

Tuesday, February 11, 2020, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:04pm on Tuesday, February 11, 2020, Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Burkhalter, Cano Sanchez, Creadon, Dawes, Dunk, Gonzalez, Karadjova, Kerhoulas, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Pawlowski, Rueda, Schnurer, Thobaben, Weinberg, Wilson, Woglom, Zerbe

Members Absent

Bacio, Bond-Maupin, Byrd, Gradine, Jackson, Keever, Maguire, Meriwether, Reynoso

Guests

Nate Swenson, Jenn Tarlton, Dale Oliver, Bethany Rizzardi, Tracy Taylor, Mary Oling-Sisay, Amber Blakeslee, Holly Martell, Rosamel Benevides-Garb, Alison Holmes, Cyril Oberlander

Announcement of Proxies

Aloisio for Bond-Maupin, Gonzalez for Maguire, Malloy for Keever

Approval of and Adoption of Agenda

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

Motion carried unanimously

Approval of Minutes from the January 28, 2020 Meeting

M/S (Dunk/Parker) to approve the Minutes of January 28, 2020

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

Chair Burkhalter announced more information about the Strategic Initiatives Committee will be forthcoming, but noted it is a subset of the Cabinet and is charged with developing a strategic plan for the next five years.

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

Academic Policies:

- Written report attached

Appointment and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

University Policies:

- Written report attached

University Resources and Planning Committee:

- Written report

Associated Students:

Senator Rueda reported with GI 2025 AS students will now get compensation for committee work. She reported AS is working with campus administration in collaboration with the Cultural Centers in response to all things from last semester, and that AS plans to create campus murals.

Provost's Office:

- Written report

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

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

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

Professor Nathan Swenson read from prepared remarks (attached) regarding Lecturer Range Elevation and the upcoming Sense of the Senate Resolution

Professor Jennifer Tarlton read from prepared remarks (attached) regarding Lecturer Range Elevation and the upcoming Sense of the Senate Resolution

TIME CERTAIN: 3:30-3:45 PM – Sense of the Senate Resolution on Lecturer Range Elevation (14-19/20-FAC – February 11, 2020)

M/S (Wilson/Mola) to move the Resolution

Motion carried unanimously

Senator Wilson introduced the Resolution, explaining it proposes Lecturer range elevations be independent of Service Salary Increases (SSI's) and urges the CFA and CSU to adopt this as a policy, with an aim to ignite other CSU Senates to pass a similar resolution in solidarity.

Senator Dunk spoke in favor of the Resolution, noting that after 28 years at HSU, he has only been able to attain level C of his salary range (the levels are from A-D). He explained Lecturers aren't trying to make everything the same as Tenure Track faculty, but the fact that their range elevation is not connected to their quality of teaching is awful and unfair. Senator Dunk also registered his belief that if someone were to investigate the CNRS range elevations over the last few years, they'd see that everyone gets the minimum and not a penny more; he expounded that he has taught 20 different courses at HSU, which would imply he is providing more than the absolute minimum afforded.

Senator Zerbe spoke in favor of the resolution, noting the whole system is predicated on the idea that there are regular SSI negotiations, but the fact is that for at least the last decade there have not been any SSIs, such that in practice Lecturers can never rise to the maximum of their current range.

Senator Wilson further explained the resolution encourages three levels of raises of at least 6%, which sums to the equivalent of the Tenure Track faculty's' two-tier level raises of 9%.

Senator Gonzalez spoke in favor of the Resolution, pointing out that it is still an issue that Lecturers aren't afforded longevity recognition, as they are always considered as three-year appointments, even if they've been here since 2008, as she has.

Senator Schnurer pointed out that lecturers with Ph.D.'s and other terminal degrees contribute enormously to the University, and small indications of their perceived value (like money) is appreciated. He urged the appreciation of long-term and highly educated Lecturers.

AVP Aloisio provided data requested in SenEx regarding range elevation: in the previous 6 years, about 2 Lecturers per year were granted range elevation. Since the current MOU has been enacted, there have been 10 applications, and this year there are 16, which is more than ever. There is a backlog of people waiting to be eligible, and a steady-state rough estimate would be about 8 people per year.

Senator Kerhoulas shared that a Lecturer colleague came to her about going up for range elevation, and in trying to solicit letters, the constituent found out that many of their Tenure Track colleagues were unaware of this inequality, so part of putting this Sense of the Senate Resolution together was to spread awareness. She concluded, pointing out that as fairness and equity are being talked about so much on campus, the Senate needs to follow through with lip service and treat faculty equally.

Senate vote to approve the Sense of the Senate Resolution on Lecturer Range Elevation **passed unanimously**.

Ayes: Alderson, Burkhalter, Cano Sanchez, Creadon, Dawes, Dunk, Gonzalez, Karadjova, Keever, Kerhoulas, Maguire, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Pawlowski, Reuda, Schnurer, Thobaben, Weinberg, Wilson, Woglom, Zerbe

Nays: none

Abstentions: none

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

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

Motion carried unanimously

Senator Malloy explained this revision to the policy is needed to bring it in line with EO 1098, but a drawback is that a student can be charged with academic dishonesty and go through the whole process, but by the time it is settled, their grade may be already posted to their transcript. According to HSU Counsel, the student would then be forced to go through the grievance process to change the grade. The Student Grievance Coordinator is helping APC to take up the student grievance policy next.

The Resolution will return for a Second Reading

TIME CERTAIN: 4:00-4:15 PM - Resolution on the University Resource and Planning Committee's Balanced Budget Proposal for 2019-2022 (12-19/20-URPC – February 11, 2020 – Second Reading)

Senator Woglom explained the revisions incorporated from the First Reading; the Sense of the Senate was combined into this one as requested, and the first clause was rephrased to say that the Senate approves the balanced budget proposal from Dec 23. Senator Woglom solicited questions about the Resolution from the Senate before the vote.

Senator Moyer asked if recruiting is under student services, and whether that is the area getting an increase; Senator Woglom ceded the floor to Budget Director Amber Blakeslee, who confirmed “institutional support” is getting a smaller amount in favor of the FIRMS code on “student services.”

Senator Dunk asked whether this proposal a placeholder for a process the URPC hopes to have within a year or two, and if so, whether a framework or outline for what that next process looks like has been drafted.

Senator Mola clarified that Divisional reductions are not across the board, rather the proposal is for reductions based on FIRMS codes first, such that one Division can have cuts from 3.5 to

4.9 percent within itself.

Senator Zerbe requested clarification on whether this would result in what amounts to an across the board cut.

Senator Mola stated the campus community needs to decide what academic programs should be offered that aren't offered now, and how much will such programs need to start. He stated until we have a scope of who we are, how many students we can have in a program, and the intersection of students across the campus within our programs, without that sort of analysis, he is unsure of how HSU can think about a long term plan.

Senator Woglom stated that developing something new allows us to meet the definition we set for ourselves, and then we can figure out how to do so.

VP Dawes spoke in favor of the Resolution, stating this is a good time in our strategic planning for the passage of such a proposal; this is a way we can look at new practices and think differently, and not forced into reactionary budgetary measures. He conceded knowledge the proposal is not perfect, but the URPC spent a lot of time on it to make sure we can move forward with a flexible budget.

Senator Mola spoke in favor of the Resolution, noting it took a while for him to approve of it.

Senate vote to approve the Resolution on the URPC's Balanced Budget Proposal for 2019-2022 **passed without dissent.**

Ayes: Alderson, Burkhalter, Cano Sanchez, Creadon, Dawes, Dunk, Gonzalez, Karadjova, Keever, Kerhoulas, Maguire, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Thobaben, Weinberg, Wilson, Woglom, Zerbe

Nays: none

Abstentions: Keever, Rueda

TIME CERTAIN: 4:15-4:25 PM – Resolution to Revise and Update the International Advisory Committee (10-19/20-EX – February 11, 2020 – Second Reading)

Senate vote to approve the Resolution to Revise and Update the International Advisory Committee **passed without dissent.**

Ayes: Alderson, Bacio, Bond-Maupin, Burkhalter, Byrd, Creadon, Dunk, Gonzalez, Gradine, Karadjova, Keever, Kerhoulas, Maguire, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Thobaben, Weinberg, Wilson, Woglom, Zerbe

Nays: none

Abstentions: Cano Sanchez, Dawes

Senator Zerbe expressed deep appreciation for AVP Aloisio and VP Dawes' attendance at the meeting, but noted it appears the Senate is losing Administrators; he registered concern that the Senate may be shifting away from the decision to transfer to a University Senate 8 years ago what with the lack of Administrator presence at Senate meetings. He implored Administrator to prioritize the Senate meetings and make time to attend.

Chair Burkhalter shared her opinion the Administrators are very much invested in being at the Senate meetings, and noted their absence can partly be explained by workload, which was heavy even before Dean Bond-Maupin agreed to serve as Interim Provost.

Senator Moyer noted her impression that the Chancellor's Office meetings happen once every two weeks, so perhaps if that's true the Senate could reschedule the remaining meetings to whenever those aren't happening.

Senator Thobaben echoed Senator Zerbe's concerns and thanked him for bringing it up.

Senator Dunk agreed regarding Administrator attendance, but expressed content with the process the Sense of the Senate on Lecturer Range Elevation went through, ie Senator Kerhoulas heard from a constituent, then brought the matter up to the Faculty Affairs Committee—this is literally what the Senators are supposed to be doing, in other words, serving as conduits for their constituents.

M/S (Rueda/Cano Sanchez) motion to adjourn

Meeting adjourned at 4:22 pm

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, February 11, 2020

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, February 11, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

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

February 11, 2020

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

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

January 28, 2020

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

Committee will be taking up the Student Grievance Procedures.

December 3, 2019

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

November 20, 2019

Committee did not meet due to lack of quorum.

November 6, 2019

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

October 23, 2019

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

October 9, 2019

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

September 25, 2019

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

September 11, 2019

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

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

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

August 28, 2019

Organizational meeting to set out work for the year.

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

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

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

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

Appointments and Elections Committee:

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

Spring 2020 General Faculty Elections Results

February 7, 2020

Cycle 1: January 31, 2020- February 5, 2020

Faculty Elected Positions:

GENERAL FACULTY President / University Senate Chair, 2 year term

Mary Virnoche

UNIVERSITY SENATE

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

Chelsea Teale

Tenure Line At-Large Faculty Delegate, 3 year term

Cindy Moyer

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Jill Pawlowski

Tenure Line CNRS Instructional Faculty Delegate, 3 year term

Monty Mola

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Academic Master Planning (AMP)

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

PROFESSIONAL LEAVE COMMITTEE

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

Joice Chang

Leena Dallasheh

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

Laurie Richmond

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Amber Gaffney

C.D. Hoyle

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Joshua Meisel

- Faculty Member (CPS), 2 year term

Christopher Aberson

- Faculty Member CNRS, 2 year term

Yvonne Everett

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Humnath Panta

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Joice Chang

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CAHSS, 3 year term

Benjamin Marschke

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Janelle Adsit

FACULTY AWARDS COMMITTEE

- Three Faculty Members, 1 year terms

Eugene Novotney

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

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

- Three Faculty Members, 1 year terms

Humnath Panta

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member from CPS, 3 year term

Ara Pachmayer

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Kaitlin P. Reed Garrett Purchio

UNIVERSITY CENTER BOARD

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

- Two Faculty Members, 2 year terms

Armeda Reitzel
Mark Rizzardi

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year term

Stephanie Burkhalter

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

2-5-20 agenda:

1. Discuss Post Tenure Review Policy
 - a. We discussed wording of Post Tenure Review policy. Current wording suggests that collegial evaluation letters do not need to be submitted, but if submitted they need to be part of PAF. Review committees should have access to candidate PAF, and perhaps should be required to review PAF as part of review. Student evaluations from 2 classes/year need to be submitted; review committee can request which two if they desire. No changes to policy were discussed or considered.
2. Discuss Resolution(s) regarding Lecturer Range Elevation introducing resolution at this Senate meeting.
3. Discuss Early Tenure Policy/ Mtg with UFPC, RTP C&S, Provost
 - a. 20 CSU campuses have early tenure policies; HSU does not. Large number of candidates are going up early; different Departments and review committees may be using different standards. Appendix J wording vague and needs clarification; Retention, Tenure, Promotion Criteria & Standards Committee requested we work on crafting a policy. We have review policies from other campuses and will meet Wed Feb 12th with UFPC and RTP C&S to discuss.
4. Discuss Collateral Duties definition / need (?) for definition
5. Prioritize work to take on for the coming semester.

Constitution and Bylaws Committee:

Submitted by George Wrenn, Pro Tem CBC Chair

Meeting was called to order at 2:09 p.m. (Watson /Abell) on Wednesday, January 29, 2020.

Attendance, proxies & quorum

1. Abell (Parliamentarian), Post (Faculty), Watson (Non-MPP Staff), Wrenn (Faculty) were present. Absent: Woglom (Faculty)
2. Quorum was met with 4 out of 5 members: 3 members from the faculty electorate; 1 from the staff electorate.
3. Vacancies include 1 student representative.

Appoint a Chair pro tempore

Motion to nominate Wrenn as chair pro tem for this meeting (Abell/Watson).

Members approved without objection.

Review remaining business related to Appendix E/F resolutions

The Resolution to Revise the GF Constitution passed the Senate (82% ayes, 18% abstaining) on January 28.

The Committee agreed to follow up with a second resolution to introduce amendments that will clarify Section 7 (Elections) and to complete Sections 8 (Interpretation) and 9 (Amendments), which were not developed. The Committee will prepare a resolution with the newly proposed amendments and submit it to SenEx for review on February 4th.

The Committee will next put forward its resolutions to revise the Senate Constitution & Bylaws.

1. Resolution to Amend the Constitution of the University Senate of Humboldt State University to Reflect Parallel Revisions to the General Faculty Constitution
2. Resolution to Amend the Bylaws of the University Senate to Align with Parallel Revisions to the General Faculty Constitution
3. There are 6 remaining Senate meetings (7 with the optional May 19th meeting). A first reading of the Resolution on the Constitution would have to be submitted to SenEx by March 24 for their review ahead of the Senate meeting that corresponds to the 11th week of instruction (April 7).

5. Develop Committees work plan

Postponed to next meeting

6. Faculty Handbook next steps

Postponed to next meeting

7. Motion to adjourn

Meeting adjourned at 3:16 p.m. (Watson/Abell)

University Policies Committee:

Submitted by Rob Keever, UPC Chair

1/31/19 Attendees Present: Robert Keever, Deserie Donae, Troy Lescher, J. Brian Post, Doug Dawes, Michelle Anderson, Jeanne Rynne (Guest), Liz Whitchurch (Guest)

UPC met on 1/31/19 with quorum in the SBS 345. Chair Keever updated UPC on the status of the Field Trip Policy presented by Kim Comet Director of Risk Management and Safety. The policy draft will be presented again at the next UPC meeting due to the cancelled meeting from the 1/17/20 power outage. UPC reviewed the Campus Key and Access Policy draft presented by Jeanne Rynne and Liz Whitchurch from Facilities Management. UPC was able to review $\frac{3}{4}$ of the policy during the meeting time and left the remainder of the review to members outside of the meeting time with all feedback due by 2/7/20. UPC will vote on moving the Campus Key and Access Policy Draft to Sen-Ex review at the 2/14/20 meeting. Kim Comet will present the Field trip Policy and Boating Policy at that meeting.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC will bring a reworked draft of our **Resolution on The University Resource and Planning Committee's Balanced Budget Proposal for 2019-2022** to the University Senate on its February 11th meeting for a Second Reading. Following suggestions from the First Reading, which took place during the Senate's January 28th meeting, we have combined our "Sense of the Senate" Resolution with our Balanced Budget proposal in order to offer the content of our Proposal as a single Resolution for approval by the Senate.

As discussed, our proposal suggests two courses of action: first, that we begin working to affect a cultural change in the manner that we conduct budgeting processes as a University, moving away from historical funding models and recent across-the-board cuts, and towards a strategic mode of allocating resources. Second, we recommend maintaining proportional allocations from the University-to-Division level along FIRMS codes while the work of collaboratively developing a more nuanced model is underway.

We have included our proposal to President Jackson and Chair Burkhalter in its entirety below, in Appendix A.

In Appendix B, we outline the methodology that lead to our proposal. Imbedded within this methodology document are links to further contextual information that can be reviewed for further explication.

Appendix C is a list of guiding measures and principles that we have drafted as guidelines for both ourselves and the University Community as we begin the collaborative work of developing our shared budget model, and, more immediately, as we determine how to allocate resources from the Division-level strategically.

In Appendix D, we offer contextual background on “FIRMS Codes” (The National Association of College and University Budget Office’s functional classifications for programmatic comparison) and a chart of recent historical allocations at HSU along those coded categories.

This proposal is a complex document, and we fully concede that it is a lot to take in and make an informed decision on, but we are standing ready to help talk through the document, its content, and that content’s implications. My e-mail is jw2311@humboldt.edu and my phone number is (908)337-9921. Please do not hesitate to contact me with any questions, concerns, or ideas.

Appendix A

Date: December 23, 2019

TO: Dr. Thomas Jackson, Jr., President
Dr. Stephanie Burkhalter, Chair of the University Senate

FROM: University Resources and Planning Committee (URPC)
RE: URPC Balanced Budget Proposal for 2019-2022

Executive Summary

The [University Resources and Planning Committee](#) recommends the following to President Thomas Jackson, Jr. and the HSU University Senate:

1) That Humboldt State University begin the collaborative process of developing a *scalable budget model* that places student success as our highest priority, and that reflects the observations/recommendations of the Spring 2018 [WSCUC accreditation report](#), [our Strategic Plan](#), and the shared values of Humboldt State University.

As this new budget model will take time to develop, we further recommend that...

2) ...we allocate expected revenue to each Division during the 2020-2022 budgeting cycles guided by functional program categories called [FIRMS Codes](#). We specifically recommend university-wide budgeting based on the five FIRMS Codes categories that have flexibility for modification (*Instruction, Academic Support, Students Services, Institutional Support, Operation & Maintenance of Plant*).

This second recommendation reflects the projected \$5.4 million reduction in spending necessitated by the decrease in tuition-based revenue due to our ongoing enrollment decline. This short-term approach to addressing the revenue shortfall projected for the next 3 fiscal years will ensure HSU only distributes and expends available revenue, and will further provide needed time to design a robust, strategic and scalable resource allocation model.

The recommended revenue/resource distribution in each FIRMS Code category is listed in the table below. Rationale for these revenue/resource distribution decisions and a narrative regarding how the URPC arrived at this distribution is described in detail in the Breakdown of Proposed Distributions for 2020-2022 section below and in the [Methodology](#) narrative.

Each Division will be tasked with providing a clear, transparent, and rationalized summary to the URPC regarding progress towards identifying and adopting strategies to achieve the specified reductions in alignment with our [Guiding Measures and Principles](#). These summaries will be submitted quarterly, beginning March 31, 2020. Though there is some necessary flexibility in actual amounts related to the percentage decreases described below, each Division and their constituents should immediately begin to plan their budget allocations for 2020-21 based on these projections.

Breakdown of Proposed Distributions for 2020-2022

After excluding *Financial Aid, Provisions for Allocation, and Housing Facilities Activity* from the 2019-20 base budget of \$143.22 million, as these categories are not fungible, the baseline starting point for evaluating budget allocations is \$122.08 million. The \$5.4 million reduction mentioned above represents a reduction of 4.4% from 2019-20, to be achieved over the next two years. In alignment with our [Guiding Measures and Principles](#) and continuing efforts to prioritize areas that most directly serve students, we recommend the following allocations:

- We propose that the allocations for *Instruction* and *Academic Support* are maintained at their current percent proportion of the budget (46.3% and 13.3%, respectively). *Instruction* and *Academic Support* are core to maintaining a quality educational experience for our students, and the URPC has made a conscious decision to protect instruction and assure students have access to classes necessary for graduation. As such, we recommend maintaining an unchanged allocation percentage in these two FIRMS categories, with the expectation that expenditures scale up/down as needed with changes in enrollment. Though the percentage of the overall budget committed to these

areas will remain constant, we project that the resulting proportional reduction of dollar amount allocation will result in a 4.4% decrease in funding to *Instruction* and *Academic Support* as compared to fiscal year 2019-20 (i.e., \$2.5M and \$720,000, respectively).

- In keeping with URPC's priority to maintain and enhance student success, and align with our current focus to recruit and retain additional students, we recommend an allocation adjustment to distribution percentages to protect our investment in *Student Services* while reducing investment in *Institutional Support*. The allocation adjustment reflects a change of 0.1% between the two FIRMS codes. This change will result in an increase in the proportion of the allocation to Student Services from 9.9% to 10%, and a decrease in the proportion of the allocation to Institutional Support from 17.7% to 17.6%. These changes will result in an effective reduction of only 3.4% in *Student Services*. However, *Institutional Support* will experience a 4.9% reduction.
- *Operation & Maintenance of Plant* directly supports students, maintaining a safe and welcoming campus environment, which plays an important role in student success by ensuring we have space and infrastructure in place to meet students' needs. As such, we recommend maintaining this category at its current percentage level (12%). Although the percentage of the overall budget committed to this area will remain constant, the resulting proportional reduction of dollar amount allocation will result in a 4.4% decrease in funding in comparison to 2019-20 (i.e. \$690,000 reduction).

Appendix B

URPC Balanced Budget Proposal for 2019-2022 – Methodology

December 23, 2019

On August 29, 2019, Douglas V. Dawes, Humboldt State University's Vice President for Administration and Finance, conveyed [HSU President Thomas Jackson's Charge](#) to the 2019-20 University Resources and Planning Committee (URPC). The President's 4-part charge began with a request to "*lead the campus effort to develop a balanced three-year budget through 2021- 22 which will include \$5.4 million in reductions...[to] submit the URPC's recommended three- year budget plan to the President for consideration by December 2019...[and to] ensure broad campus communication and participation are included in the development of this plan.*" The scope of this first portion of the charge was so impactful and complex in its implications that the committee determined at our first meeting that we would commit the entirety of our focus for the Fall '19 Semester to that task.

The reduction referred to in the President's charge comes from the projection of an approximately \$5.4 million budget gap expected by 2021-22, in light of the University's current and continuing enrollment decline. Although robust initiatives are underway in the Office of

Enrollment Management and across the campus to address this decline, a turnaround in enrollment that returns us to our current state is unlikely to occur until at least 2023-24.

After considering [five potential budget reduction approaches](#), the URPC decided that the most strategically nimble option would be to develop a long-term *scalable budget model* through which we would proportionally allot allocations based on available resources, rather than our previous approach, through which we have maintained historical budget commitments and then imposed “cuts” in spending to balance the overall budget each year, based on revenue shortfalls.

The URPC determined that there was insufficient time available, given the timeframe of the charge and the enormity of the undertaking, to completely develop the desired long-term scalable model at the onset, and as such developed a short term allocation model to be leveraged for the next few cycles to allow time for the campus to engage in the work necessary to develop a more robust, long-term funding model. This long-term budget model will afford the University the ability to scale allocations upward and downward in a predictable fashion as enrollment/tuition and other resource drivers change, and ensure that resources are being allocated to meet the needs of students as the University evolves, rather than based on historical structures. Such a model could further facilitate a much needed cultural shift in focus from maintenance of ongoing spending behavior until fiscal necessity requires abrupt and decisive action. It would encourage us to instead critically, creatively, and collaboratively define how we might address historical inequities that may exist in current budget allocations, rather than maintaining our status quo and trimming along the “periphery” of our institutional project when needed.

Throughout the University there are fixed costs, and, in order for the scalable model we propose to work, ongoing resource commitments must be evaluated, re-prioritized, and assessed for scalability. For instance, the ebb and flow of on-campus curricular need will necessitate thoughtful and forward-thinking hiring strategies as part of our college-level planning, especially in regards to retaining disciplinary expertise in the region. This will be difficult, given our geographical distance and relative seclusion from major metropolitan areas, and is one example of the sort of concepts we should factor into how we envision the overall scalability of University’s structures.

We acknowledge that there were several potential detractors to this proposal: again, there was insufficient time this semester to develop and vet such a scalable model; the result might require budget recalibrations that would take time to achieve; and implementation of that model would likely necessitate the use of some one-time funding to bridge the transition towards full implementation by 2021-22 (a practice we have already determined to be an undesirable and unsustainable institutional habit). Despite these concerns, we agreed that a substantial change in our operational model was warranted, not only spurred by the immediate financial realities of the University, but also because a change in our means of resource distribution and

communication in regards to that distribution was identified by WSCUC as a requirement tied to our accreditation.

The WASC Senior College and University Commission (WSCUC) Report For Reaffirmation of Accreditation' recommendations for Humboldt State University, submitted in March 2018, included an expectation that HSU will strengthen "communication across campus and continue to be transparent about budget challenges" encouraging us "to incorporate sound business practices, clear roles, responsibilities, and lines of authority" and to "address the structural deficit" through engaging in "realistic budgeting, enrollment management, and diversification of revenue sources." Maintaining a status quo-based, hierarchically directed, historical model, does not affect the kind of transparent communication, ongoing assessment, normalized working/consultation roles, and ongoing maintenance of a balanced budget that WSCUC advises and requests, but a strategic, scalable model, reflecting campus values solicited through ongoing, reciprocal communication, might.

URPC has resolved that the allocations of available resources (reflecting the projected deficit at hand) should be distributed as *Division-Level Allocations*, as that is the most appropriate framing of the URPCs purview. We proposed that we could implement a short-term strategy of University-to-Division distribution of revenue amongst FIRMS Codes while we simultaneously begin the process of phasing in a more nuanced apparatus for scalable budget allocations regarding shared values.

Using FIRMS codes as a point of comparison allows for imperfect but workable juxtaposition between HSU and other institutions, while also offering a means to evaluate internal distributions in terms of the services they support, and thus allows us to assess whether our current budgeting practices reflect the HSU we want to be. A budget that is based on the proportional allocations of annual revenue along such categories would be inherently balanced, as we would only allocate what we have. In this model there is only 100% to distribute, so a higher percentage in one category, means less in another, and as tuition based revenue will continue diminishing for the foreseeable future, difficult decisions will need to be made both at the Division level suggested here, and then, through consultation and cooperation, through the Major Budget Units (MBUs) and Departments.

This model would thus help to stabilize the University-level budget distribution approach for the next few years rather than revisiting it every cycle, providing time to develop key guiding plans (a new Strategic Plan, an Academic Master Plan) to support long-term budget allocation model development. It would also allow the MBUs and Departments to begin to envision the mechanisms through which they would make their allocation decisions based on their respective proportional share of the budget. As stated above, this is a short term strategy and will not be a perfect representation of what we hope to work towards. As such, it is important to emphasize that this is not the new model, but rather a starting point for something different, an onramp to institutional change.

One part of that institutional change, namely an increased adherence to the professed values of the campus community, will necessitate broader campus input in the ongoing resource allocation practices of the University. In order to begin the work of normalizing shared, campus-wide authorship of the budget moving forward, we hosted two Campus Budget Meetings to support the development of our recommendation, and engaged the Vice Presidents of each of the University's Divisions in discussions of our developing proposals.

[The first of these meetings](#) was held on November 7th, from 1pm to 3pm, in The Great Hall, and was designed to provide initial context and include interactive opportunities to solicit input from the campus community and invite participation in the process of shared resource stewardship. Prior to the first event, the University Budget Office conducted extensive data gathering and comparative analysis addressing [five-year campus budget/actuals trends in CSU peer comparisons](#) in order to inform our discussion. Following presentation of those findings, participants [engaged in live polling regarding the concepts addressed](#), and engaged in an [online budget balancing tool](#) through which participants could make suggestions for how to allocate funding based on the FIRMS codes.

The second meeting, held on December 3rd, from 11:30am - 1:30pm, in Goodwin Forum, served as an opportunity to vet a more [complete draft of the URPC's plan](#) with the campus community prior to submission. At this "World Cafe"-style meeting, we asked participants to provide qualitative responses to an initial outline of proposal through consideration of six guiding questions. The [feedback](#) from these two events was integral to the development of our rationale and helped to shape and reaffirm our proposal, and the opportunity to converse with a broad swath of colleagues about the issues at hand was informative and affectively rewarding, but the data derived from these events was admittedly indeterminate. Moving forward, expansion of this type of campus feedback structure will be even more vital to the creation of a budget that can be said to reflect a rich and responsive vision of HSU, and, to that end, the URPC will commit to working with the Office of Institutional Effectiveness to design more valid measures of campus opinions as they relate to budget decisions.

Between these two Campus Budget Meetings, the URPC [tasked each of HSU's Vice Presidents with reviewing a set of proposed "reduction ranges"](#) for their Division and providing the URPC with a high-level overview of the strategies each division would take to achieve the high and low end of those identified ranges. They were asked to describe the approach they will take to reduce their spending, what anticipated impact either end of the provided range of reductions might have on their division, what insight they might have regarding differential impacts between the high and low amounts listed on those ranges. They were further asked to describe: whether potential reductions had already been identified for consideration, and if so, to what extent; whether potential impacts to their divisions based on those potential reductions had been contemplated, and to what end; what interdivisional collaboration opportunities should be

considered to affect cost savings; and what their initial thoughts were regarding the time needed to implement those reductions might be.

We were reassured by evidence that while we worked to develop our FIRMS Code-based proposal, parallel, campus-wide strategies were underway to mitigate the deficits that would need to be addressed. Across all of the Divisions, stakeholders have already been asked to engage in cost saving strategies, improving operational efficiencies by reducing and eliminating redundancy, refining processes, and realigning or restructuring institutional models. As more than one stakeholder remarked, our decline in tuition and related revenue has been an ongoing issue, and one that has been duly considered and addressed at all levels of the University over several of preceding budget cycles.

One of the challenges reinforced time and again throughout our vetting process has been the recurring concern that as over 80% of our current budget is personnel, and that with 20% less students and related revenue due to enrollment decline, our staffing levels will need to scaled down as well. In spite of this challenge, [the University has committed to focusing on reducing budgeted positions through attrition](#), with an emphasis on preserving jobs for existing employees in a manner that supports proactive planning and consistency.

Development of a long-term budget model could take up to three years, depending on the process and approach we choose to adopt. We will have to start in short order if we hope to generate a robust and meaningful structure that meets our needs and values as an institution, and that will be fully formed and ready to implement by 2022. We have drafted a series of initial [Guiding Measures and Principles](#) that reflect the URPC's initial thinking regarding how we will achieve this end, but the development process will be necessarily iterative and responsive to ongoing and reciprocal campus feedback, and as such will be subject to change as our understandings and tactics evolve. Despite the work ahead of us, we are exceedingly encouraged by the outpouring of campus participation seen thus far. Based on this evidence, we, the URPC, thank all participants in advance for the hard work, input, thinking, and time that you, the entirety of the HSU community, will assuredly offer towards the maintenance and stewardship of a high quality, sustainable Humboldt State University that optimizes our available resources to provide educational opportunities to students for years to come.

Appendix C

URPC Balanced Budget Proposal for 2019-2022 - Guiding Measures and Principles

December 23, 2019

In planning for the financial health of the institution, the URPC recognizes that there are two fundamental components that must be addressed in our work: “how” we make decisions and “why” we make those particular decisions in relation to budget planning at Humboldt State

University. We have worked to identify and separate these components as “Guiding Measures” and “Guiding Principles”. While this document cannot exhaustively address the complexities of this institution and the work we are engaged in, we believe it points to an underlying framework that can help us to keep on track in addressing the changes and challenges we have before us. It is a primer for us to reference as we move through the process of reduction, realignment, elimination, consolidation, reinvestment, reallocation, and, ultimately, balance in our budget, resources, and what we represent to our students, staff, faculty, and society.

Guiding Measures: The Guiding Measures represent the components and mechanisms through which we will establish our budgetary plan.

Strategic Budgeting: We will continue to embrace the [strategic budgeting](#) principles adopted by the URPC in AY 2015-16.

Scalable Budget Model: We will establish the framework for a transparent, scalable University-to-Division budget model, driven and informed by accepted practices, institutional data, and the Guiding Principles established in this document.

After reviewing a series of potential strategies, the URPC voted to build out a “scalable” University budget model on Friday, September 20th, 2019. We recognize that time is short and the complexities behind the development of a full model are daunting. Despite this, we believe we can build a structure that will drive initial decision-making for planning the first year of our three-year budget, while allowing the necessary flexibility for refinement in years two and three.

The model should be scalable at a higher level (division) and not at an individual department/program level, so that a college, for example, would maintain flexibility in terms of how budget is allocated to individual departments within the college. Scalable models can incorporate smoothing (three-year averages, etc.) to minimize single year spikes and drops.

The Integrated Assessment, Planning, and Budget Initiative (IAPB) Process: We will continue to pilot, and, over a five-year period, adopt [the IAPB process](#) as our means of review, assessment, and approval of resource allocations. We will utilize an abridged version of the plan, described below, to assess our plan while we build it.

We recognize that with the compressed timeline for developing our current budget plan, we cannot effectively implement the full process as outlined by the IAPB working group, but we can structure our research, vetting, and assessment practices along the same line of consultation. For example: once we begin building the budget model, we can ask targeted questions of Units, that then pass to the MBU for review, and then to the Division, and so on.

Communication Plan: We will communicate our intentions and actions to the campus community through multiple means. We will seek input from stakeholders and use that input to further our intentions and actions.

Guiding Principles

These Guiding Principles serve as a recognition that there are components of this University that transcend budgetary concerns and that these components should be prioritized and honored throughout the process of budget reduction or realignment. This includes the mission and values of the State of California and this institution. As we construct a plan for a sustainable budget and budget practices, we will reference this document as a guide for maintaining an articulated sense of who we are, and reaffirming the responsibilities we share for those we immediately serve: students.

Students First: *We will always prioritize the needs of students and their education first. We will support students' academic success and provide courses and services that facilitate their education and graduation.*

Systemic resource realignment should be strategically targeted to have minimal impact on allocations directly relevant to students and their education (including recruitment/access, transfer ease, retention, scholarships, services, programs, and timely completion of degree), and should allow us to seek out and support individuals who want to attend our University and pursue a college education and degree, including those who face cultural, geographical, physical, educational, financial, or personal barriers to enrollment and attendance.

To this end, we will continue to place inclusive academic and programmatic excellence, both at the graduate and undergraduate level, amongst our highest priorities. We will aim to ensure that degree and credential recipients leave HSU with a breadth of understanding, depth of knowledge, and the skills that will allow them both to be responsible citizens in a democracy, and to contribute to the advancement of their fields and professions. Further, we will continue to provide an environment in which undergraduate and graduate scholarship, including research, creative, artistic, and professional activity are valued and supported.

We should ensure students can enroll in the courses they need, when they need them, and, in cases where that is not possible, we should provide viable substitutions for those required courses. Budgetary decisions should not be allowed to subvert the basic curricular expectations of our enrolled students.

Preserve and Value Personnel: *The education of students is intimately linked to the morale and security of staff and faculty. As such, every effort will be made to avoid concerted personnel dismissals. We will instead focus on preserving jobs for existing employees and engaging in thoughtful, evidence-driven approaches to filling positions as vacancies arise, and leveraging reassignment of personnel in line with student needs and growth.*

It is likely that there will be academic program changes based on the contemporary needs of our enrolled and incoming students. Cost factors and student interest will force the consideration of pedagogical adjustments, and we should be prepared to determine the appropriateness of consolidation of departments and/or programs with minimal impact on timely progress to degree. Some programs might have to be reimagined or phased out as new programs are approved. Long term planning that involves program discontinuation, followed by retraining and reassignment of employees, for instance, might be an acceptable budget strategy in some cases. In spite of financial constraints, HSU will continue to strive to attract, retain, and invest in high quality employees who contribute to a diverse and engaging campus community.

Fiscal Stability and Revenue Enhancement: *The budget must be balanced on an annual basis, and be sustainable into future years, through co-equal consideration of contemporary needs and ongoing institutional health.*

This work can be accomplished through collaboratively working to reimagine resource uses toward increased sustainability (critically assessing how we might creatively use the resources we have towards more impactful ends, in an ongoing manner), through cost savings developed from practical efficiencies that can integrate and streamline our processes, and through driving inefficiencies out of the University's operations. We should be prepared to disinvest from non-critical programs or infrastructures that less readily align with our University's strategic plan and the interests and expectations of our students, thus allowing us to invest in critical programs or infrastructures in areas that will be most immediately impactful to our students. It should also be communicated as often and enthusiastically as possible that obtaining diverse sources of revenue is increasingly desirable and necessary.

During the process of reordering resource allocation based on emerging contexts, we should maintain aspirations towards appropriate growth. We should, with all due transparency regarding our intent and the resources in play, continue to responsibly build reserves, both for the sake of maintaining resources for unforeseen eventualities, and for programmatic and infrastructural investment in the future.

Mission, Vision, and Context: *We will continue to work toward realizing the articulated vision of the University.*

Priority will be placed on identifying and eliminating services and activities that are not in alignment with our core mission. All reductions must be considered in the context of our Strategic Plan, the goals for student success articulated in the Graduation Initiative 2025, and the principles for accreditation established by the Western Association of Colleges and Schools. In keeping with the California State University's mission, the success of the graduates of the academic program in meeting the needs of the people of the state will become increasingly important, especially in terms of serving a budgeted number of students, of encouraging timely

graduation, and of the success of the graduates of the academic programs in meeting those evolving needs.

Academic Master Planning and new Strategic Planning are presently being initiated, based on stakeholder priorities, and ongoing resource allocation should align with these plans. As such, any structure we put in place should be adaptable enough to match shifts in priorities presented in those plans.

Transparency, Communication, and Shared Governance: *We need input in order to make informed decisions about resource allocations such that they reflect the values, needs, and avowed intentions of the University community. In order to provide meaningful input, the Campus community must be informed about the issues being considered. Reciprocal participation by all stakeholders is thus advised and requested.*

Clear, consistent communication will be provided to students, faculty and staff, throughout the process, to keep them informed of potential impacts to themselves and their respective units. All stakeholders will be asked to contribute to the decision-making process prior to its completion, and continuously through its enactment. HSU is an institutional ecosystem and the reduction/elimination/disruption of positions/offices/programs/etc. will have ripple effects that may not be obvious or predictable to the persons developing budget plans. As such, stakeholder input (including Associated Students, the Council of Chairs, and the University Senate, and the campus community at large) is critical to proceeding in a transparent way, such that the governance of this University and its resources is equitably shared. During this process, it is essential that all stakeholders know who is making relevant decisions, on what principles those decisions are based, and why they need to be addressed.

All areas will be subject to review and consideration. Recommendations and decisions will be evidence-informed, and subject to ongoing assessment. Campus engagement will occur throughout the process and stakeholders will have opportunities to provide feedback prior to decisions being made.

In developing a new budget model, the number of students on campus will be a primary factor in determining the allocation of resources to academic units, but it should not be the only criterion used for how those funds are allocated within the units themselves. It is recognized that some programs have higher non-personnel operating costs than others, differ widely in their modes of instruction (lecture, laboratory, studio instruction), the level of students taking classes in the program (lower division, upper division, graduate), and the balance of permanent and temporary faculty affecting instruction. Some programs may also be deemed essential to the University, the State, and society, in spite of enrollment trends. To this end, it will be especially important to continue to recognize and reaffirm the value of faculty guidance and input in decision-making and resource allocation in instructional areas of the University.

FIRMS Codes (e.g. NACUBO Program Codes or functional classifications) represent high level functional categories that are commonly used across the higher education industry.

Instruction

Instruction includes expenses for all activities that are part of an institution's instruction program.

- Sub-categories: General Academic Instruction, Vocational/Technical Instruction, Community Education, Preparatory/Remedial Instruction, Instructional Information Technology

Research

Research includes all expenses for activities specifically organized to produce research.

- Sub-categories: Institutes and Research Centers, Individual and Project Research, Research Information Technology

Public Service

Public service includes expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution, such as community service programs.

- Sub-categories: Community Service, Cooperative Extension Service, Public Broadcasting Services, Public Service Information Technology

Academic Support

Academic support includes expenses to provide support services to the institution's primary missions: instruction, research, and public service.

- Sub-categories: Libraries, Museums and Galleries, Education Media Services, Ancillary Support, Academic Administration, Academic Personnel Development, Course and Curriculum Development, Academic Support Information Technology

Student Services

Student services includes expenses incurred for offices of admissions and the registrar and activities with the primary purpose of contributing to students' emotional and physical well-being and intellectual, cultural, and social development outside the context of the formal instruction program.

- Sub-categories: Student Services Administration, Social and Cultural Development, Counseling and Career Guidance, Financial Aid Administration, Student Health Services, Student Services Information Technology, Student Admissions, Student Records

Institutional Support

Institutional support includes expenses for central executive-level activities concerned with management and long-range planning for the entire institution.

- Sub-categories: Executive Management, Fiscal Operations, Public Relations/Development, General Administration, Administrative Information Technology

Operation and Maintenance of Plant

Operation and maintenance of plant includes all expenses for the administration, supervision, operation, maintenance, preservation and protection of the institution's physical plant.

- Sub-categories: Physical Plant Administration, Building Maintenance, Custodial Services, Utilities, Landscape and Grounds Maintenance, Major Repairs and Renovations, Security and Safety, Logistical Services, Operations and Maintenance Information Technology

Scholarships and Fellowships

Include expenses for scholarships and fellowships in the form of grants to students, resulting from selection by the institution or from an entitlement program.

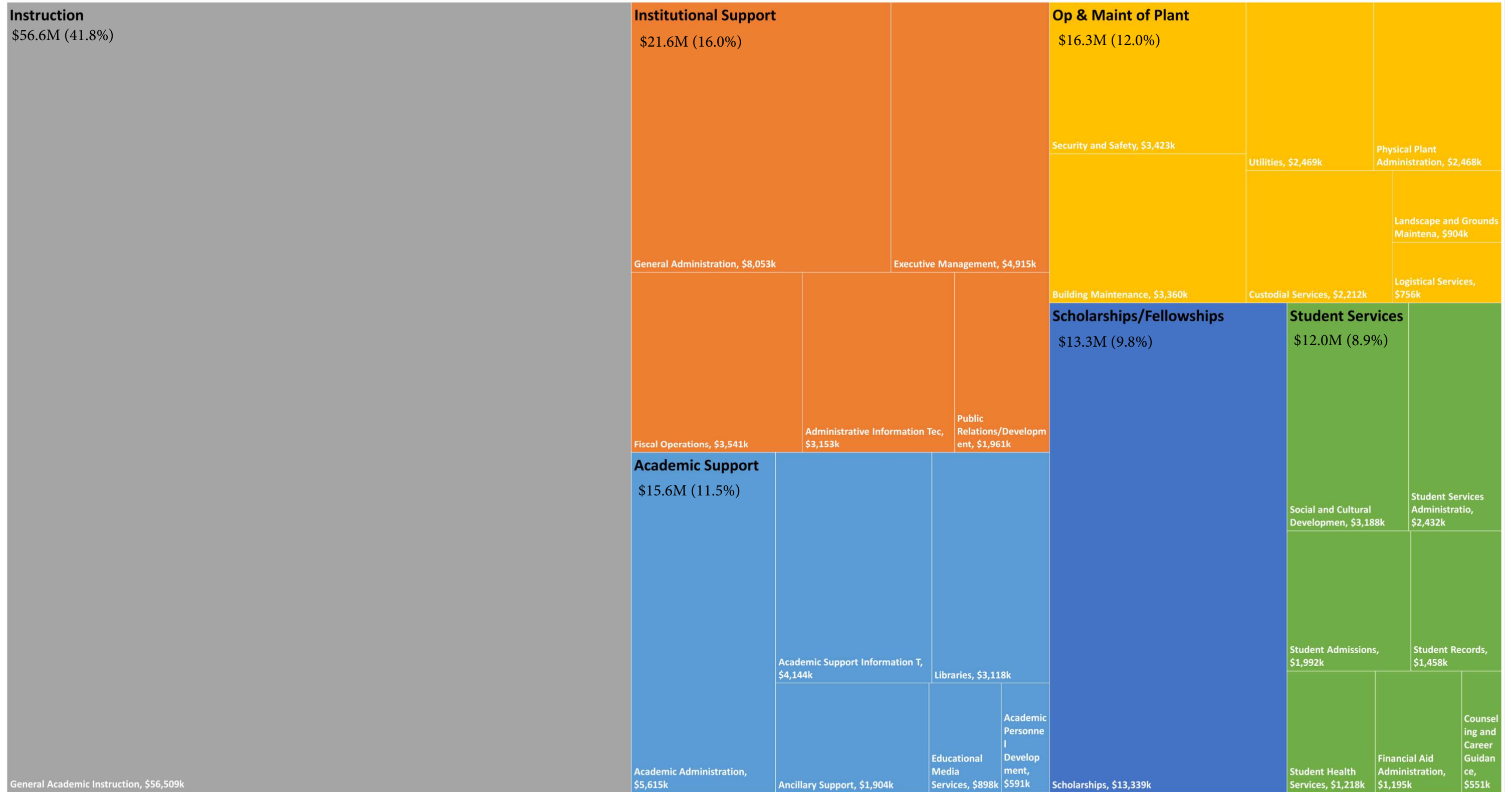
For more in depth definitions and sub-categories detail visit:

<http://www.calstate.edu/es/intranet/applications/fob/firms/firms-data-element-dictionary/program-code.shtml>

HSU Operating Fund FIRMS Code Summary - Original Budget History*

Functional Classification	Sub Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Instruction	General Academic Instruction	46,706,312	48,310,326	51,565,653	54,964,531	56,509,173
Instruction	Community Education				-	
Instruction	Instructional Information Tech	34,550	99,775	46,005	46,005	55,613
Instruction Total		46,740,862	48,410,101	51,611,658	55,010,536	56,564,786
Public Service	Public Broadcasting Services	224,799	236,217	251,888	263,241	-
Public Service Total		224,799	236,217	251,888	263,241	-
Academic Support	Libraries	3,078,107	3,201,062	3,238,813	3,153,084	3,118,148
Academic Support	Museums and Galleries	147,210	152,691	159,775	110,367	4,875
Academic Support	Educational Media Services	485,482	498,284	576,410	875,031	898,058
Academic Support	Ancillary Support	1,711,927	1,651,412	1,794,503	1,931,520	1,904,286
Academic Support	Academic Administration	4,957,563	5,089,868	4,828,461	4,609,938	5,614,740
Academic Support	Academic Personnel Development	-	-	-	572,208	590,688
Academic Support	Academic Support Information Tech	4,607,623	4,637,822	4,442,421	4,607,915	4,144,407
Academic Support Total		14,987,912	15,231,139	15,040,383	15,860,063	16,275,202
Student Services	Student Services Administration	2,367,245	2,097,786	2,116,612	2,323,911	2,432,106
Student Services	Social and Cultural Development	2,104,093	2,160,740	2,210,255	2,916,725	3,187,561
Student Services	Counseling and Career Guidance	412,509	477,410	514,826	538,664	550,824
Student Services	Financial Aid Administration	1,039,611	1,069,494	1,098,722	1,141,457	1,195,420
Student Services	Student Health Services	530,112	604,080	733,523	955,228	1,218,149
Student Services	Student Admissions	2,168,131	2,157,964	2,216,330	1,903,928	1,991,997
Student Services	Student Records	1,416,778	1,463,326	1,502,596	1,403,891	1,458,192
Student Services Total		10,038,479	10,030,800	10,392,864	11,183,804	12,034,249
Institutional Support	Executive Management	4,587,304	4,781,266	4,777,592	4,812,560	4,914,692
Institutional Support	Fiscal Operations	3,710,322	3,110,408	3,229,794	3,382,675	3,540,906
Institutional Support	Public Relations/Development	1,748,154	1,841,134	1,870,698	1,914,239	1,961,120
Institutional Support	General Administration	7,180,576	7,158,166	9,126,987	6,542,873	8,053,308
Institutional Support	Administrative Information Tech	4,603,148	3,474,523	2,658,470	2,634,990	3,152,527
Institutional Support Total		21,829,504	20,365,497	21,663,541	19,287,337	21,622,553
Operation & Maint of Plant	Physical Plant Administration	2,582,594	2,579,674	2,541,056	1,990,095	2,468,099
Operation & Maint of Plant	Building Maintenance	3,124,210	3,267,563	3,436,491	3,551,452	3,360,431
Operation & Maint of Plant	Custodial Services	2,377,086	2,410,535	2,207,342	2,223,651	2,212,233
Operation & Maint of Plant	Utilities	3,056,858	2,567,558	2,550,058	2,559,000	2,469,000
Operation & Maint of Plant	Landscape and Grounds Maintenance	666,412	653,011	875,015	868,703	903,648
Operation & Maint of Plant	Major Repairs and Renovations	-	-	-	-	-
Operation & Maint of Plant	Security and Safety	3,043,317	3,030,123	3,138,821	3,358,838	3,423,117
Operation & Maint of Plant	Logistical Services	998,228	983,197	1,001,788	659,730	756,036
Operation & Maint of Plant Total		15,848,705	15,491,661	15,750,571	15,211,469	15,592,564
		109,670,261	109,765,415	114,710,905	116,816,450	122,089,354
Below the Line - Excluded from Summary (Part of the budget, but not included in model development)						
Scholarships/Fellowships	Scholarships	13,526,300	13,680,300	14,745,530	14,024,230	13,338,930
Scholarships/Fellowships	Fellowships	256,897	256,897	-		
Scholarships/Fellowships Total		13,783,197	13,937,197	14,745,530	14,024,230	13,338,930
Provisions for Allocation	Provision For Allocations	2,028,179	4,538,728	4,735,609	4,415,860	4,480,218
Housing Facilities Activity (RF001)	Multiple (vast majority Op&Maint)				3,162,417	3,315,757
Total Budget (with Excluded Activity)		125,481,637	128,241,340	134,192,044	138,418,957	143,224,259

OPENBOOK ORIGINAL EXPENDITURE BUDGET - FUNCTIONAL FIRMS CATEGORIES BY DEPARTMENT



Provost's Office:

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

Academic Affairs Bright Spot

HSU Philosophy Forum

The annual HSU Philosophy Forum is a showcase of the power of the humanities for creating space for critical inquiry about the issues of significance to human communities and for providing tools for critical study of history and culture. According to the Philosophy Department website,

“The HSU Philosophy Forum is created and hosted by Mary I. Bockover in the Department of Philosophy, and since AY 2017-2018 has formally partnered with AS Presents through Center Arts. The forum covers topics of contemporary significance and aims to increase understanding of the diversity of ideas, values, and practices embodied by our culture. As a philosophy forum, the aim is also to promote critical as well as constructive thinking, so discussions are expected to be reasonable, respectful, but also open to objections. Formerly called the HSU Ethics Forum, the HSU Philosophy Forum now covers a broader range of topics of interest to the university and larger community.”

This year's Philosophy Forum on Saturday, April 25 (8pm) features John Leguizamo. Mr. Leguizamo will deploy his humor and art in providing the Humboldt State University community a space to examine the relationship between power and the telling of LatinX histories. I am grateful to Professor Bockover and Associated Students for this partnership and important annual opportunity for us all.

For more information:

Mary Bockover, Professor of Philosophy
mary.bockover@humboldt.edu

WSCUC Update

As you know, in their July 2018 notification of reaffirmation of accreditation, WSCUC identified six recommendations for Humboldt State University (HSU) to work on. Below is a progress update created by Vice Provost Mary Oling-Sisay. There is likely areas of progress not included in this brief update to WSCUC and this report is not intended to be a comprehensive self-study. As steering committee will help with that more detailed update to WSCUC in advance of the upcoming visit.

1. *Implement and sustain appropriate responses to the increased diversity of HSU's students. The evaluation of HSU's academic and student support services including tutoring, housing, students with disabilities programs, financial aid counseling, career counseling and placement, and multicultural centers and adaptation of services based on evaluation results will better meet the needs of the specific types of students that the institution recruits and serves. Evidence-based services would ensure that curricular and co-curricular programs are aligned and sufficiently funded and staffed by qualified faculty and staff. (CFR 1.4, 2.13)*

Progress: HSU recognizes the critical importance of implementing and sustaining efforts to support all students and especially Underrepresented Minority Students (URM). The Office of Diversity, Equity, and Inclusion (ODEI) continues to partner with the campus and community to work on reducing equity gaps. While ODEI provides a centralized effort to ensure university-wide commitment, diversity and inclusion are also supported at various levels of the campus. These efforts include expanding faculty professional development through the Faculty Diversity and Equity Fellows Program (FDEFP). The FDEFP is one-year fellowship is open to academic tenured and tenure-track faculty (with at least two years of service to HSU). The program is designed to increase faculty participation in using a strengths-based approach in facilitating success for all students. The Fellows assist the campus in efforts to eliminate academic barriers and to incorporate diversity, equity, and inclusion into the curriculum and classroom. The FDEFP cohort is assisting with developing and implementing actionable curriculum in the areas of cultural humility, micro-aggressions, and implicit bias to enhance the student experience in and outside the classroom.

Equity Ratio Report

- The FDEFP fellows and the Center for Teaching and Learning (CTL) have been working with the Office Institutional Effectiveness (OIE) to create a new tool that would support faculty in assessing equity outcomes in their courses.
- The Equity Ratio report disaggregates course data by student subgroups (URM, legal sex, first generation, and Pell recipients) and grades.
- Achievement gaps can be viewed by subgroup and letter grade.

Further, the CTL is engaged in numerous equity efforts and is collecting qualitative and quantitative data to help assess the impact. Initiatives include:

- Inclusive Teaching Faculty Learning Communities
- Inclusive Teaching Pathway
- Canvas Analytics
- Ally
- Resources
 - Course Equity Ratio Report
 - Assignment and Pedagogy Warehouse

Work is also underway to shore up academic support services, the cultural centers. To this end, HSU leveraged the Chancellor's Office 2018-19 GI2025 base funding for programs that have demonstrated positive impact: the Retention for Academic Mentoring (RAMP) program

(\$149,000); Cultural Centers for Academic Excellence (\$85,000); Professional Advising (\$132,258); and Learning Center activities such as supplemental instruction, writing studio, and student tutors (\$155,000). Additionally, HSU's investment in faculty equity fellows will support culturally relevant, inclusive teaching practices as part of ongoing efforts to address bottleneck courses. ODEI offers campus-wide events, such as a community-wide diversity and inclusivity colloquium, which make the topics of diversity and inclusivity more visible. ODEI has worked tirelessly with the surrounding community, including Equity Arcata, to cultivate and maintain effective town and gown relationships.

- 2. Ensure that admissions efforts accurately represents HSU's academic programs, campus climate, support services, and costs, to prospective students and to the public at large. Fair and equitable treatment of all students through established policies and procedures addressing student conduct, grievances and complaints, safety, financial aid, and life in the Arcata community facilitate student success. (CFR 1.6)*

Progress: The Office of Admissions is actively working on changing policies, procedures, and communications to more accurately represent HSU's academic programs, campus climate, support services, and costs to prospective students and to the public at large. The Dean of Students Office is also working on streamlining policies and procedures to address behavior issues and to support fair and equitable treatment to support URM students.

In a proactive stance, the Office of Admissions is partnering with academic departments to facilitate sharing of information about where HSU students are coming. These sessions provide information that assist with designing initiatives to create a welcoming environment for all students. Special presentations for off-campus partners such as the community college and local community organizations have been implemented to promote understanding of what students can expect when attending HSU. Recruitment and support services for BS Nursing students will pay special attention to matters pertaining to success for URM students.

Visit Experience: Since the summer of 2019, the campus visit program continues to evolve in an effort to clearly represent the university and campus experience in which HSU students learn. Major public events, such as Fall Preview, now integrate several community partners. Guests are provided an opportunity to explore downtown with the support of the city of Arcata. In addition, guests will also have access to on-campus and off-campus police and fire departments to respond to various questions related to campus and community safety. This addition complements the current expanded academic department fair and various services available throughout the experience.

- 3. HSU's leadership must at all levels be characterized by high levels of performance and accountability to strengthening communication across campus and continue to be transparent about budget challenges. We encourage the institution to focus on improved communication strategies, adopt change management training directed at the myriad of campus initiatives, incorporate sound business practices, clear roles,*

responsibilities, and lines of authority, and respond to complaints in a timely and fair manner [CFRs 1.7, 3.6].

Progress: The University has made significant progress to strengthen communication across campus and enhance transparency regarding existing and anticipated budget challenges. The University Resources and Planning Committee (URPC) has formally established twice-a-year (fall and spring) campus budget meetings, and presentations are regularly delivered to the university senate and other campus groups, including Associated Students and the council of chairs.

In Fall 2019, there were several open budget presentations to both the university senate and the council of chairs on budget and reserves. The URPC hosted a campus budget forum in November. In addition, URPC continues to share all agenda, minutes, critical correspondence with the president, and presentations on their webpage, with the university senate bi-weekly, and in campus-wide portal announcements.

To strengthen the communication and budget process, the campus continues to implement the Integrated Assessment Planning and Budget (IAPB) process, a transparent, evidence-based resource-allocation process that clearly demonstrates where and how resource allocation/deallocation decisions are made.

- 4. The University lacks an overall comprehensive university assessment plan that has been developed by faculty and widely shared among faculty, staff, and students. There are pockets of excellent assessment activity, but no consistency across the institution. Adopt a comprehensive student learning and success outcomes assessment program, including of the General Education All-University Requirements program (GEAR), as well as degree program assessment. Consistently embed the expectations for student learning in the standards faculty use to evaluate student work [CFRs 2.4, 2.6]*

Progress:

Strategic Key Personnel Moves: The University has invested in key personnel to support assessment. These include: an associate director for academic assessment, an associate director for institutional assessment. A new regular vice provost has been hired and the vice provost's office committed resources to the creation of faculty assessment fellows in the spring of 2019. In Fall 2019, the fellows worked to support all programs in developing new actionable assessment plans and curriculum maps. They are currently working with faculty across campus to develop specific SLOs to assess the new GEAR PLOs.

In developing the BS Nursing proposal, the program worked with the vice provosts office and the associate director of academic assessment to ensure that SLOs and outcomes measures are articulated for the program. These are aligned with both the GEAR and the ILOs. The Nursing program will be integrated at the outset into the comprehensive assessment process and program review for the campus.

Year 1: Learning Assessment and ILO—PLO—SLO Alignment: Post the 2018 WSCUC visit, HSU underwent an assessment redesign aimed at university-wide alignment of institutional learning outcomes (ILOs) with major-program learning outcomes (PLOs) and GEAR (general education and all-university requirements) program learning outcomes. In March 2019, the university senate ratified seven new ILOs that place our curricular focus on the five core competencies and HSU's commitment to equitable, inclusive, just, and sustainable societies. These replace ILOs that were not easily assessed or in some instances assessed irregularly.

Year Two: Evaluation (2020): This phase and involves the collection of artifacts from courses across the campus with samples representing university and senior-level work. For some core competencies, artifacts will also be collected from lower-division courses to assess GEAR courses and lower-division student performance in attempts to measure value-added learning. Evaluation of the artifacts will complete this stage with the norming and scoring of artifacts occurring collectively for all of the selected sample artifacts.

Year Three: Closing The Loop (2021): This phase involves the analysis and summative reporting of the data as well as communication to the campus community. Conversations will occur with the appropriate groups to determine the most appropriate curricular areas needing change to close the loop. In summary, each year, three core competencies will be in either stage one, two, or three. Following the three-year process, the assessment of each core competency will continue at the program-level, and streamlined efforts will continue at the university/GEAR level.

Program Review: Program review has resumed in fall 2019 with a new six-year cycle (five years of action, one year of review), a revamped self-study, external and internal review, and action plans.

Learning Assessment and ILO—PLO—SLO Alignment: All programs are designing assessment plans for their newly identified SLOs according to the CSU's recommended template (from the *CSU Program Planning Resource Guide*). With these complete, faculty will then map where the skills and knowledge necessary to achieve those outcomes are taught in their programs. The senate resolution requires that all major programs submit these new assessment plans and curriculum matrices by the end of January 2020.

GEAR: The GEAR committee has identified an assessment model. The Committee has articulated draft PLOS and these are being shared with the faculty this spring for final input.

Data Collection: Actions planned for spring 2020 involve the assessment fellows delivering professional development for faculty in using VALUE rubrics in Canvas, our LMS, to document scoring of senior projects for as many core competencies as the projects merit.

5. *Although 15% of the faculty identify as diverse, the diversity of the student body is almost three times that number. Prioritize efforts to diversify the faculty and staff. In*

addition to potential new diverse hires, engage current faculty and staff in cultural competency professional development so as to further the academic achievement of the students and contribute to the achievement of the institution's educational objectives [CFRs 1.4, 3.1, 3.3].

Progress: HSU has made modest gains increasing faculty diversity. The BSN program faculty recruitment is paying special attention to diversity and working closely with the Associate Vice President for Faculty Affairs to assure that the process underscores diversity and inclusion. As with all searches, equity advocates will serve on these search committees.

- The percentage of FTE ethnic minority faculty, including not specified, increased from 25.8% fall 2017 to 26.7% fall 2018.
- Among tenure-line faculty, including non-instructional faculty, the percentage of ethnic minority faculty increased by over 2%, from 25.2% fall 2017 to 27.5% fall 2018.
- The percentage of female faculty members increased from 51.2% fall 2017 to 52.3% fall 2018.
- The percentage of tenure-line female faculty increased from 47.1% fall 2017 to 48.4% fall 2018.

Staff Diversity: As part of our work to eliminate our structural deficit, HSU reduced its staff (including MPPs) by 2.4% (from 663 in 2017 to 647 in 2018). This led to a decrease in the number of URM staff, though the decrease was smaller, 1.4% (146 to 144). The change in specific subcategories of URM staff was uneven: Black staff decreased by 12% (from 25 to 22); Hispanic/Latino staff increased by 2% (50 to 51); Asian staff decreased by 4.76% (21 to 20); and American Indian/Alaskan Native increased by 8.7% (23 to 25). Finally, the decline in overall number of staff actually served to increase the percentage of staff who identify as female, from 57.2% in 2017 to 58.4% in 2018.

HSU has strengthened its efforts to recruit a diverse staff by adding equity advocates to the recruitment process for all campus hires and continues to emphasize unconscious bias training for all those involved in search processes.

- 6. Continue to take appropriate steps to address the structural deficit. Engage in realistic budgeting, enrollment management, and diversification of revenue sources. Strengthen fundraising and private partnerships in order to help alleviate the stress on the budget in the upcoming years. Provide more detail in the 2017 Environmental Scan Visualization Plan as to how HSU will counter current trends and reach its enrollment, graduate, retention, and achievement gap targets [CFR3.4].*

Progress:

Over the past three years, the university has made significant progress to address its structural deficit through extensive multi-year budget stabilization planning efforts that have resulted in \$11.5 million in spending reductions and new funding sources (\$1.5M in 2017-18, \$9M in 2018-19, \$1M in 2019-20). Given the larger-than-anticipated decline in enrollment over the past two

years, the university anticipates a remaining budget gap of \$5.4 million through 2021-22. The university is actively working to address this gap. President Jackson charged the URPC with developing, by December 2019, a multi-year balanced budget plan sustainable through 2021-22. In early November 2019, the URPC held an open forum to provide a budget update and seek input from the campus community on the development of a multi-year balanced budget recommendation.

Efforts are underway to strengthen fundraising and private partnerships, as seen in the hiring of a consultant in spring 2019 to explore private partnership opportunities and in President Jackson's enhanced community

Progress Report on Division Priorities

Strategic and Academic Master Planning

Please see President Jackson's message to the campus as my update. Collaborative and collective Academic Master Planning will occur under the co-leadership of myself, the Vice Provost, and the Integrated Curriculum Committee of the senate. This process will run in tandem with/informed by strategic planning this spring and then become the focus of our Academic Affairs divisional operational planning next year. Once the charge is released, we will work together to clarify internal processes.

GI 2025

On 1/31/20, I shared with the three academic and library dean the criteria and timeline for tenure track faculty position requests. As I reported previously, we remain uncertain regarding GI 2025 funding to campus and are heading into alignment of our spending to fit a much-reduced divisional budget. Pending the availability of funds, we are preparing a prioritized list of needs. This is the timeline and criteria for prioritizing position proposals:

**Probationary Faculty/Librarian Position Request Schedule
Searches to be conducted during 2020/21 for appointments effective 2021/22**

Initiator	Recipient		Deadline
Dean	AVP for Faculty Affairs	Dean submits recommendation to the AVP-FA, indicating ranking of positions, applicable criteria, and identifying any special needs or circumstances that would affect recruitments and hires, and any other budgetary concerns.	March 20, 2020
AVP for Faculty Affairs	Provost	AVP for Faculty Affairs will review all Position Requests for completeness before the Provost's evaluation.	April 17, 2020
Deans	Provost and AVP-FA	Deans meet with Provost and AVP for Faculty Affairs to discuss Position Requests.	April 24, 2020
Provost	Deans	Provost announces to the Deans the decision on Position Requests pending available funding.	TBD

The criteria for the next possible allocation of instructional tenure-track faculty lines continue to connect directly to our central challenges to meet the important goals of (i) the CSU Graduation Initiative 2025, (ii) HSU's 2015-2020 Strategic Plan mission, vision, and core values, and (iii) our requirement to address the observations from HSU's recent WSCUC reaccreditation decision. These investments will serve to strengthen the value, impact, and relevance of the educational experience HSU provides to our students in the face of ongoing resource challenges.

Any authorized faculty searches during the 2020-21 AY will (i) serve to enhance the diversity of HSU, (ii) promote a campus climate of inclusion and equity, and (iii) align with HSU's Strategic Goal 2 to "foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies."

Criteria:

1. ALIGNMENT OF PROPOSED FACULTY LINE ALLOCATION TOWARD DIVERSIFYING OUR FACULTY BODY AND CURRICULA WHILE ENHANCING STUDENT SUCCESS, DIVERSITY, AND EQUITY IN ORDER TO ACHIEVE GOALS OF GI2025

Consequence if not addressed: (i) Direct impact on undergraduate student (majors/minors) matriculation, retention, and time to degree, (ii) inability to support student success and impaired ability

to retain students from freshman to sophomore year, (iii) widening of opportunity gaps, (iv) missed opportunities for curricular relevance to HSU's student body.

2. INVESTMENT IN PROGRAMS/UNITS THAT DEMONSTRATE COMMITMENT TO PROGRAMMATIC/CURRICULUM ASSESSMENT AND CONTINUOUS IMPROVEMENT COMBINED WITH DEMONSTRATED COMMITMENT TO INNOVATION, CURRICULAR RELEVANCE, AND CAPACITY FOR GROWTH.

Consequence if not addressed: (i) inability to meet HSU's 2018 WSCUC re- accreditation observation concerning evidence of student learning, (ii) failure to meet CSU-mandated graduation rates by the year 2025, (iii) failure to support innovation and strategic growth.

3. OVERALL HEALTH OF THE DEPARTMENT/PROGRAM AND ABILITY TO OFFER A CONTEMPORARY CURRICULUM AND SUPPORT CLASS COVERAGE MEETING ENROLLMENT PRESSURE DEMANDS (PARTICULARLY IN UNITS/PROGRAMS EXPERIENCING DIMINISHED INSTRUCTIONAL FACULTY FTE NUMBERS).

Consequence if not addressed: (i) inability to attract new students and retain current students, (ii) program risks becoming or remaining stagnant, (iii) inability to adequately serve General Education demands, (iv) program risks becoming or remaining under- resourced (i.e. too large FTE major headcount: tenure-track faculty ratio).

Please provide data regarding numbers of permanent, temporary, and FERP faculty, and majors/minors enrolled in the program(s). Please provide data regarding program trends of enrollment and the ability/inability of current faculty to offer a forward thinking and innovative curriculum.

Realignment of Spending with Reduced Revenue

The OAA leadership continues to work collaboratively to shape the division principles and priorities for our FY 2021 budget planning guided by URPC and senate-vetted budget principles. As we do so we are exploring opportunities for flexibility and sharing of resource and confirming our commitments to what our students need from us. We will be sharing this information and consulting with Department Chairs at an upcoming Council of Chairs/Provost meeting.

Diversity, Equity and Inclusion

Chief of Staff Sherie Gordon and I met with the members of the Diversity, Equity and Inclusion Council on 1/29 to discuss strategic planning and representation from the Council. We also briefly discussed a draft document the Council had created at the request of former President Rossbacher to jumpstart the planning process through an equity lens.

Communication

Beginning February 21 (due to travel) on Fridays at noon I will take my lunch to the Multicultural Center on campus to be available to students (or anyone) who would like to have an informal conversation with me.

We have two MPP searches underway in Academic Affairs, the search for our Chief Information Officer (CIO) and the search for the Executive Director of SPF. The composition of the search committees is below. I am grateful for the service of our colleagues and ask that you engage in the search processes as opportunities present themselves. Please also work through committee chairs or me if you have any questions related to the searches.

2019-20 CIO Search Committee

- Kim Comet (*Search Committee Chair*), Director; Risk Mgmt. & Safety
- Billie Herman, Project Coordinator, ITS Project Office; ITS
- Cade Webb, Director, ITS Client Tech./Enterprise Tech.; ITS
- Josh Callahan, CTO & Director, Information Security; ITS
- Josh Smith, Interim Director; Enrollment Management
- Kim Vincent-Layton, Instructional Designer; Center for Teaching and Learning
- Libbi Miller, Assistant Professor; School of Education
- Rick Zechman, Associate Dean; College of Natural Resources and Sciences
- Tim Miller, Librarian; Library
- Edelmira Reynoso (*Equity Advocate*), Associate Director; ODEI

2020 SPF Executive Director Search Committee

- *Search Chair*: Connie Stewart, Director, CCRP Research
- Dale Oliver, Dean, College of Natural Resources and Sciences
- Rosemary Sherriff, Professor, Geography (GESA)
- Peter Alstone, Assistant Professor, Schatz Energy Research
- Young Sub Kwon, Assistant Professor, Kinesiology
- Leslie Rodeland, Grant Analyst, Sponsored Programs Foundation
- Nicolas "Nick" Angeloff, Co-Director/CRF, Anthropology
- Simone Aloisio, Associate Vice President, Faculty Affairs
- *Equity Advocate*: Leslie Rodeland

Academic Affairs Announcements

The Center for Teaching and Learning is hosting the following two faculty led teaching and learning workshop opportunities:

Understanding and Adopting Equitable Teaching Strategies

Facilitator: Dr. Kim White, Chemistry

Two-part session: February 7 and February 14, 11:00 am - 12:00 pm, LIB 317

Please note: *If you were unable to attend the first part of the two part session, please feel free to come for session two as it will still be beneficial. Bring your course syllabus with you.*

Attendees will learn about equitable teaching strategies and reflect upon their own pedagogies and classroom practices. Participants will work in teams to discuss challenges and strategize equity-based course modifications for future implementation.

Enhancing Motivation after Failure: Perceiving Academic Control

Facilitator: Dr. Brandilynn Villarreal, Psychology

February 25 • 12:00 - 1:00 pm • LIB 209

College courses are difficult and failure or poor performance in some capacity is common, especially among freshmen, first-year transfer students, first-generation students, and/or minoritized students. These groups are especially likely to see college as a low-control environment. One of the goals of this workshop is to help students see college as a high-control environment by modeling and encouraging attributions after failure that are internal, unstable, and controllable. Students who perceive more control over their performance are likely to extend additional effort to reach their educational goals.

Hello. My name is Nate Swenson and I am currently a lecturer in the Forestry Department where I teach soil science and sustainable agriculture. I'd like to thank the senate for taking the time to consider the Sense of the Senate Resolution regarding lecturer range elevation today and in particular I'd like to thank Lucy Kerhoulas and Jeff Dunk, and the Faculty Affairs Committee for creating the resolution you will be discussing shortly.

I started as a lecturer in Fall 2009 at Humboldt State. When I was hired, I was under the impression that at five years FTE lecturers were to be evaluated with the potential to move up in range. When I reached five years at the university, I inquired about the process for review. I was told while I had been here for the necessary length of time, I had not reached the top of the salary range for Lecturer A and was therefore not eligible for range elevation.

While I have gotten the SSIs and GSIs that all faculty have received, I have only gotten one 3% raise other than those. I realize now that I am one of the fortunate lectures as many who have been here as long as I have or even longer, have not been afforded even that. Prior to my second 3-year appointment, I requested a raise. Before getting a response denying my raise request, I received a copy of my 3-year appointment letter. The letter stated "You are a valued member of the CNRS. I appreciate your contributions toward the success of our students." Being denied a raise certainly did not make me feel like a valued member of the college, especially given my length of time at the university, the quality of my student evaluations, my nomination by my Departmental Colleagues for the Excellence in Teaching award that semester, and my certification as a professional soil scientist with the Soil Science Society of America.

From speaking with colleagues in other states, I am aware that California lectures have better salaries and benefits than most. But that is not the issue here today. The mission, vision, and values page of the university states: "We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity." This is simply not how lecturers are treated within the CSU system. I am in the process of range elevation this semester, after nearly 10 years of service. While I am grateful for the chance to move up in range, I am also aware that it will likely take another 10 years to have the chance to do this again. According to the time-based part of range elevation, I should have been submitting my folder for my second range elevation. This process affects lecturer moral, our economic situations, our family lives, our likelihood of staying at HSU, and our retirements.

The tenured faculty have a system in place to easily and systematically move from assistant to associate to full professor. I wonder how tenured faculty would feel if they had to wait 10+ years to move from one position to the next and that the only way for them to attain the next rank was to wait for GSIs and SSIs to get them there. I only mention this in order to contrast the two systems. I see the system for tenure-line faculty as fair, and the system for lecturers as unfair. This is the situation that the lectures are currently in.

For the past three years the CSU and CFA have been operating under an MOU that allows lecturers to get range elevation after six full-time equivalent years of service, but the MOU only goes through this summer. It is my hope that the tenured faculty can join together with the lectures and convince the university system to create a system for lectures to more easily attain range elevation. I believe that doing so will not only be good for lecturers, but also the many students lecturers teach. Thank you for your time and consideration.

Comments to the Academic Senate

RE: Sense of the Senate Resolution on Lecturer Range Elevation

Points:

- I started working regularly at HSU in 2008, although I had worked intermittently before that. It took over 11 years to qualify for my first range elevation. I received a 5% pay increase last June. If it weren't for the temporary MOU allowing for range elevation to be based on time served, I would still be waiting to qualify since there have not been enough SSI increases to reach the top of the SSI scale.
- At this rate, it could very well be 2030 before I qualify for my second range elevation and I may not qualify for my third range elevation before I retire.
- In other words, it will likely take over 30 years to reach the maximum of a 15% pay increase. In comparison, tenure line faculty often reach an 18% pay increase after 11-12 years. This inequity is compounded by the fact that most Lecturers are hired at the bottom of their salary range. Most lecturers don't expect the same compensation as tenure line faculty, but we would like a process of range elevation that is more timely and fair.
- In terms of perspective on salary, according to the California Department of Education the average salary for a midrange elementary school teacher in a small school is \$65,210 and for a large school it is \$81,840
- For a midrange high school teacher this bumps up slightly to small schools at \$67,032 and for a large school \$87,373
- This means as a Lecturer who works full time at HSU for 12 years I make less than the average K-12 teacher in California. Specifically, it means I make 26,000 less than an average high school teacher who works at a large high school in California.

Source: <https://www.cde.ca.gov/fg/fr/sa/cefavg salaries.asp>

- Teaching is a labor of love. I'm sure we all feel that way. That is why we do it. However it would be nice to have a range elevation process that increased the percent of compensation and did so in a more timely manner.

I hope the Senate will consider my comments and support the Resolution on Lecturer Range Elevation.

HUMBOLDT STATE UNIVERSITY
University Senate

Sense of the Senate Resolution on Lecturer Range Elevation

14-19/20-FAC – February 11, 2020

RESOLVED: That the Humboldt State University (HSU) University Senate encourage the California Faculty Association (CFA) and California State University (CSU) to adopt a policy that allows lecturers to be eligible for range elevation based on time of employment (six full-time equivalent (FTE) years per range elevation), independent of position on the range service salary increase (SSI) scale; and be it further

RESOLVED: That the HSU University Senate encourage the CFA and CSU to adopt a policy that lecturer range elevations include a minimum raise of 6%; and be it further

RESOLVED: That the HSU CFA President, CFA representatives, and University Senate Chair present this Sense of the Senate resolution at statewide CFA meetings; and the HSU representatives on the Academic Senate of the CSU (ASCSU) present this resolution at ASCSU meetings; and be it further

RESOLVED: That this resolution be forwarded to the HSU CFA Chapter, the leaders of the CFA and CSU bargaining teams, the University/Academic Senates of all other CSU campuses, the CSU Academic Senate, and the CSU Chancellor's Office.

RATIONALE:

The current system of faculty promotion within the CSU system differs greatly between lecturer and tenure-line faculty in that lecturer faculty must work for more years to be eligible for promotions, and the raises associated with these promotions are substantially lower than associated raises for tenure-line faculty. The minimum raise guaranteed by a range elevation for lecturers is only 5% but is typically 9% for tenure-line faculty; these relatively conservative lecturer raises are further reduced by the fact that lecturer starting salaries are lower than tenure-line faculty starting salaries.

Until just a few years ago, the CSU Collective Bargaining Agreement (CBA) required lecturers to have five years of FTE employment in a given range and be at the top of their SSI scale to be eligible for a range elevation. Due to the fact that budget deficits within the CSU can stop SSIs, this latter requirement can delay lecturer eligibility for range elevation despite having the required FTE employment within a given range. While the CSU has dealt with salary compression and inversion for tenure-line faculty, the same has not occurred for lecturer faculty who have also experienced salary inversion and compression due to extended time between successive range elevations. In an effort to right these inequities, the CSU and CFA

recently developed a temporary (ends June 30, 2020) memorandum of understanding (MOU) for lecturer faculty range elevation whereby time-alone determines eligibility.

We owe it to our lecturers to be vocal and to act on this issue of inequitable raises by indefinitely adopting this temporary MOU and by raising the minimum raise for lecturers to 6%, first and foremost because it is the right thing to do. Although lecturer faculty are a valuable and important part of the CSU, many lecturer faculty are made to feel like second-class citizens, and the aforementioned structural issues only exacerbate the problems. Under the CSU's current focus on student success, it is more important than ever to value and respect the work done by those on the frontlines of instruction. Financially limiting lecturers, highly educated and skilled instructors who in many cases have extreme teaching loads, is inhumane and does not foster collegiality or student success. Increased awareness among administrators and tenure-line faculty about the pay inequities facing lecturers will hopefully promote the adoption of a range and pay elevation increase schedule for lecturers that is more on par with that of tenure-line faculty, thereby demonstrating the CSU's value of and respect for lecturers' many contributions to the CSU and our students.

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Academic Honesty and Integrity

11-19/20-APC – February 11, 2020 – First Reading

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

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

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution on The University Resource and Planning Committee's Balance Budget Proposal
for 2019-2022**

12-19/20-URPC — February 11, 2020 — Second Reading

RESOLVED: That the University Senate of Humboldt State University approves the [University Resources and Planning Committee's Balance Budget Proposal](#) from December 23rd, 2019; and be it further,

RESOLVED: That the University Senate of Humboldt State University recommends to the President that we allocate expected revenue to each Division during the 2020-2022 budgeting cycles guided by functional program categories called FIRMS Codes, and specifically recommends university-wide budgeting based on the five FIRMS Codes categories that have flexibility for modification (*Instruction, Academic Support, Students Services, Institutional Support, Operation & Maintenance of Plant*); and be it further,

RESOLVED: that the allocations for Instruction and Academic Support are maintained at their current percent proportion of the budget (46.3% and 13.3%, respectively); and be it further,

RESOLVED: an allocation adjustment to distribution percentages to protect our investment in Student Services while reducing investment in Institutional Support The allocation adjustment reflects a change of 0.1% between the two FIRMS codes; and be it further,

RESOLVED: that we maintain the *Operation & Maintenance of Plant* category at its current percentage level (12%).

RATIONALE:

On August 29, 2019, Douglas V. Dawes, Humboldt State University's Vice President for Administration and Finance, conveyed HSU President Thomas Jackson's Charge to the 2019-20 University Resources and Planning Committee (URPC). The President's 4-part charge began with a request to "*lead the campus effort to develop a balanced three-year budget through 2021- 22 which will include \$5.4 million in reductions...[to] submit the URPC's recommended three- year budget plan to the President for consideration by December 2019...[and to] ensure broad campus communication and participation are included in the development of this plan.*" The URPC subsequently developed a long-term plan, as well as an interim strategy for distributing resources between AY 2019-2022, and in the linked documents.

Date: December 23, 2019
TO: Dr. Thomas Jackson, Jr., President
Dr. Stephanie Burkhalter, Chair of the University Senate
FROM: University Resources and Planning Committee (URPC)
RE: URPC Balanced Budget Proposal for 2019-2022

Executive Summary

The [University Resources and Planning Committee](#) recommends the following to President Thomas Jackson, Jr. and the HSU University Senate:

1) That Humboldt State University begin the collaborative process of developing a *scalable budget model* that places student success as our highest priority, and that reflects the observations/recommendations of the Spring 2018 [WSCUC accreditation report](#), [our Strategic Plan](#), and the shared values of Humboldt State University.

As this new budget model will take time to develop, we further recommend that...

2) ...we allocate expected revenue to each Division during the 2020-2022 budgeting cycles guided by functional program categories called [FIRMS Codes](#). We specifically recommend university-wide budgeting based on the five FIRMS Codes categories that have flexibility for modification (*Instruction, Academic Support, Students Services, Institutional Support, Operation & Maintenance of Plant*).

This second recommendation reflects the projected \$5.4 million reduction in spending necessitated by the decrease in tuition-based revenue due to our ongoing enrollment decline. This short-term approach to addressing the revenue shortfall projected for the next 3 fiscal years will ensure HSU only distributes and expends available revenue, and will further provide needed time to design a robust, strategic and scalable resource allocation model.

The recommended revenue/resource distribution in each FIRMS Code category is listed in the table below. Rationale for these revenue/resource distribution decisions and a narrative regarding how the URPC arrived at this distribution is described in detail in the Breakdown of Proposed Distributions for 2020-2022 section below and in the [Methodology](#) narrative.

Each Division will be tasked with providing a clear, transparent, and rationalized summary to the URPC regarding progress towards identifying and adopting strategies to achieve the specified reductions in alignment with our [Guiding Measures and Principles](#). These summaries will be submitted quarterly, beginning March 31, 2020. Though there is some necessary flexibility in actual amounts related to the percentage decreases described below, each Division and their

constituents should immediately begin to plan their budget allocations for 2020-21 based on these projections.

Proposed Distribution

FIRMS Codes (Functional Classification)	Current Amount	Current Distribution	% Adjustment	Allocation % Adjustment	Proposed Distribution	Proposed Distribution	Proposed Change	Percent Change
Instruction	56,560,000	46.3%	stay the same	0.0%	46.3%	54,060,000	(2,500,000)	-4.4%
Academic Support	16,280,000	13.3%	stay the same	0.0%	13.3%	15,560,000	(720,000)	-4.4%
Student Services	12,030,000	9.9%	increase	0.1%	10.0%	11,610,000	(420,000)	-3.5%
Institutional Support	21,620,000	17.7%	decrease	-0.1%	17.6%	20,550,000	(1,070,000)	-4.9%
Op & Maint of Plant	15,590,000	12.8%	stay the same	0.0%	12.8%	14,900,000	(690,000)	-4.4%
	122,080,000	100.0%		0.0%	100.0%	116,680,000	(5,400,000)	-4.4%

Division	Divisional Change by 2021-22	2020-21	Additional by 2021-22	2-Year Breakdown by FIRMS Code	2020-21	Additional by 2021-22
President's Office	(91,519)	(64,402)	(27,117)	Instruction	(1,759,259)	(740,741)
University Advancement	(198,427)	(139,634)	(58,793)	Academic Support	(506,667)	(213,333)
Academic Affairs	(3,618,164)	(2,546,115)	(1,072,049)	Student Services	(295,556)	(124,444)
Admin & Finance	(908,179)	(639,089)	(269,090)	Institutional Support	(752,963)	(317,037)
Enrollment Management	(374,503)	(263,539)	(110,964)	Op & Maint of Plant	(485,556)	(204,444)
University Wide	(209,208)	(147,220)	(61,988)		(3,800,000)	(1,600,000)
Total	(5,400,000)	(3,800,000)	(1,600,000)			

Breakdown of Proposed Distributions for 2020-2022

After excluding *Financial Aid*, *Provisions for Allocation*, and *Housing Facilities Activity* from the 2019-20 base budget of \$143.22 million, as these categories are not fungible, the baseline starting point for evaluating budget allocations is \$122.08 million. The \$5.4 million reduction mentioned above represents a reduction of 4.4% from 2019-20, to be achieved over the next two years. In alignment with our [Guiding Measures and Principles](#) and continuing efforts to prioritize areas that most directly serve students, we recommend the following allocations:

- We propose that the allocations for *Instruction* and *Academic Support* are maintained at their current percent proportion of the budget (46.3% and 13.3%, respectively). *Instruction* and *Academic Support* are core to maintaining a quality educational experience for our students, and the URPC has made a conscious decision to protect instruction and assure students have access to classes necessary for graduation. As such, we recommend maintaining an unchanged allocation percentage in these two FIRMS categories, with the expectation that expenditures scale up/down as needed with changes in enrollment. Though the percentage of the overall budget committed to these areas will remain constant, we project that the resulting proportional reduction of dollar amount allocation will result in a 4.4% decrease in funding to *Instruction* and *Academic Support* as compared to fiscal year 2019-20 (i.e., \$2.5M and \$720,000, respectively).
- In keeping with URPC's priority to maintain and enhance student success, and align with our current focus to recruit and retain additional students, we recommend an allocation

adjustment to distribution percentages to protect our investment in *Student Services* while reducing investment in *Institutional Support*. The allocation adjustment reflects a change of 0.1% between the two FIRMS codes. This change will result in an increase in the proportion of the allocation to Student Services from 9.9% to 10%, and a decrease in the proportion of the allocation to Institutional Support from 17.7% to 17.6%. These changes will result in an effective reduction of only 3.4% in *Student Services*. However, *Institutional Support* will experience a 4.9% reduction.

- *Operation & Maintenance of Plant* directly supports students, maintaining a safe and welcoming campus environment, which plays an important role in student success by ensuring we have space and infrastructure in place to meet students' needs. As such, we recommend maintaining this category at its current percentage level (12%). Although the percentage of the overall budget committed to this area will remain constant, the resulting proportional reduction of dollar amount allocation will result in a 4.4% decrease in funding in comparison to 2019-20 (i.e. \$690,000 reduction).

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Revise and Update the Duties of the International Advisory Committee

10-19/20-EX — February 11, 2020 — Second Reading

RESOLVED: That the University Senate of Humboldt State University approves the attached revision to the duties of the International Advisory Committee, as approved by the current International Advisory Committee.

RATIONALE: *The International Advisory Committee (IAC) last submitted their duties and charge to the Senate in 2011. The language of the charge does not accurately reflect the current structures on campus e.g. the Center for International Programs is now based in the College of Extended Education and Global Engagement (CEEGE) and offices such as the Centers for Academic Excellence (CAEs) have been created, while the International Admissions Advisory Committee has been defunct for some time. These edits bring the duties and the membership of the committee into alignment with the university's current structures as well as the committee's work and projected goals.*

Proposed revision with tracked changes:

Duties: To support the University's mission of global citizenship and provide strategic and practical advice on programs and initiatives to the University. In addition to being a center of expertise on campus for our global engagement, the three specific goals of the committee are to:

1) Promote programs and initiatives that foster international student recruitment and create an inclusive environment for international students and faculty with appropriate infrastructure and support for retention at every level;

2) Promote study abroad by acting as a consulting body to campus on processes relating to students (financial and academic advising), staff and faculty (program creation, approval and sustainability), and;

3) Globalize HSU as part of our mission to meet the challenges of the 21st century through the internationalization of the campus including programming and professional development designed to support diversity through intercultural exchange.

The Chair of the IAC will facilitate the committee's work to support the Dean of CEEGE and the Vice Provost in the production of an annual report to the Provost on these three areas of activity.

Subcommittees to include:

-International Education Week (IEW)

-The International Program Review Committee (IPRC)

~~Provides advisory support for, and promotes programs and initiatives that foster international educational opportunities for the campus community, including (1) maintenance of the HSU International Center, (2) recruitment of international students and faculty, (3) the establishment and maintenance of faculty-led international programs, international student and faculty exchanges and international bilateral programs, and~~

(4) the development of on-campus educational opportunities related to international education. Advises the campus community regarding international programs and international educational opportunities. Subcommittees are the International Education Week Committee, the International Programs Review Committee, and the International Admissions Advisory Committee.* The Director of the HSU International Center (a committee member) reports committee business to the Provost and Vice President of Academic Affairs. [Revised by Committee, Spring 2011]

Chair: Elected from membership for a two-year term

Type: Administrative

Meetings: Monthly (first Monday of every month during the academic year from 12:00-1:00 pm)

Quorum: In accordance with Section 10.74.i of the *University Senate Bylaws and Rules of Procedure*, a majority of committee members with at least one representative from the faculty and at least one representative from either staff or students shall constitute a quorum. Vacancies shall not be counted when determining majority for quorum.

Membership:

- Dean, Extended Education and Global Engagement
- Vice Provost (*or designee*)
- Dean, HSU library (*or designee*)
- Academic Council for International Programs, CSU Representative
- Chair, Department of World Languages and Cultures
- Program Leader, International Studies
- Two faculty representatives from each college (AHSS, CNRS, & CPS) appointed by the University Senate Appointments and Elections Committee for staggered three-year terms
- Faculty Coordinators of International Education Week (IEW) (*non-voting members*)
- Director, Financial Aid (*or designee*)
- ~~-Dean of Students (*or designee*)~~ Director, Marketing communications
- ~~-Director, Multicultural Center (*or designee*)~~
- University Registrar (*or designee*)
- Study Abroad Coordinator, Center for International Programs
- Representative, Academic and Career Advising Center
- Director, Risk Management and Safety Services (*or designee*)
- Director, Housing and Dining (*or designee*)
- Director, Admissions (*or designee*)
- Student Representative, Undergraduate

Additional faculty and staff depending on interests, welcome on application to the Chair (nonvoting members).