativity and collaboration among students, staff, faculty, and administrators will strengthen the University's ability to prepare for or respond to internal and external challenges and opportunities quickly and efficiently. Matching ongoing demographic changes in both the state and the CSU system, the cultural knowledge and lived experience that a diversified body of students, staff, and faculty bring to the University will be highlighted as a strength so that members of the HSU community learn with and from each other.

Goals Corresponding to the Future Proofing HSU Theme

GOAL 1: Adaptive and transformative teaching and learning

Effectively adapt learning experiences to meet evolving real-world needs of students, campus, and community at large, and provide needed support services to support learner success by expanding access to transformative learning.

GOAL 2: Continuous improvement

Achieve a culture of assessment and continual improvement with a focus on our shared future. Ongoing assessment and evaluation informs resource allocation to advance our collective vision and strategic direction, and to position HSU effectively for the future of higher education, our state, and our world.

GOAL 3: Culture of innovation

Cultivate innovation and advance ideas for equity, learning, social justice, sustainability, and entrepreneurship. Foster a campus and community culture of innovation that will be aligned with data-driven decision and change management processes, including environmental scans to understand change drivers and opportunities, assessment and iterative processes to achieve campus goals, continuous improvement, and new and emerging technology.

GOAL 4: DIVERSE EMPLOYEES AND STUDENTS ARE INCLUDED AND THRIVE

Reflect the diversity of California so the University is recognized as a great place for everyone. Ensure stakeholders (employees, students, and the community) feel that HSU demonstrates a commitment to shared governance and visible decision-making processes.

Resources Stewardship & Sustainability

The Resources Stewardship & Sustainability working group promotes goals that appropriately generate, manage, and invest resources towards the purpose of the University and its adopted guiding plans, through the common lens of “student first,” equity, inclusivity, and sustainability.

Questions Guiding Inquiry and Consultation

- ▶ How do we improve our stewardship of existing resources and how do we expand and diversify towards new opportunities?
- ▶ What are ways we can prioritize resources for the vision of “Student First”?
- ▶ What key milestones of progress towards sustainability should we strive for in the next five years?

Statement of Vision for Resources Stewardship & Sustainability

To effectively support our campus and regional community as a place of higher education excellence, Humboldt State University will be a model of stewardship with its physical, fiscal, and human resources while actively engaging in the pursuit of new opportunities. The University will prioritize resources toward diverse student needs, equity, inclusivity, and the advancement of environmental, social, and economic sustainability.

Goals Corresponding to the Resources Stewardship & Sustainability Theme

GOAL 1: Prioritization of student need

Demonstrate decision making that prioritizes the alignment of resources with diverse student needs including basic needs, safety, belonging, quality education, and career success.

GOAL 2: Stewardship of university resources

Exemplify continuous improvement and sustainable stewardship of resources to become a flourishing and resilient campus.

GOAL 3: Investing in future opportunities

Invest and expand resources—in collaboration with tribal, community, public, and private partners—to pursue our vision for the future.

GOAL 4: Commitment to sustainability

Champion sustainability by realizing the interconnectedness of the environment, the economy, and our society.

Student Experience & Success

Identify and build strategies that promote positive and meaningful student engagement experiences and success. Discuss ways to further integrate student support, consider needs of holistic student development, and focus on diversity, equity, and inclusion work.

Questions Guiding Inquiry and Consultation

- ▶ How do we define and measure student success? Academic? Individual students? Overall wellbeing?
- ▶ Success is more thriving than surviving, but what does that look like? How do students feel part of the academic community and how do they thrive? How do they learn how to learn?
- ▶ How do we measure happiness in a student experience? How do we measure stress and anxiety for students around accessing resources? We have all these events and resources but how can we bridge the awareness gap? Will there be an ability to empower students to define success on their own terms?
- ▶ How are we assessing the extent to which our staff community and solidarity is a model for students?
- ▶ How do we constantly remind/reinforce that every individual contact we have with students has the potential to make or break that experience, and sometimes that is easy to forget?
- ▶ How do we have work on campus connected to intellectual work?
- ▶ How people have caused/enacted change, what are the ethics of those tactics used for change?
- ▶ How do we bring students back to help mentor other students?
- ▶ Older students are challenged by getting connected on campus—what can we do for those who go to school full time, hold a job, supporting themselves, struggling with mental health—how can people work less to balance all these needs while getting the degrees?
- ▶ What structures on campus are barriers to supporting our students?
- ▶ Where do students end up after they leave us? What network can we develop to support students throughout their experience and after for student success? Post graduation for students of color, then what? What happens to them? Where do they go?
- ▶ How can we reach students who are not yet connected or not yet found in the community in meaningful holistic ways?
- ▶ Who should be doing this work? Where is the intersection to connect students to resources? It's everyone's job even though our job often feels siloed.

Statement of Vision for Student Experience & Success

At Humboldt State University we aspire to create a true student-centered approach to living, growing, and learning on our campus. We believe in the importance of connections to communities (campus, regional, tribal), and that it is imperative our students have a quality education where they engage in intellectual and professional work in and beyond the classroom so they feel connected to their discipline and gain essential academic, job, and life skill that transcend beyond the classroom and into their daily lives. HSU students will have the opportunity to thrive, contribute, and feel connected to the many communities in which they interface and explore the social and environmental justice values in which they align. To have a positive and meaningful HSU student experience, we will have transparent, accessible systems in place to support their holistic growth and wellbeing. They will be proud to be an HSU alumni.

Goals Corresponding to the Student Experience & Success Theme

GOAL 1: Everyone responsible for student support

Promote a shared understanding that it is the campus community's responsibility to support students beyond the niche of their individual work role.

GOAL 2: Student diversity and intersectionality matter

All employees will understand and respond to students based on their multiple, intersecting identities, and contexts. HSU will enhance and elevate the visibility of the diversity of our student population to assist in building a sense of identity and connectedness within and across the HSU campus community.

GOAL 3: Consistent and accessible student services

Implement a consistent and holistic advising experiences for students, create visible, accessible, and connected support services for all students regardless of instructional modality, and scaffolded support and targeted experiences for transfer students.

GOAL 4: Integrated curricular and co-curricular activities

Strategically integrate experiences for students inside and outside of the classroom by promoting and elevating things like peer-to-peer mentoring in courses identified as barriers to success, comprehensive career-curricular integration, and engaging students in events with alumni.

GOAL 5: HSU identity and sense of community

Employees will actively create opportunities for students to feel part of the HSU identity and empowered to create and embrace their personal HSU student experience. Students will have the opportunity to engage with targeted 'community making,' helping students to explore, connect and incorporate into a Humboldt Community.

Appendices

History of Strategic Planning at Humboldt State University

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

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

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

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

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

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

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

programs and distance education, and enterprise opportunities), and advancing HSU's vision (with a particular focus on diversity and sustainability).

The most recent strategic plan for 2015-20 builds on these previous efforts. This planning process utilized the key themes approach that consistently appeared in previous efforts, and the major areas of focus were organized around the themes of 1) increasing student success and academic excellence, 2) ensuring resources to fulfill the University's mission, and 3) supporting an inclusive and diverse community. The ultimate strategic goals for 2015-20 that evolved from this process wove together aspects of these organizing themes in this document. I

In January, 2021, the 2015-20 University Strategic Plan was celebrated and honored through the sharing, with the broader university community an evaluation of the achievement of the planned objectives. The format and consultative planning approach for this outgoing plan also heavily guided the newest planning process (for the period of 2021-26) at HSU which is guided by 6 themes: 1) Academic Excellence Roadmap; 2) Community Collaboration and Shared Success; 3) Employee Engagement and Success; 4) Future Proofing HSU; 5) Resources Stewardship and Stability; and 6) Student Experience and Success.

With the 2021-26 plan branded Future Forward, a new planning model for HSU was introduced. This multi-phased planning process integrates broad, bold vision, values and goals with division and college or MBU level outcomes, objectives and evaluation of impact. This approach is part of the commitment at HSU to the integration of planning, assessment, and resource allocation.

Appendix B

Strategic and Institutional Plan Working Group Membership

Academic Roadmap

Mary Oling-Sisay, Chair—Vice Provost and Dean of Undergraduate & Graduate Studies

Joseph Diémé, Chair—Chair, World Languages & Cultures

Lisa Tremain, Co-Chair—Integrated Curriculum Committee Chair 2020-21

Julie Alderson, Co-Chair (2019-2020)—Professor, Art / ICC Chair 2018-20

Taylor Bloedon—Graduate Council Representative /
Assistant Professor, Kinesiology & Recreation Administration

Jenn Capps—Provost & Vice President for Academic Affairs

Matthew Derrick—College of Arts, Humanities, & Social Sciences Representative /
Chair, Geography

Zane Eddy—Associated Students Representative

Carl Hansen—Dean, College of Extended Education & Global Engagement

Tasha Howe—College of Professional Studies Representative / Chair, Psychology

Heather Madar—Associate Dean Fellow, College of Arts, Humanities, & Social Sciences

Steve Martin—College of Natural Resources & Sciences Representative /
Chair, Environmental Science & Management

Clint Rebik—Registrar, Office of the Registrar

Mary Watson—Administrative Support Coordinator, University Senate; HSU Alumni

Mark Wicklund—Associate Director of Academic Assessment, Academic Programs

Shawna Young—Dean, College of Professional Studies

Rick Zechman—Associate Dean, College of Natural Resources & Sciences

Community Collaboration & Shared Success

Erin Kelly, Chair—Associate Professor, Forestry & Wildland Resources

Karen Diemer, Co-Chair—City Manager, City of Arcata

Sasheen Raymond, Co-Chair—Administrative Support Coordinator, Social Work

Natalie Arroyo—Lecturer, Environmental Science & Management

Christian Boyd—HSU Student

Susan Brater—Administrative Analyst, Sponsored Programs Foundation

Lizbeth Cano Sanchez—Student Assistant, Enrollment Management

Adrienne Colegrove-Raymond—Coordinator, Indian Tribal & Educational Personnel Program /
Director of Elite Scholars

Kim Laney—OLLI Coordinator, College of Extended Education & Global Engagement

Fernando Paz—Coordinator, El Centro Académico Cultural

Jaguar Smith—HSU Student

Employee Engagement & Success

Nancy Olson, Chair—Training Specialist, Human Resources

Kristen Gould, Co-Chair—Director of Marketing, Marketing & Communications

Simone Aloisio—Associate Vice President for Faculty Affairs, Academic Personnel Services,

Loren Collins—Faculty Support Coordinator for Center for Community Based Learning and Academic & Career Advising Center

Enoch Hale—Director, Center for Teaching & Learning

Julia Heatherwick—Coordinator, College of Extended Education & Global Engagement

Kristin Johnson—Regional Director, NorCal Small Business Development Center

Scott Kasper—Employee Relations & Compliance Manager, Human Resources

Brandon McMillin—Accounting Tech, Accounting

Meridith Oram—Community Development Specialist, Diversity, Equity & Inclusion

Gabby Pelayo—Assistant, Academic Personnel Services

Garrett Purchio—Librarian, HSU Library

Leslie Rodelander—Grant Analyst, Sponsored Programs Foundation,

Amie Rodriguez—Administrative Support Coordinator, Testing Center / Student Affairs Administrative Support (SAAS) Representative

Maria Sanchez Rios—Student Assistant, Admissions

Andrea Santamaria—Student Assistant, Admissions

Brandilynn Villarreal—Assistant Professor, Psychology, Equity Fellow

Arlene Wynn—Administrative Support Coordinator, Athletics

Jessica Welch—Administrative Support Coordinator, HSU Library

Hyun-Kyung You—Associate Professor, Child Development

Future Proofing HSU

Cyril Oberlander, Chair—Dean, HSU Library

Adrienne Colegrove-Raymond—Coordinator, Indian Tribal & Educational Personnel Program / Director of Elite Scholars

Andrea Delgado—Assistant Professor, English

Jeremiah Finley—President, Associated Students

James Graham—Associate Professor, Environmental Science & Management

Stephanie Lane—Director of Alumni Relations, Alumni & Engagement

Kyle Leitzke—Academic Advisor, Academic & Career Advising Center

Paulo Martin—HSU Student

Li Qu—Assistant Professor, School of Business

Sheila Rocker-Heppe—Director of Extended Education and OLLI Programs, College of Extended Education & Global Engagement

Josh Smith—Director of Enrollment Management, Strategic Marketing and Communications

Erika Wright—Pre-award Specialist, Sponsored Programs Foundation

Resources Stewardship & Sustainability

Mike Fisher, Chair—Interim Associate Vice President, Facilities Management

Amber Blakeslee, Co-Chair—Director, University Budget Office

Sherie Gordon, Co-Chair—Interim Vice President for Administration & Finance, Administrative Affairs /
Chief of Staff, Office of the President

Holly Martel, Co-Chair—Resources Director, Academic Affairs

Jill Anderson—Chair, General Education & All-University Requirements Committee

Michelle Anderson—Executive Assistant, Administrative Affairs

Anthony Baker—Budget Analyst, College of Natural Resources & Sciences

Josh Callahan—Chief Technology Officer and Director, Information Technology Services

Jeremiah Finley—President, Associated Students

Kacie Flynn—Executive Director, Sponsored Programs Foundation

Katie Koscielak—Sustainability Analyst, Facilities Management

Monty Mola—Chair, Physics & Astronomy

Connie Stewart—Executive Director of Initiatives

Jim Woglom—Assistant Professor, Art / Co-Chair, University Resource Planning Committee

Student Experience & Success

Eboni Turnbow, Chair—Interim Dean of Students, Enrollment Management

Sarah Bacio—Advisor, Academic & Career Advising Center

Jenn Capps—Provost & Vice President for Academic Affairs

Martin Gordillo—College of Professional Studies Representative, Associated Students

Kelsi Guerrero—Case Manager, Student Health & Wellbeing Services

Rob Keever—CARE Services Coordinator, Dean of Students Office

Donyet King—Director of Residence Life, Housing & Residence Life

Gilbert Lares—Student Organization Representative

Jenessa Lund—Executive Director, Associated Students

Raven Marshall—Student Organization Representative

Jason Meriwether—Vice President, Enrollment Management

Amanda Nelson—Compliance Officer, Athletics,

Lauren O'Grady—College of Arts, Humanities & Social Sciences Representative, Associated Students

Tina Okoye—Resident Life Coordinator, Housing & Residence Life

Justus Ortega—Professor, Kinesiology & Recreation Administration

Brittany Panela—Student Organization Representative

Max Schmidtbauer—College of Natural Resources & Sciences Representative, Associated Students

Doug Smith—Coordinator, African American Center for Academic Excellence

Kimberly Stelter—Librarian, HSU Library

Arianna Thobaben—Learning Skills Specialist, Learning Center

Diversity, Equity & Inclusion Council

Edelmira Reynoso, Chair—Office of Diversity, Equity & Inclusion

Jennifer Eichstedt, Co-Chair—Professor, Sociology

Fernando Paz, Co-Chair—Coordinator, El Centro Académico Cultural

Sasheen Raymond, Co-Chair—Administrative Support Coordinator, Social Work

Kimberly Vincent-Layton, Co-Chair—Instructional Designer, Center for Teaching & Learning

Cedric Aaron—Therapist Multicultural Specialist, Counseling & Psychological Services

Kayla Begay—Assistant Professor, Native American Studies

Lisa Bond-Maupin—Deputy Chief of Staff and Special Assistant to the President,
Office of the President

Nikola Hobbel—Professor, English

Tasha Howe—Professor and Chair, Psychology

Jourden Lamar—HSU Student, Associated Students

Michael Le—Interim Director, Office of Institutional Effectiveness

Jenessa Lund—Executive Director, Associated Students

Katia Karadjova—Librarian, HSU Library

Kerri Malloy—Lecturer, Native American Studies

Meridith Oram—Community Development Specialist, Office of Diversity, Equity & Inclusion

Eric Palma—Compensation & Classification Manager, Human Resources

Linda Parker—Coordinator, Student Disability Resource Center

Sheila Rocker Heppe—Director of Extended Education and OLLI Programs,
College of Extended Education & Global Engagement

Breannah Rueda—HSU Student

Tracy Smith—Director, Retention through Academic Mentoring Program

Roman Sotomayor—HSU Student

Janaee' Sykes—HSU Student

Kumi Watanabe-Schock—Library Media Coordinator, HSU Library

Kim White—Associate Professor, Chemistry

Mark Wicklund—Associate Director of Academic Assessment, Academic Programs

Brandilynn Villarreal—Assistant Professor, Psychology

Appendix C

2021-2026 Strategic Plan Planning Process

HSU Strategic Planning Phase 1 Planning Steps – Spring and Fall, 2020

Step 1: Identifying members and leadership of all planning committees and articulating the President's Charge to the groups

Step 2: Selecting elements and structure of Phase 1 plan based on previous plan(s), models from other CSUs, and new phased institutional model for HSU

Step 3: Articulating planning group working agreements and clarifying the planning process and timeline

Step 4: Drafting principles to guide strategic and institutional planning

Step 5: Developing the consultation and vetting plan and timeframe

Step 6: Developing communication plan and timeframes - including website and branding

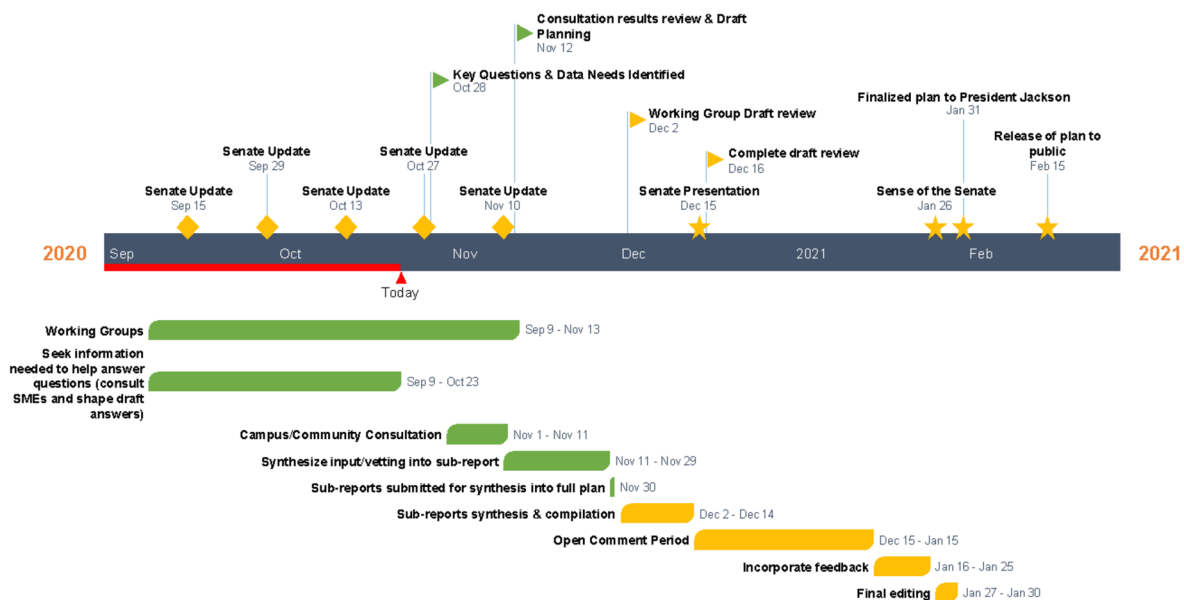
Step 7: Selecting strategic themes and overarching questions for inquiry and consultation and forming working group membership by strategic theme

Step 8: Identifying existing data and articulating questions to guide each working group

Step 9: Implementing broad consultation across HSU and beyond

Step 10: Synthesizing data analysis and results of consultative process into reports for compilation as Phase 1 plan and continuing consultation

HSU Strategic Planning Phase 1 Timeline—Fall 2020



Strategic Planning Committees – Group Agreements

This group agreement is intended to create and maintain an open and respectful environment in which we can work together creatively and in support of each other. We commit to maintaining a productive, safe and brave environment through the following:

- **Step up (all people have a voice) / Step back (make space for others)**
- **Practice mutual trust, and trust each other with difficult information**
- **Embrace the complexity – respectfully, collaboratively**
- **Be open and respectful of each other’s opinions, perspectives, ideas and information**
- **Acknowledge that the collective past includes harm – commit to learning and growing from this**
- **Participate in good faith**
- **Stay engaged – be fully present in the room**
- **Be compassionate in my reactions**
- **“Work in progress” can be contentious; allow open brainstorming without judgement, and be careful to not share “ideas in progress” outside the group in ways that may be divisive or harmful to the planning process**
- **Speak with one voice – articulate the why, and clue to formal and informal messaging**
- **Practice “Yes, and ... ”**
- **Maintain an inclusive mindset**
- **Acknowledge and explore cognitive dissonance as it arises**
- **Engage in active listening for understanding and from a place of possibility**
- **Embrace safety to fail – wrong is OK**
- **Don’t make assumptions—seek clarity**
- **Practice humor!**

Appendix C

Selected Reference and Resource Links

Plan Process and Structure Examples

<https://www.calstatela.edu/strategicplan>

<https://www.cpp.edu/academicplan/index.shtml>

Foundational Documents

https://strategicplan.humboldt.edu/sites/default/files/WEB_strategicPlan_optimized.pdf

<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025>

<https://www.wscuc.org/resources/handbook-accreditation-2013/part-ii-core-commitments-and-standards-accreditation/wasc-standards-accreditation-2013>

Other References and Resources

<https://www.scup.org>

https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf

<https://ace.e-wd.org/wp-content/uploads/2019/12/Garcia-Essay-FINAL.pdf>

Appendix E

Strategic and Institutional Planning— Next Steps

Phases 2 and 3 - Spring, 2021

Each Vice President (and the Athletic Director), Dean and applicable Director will help to lead the next phases of planning building on working group contributions and momentum including:

- a. Mapping to Phase 1 purpose, values and vision statements
- b. Articulating desired outcomes and specific objectives mapping to Phase 1 plan goals
- c. Identifying strategies and tactics (already in motion or for future investment)
- d. Creating a timeline and naming responsible parties for achievement of desired outcomes

Phase 4 - Ongoing Overlay

Administrative assessment and evaluation of impact will be built into the Phase 2 and 3 plans and will be implemented annually to help inform resource allocation and program continuous improvement.

HUMBOLDT STATE UNIVERSITY
FUTURE FORWARD 
STRATEGIC PLAN 2021-2026

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