

Tuesday, April 21, 2020, 3:00pm, Virtual Meeting

Chair Stephanie Burkhalter called the meeting to order at 3:06pm on Tuesday, April 21, 2020, via Zoom; a quorum was present.

**Members Present**

Alderson, Bacio, Bond-Maupin, Burkhalter, Cannon, Cano Sanchez, Creadon, Dawes, Dunk, Gonzalez, Jackson, Karadjova, Kever, Kerhoulas, Maguire, Malloy, Meriwether, Miller, Mola, Moyer, Pachmayer, Parker, Pawlowski, Reynoso, Rueda, Schnurer, Thobaben, Weinberg, Wilson, Woglom, Zerbe

**Members Absent**

none

**Guests**

Amber Blakeslee, Bethany Rizzardi, Betsey Wilson, Bill Folden, Clint Rebik, Cyril Oberlander, Enoch Hale, Garrett Purchio, George Wrenn, Holly Martel, Izabella Gray, Jenessa Lund, Joshua Meisel, Julie Tucker, Kerry Byrne, Kim Comet, Kimberly Nguyen, Marissa O'Neill, Mark Wicklund, Mary Oling-Sisay, Simone Aloisio, Mary Virnoche, Peggy Metzger, Ronnie Swartz, Rosamel Benevides-Garb, Sarah Ray, Shawna Young, Sheila Rockar-Heppe, Sherie Gordon

**Announcement of Proxies**

Aloisio for Bond-Maupin (partial)

**Approval of and Adoption of Agenda**

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

Motion passed unanimously.

**Approval of Minutes from the Meeting of April 7, 2020**

M/S (Schnurer/Reynoso) to approve the Minutes of April 7, 2020

Motion passed unanimously.

**Reports, Announcements, and Communications of the Chair**

- Written report attached

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

**Academic Policies:**

- Written report attached

**Academic Policies:**

- Written report attached

**Constitution and Bylaws:**

- Written report attached

**Faculty Affairs:**

- Written report attached

**University Resources and Planning (URPC):**

- Written report attached

**Enrollment Management:**

- Written report attached

In addition to the written report, Dr. Meriwether provided the following information:

- He and Vice President Dawes have been sharing information about the budget in a number of spaces on campus, including the April 7 Senate meeting, the URPC meeting on April 10, the April 17 AS Board meeting. They also held two public webinars on April 13, which had 177 attendees, and April 15, which had 151 attendees.
- As of today, just fewer than 3,500 students have entered their registration window, and among them 2300 (47% if all eligible students) have enrolled for Fall 2020. Contact Josh Smith for specific departmental breakdowns.
- Since last week 192 new student commitments as a result of preview day, which puts HSU back up to about 6%, but overall HSU declined from being ahead about 57% of HSU's last year's numbers back in February
- HSU continues to make financial aid awards to students, housing application percentages are in decline, but returning student applications are up 4%, but this is cannibalized by the 14% decline in new overall students.

Senator Moyer asked whether HSU is considering following suit with other schools and making freshman residence in dormitories mandatory, since there will be more empty spaces in housing next year; Dr. Meriwether agreed they are considering that strategy but noted it is a little too late now to implement such a requirement for Fall 2020.

**California Faculty Association (CFA):**

President Loren Cannon reported that Renee Byrd has resigned her position as President of the HSU CFA chapter, and, as Vice President, he was therefore appointed to the position. He reported the following items:

- He does not plan to appoint another CFA Vice President, but he has deputized the rest of the board to fulfill those duties
- The board is meeting every week to respond to concerns regarding proposed changes to

the university, and a lack of shared governance and even some contractual issues

- He discussed concerns with the top lawyer in CFA yesterday, and confirmed these kinds of measures, along with other measures that may be going on campus that he is unaware of, have contractual issues. They really can't be done unless you meet with the Union and go through a formal meet and confer process.

**Administrative Affairs:**

- Written report attached

In addition to the written report, VP Dawes noted that he provided a fiscal stability plan to the URPC, and insights are anticipated at the upcoming meeting, along with 5-year projections related to the \$20 million shortfall that was discussed the last time. Thank you. Thank you.

Senator Moyer recalled the Great Colleges to Work for survey data, which demonstrated there were issues between faculty and administration, and noted her question will reflect that. Senator Moyer continued, stating most of us at this meeting are faculty and have been involved, or are about to experience the consequences of the budget balancing efforts. In Academic Affairs, we are cutting classes, which of course means that we are cutting faculty; she noted she will be sending emails to people this evening to tell them that they no longer have health insurance. Senator Moyer continued, stating reorganizing units across the university really amounts asking staff to do more work, to serve more departments; we're asking chairs to do more work (there's a proposal that asked her to do 125% as much work as she is presently next year). Senator Moyer explained she would like to know that corresponding types of pain are happening in all the rest of the University outside Academic Affairs, noting the campus hasn't really been told about what's going on but it would be useful for people to know as we are suffering through this that we're going to come out of this with fewer MMP positions, and that there will be fewer staff in the offices of those MMP people (for example, one Vice President is five or six staff people in terms of the amount of money that we are paying people) Senator Moyer concluded, pleading that HSU does not balance the budget, just on the back of the people who are the primary interface with students, but that everybody in the university is contributing and that it's very public so that we all know that that's happening.

Senator Cannon echoed Senator Moyer's concern, and pointed out it looks like HSU is trying to balance the budget on the backs of the people who just did a three-day turnaround and put all classes online. Senator Cannon explained he teaches Ethics in the Philosophy department, and he thinks this is more than morally problematic, and there are other ways to do this, noting the University of Arizona is looking at implementing graduated pay cuts, with the highest pay cut for those who make over \$200,000, less of a cut for those who make less, and for those who make the least amount, a few furlough days.

Senator Dunk referenced information that the CSU is getting something like 500 million dollars from the federal government; half of that has to go directly to students, and the other half

apparently is more discretionary; he asked what piece of that pie HSU is getting, and how that fits into the proposed \$20 million reduction. He also asked if this proposed \$20 million reduction over three years includes the funds that HSU has been overcompensated for, since there aren't as many students enrolled as anticipated. VP Dawes stated he doesn't have any information to speak to the how the discretionary funds will be sent, but noted there will most likely be set parameters about how that money will be spent. Regarding HSU's vulnerability due to the funds received for absent students, VP Dawes explained that the \$20 million does not contemplate that; he clarified the scenario of the 20% reduction in enrollment would equate to about a \$15 million vulnerability that is not included in the \$20 million estimate.

Senator Zerbe noted the Provost's plan for restructuring academic administrative units and colleges calls for all of this to be done by the end of this semester, which from his perspective, is an incredibly aggressive timeline during this crisis in our lives. He noted we've been called upon to show grace and flexibility for our students, which is absolutely the right thing to do, and stated his hope that the Provost could show the same grace and flexibility for the administrative units, and let us have this conversation when we have the bandwidth for it when we're all back in the fall. It's so hard to deal with one dramatic proposed restructuring proposal after another with a week to respond to each of them.

Senator Reynoso asked if there's any money available through the CARES Act, or any other medium, to help our DACA and undocumented students; VP Meriwether confirmed conversations around how best to support DACA students is happening, but he doesn't know more at the moment.

#### **Associated Students (AS):**

Senator Sanchez reported the Associated Students elections are set for April 27 – May 1.

#### **Office of Diversity, Equity and Inclusion (ODEI):**

Director Reynoso reported that the Diversity, Equity and Inclusion Council has been reviewing the Resolution on the disruptive student behavior policy, that the council will select the grant winners at the next meeting, and that culturally relevant pedagogy and language about excellence in inclusive teaching has been submitted to faculty affairs to include on the instruction observation checklist to help guide the changes to Appendix J.

#### **Provost's Office:**

- Written report attached

#### **President's Office:**

- Written report attached

#### **Consent Calendar from the Integrated Curriculum Committee**

It was noted there were no items 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 Janet Winston read from prepared remarks (attached) on behalf of Professor Kim Berry

Professor Kerry Byrne read from prepared remarks (attached) in opposition of the proposed amendment to Appendix J, on behalf of faculty in the College of Natural Resources and Sciences

Professor Kerry Byrne read from prepared remarks (attached).

**TIME CERTAIN: 3:30 PM – Resolution on GEAR PLOs (25-19/20-ICC – April 21, 2020 – First Reading)**

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

Motion carried unanimously

Senator Alderson introduced the resolution, noting this item is part of a plan that's been being worked on for several months to establish the program learning outcomes for the GE programs in this very high level view of what the general education program does, with an understanding that the GEAR committee's work next year will be the actual establishment of student learning outcomes for these across our classes and the entire university curriculum. Senator Alderson ceded the floor to GEAR subcommittee chair, Professor John Steele.

Professor Steele echoed Senator Alderson, noting the committees have gone through multiple meetings, with some directly with some departments that are heavy GEAR service departments, as well as through the Council of chairs, the ICC, and the GEAR committee, which all have representatives of programs, departments, and colleges that are involved in those courses.

Senator Mola asked how the ILO's, particularly the final three, would affect programs who satisfy upper division areas, such as area BGE, and whether this would necessitate adding more courses to the program. Senator Alderson noted the main reason that HSU is doing this is that it's a part of our response to WASC accreditation and need to map all the curriculum. She noted the resolution calls for re-evaluation of the ILOs and PLOs in two years.

Senator Mola clarified that he is concerned about the possibility that a program that had previously satisfied a particular upper division area would no longer be doing so, and would therefore have to restructure their curriculum—perhaps even taking out a majors course— in order to have those additional three units of GE. Senator Alderson answered that this is going to necessitate a recertification of general education classes, which does not come as a surprise,

and noted that there have been conversations about such a multi-year, multi-iterative process in Council of Chairs meetings and elsewhere.

Senator Schnurer thanked the committee for their work, noting he feels consulted about these issues for the first time in a while, and has been able to provide feedback at many levels.

Senator Zerbe echoed Senator Schnurer's thanks to the committee regarding the wide consultation and the commitment to getting something that works for HSU. He asked regarding Professor Steele's comments, whether the document the Senate will review in two weeks will include an American Institutions learning outcome, or if that is something to look forward to in a future iteration of this process. Professor Steele clarified the committee's intention is to draft a PLO with the American Institutions and History.

Senator Alderson noted the most substantive feedback ICC received in terms of something that needed to be addressed, that is, the idea of American Institutions is a requirement in our GE.

Senator Mola asked whether there is a possibility that at least one of those American Institutions would no longer double count; Senator Alderson clarified that such a possibility hasn't been considered.

The Resolution will return for a Second Reading

**Resolution to Amend the Bylaws of the University Senate to Align with Parallel Revisions to the General Faculty Constitution (08-19/20-CBC – April 21, 2020 – Second Reading)**

Senator Alderson spoke in favor of the Resolution.

Senate vote to approve the Resolution to Amend the Bylaws of the University Senate to Align with Parallel Revisions to the General Faculty Constitution **passed without dissent**

Aye: Alderson, Bacio, Burkhalter, Cannon, Creadon, Cano Sanchez, Dunk, Gonzalez, Karadjova, Keever, Kerhoulas, Maguire, Malloy, Miller, Mola, Moyer, Pachmayer, Parker, Pawlowski, Reynoso, Schnurer, Thoaben, Weinberg, Wilson, Woglom

Nay: none

Abstention: Bond-Maupin, Dawes, Meriwether, Rueda

**Resolution on the Field Trip Policy (17-19/20-UPC – April 21, 2020 – Second Reading)**

Senator Keever reported he received no feedback since the last meeting, but noted the two big pieces of feedback from the Senate were to include the place-based learning communities (PBLC's) in the policy, and the logistics of the implementation of the policy. He reminded the

Senate that since these changes are fulfilling an Executive Order, regardless of whether or not the Senate votes to approve this policy, the department of Risk Management and Safety needs to start implementing it. He ceded the floor to Risk Management Director Kim Comet, who stated there are some departments that are doing this very well, usually seamlessly, and her department can provide tools so that any department that needs assistance can also do it electronically and take some burden of time off of the staff and faculty.

Senator Dunk spoke in favor of the Resolution, noting his wish that it be made more automatic and turnkey, if possible.

Senator Mola spoke regarding the implementation phase of the policy, noting that as HSU looks at consolidation of departments and consolidations of ASC's in particular, anything that can be automated and take some work off the plate is critical; he implored this be automated. Kim Comet responded that they are able to look at how some departments are automating it already, and affirmed they will be able to automate this process too.

Senate vote to approve the Resolution on the Field Trip Policy **passed without dissent.**

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

Nay: none

Abstentions: Bond-Maupin, Dawes, Meriwether

### **Resolution on the Grade Appeal Policy (20-19/20-APC – April 21, 2020 – Second Reading)**

Senator Malloy explained this policy would bring HSU in line with Executive Order 1037 and noted a couple of minor changes since the last reading include clarification that the Grade Appeal Committee will be a subcommittee of the current student grievance committee, and the addition of a clause under the guidelines on page three, that the student will make all requests for appointments. This was requested by AS Representative, Jeremiah Finley.

Senator Alderson spoke in favor of the Resolution, as did Senator Schnurer.

Senate vote to approve the Resolution on the Grade Appeal Policy **passed unanimously.**

Aye: Alderson, Bacio, Bond-Maupin, Burkhalter, Cannon, Creadon, Cano Sanchez, Dawes, Dunk,

Nay: none

Abstentions: none

**Resolution on the Certificate Policy (22-19/20-APC – April 21, 2020 – First Reading)**

M/S (Malloy/Weinberg) to move the Resolution.

Senator Malloy explained this goes back to a 2014 Senate action, to bring HSU into alignment with accreditation matters, such as the fact that financial aid is now available for certificate programs, so this would move it from self-support side (CEECE) to stateside. He noted there is a 9 unit minimum, with no maximum, based on recommendations from the Vice Provost.

Senator Moyer stated a revised version with clarification about how a certificate is different from a minor, as the present definition would work equally well for both of them in some cases.

The Resolution will return for a Second reading.

**Resolution on Early Tenure (18-19/20-FAC – April 21, 2020 – First Reading)**

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

FAC was asked by UFPC and RTP C&S to address Appx J issues—one of them was early tenure.

M/S (Zerbe/Alderson) to refer the Resolution back to committee.

Senator Zerbe noted he is concerned with the lack of meaningful discussion able to take place during this crisis, as well as the perception of this, in light the previous Provost's practical prohibition of providing service credit.

Senator Kerhoulas spoke in favor of the motion to refer it back to committee. She explained she has heard from many CNRS faculty that this is not really fair to be passing something when people don't have the bandwidth to pass something so big.

Senator Alderson noted her concern with putting something forward that makes the junior faculty very upset, even though they technically won't be affected by it.

Senate vote to refer the Resolution on Early Tenure back to committee **passed**.

Ayes: 16 Alderson, Bacio, Cannon, Cano Sanchez, Dunk, Gonzalez, Keever, Kerhoulas, Maguire, Malloy, Miller, Mola, Pachmayer, Parker, Pawlowski, Thobaben, Woglom, Zerbe

Nays: Creadon, Moyer, Schnurer, Wilson

Abstains: Bond-Maupin, Burkhalter, Dawes, Karadjova, Meriwether, Reynoso, Weinberg

The Resolution was referred back to committee

**Sense of the Senate Resolution on Temporary Modification of Evaluations for Probationary Faculty and Lecturer Faculty affected by COVID-19 Pandemic (23-19/20-FAC – April 21, 2020)**

Chair Burkhalter explained Loren and Simone are working on MOUs that will affect this, and she moved that this be taken up at the May 5 meeting instead, since it can be passed in one meeting.

Motion carried unanimously

**Information Item: ICC Memo on Emergency C/NC Grade Protocol for Spring 2020**

Senate raised no objection to forwarding this memo on to the Vice Provost for implementation after the meeting.

**Information Item: Update about the Academic Master Plan of Humboldt State University**

Senator Alderson updated the Senate on the timeline draft for the Academic Master Plan, as well as the draft AMP planning guiding values and principles document, which is meant to inform the larger idea about what broad campus strategic planning should look like. Senator Alderson pointed out there will be AMP webinars scheduled for next week, which will allow the AMP committee to have conversations about these principles and ask some questions that we want to ask. So as we move into next week, there will be plenty of opportunities for conversation around the general framing of this, and creating that sort of scaffold. Senator Alderson ceded the floor to Vice Provost Mary Oling-Sisay, who noted that the Academic Master Plan is a draft that may change depending on circumstances in which we find ourselves; it's a living, breathing document to continue refining.

**Resolution on Amendment to the eLearning Policy (24-19/20-ICC – April 21, 2020 – First Reading)**

M/S Alderson/Malloy to extend the meeting ten minutes

Motion passed unanimously

M/S (Alderson/Malloy) to move the resolution

Motion passed unanimously

Senator Alderson explained the current policy refers to defunct units on campus, and serves basically as a means to set up a contract between a faculty member and the Chancellor's Office to develop online classes. This policy is bringing online classes into alignment with the way we run face to face classes, in terms of how we determine what classes are offered, who offers

them, and how they are evaluated. Senator Alderson continued, noting the main concern she has received from constituents was about how and when faculty would be paid for developing online classes. She clarified this policy is about giving definitions and providing information about how the CTO supports this kind of work, so the issue of money is very intentionally absent, not because of the current budget situation, rather, because ICC is trying to remove those issues that are beyond the idea of modality out of this document.

Senator Dunk noted the first and third resolved both reference the Provost, though the Senate makes recommendations to the President. He also noted the difference between being forced to have online classes like now and maybe next semester, and volitional online classes and asked if making the distinction in the policy has been discussed.

Senator Alderson ceded the floor to the Center for Teaching and Learning Director Enoch Hale, who explained this new policy is meant to help establish the structures necessary to move online to scale, if so desired. He noted there is a common contract clause oftentimes referred to as the “God Clause,” which allows for both parties to be released from liability in the event of some unavoidable natural disaster. Director Hale explained he didn’t feel comfortable writing something like that up without proper consultation of the Senate and format, and offered his willingness to include something like that, if the Senate and faculty desire it.

Chair Burkhalter encouraged feedback be sent to Senator Alderson.

The Resolution will return for a Second Reading

**TIME CERTAIN: 4:55 PM – Faculty Session Action Item: Approval of Spring 2020 Commencement Lists**

Chair Burkhalter moved the Senate into Faculty Session without objection.

Faculty Senate vote to approve the commencement lists passed unanimously.

Chair Burkhalter moved the Senate out of Faculty Session, and adjourned the meeting without objection.

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**Meeting adjourned at 5:10 pm**

Chat Log:

14:56:04 From William : I'm just north of campus and have suddenlink and it's still working

14:56:36 From Kerri J. Malloy to Mary Watson (Privately) : If Stephanie and Mark are not able to get on. Do you need me to run the meeting?

15:07:10 From Guest\_Sherie Gordon : Stephanie, President Jackson is on listening while on his CO meeting zoom as well.

15:08:13 From Stephanie Burkhalter : Thanks for the clarification!

15:08:36 From Guest\_Sherie Gordon : he is on a 5 minute break

15:19:54 From Ara Pachmayer to Mary Watson (Privately) : Yes, I'm in the HSU library parking lot right now using the internet!

15:34:10 From Ronald Swartz to Mary Watson (Privately) : Thanks Mary. Sorry about that. My Zoom crashed. Rare occurrence.

15:50:04 From Guest\_John Steele : GEARfeedback@humboldt.edu

15:50:12 From Guest\_John Steele : thank you all!

16:03:57 From Lizbeth Cano : Thank you!

16:09:51 From Loren : In agreement with Noah. I don't see that it is possible to go forward with this proposal with sufficient consultation. It makes little sense to rush a permanent change that is a response to a temporary problem. Realistically, I don't see how the Meet and Confer could even be completed before the end of the semester.

16:11:14 From Robert Keever to Mary Watson (Privately) : it looks like the meeting will go past 5pm today but unfortunately I will not be able to stay past 5pm today

16:12:37 From Cindy Moyer : Why are we being charged to combine and restructure Academic Units, but there doesn't seem to be a corresponding conversation about re-organizing the units in the rest of the University? At least based on what Doug is saying, it sounds like they expectation is to keep the same units and the same number of VPs?

16:12:40 From Edelmira Reynoso : Thank you for looking into it.

16:14:32 From Dr. Jason L. Meriwether : we will share what is happening with cares act distribution to students. we are following CO guidance closely.

16:14:53 From Maxwell : I appreciate the work to help advocate for undocumented students. I also think the knowledge that the acceptance of the CAREs money might have a consequence for future application for citizenship. Clear communication and bridging students to resources for advice (immigration attorneys) would be ethical and meaningful.

16:15:20 From Dr. Jason L. Meriwether : we will also receive guidance on the second half and will keep that public as well.

16:15:48 From Dr. Jason L. Meriwether : The CSU litigators who are available for undocumented students have remained busy and active with our students offering support.

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16:16:20 From Edelmira Reynoso : Awesome, thank you!

16:22:38 From Guest\_Simone to Mary Watson (Privately) : I vote yes

16:23:00 From Robert Keever : Thank you all!

16:23:04 From Guest\_Kimberly Comet : Thank you

16:23:30 From Guest\_Simone to Mary Watson (Privately) : Did I vote following the instructions?

16:23:47 From Mary Watson to Guest\_Simone (Privately) : Yes sir, you did perfectly!

16:24:23 From Mary Watson to Guest\_Simone (Privately) : And did you vote on the General Faculty Constitution one, on behalf of Provost too? No worries if not, but you could let me know now.

16:25:07 From Guest\_Simone to Mary Watson (Privately) : No, I stayed out of that one. Abstain if it is not too late

16:25:16 From Guest\_Simone to Mary Watson (Privately) : I vote yes to this one too.

16:25:17 From Mary Watson to Guest\_Simone (Privately) : Not too late at all :) Thank you

16:38:07 From Cindy Moyer : Why can we not reinstate the practice of offering appropriate service credit?

16:42:04 From Guest\_Simone to Mary Watson (Privately) : Abstain

16:42:11 From Mary Watson to Guest\_Simone (Privately) : Thanks Simone!

16:44:36 From Guest\_Kerry : thank you, everyone. going to sign off due to sleepy baby.

16:44:58 From Stephanie Burkhalter to Mary Watson (Privately) : I have to step away for a moment. Julie can call on folks while I'm away.

16:45:10 From Mary Watson to Stephanie Burkhalter (Privately) : Got it!!

16:46:41 From Robert Keever : Thank you Julie! Super helpful!

16:47:14 From Linda Parker : Thanks Julie!

16:54:50 From Monty Mola : Thanks Maxwell! I am feeling the same way.

16:54:53 From Maxwell :

[https://www.cpp.edu/academicplan/documents/academic\\_master\\_plan\\_2019-02-13\\_final.pdf](https://www.cpp.edu/academicplan/documents/academic_master_plan_2019-02-13_final.pdf)

17:05:35 From Maxwell : This is an improvement!

17:05:51 From Guest\_Enoch : Thank you

# HUMBOLDT STATE UNIVERSITY

## Senate Chair's Report

### Senate Meeting, April 21, 2020

I hope that you, your family and friends are safe and well in this time of emergency. Many of us have loved ones in Humboldt and across the country who are facing job loss and illness. We continue to work under what feels like extreme conditions, and this is wearing on many of us, myself included. We are doing our best. The good news is that we have demonstrated already that we are stronger than we thought we might be, and I am proud of how we have come together as a campus to try to make the best of a bad situation.

The Senate business that we must complete by the end of this academic year has expanded due to some additions by the ICC presented at the April 14 Senate Executive Committee meeting. Last week, you should have received a google form asking you to indicate whether or not you are available for the Tuesday, May 19, "as needed" meeting (if you did not receive this form, please contact Mary Watson). Twenty-two senators must commit to participate in order to have a quorum; proxies count towards quorum, but a senator can be a proxy for only one absent senator. The agenda and length of the May 19 meeting will be based on how much business has been resolved after the May 5 Senate meeting. I appreciate your patience and your service as we navigate shared governance in this unprecedented time.

Since our last Senate meeting, many of us have become more educated about very challenging enrollment and budget projections for next fiscal year. President Jackson's response to the URPC budget memo is included in the URPC's report. In addition to the presentation on enrollment and budget at the April 7 Senate meeting, Jason Meriwether, VP for Enrollment Management and Student Affairs and Doug Dawes, VP for Administrative Affairs and Finance, hosted zoom webinars on Monday, April 13 and Wednesday, April 15. These webinars were well attended, with over 100 participants each, and the question and answer portions added an extra layer of information, which will contribute to a FAQ. Individual plans for reductions given the AY 20-21 revenue contraction our campus faces are currently being crafted at the division and MBU (major budget unit) levels (see this [budget oversight policy](#) for definitions).

Recently I have encountered heightened concern from faculty about shared governance processes, specifically around budget, college reorganization plans, and academic master planning. Faculty, staff and administrators are involved in shared governance every day, but this reality may not be effectively communicated across campus. I want to assure the campus community that shared governance is alive and well, even if sometimes it is imperfectly executed. HSU's understanding of shared governance is represented mainly in sections 100 (Chapter 1) and 200 (Chapter 2) and appendix B of the [Faculty Handbook](#). (For other resources on shared governance consult this American Association of University Professors (AAUP) [site](#) and this San Jose State 2015 sense of the Senate [resolution](#)).

There is always room for improvement in shared governance, and when critical decisions are being made about the future, it is understandable that members of the campus community want to learn more about these processes and how to effectively participate. As senators, we must respond to this moment by educating our colleagues about shared governance, including providing them with resources for navigating Senate processes. I encourage all senators to reach out to their constituencies to touch base and to gather input to bring to our remaining Senate meetings. To facilitate education and participation, I have drafted a "Quick Guide to Shared Governance at HSU." While this two-page document still needs some polishing, it can be shared immediately with those who are interested in learning more about shared governance on campus. Please contact me directly if you would like a copy, or if you have any questions or concerns about shared governance.

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 21, 2020

Standing Committees, Statewide Senators and Ex-officio Members

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## 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

### April 14, 2020

Committee met via Zoom.

Committee reviewed feedback for the Grade Appeal Policy received from the prior Senate meeting and additional comments. Revisions were made to language regarding timelines and clarified that the Grade Appeal Committee would be a subcommittee of the Student Grievance Committee.

Committee reviewed the draft Policy on Certificates along with comments and feedback from the College of Extended Education and Global Engagement, Integrated Curriculum Committee and incoming Senate Chair Mary Virnoche. The policy was forwarded to SenEx for consideration and placement on an upcoming Senate agenda.

The Student Classroom Disruptive Behavior Policy will be reviewed and discussed at the April 22, 2020 Diversity, Equity and Inclusion Council (DEIC) meeting. DEIC will assist with guidance on the 'civility' language in the policy. Additionally, the committee considered the request to include non-classroom activities in the policy and will continue discussion on the appropriateness and the implementation strategies. The Committee has request SenEx to hold the second reading of the policy off until May 5, 2020 to provide the time to work through these matters.

### March 31, 2020

Cesar Chavez Day the committee did not meet due to the holiday.

Committee has forwarded the Grade Appeal Policy to the Senate for its considerations to relief students of a cumbersome and complicated process. HSU a is standout amongst its sister campuses in that it has on policy that guides the process for both grievances and grade appeals.

Committee has forwarded the Classroom Disruptive Behavior Policy to the Senate for its consideration.

### March 3, 2020

The committee continued discussion on the request from Associated Students for priority registration under category C of the Registration Policy and Procedures for Students. Recognizing that importance of

student involvement in the shared governance process and the annual calls for student's participation in standing committees of the Senate, APC is working through a recommendation to the Senate. Though a recommendation is forthcoming it will not be the silver bullet for addressing long standing concerns regarding the absence of student representation on standing committees – rather it should be understood as one piece of multiple approaches to address the issue. APC anticipates forwarding its written recommendation to Senate for its first meeting in April.

The revised Classroom Disruptive Behavior Policy was moved to the next agenda, as the priority registration request took the entirety of the meeting.

The committee has initiated work on a Grade Appeal Policy that would remove grade appeal from the current grievance procedures that are cumbersome and complicated. HSU is a standout amongst its sister campuses in that it has a policy that guides the process for both grievances and grade appeals.

### **February 18, 2020**

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

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

#### **Priority Category:**

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

#### **Procedure for Request:**

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

#### **Eligibility Criteria:**

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

First, the student must participate in a university-sanctioned activity that significantly benefits the university. This means that the benefits of the activity for the university as a

whole are a consideration. However, participation in such an activity is a necessary but not sufficient condition for the privilege of priority registration.

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

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

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

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

#### **February 11, 2020**

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

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

#### **January 28, 2020**

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

Committee will be taking up the Student Grievance Procedures.

#### **December 3, 2019**

Academic Honesty and Integrity Policy is being reviewed by Associated Students. Will come forward to the Senate in January.

Committee has been asked to consider priority registration for students involved with Associated Students.

Committee is moving forward with revisions to the Classroom Disruptive Behavior Policy. Will come forward to the Senate in February or March.

#### **November 20, 2019**

Committee did not meet due to lack of quorum.

#### **November 6, 2019**

Committee reviewed feedback from legal counsel. Associated Students requested time to review and provide additional comments on the draft policy.

Committee had a discussion on a potential set of guidelines/policies for campus closures at the request of the Vice-Provost. Discussion will continue.

#### **October 23, 2019**

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

### **October 9, 2019**

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

### **September 25, 2019**

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

### **September 11, 2019**

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

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

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

### **August 28, 2019**

Organizational meeting to set out work for the year.

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

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

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

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

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## **Constitution and Bylaws Committee:**

Submitted by George Wrenn, Pro Tem CBC Chair

### **Report of April 13, 2020 meeting**

#### **Agenda:**

1. Call to Order

2. Attendance, proxies and quorum
3. Updates: GF Constitution Faculty vote and Bylaws Revision - Second Reading
4. Faculty Handbook - Sections 100-900, Appendices A-D, G-W Review (Appendices are here)
5. Motion to adjourn

**Meeting Notes:**

**1. Call to Order**

Meeting began at 12:05 p.m. (Post/Woglom). Wrenn was appointed chair pro tem (Woglom/Watson)

**2. Attendance, proxies & quorum**

Members present: Post (Faculty), Watson (Non-MPP Staff), Woglom (Faculty), Wrenn (Faculty) were present. Guest: Stephanie Burkhalter.

Quorum was met with 4 of 4 members present.

Vacancies include 1 student representative.

**3. Updates: GF Constitution Faculty vote and Bylaws Revision - Second Reading**

The GF Constitution will go to a vote of the Faculty on May 6th, following the last Senate meeting.

Faculty will have until May 15 to vote. Wrenn has updated the Bylaws Resolution to remove unnecessary highlights and comments and forwarded to Watson for the 2nd reading.

**4. Faculty Handbook - Sections 100-900, Appendices A-D, G-W Review (Appendices are here)**

The group reviewed Faculty Handbook sections and appendices with Burkhalter and discussed a plan for making the Handbook a more dynamic, up-to-date, resource for faculty. Burkhalter recommended assigning CBC responsibility for: 1) maintaining Section 800 (Committees, Councils, Associations and Boards), which would be transferred to the Senate web site, 2) revising the Faculty Handbook to include links to information maintained elsewhere (rather than duplicating this information in the Handbook), and 3) keeping the Handbook up-to-date with any changes (to committees, links, etc.) reported to the Senate Office. Members agreed to proceed with a Resolution, to be introduced in the fall, to amend the Bylaws to make the CBC responsible for these maintenance duties.

**5. Motion to adjourn**

Meeting adjourned at 12:42 p.m. (Watson/Post)

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## **University Policies Committee:**

Submitted by Rob Keever, UPC Chair

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

Since HSU has moved to remote operations and online learning, UPC has developed a plan to meet through Zoom meetings during Spring 2020 scheduled times, as needed. When doing reviews for policy updates and new policies, UPC will review via shared documents and will meet through Zoom to discuss any concerns. Since there is limited time and availability to present new policies to Senate, UPC has suspended their outreach to HSU departments this semester to review expiring policies but will resume next semester.

Currently UPC has provided updates to the Risk Management and Safety Field Trip Policy for another second reading. UPC provided updates to the Senate Executive committee to be approved for Senate. The Field Trip Policy will be presented at the upcoming Senate meeting.

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## **University Resources and Planning Committee:**

Submitted by Jim Woglom, URPC Co-Chair

On April 7th, Senate Chair Burkhalter, Provost Bond-Maupin, and I received President Jackson's Memo in Response to the URPC's "Balanced Budget Proposal for 2019-20" via e-mail. The URPC reviewed this Memo during our 10th meeting. The Memo (included as an addendum) outlines two updates/steps amending the URPC's original proposal.

The first update is that the projected shortfall in tuition-based revenue through 2022 has been expanded from \$5.4 million to \$20 million. Vice Presidents Merriwether and Dawes gave a presentation on the enrollment projections and budgetary ramifications that drove the decision-making around this update during the Senate meeting on April 7th, at the URPC meeting on April 10th, and in two webinars on April 13th and 15th. I have included a graph (Fig. 1) and table (Fig. 2) from the VPs report detailing those projections in enrollment and fiscal impact below for context. The University Budget Office calculated the distribution of a \$20 million reduction based on the URPC's initial proposal, and provided a table detailing the allocations to divisions based on those proportions (Fig. 3).

The second enumerated point in the President's Memo approves the URPC's targeted reduction of \$3.8 million for the upcoming fiscal year. The President directs the URPC to advise the CFO (VP Dawes) as he prepares "a summary of all available options that could be used for reductions and strategic investments" including a "hiring chill, a spending freeze, travel reductions, operational changes, and employment incentives for retirements." To this end, VP Dawes shared an early draft of a "Fiscal Stability Plan" with the URPC for discussion during our April 17th meeting. The URPC is continuing to provide commentary on this draft, in anticipation of a May 1st release.

At the same April 17th meeting, URPC also reviewed and discussed a letter titled "Call For A New Vision in Response to Budget Crisis" (linked below), drafted by faculty representatives from CRGS, Environmental Studies, Native American Studies, English, and World Languages and Cultures, and cosigned by at least 130 members of the campus community. We talked through many of the suggestions therein, and will continue to discuss the document and its contents via Google Docs in order to thoroughly consider all of the proposals offered. Beyond the thoughtful suggestions and creative ideas throughout the piece, I am particularly inspired by the collaborative, proactive, and future-facing nature of the writing. This sort of generative input from the campus community will be incredibly important as we work through the challenges we face together.

To that end, I would ask that the campus community keep it up: keep thinking imaginatively of ways we can maintain this incredible University through crisis. Keep communicating these ideas. Ask us questions. Offer critical feedback. The URPC is the venue for shared governance regarding budget at HSU, and we are heading into a period of intensive budgetary decision making. We can help to synthesize, collate, advise, communicate, and vet ideas from all stakeholders, such that a democratic breadth of perspectives are heard and considered.

Please e-mail anything at [jw2311@humboldt.edu](mailto:jw2311@humboldt.edu)

Figure 1:

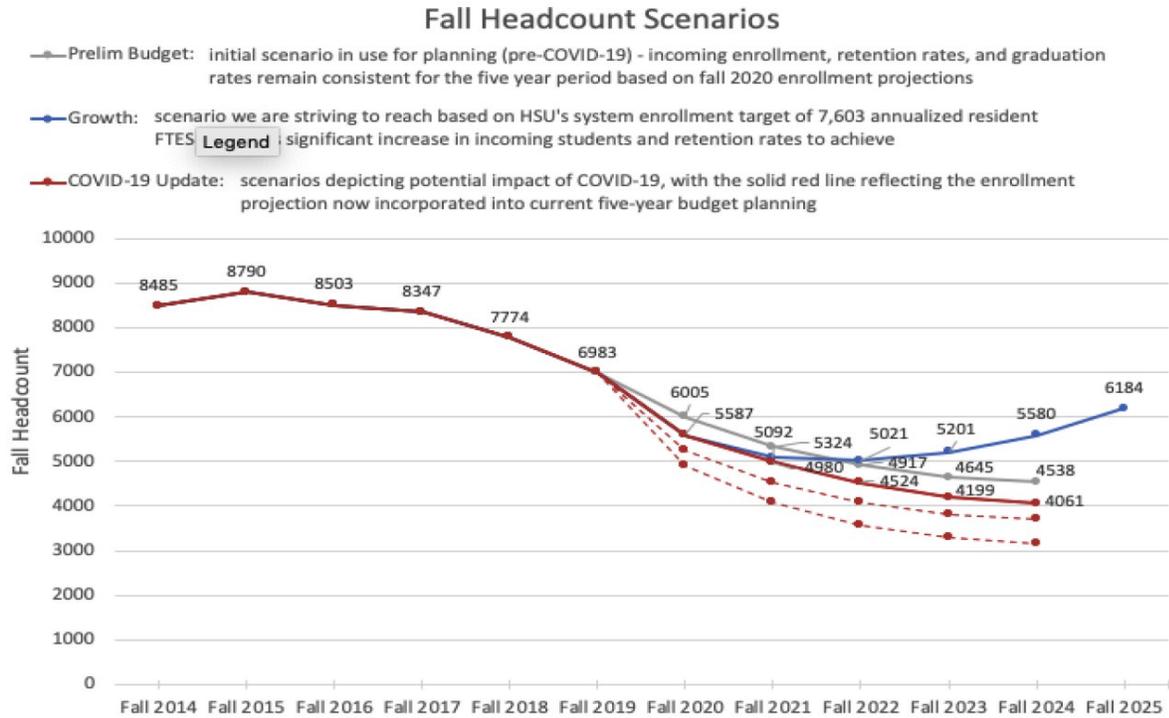


Figure 2:

% drop		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
		Fall	Spring				
-20%	2020-21	5,587	5,152	5,369	4,799	(\$7,397,692)	(\$7,397,692)
-11%	2021-22	4,980	4,594	4,787	4,274	(\$3,214,316)	(\$10,612,008)
-9%	2022-23	4,524	4,177	4,350	3,880	(\$2,409,994)	(\$13,022,001)
-7%	2023-24	4,199	3,880	4,040	3,597	(\$1,715,188)	(\$14,737,189)
-3%	2024-25	4,061	3,756	3,908	3,477	(\$725,269)	(\$15,462,458)

% drop		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
		Fall	Spring				
-25%	2020-21	5,261	4,844	5,052	4,523	(\$9,145,665)	(\$9,145,665)
-14%	2021-22	4,525	4,171	4,348	3,886	(\$3,887,864)	(\$13,033,528)
-10%	2022-23	4,072	3,757	3,915	3,493	(\$2,393,390)	(\$15,426,918)
-7%	2023-24	3,807	3,515	3,661	3,263	(\$1,401,166)	(\$16,828,084)
-3%	2024-25	3,708	3,426	3,567	3,178	(\$517,929)	(\$17,346,013)

% drop		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
		Fall	Spring				
-30%	2020-21	4,893	4,504	4,699	4,208	(\$11,097,681)	(\$11,097,681)
-17%	2021-22	4,073	3,753	3,913	3,497	(\$4,338,000)	(\$15,435,681)
-12%	2022-23	3,567	3,290	3,429	3,059	(\$2,675,731)	(\$18,111,412)
-8%	2023-24	3,279	3,028	3,153	2,809	(\$1,520,869)	(\$19,632,281)
-3%	2024-25	3,169	2,928	3,049	2,714	(\$576,704)	(\$20,208,985)

Figure 3:

URPC Reduction Methodology - \$20M

Date: April 17, 2020

Division	Total Base Exp Budget	Net Budget for Reductions	Reduction @ \$5.4M	Reduction % of Net Budget	% of Total Reduction	Distribution @ \$20M	% of Net Budget
ACADEMIC AFFAIRS	80,504,286	80,504,286	(3,618,164)	-4.5%	67%	(13,400,607)	-16.6%
ADMINISTRATIVE AFFAIRS	23,051,936	19,736,179	(908,179)	-4.6%	17%	(3,363,626)	-17.0%
ENROLLMENT MANAGEMENT	10,426,610	10,426,610	(374,503)	-3.6%	7%	(1,387,048)	-13.3%
PRESIDENT	2,119,439	2,119,439	(91,519)	-4.3%	2%	(338,959)	-16.0%
UNIVERSITY ADVANCEMENT	4,009,816	4,009,816	(198,427)	-4.9%	4%	(734,915)	-18.3%
UNIVERSITY WIDE	23,112,172	5,293,024	(209,208)	-4.0%	4%	(774,844)	-14.6%
<b>Grand Total</b>	<b>143,224,259</b>	<b>122,079,354</b>	<b>(5,400,000)</b>	<b>-4.4%</b>	<b>100%</b>	<b>(20,000,000)</b>	<b>-16.4%</b>

**Humboldt State University Enrollment Management Report  
April 21, 2020**

Dr. Jason L. Meriwether, Vice President of Enrollment Management  
Dr. Stephen St. Onge, Associate Vice President of Student Success  
Dr. Eboni Turnbow, Dean of Students  
Peter Martinez, Director of Admissions  
Peggy Metzger, Director of Financial Aid  
Clint Rebik, Registrar  
Josh Smith, Director of EM Strategic Communications  
Dan Saveliff, Director of EOP/SSS

**COVID-19 Enrollment Impact**

Due to the rapid changes caused by COVID-19, there has been a huge shift in our enrollment picture, which compelled changes in our projections. To operate in the spirit and practice of transparency within the campus community, we have presented information regarding enrollment and budget implications, which are accompanied by a detailed report. I presented a written and verbal report to the University Senate on April 7, and to the URPC on April 10. Vice President Dawes followed my report by providing detailed information regarding budget implications. The report is public and posted on both of their websites. The report has also been sent to the Academic Deans to be shared with department chairs and faculty. On April 13 and April 15, VP Dawes and I also presented the report to campus community in two public Zoom webinar sessions. These events were available to any and all people who wanted to attend and included faculty, staff, students, and local media. Monday's session had 177 attendees and the Wednesday session had 151 attendees. The written report has been shared with Associated Students and was presented at their meeting on April 17. President Jackson also joined Vice President Dawes and I for the presentation. Dr. Jackson made comments to the student leaders and joined us for Q&A. The written reports from April 7 and April 13 were also cited and linked in various local media reports.

**Continuing Student Retention & Registration Campaign**

We have continued our direct communication campaign to encourage students to register for Fall 2020, offer assistance with holds or barriers to registration, and to remind students of their designated dates & times to register for courses. Whereas this initiative is new, there are not any to-date comparisons to prior years available. As of April 20, 2020, 3,498 undergraduate students entered their registration window between April 13 and April 17. Below is our current status with respect to Fall 20 registration and current student holds:

- 2,342 (47% of all eligible\*) undergraduate students have self-enrolled for Fall 2020 term.
- Among students with a registration appointment start date between April 13 and April 17, 2,342 (67%) out of the 3,498 eligible students with these appointment dates have self-enrolled for Fall 2020.
- Of the 1,156 students with appointment dates between April 13 and April 17 who have not registered yet, 63% have a registration hold still on their account, leaving 37% (423) students with no holds and no self-enrollment after the start of their appointment window.

The table below summarizes registration by college for students who had a registration start date between April 13 and April 17:

### *Fall 2020 Registration Activity by College*

<b>School</b>	<b>Reg</b>	<b>%</b>	<b>Not Reg</b>	<b>%</b>	<b>Total</b>
CAHSS	535	58.09%	386	41.91%	921
CPS	626	66.24%	319	33.76%	945
CNRS	1,117	73.05%	412	26.95%	1,529
General	39	54.17%	33	45.83%	72

### *Hold*s

Overall, 3,585 (72.4%) out of 4,952 eligible undergrads have cleared their holds. The table below shows the breakdown of resolved and remaining holds by college:

### *Fall 2020 Holds Activity by College*

<b>School</b>	<b>No Holds</b>	<b>%</b>	<b>Holds</b>	<b>%</b>	<b>Total</b>
CAHSS	933	70.95%	382	29.05%	1,315
CPS	974	75.04%	324	24.96%	1,298
CNRS	1,546	73.62%	554	26.38%	2,100
General	101	50.25%	100	49.75%	201

## **Admissions Yield Activities**

### *Digital Spring Preview Day Outcomes*

The Office of Admissions hosted a Digital Spring Preview Day on April 10, 2020. This high-yield effort allowed HSU to offer virtual admissions counseling appointments to families in order to respond to additional questions and reinforce selecting HSU. We featured workshops by Academic Deans and Departments, Professional Advisors, Financial Aid, EOP, and Housing. We also hosted an interactive student panel, virtual tours, and live chats with student leaders, the VP of Enrollment Management, and the Director of Admissions. Over 300 students participated in this inaugural digital event, which outpaces participation in our on-ground preview day last spring by nearly 200 students. As noted below, we have seen gains in our confirmations due to this event's impact.

### *Local Student Preview Day*

On May 1, 2020, The Office of Admissions will host our second digital Spring Preview event for local high school students. This is a high-yield strategy designed to capitalize on the momentum created by the Humboldt First Scholarship award ceremonies in Fall and Spring. We will offer virtual Admissions Counseling appointments, financial aid, and events to showcase academic quality. This event will continue our messaging to ensure that HSU is the best choice.

### *HSU Esports High School Invitational*

On Friday, April 24, 2020 from 5:00 p.m. - 9:00 p.m., we will host the inaugural Humboldt State Esport Invitational. This event, which was originally scheduled to be an in-person event, was shifted into a digital space. Local high school students are invited to participate in a League of Legends tournament with HSU's PC Gaming Club, who are the hosts of the event, which is also co-sponsored with the Admissions Office. Students will play online from their homes at no cost as they participate in a double elimination bracket tournament. This event is an important aspect of engaging the growing and thriving PC Gaming community among high school students in Humboldt County.

**HUMBOLDT  
STATE UNIVERSITY**

AND



PRESENT

**FREE! Online Esport FREE!  
High School Invitational**



**April 24, 2020 | 5-9 p.m.**

Games start at 5 p.m. | Double Elimination brackets | Bracket Winners will receive 1,380 RP!

**REGISTRATION INFO:** [link.humboldt.edu/esports](http://link.humboldt.edu/esports)

**HIGH SCHOOL STUDENTS:** Register as singles or teams of 4 to be paired with Humboldt State Students

**Register by April 22**

Here are our Fall 2020 admission trends to-date:

Updated 04/20/2020

### Applicants

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	126	5.00%	120	-4.00%	125	-26.47%	170	-5.03%	179	
First-time UG	7,699	-24.93%	10,256	-6.19%	10,933	-4.44%	11,441	-11.68%	12,954	
Lower-div xfer	346	-20.28%	434	-14.23%	506	139.81%	211	80.34%	117	
Masters	407	-3.55%	422	-8.26%	460	-8.73%	504	13.51%	444	
Returning UG	111	-15.27%	131	-7.75%	142	-28.64%	199	3.11%	193	
Second Bachelor	54	-1.82%	55	22.22%	45	164.71%	17	41.67%	12	
Unclassified PB	5	150.00%	2	-66.67%	6	50.00%	4	-55.56%	9	
Upper-div xfer	3,096	-8.75%	3,393	-8.89%	3,724	-0.77%	3,753	2.09%	3,676	
Transitory	3	-72.73%	11	57.14%	7	-46.15%	13	0.00%	13	
<b>Grand Total</b>	<b>11,847</b>	<b>-20.06%</b>	<b>14,824</b>	<b>-7.05%</b>	<b>15,948</b>	<b>-2.23%</b>	<b>16,312</b>	<b>-7.30%</b>	<b>17,597</b>	

### Admits

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	1	-97.14%	35	#DIV/0!	0	-100.00%	29	#DIV/0!	0	
First-time UG	6,313	-27.78%	8,741	7.40%	8,139	-12.26%	9,276	-5.96%	9,864	
Lower-div xfer	178	-21.59%	227	22.70%	185	122.89%	83	295.24%	21	
Masters	159	0.63%	158	-13.19%	182	-8.08%	198	-11.21%	223	
Returning UG	70	29.63%	54	-11.48%	61	-15.28%	72	18.03%	61	
Second Bachelor	38	72.73%	22	-8.33%	24	166.67%	9	28.57%	7	
Unclassified PB	2	100.00%	1	-50.00%	2	-33.33%	3	0.00%	3	
Upper-div xfer	2,571	-10.95%	2,887	-6.36%	3,083	-0.13%	3,087	5.94%	2,914	
Transitory	3	-66.67%	9	28.57%	7	-41.67%	12	-7.69%	13	
<b>Grand Total</b>	<b>9,335</b>	<b>-23.07%</b>	<b>12,134</b>	<b>3.86%</b>	<b>11,683</b>	<b>-8.50%</b>	<b>12,769</b>	<b>-2.57%</b>	<b>13,106</b>	

### Confirmed

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	0	-100.00%	1	#DIV/0!	0	-100.00%	2	#DIV/0!	0	
First-time UG	498	-5.50%	527	-37.34%	841	-24.03%	1107	14.12%	970	
Lower-div xfer	62	3.33%	60	-11.76%	68	134.48%	29	222.22%	9	
Masters	82	0.00%	82	-5.75%	87	-29.27%	123	21.78%	101	
Returning UG	30	30.43%	23	-23.33%	30	0.00%	30	20.00%	25	
Second Bachelor	13	85.71%	7	-30.00%	10	150.00%	4	33.33%	3	
Unclassified PB	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	#DIV/0!	0	
Upper-div xfer	618	17.27%	527	-26.50%	717	-17.59%	870	29.27%	673	
Transitory	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>1303</b>	<b>6.19%</b>	<b>1227</b>	<b>-30.05%</b>	<b>1754</b>	<b>-18.98%</b>	<b>2165</b>	<b>21.56%</b>	<b>1781</b>	

Since last week, we have seen an additional 192 new student commitments, which are a result of our Spring Preview Day. We are currently experiencing a **+6.19%** increase in new student enrollment as compared to the prior year. While HSU is presently experiencing affirmative gains in new student enrollment confirmations for Fall 2020, we are seeing melt at a more rapid pace than we should. As of my report to the University Senate on February 25, 2020, we were experiencing a **57.44%** increase in confirmations, which represented an improvement of 251 students compared to the prior year, but still trailing our three-year average. As of the University Senate Report made on April 7, 2020, HSU's new student commitments had melted to **+12.76%** ahead of the prior year, as of April 13. HSU's gains had melted to **+5.01** as compared to the prior year. This degree of melt should have occurred over a twelve-week to fourteen-week period. While we have seen the result of modified behavior due to our aggressive campaigns to recruit and yield students, the impact of COVID-19 has forced us to engage students who have committed with a focus on ensuring we retain them, while seeking to yield new students.

## Financial Aid Packaging

We began packaging aid for 2020-21 on Thursday 3/12/20. Packaging continues on a weekly basis (Fridays) as FAFSAs come in and verifications are completed. As you see from our delightful emoji image, Peggy Metzger and her team are still giving money away. Accordingly, here are the numbers as of April 17, 2020:

- 7,127 students packaged, including
- 3143 prospective first-time freshman and
- 1133 prospective incoming transfers
- 208 incoming local freshmen were packaged with the Humboldt First scholarship



## Campus Housing

We are experiencing an overall decline (-14.62) in the number of students who have confirmed housing assignments. While we continue to see positive increases in Returning students applying to live on campus (+4.46%), these gains are cannibalized by the decrease in the number of new students who are applying for campus housing (-27.8%). For the past three years we have seen a decrease in First Year students applying for on campus housing, consistent with the general decrease in First Year Students applying to the university.

Post Covid-19, HSU Housing is in the process of recalculating its five-year financial pro-forma. From 2014-2019 Housing used a 97% annualized occupancy rate for budgeting purposes. This year, due to declining enrollment numbers, we budgeted at an 83% occupancy rate, which decreased down to an actual occupancy rate of 75%. This outcome was due to students leaving campus after Spring Break due to self-isolating restrictions across the state and country. Conservatively, Housing is planning a 60% occupancy for Fall 2020 with a projection for occupancy trending upward over the next five years.

Updated 04/20/2020

### Housing Applications Started

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	Apps	%	Apps	%	Apps	%	Apps	%	Apps	%
Continuing	65	41.30%	46	4.55%	44	-6.38%	47	-4.08%	49	
New Freshman	691	-36.95%	1,096	-22.60%	1,416	-3.15%	1,462	-17.91%	1,781	
New Transfer	400	-16.32%	478	-19.26%	592	11.91%	529	9.75%	482	
Resident	914	-14.18%	1,065	-2.47%	1,092	19.21%	916	18.65%	772	
<b>Grand Total</b>	<b>2,070</b>	<b>-22.91%</b>	<b>2,685</b>	<b>-14.60%</b>	<b>3,144</b>	<b>6.43%</b>	<b>2,954</b>	<b>-4.22%</b>	<b>3,084</b>	

### Housing Applications Completed

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	Apps	%	Apps	%	Apps	%	Apps	%	Apps	%
Continuing	48	92.00%	25	-10.71%	28	-9.68%	31	6.90%	29	
New Freshman	466	-38.68%	760	-27.34%	1,046	-8.73%	1,146	-14.16%	1,335	
New Transfer	309	-10.17%	344	-22.87%	446	6.44%	419	10.55%	379	
Resident	839	-13.68%	972	-5.17%	1,025	18.50%	865	18.01%	733	
<b>Grand Total</b>	<b>1,662</b>	<b>-20.89%</b>	<b>2,101</b>	<b>-17.45%</b>	<b>2,545</b>	<b>3.41%</b>	<b>2,461</b>	<b>-0.61%</b>	<b>2,476</b>	

### Housing Occupancy

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016		Fall 2015	
	Occupancy	%	Occupancy	%	Occupancy	%	Occupancy	%	Occupancy	%	Occupancy	%
Continuing	16	-20.00%	20	11.11%	18	0.00%	18	-21.74%	23		23	
New Freshman	587	-27.80%	813	-11.24%	916	-12.93%	1052	-5.14%	1109		1109	
New Transfer	247	-21.09%	313	10.21%	284	5.19%	270	1.12%	267		267	
Resident	703	4.46%	673	11.61%	603	17.09%	515	14.44%	450		450	
<b>Grand Total</b>	<b>1553</b>	<b>-14.62%</b>	<b>1819</b>	<b>-0.11%</b>	<b>1821</b>	<b>-1.83%</b>	<b>1855</b>	<b>0.32%</b>	<b>1849</b>		<b>1849</b>	

## New Student Registration and New Student Orientation

### *Summer Online Registration*

The online registration tutorial for first-time freshmen is June 15-26, 2020. This required online course will prepare students for class registration, get them familiar with how to navigate the online technologies at Humboldt State, and prepare students for summer bridge or summer immersion. The deadline to sign up is June 2, 2020.

The online registration tutorial for transfer students will be held during the following timeframes:

- May 27- June 5 (sign up deadline May 1)
- June 15- June 19 (sign up deadline June 2)
- August 3 - August 7 (sign up deadline July 5)

### *Fall Orientation*

The week before classes begin, students will move into their residence hall or other housing and get connected to campus resources and opportunities to help them succeed. Students will engage in success session workshops, team building activities with their orientation leaders, as well as connect with their department chairs and faculty in preparation for the start of the semester. There are three orientation schedules and a brief overview is as follows:

- **Green Track** - Students in STEM (PBLCs)
  - Move in August 15, 2020
  - Parent Orientation August 15, 2020 from 4pm-7:30pm
  - Humboldt Orientation Program August 16-17, 2020
- **Gold Track** - Students NOT in PBLCs
  - Move in August 17, 2020
  - Parent Orientation August 17, 2020 from 4pm-7:30pm
  - Humboldt Orientation Program August 18-20, 2020
- Transfer Student Orientation
  - Move in August 17-18, 2020
  - Humboldt Orientation Program August 20, 2020

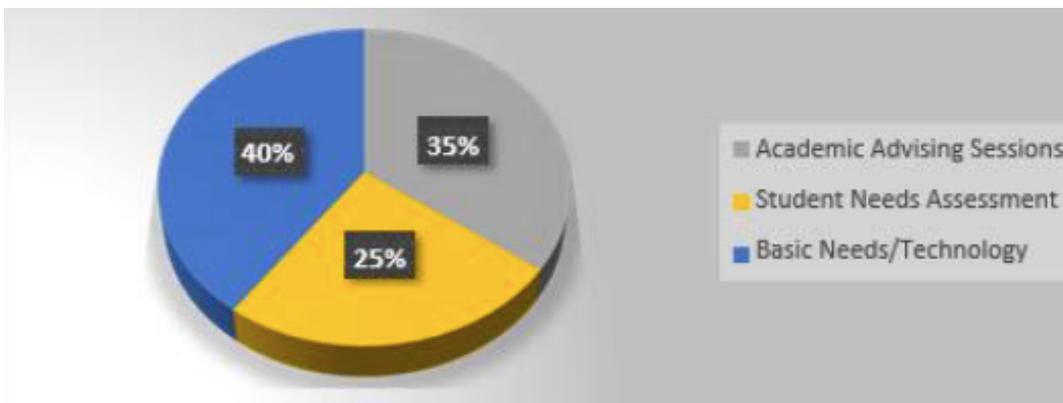
The orientation program is simultaneously preparing for a virtual experience for students if needed due to COVID-19.

## **Enrollment Management Distance Service Delivery Outcomes**

Since moving into the era of distance service delivery, we felt it would be prudent to capture and summarize trends of student inquiry, services offered, and modality of communication among student services offices. Accordingly, we will share ongoing information which demonstrates a high-level and summarized view of the distribution of calls/emails/chatbot/front-door requests received and responded to by our team. A few highlights are provided below.

### **ITEPP - Service Dates: 3/20/2020-04/10/2020**

The staff of the Indian Tribal and Educational Personnel Program (ITEPP), the Native American Center for Academic Excellence, have been telecommuting since March 20, 2020 in response to the Covid-19 safety precaution orders. Staff have been in contact with the ITEPP participants via Zoom, email, text, and telephone. A survey of 118 ITEPP students and 55 ELITE Scholars (former foster youth) was conducted the first week of telecommuting to determine the eminent needs, and more importantly to ensure the safety of students. Students were set-up with IT to gain access to hot spots and computers necessary for their participation in the required online format. Once secured with basic needs and technology, staff concentrated on academic advising and online programming via Zoom and Text for students. The chart below indicates the top areas addressed during the past few weeks.

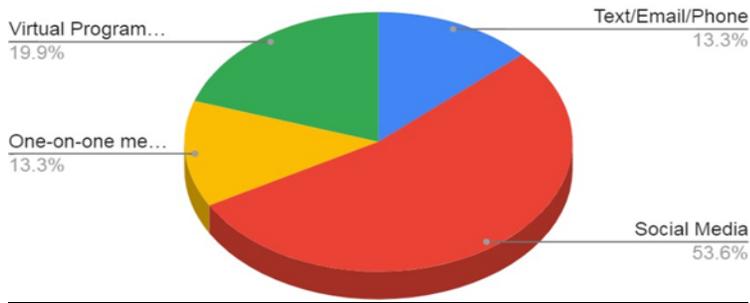


### **El Centro Académico Cultural de HSU - Service Dates: 3/20/2020-04/10/2020**

Beginning March 20th, El Centro staff transitioned to providing virtual services with all staff telecommuting. El Centro engages with students via multiple platforms and various communication methods. Each engagement is a “touch point” and can cover a wide range of topics like self-care, academic support, teambuilding, resource sharing, reference and information, and community networking. The chart below provides a visual for the volume of touch points and their frequency in relation to each other. The table below provides the numerical data.

*Note: The data provided includes only the touch points for the center coordinator. Data for all El Centro staff will be included in all future reports.*

## Touch Points

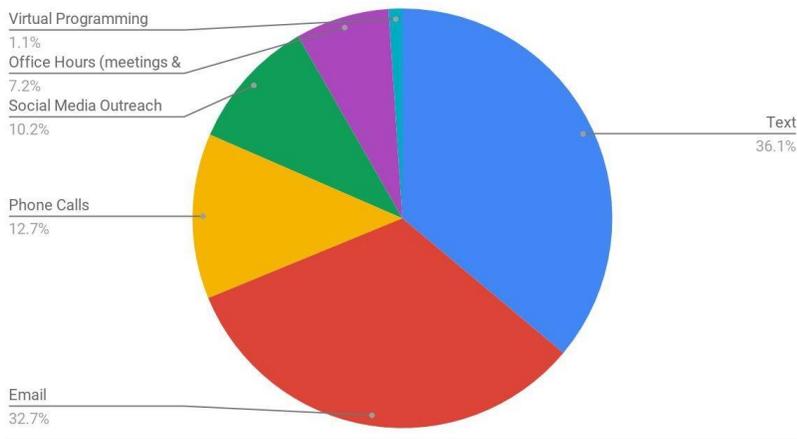


Type of Touch Point	# of Touch Points
<b>Text/Email/Phone</b>	<b>26</b>
New engagements	6
Ongoing engagements	20
<b>Social Media</b>	<b>105</b>
Instagram	97
Facebook	8
<b>One-on-one meetings</b>	<b>26</b>
With student clients	2
With student staff	24
<b>Virtual Programming</b>	<b>39</b>
QPOC	3
Café con Chisme	5
Ciencia para todos	3
Latinx Leadership	4
Film Screenings	4
Graduation	4
DMSI	16
<b>Total Engagements, "Touch Points"</b>	<b>196</b>

**African American Center for Academic Excellence - Service Dates: March 20-April 9**

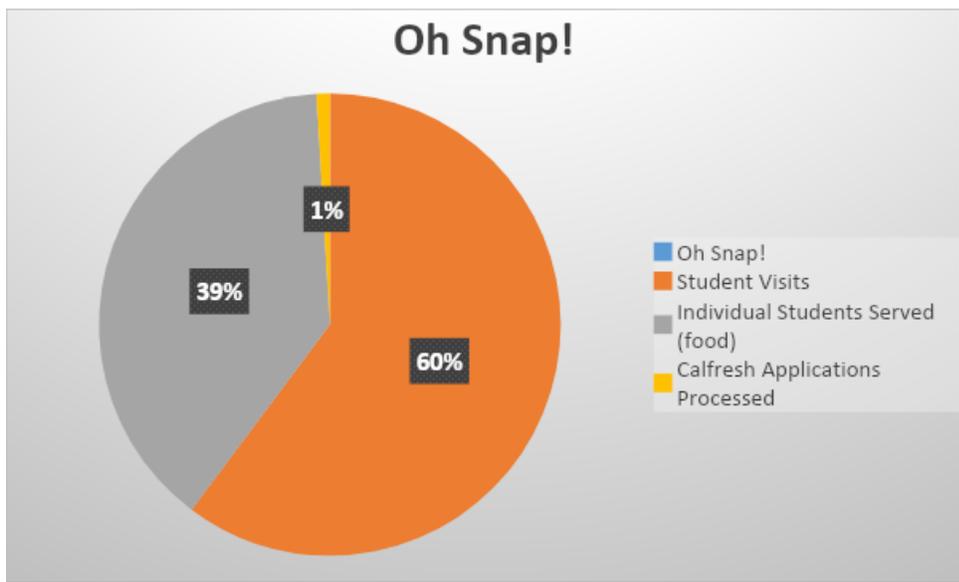
- Text: 88
- Emails: 77
- Phone calls: 30
- Social media outreach (Instagram): 24
- Digital Office hours (meetings & one on ones): 17
- Virtual programming (hours): 2.5

Student Service breakdown



**Oh Snap Food Pantry - Service Dates: March 20-April 9**

Student Visits	781
Individual Students Served (food)	504
Calfresh Applications Processed	12

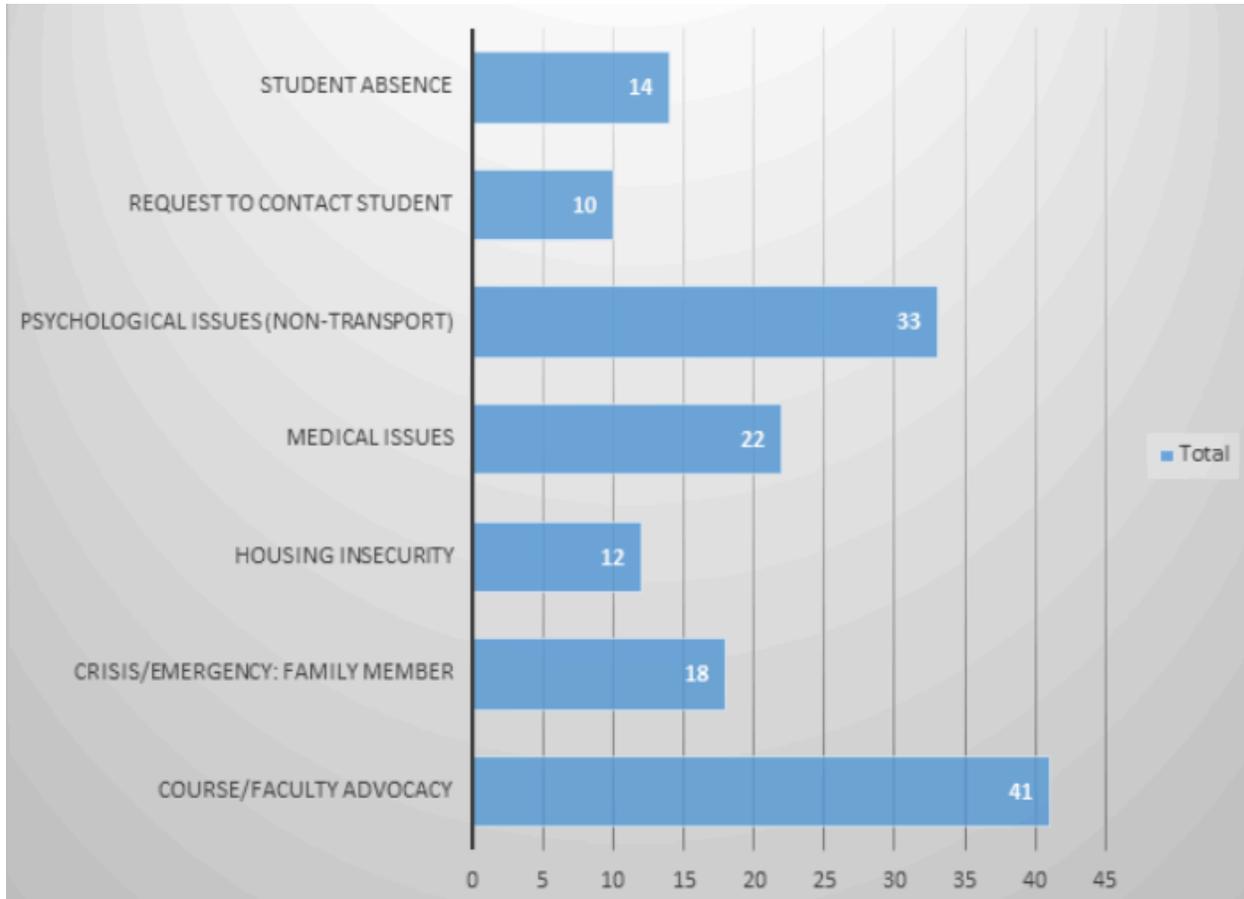


**CARES - Service Dates: March 20-April 9**

Kali Rothrock – CARE Services Case Manager	54
Rob Keever - CARE Services Coordinator	41
Roger Wang – Associate Dean of Students	2
<b>Grand Total</b>	<b>97</b>

*Note: The Associate Dean of Students will take CARE Cases when appropriate*

The table below summarizes the most common cases received by CARES during this period.



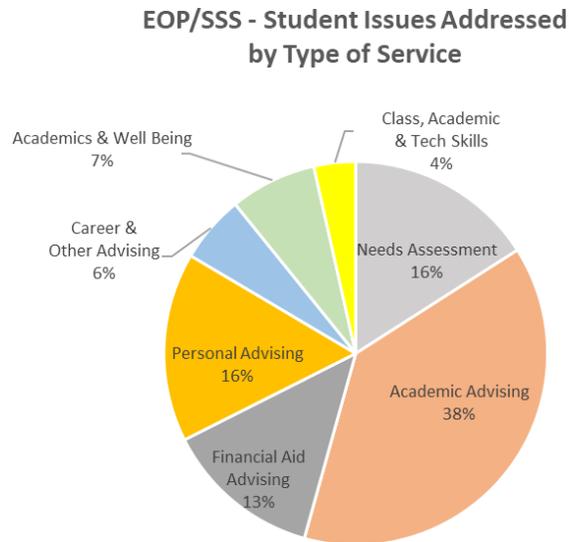
*Note: There can be multiple issues for each student case and the numbers below may not fully represent the specific details of each student's case.*

**EOP/SSS Campaigns - Service Dates: March 20-April 9**

**1) EOP/SSS Tech Survey, March 19 (96 of 526 responses, 18% response rate)**

Questions	Yes	No	Unsure
Are you currently in the Humboldt County area?	57%	38%	5%
Do you need assistance in setting up remote access for your classes? Would you like to be contacted by your EOP advisor?	18%	74%	8%
	72%	25%	3%

**2) Direct Outreach: Transition Support (224 individual student appointments)**



**3) EOP Admissions Outreach: Fall 2020 Prospects (1016 admitted FTF)**

Direct Email Correspondences	42 students
Direct Phone Outreach	211 students
Preview Collaboration (EOP Zoom Q&A session)	50 student participants
Local Student Outreach	In Progress, 12% completed

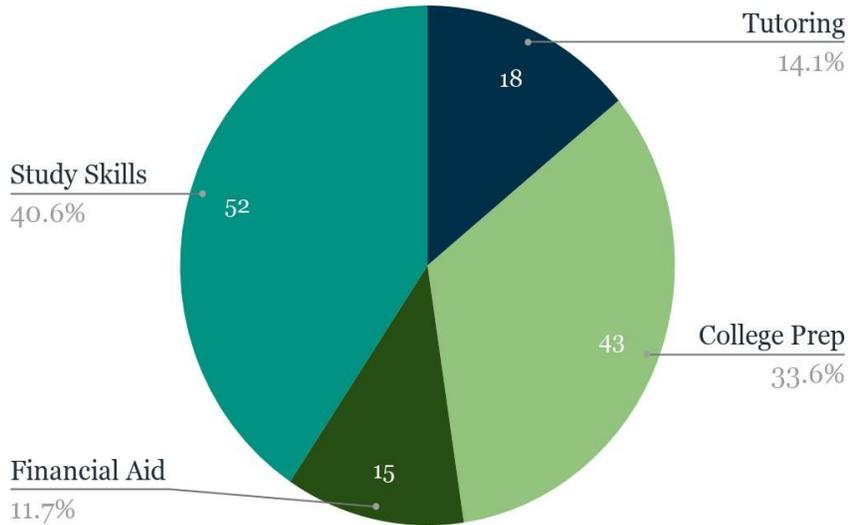
**4) EOP Admissions Yield Efforts: 415 FTF Students have taken “action”**

Action	Students	Unduplicated Count by # of Actions
<b>1)</b> Intent, Orientation, or Housing Completed	57	366 students completed 1 of 3 actions
<b>2)</b> Housing application in process	34	48 students completed 2 of 3 actions
<b>3)</b> Applied for or been awarded financial aid	374	1 student completed 3 of 3 actions

## Educational Talent Search - Service Dates: March 20 - April 9

On March 30, 2020 a letter was sent to principals and counselors at our partner schools to provide program modifications and contact information for each staff member now working remotely. Other forms of communication include developing new and existing social media platforms such as Instagram, Facebook, Twitter, and YouTube. ETS remote communications are as follows:

Remote Contacts by Content Area



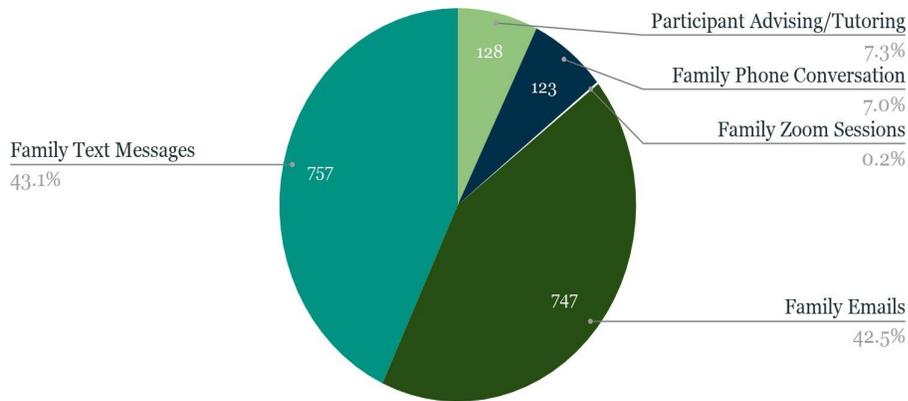
### Type of Service

- Financial Aid (15)
- Study Skills (52)
- College Prep (43)
- Tutoring (18)

### Schools Served + Contacts

- Eureka High school (25)
- Arcata High School (5)
- Six Rivers Charter School (6)
- Del Norte High School (11)
- Hoopa High School (8)
- Fortuna High School (17)
- South Fork High School (8)
- Middle Schools (30)

Remote Contacts by Communication Type



- Advising/Tutoring (128)
- Family Phone Conversations (123)
- Family Zoom Sessions (3)
- Family Emails (747)
- Family Text Messages (757)

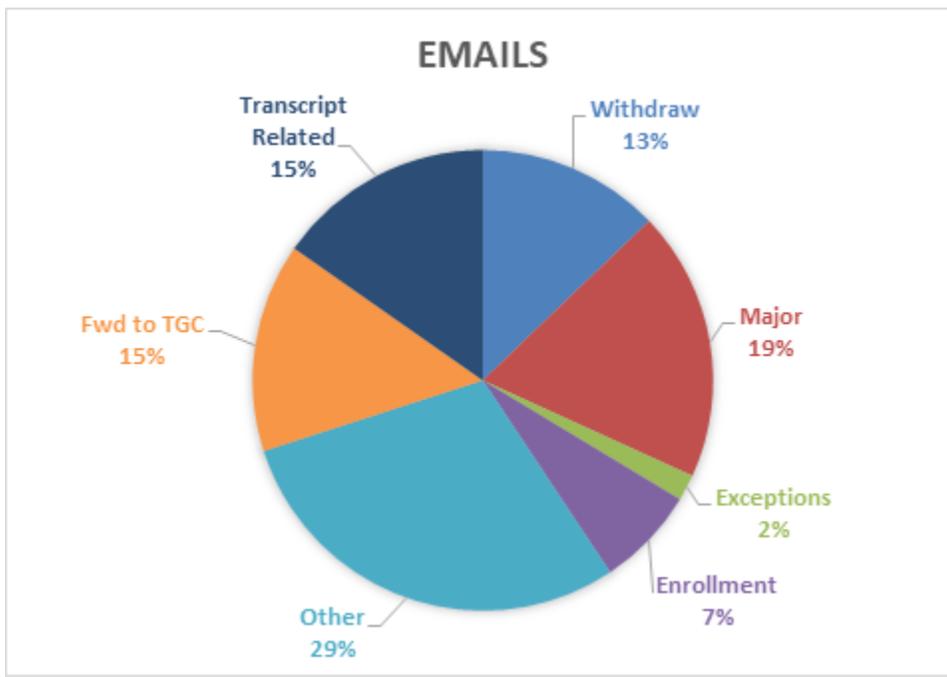
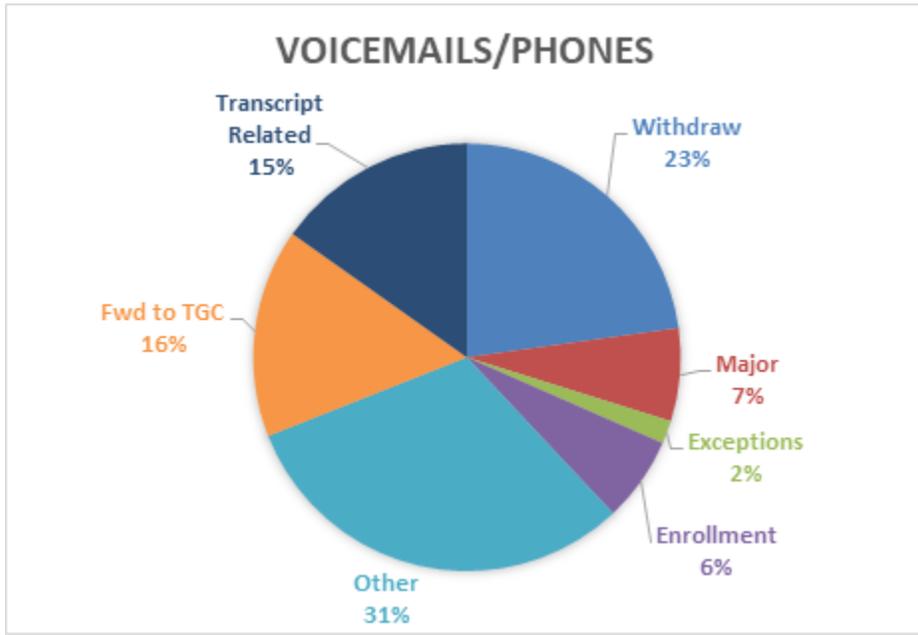
**Financial Aid - Service Dates: March 18 - April 9**

We began remote services on Wednesday, March 18 and have received and responded to 1800 emails, of which, 86 requested a call back from a counselor. The range of those calls are as follows:

General questions/other	29
Summer aid	18
Additional Aid eligibility	16
Withdrawal questions	9
Verification related	7
Satisfactory Academic Progress	6
Billing/cashier's hold	1

During Spring Preview Day on April 10, 2020, we had 90 student participants in our Zoom Financial Aid Webinar where we fielded live questions. In addition, during preview day, our team fielded 106 personal contacts, consisting of 83 emails, and 23 phone calls.

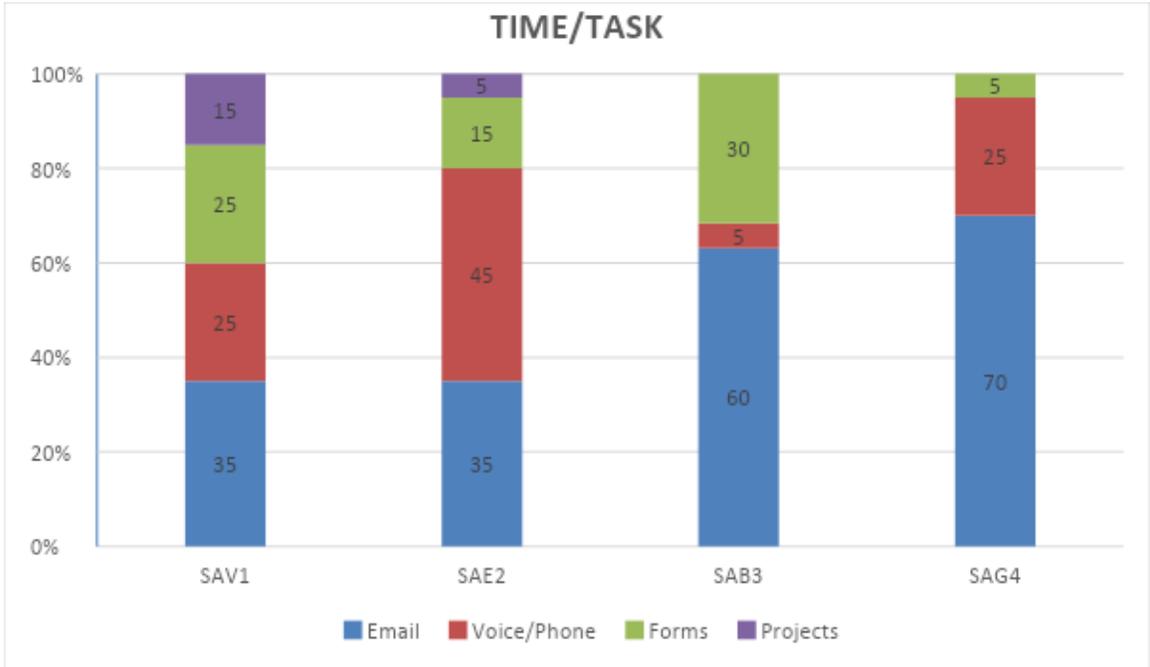
**Office of the Registrar - Service Dates: March 20 - April 9**



**“Remote Front Counter” Contact**



**Student Assistant Time/Task**



Provost/VPAA Report  
April 20, 2020

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

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## Academic Affairs Bright Spots

Before, during and after this pandemic, the Division of Academic Affairs continues to prioritize the **retention** and **success** of all of our students. The bright spot for this report is in the form of the attached highlights *by the numbers* of our divisional student retention and student success programming. These services to students have not missed a beat in our physically-distanced environment. You will see throughout the document that the success of these initiatives is the partnership between staff and faculty. I am grateful to and for everyone engaged in helping students to navigate and graduate. Thank you to Vice Provost Oling-Sisay and the Academic Programs staff for this leadership.

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## Progress Report on Division Priorities

### Realignment of Spending with Reduced Revenue

The recent announcement of a projected **\$20 million** shortfall in funding to HSU over the course of the next two years has our Academic Affairs leadership working quickly but thoughtfully to prepare for a significantly-reduced divisional budget for next fiscal year. At the same time, we are exploring longer-term administrative realignment and reorganization approaches, along with retention and recruitment strategies to help us to weather continued reductions.

The original (January) URPC recommendation to President Jackson addressed an earlier HSU target of a \$5.4 million reduction over two years. The URPC recommended that Academic Affairs take on 67% of this reduction. (Academic Affairs is just under 66% of the HSU budget if we don't count financial aid and some other special funds).

As we wait for a final reduction distribution plan across HSU, we are using this same **67%** applied to the new reduction target of \$20 million in our planning. This scenario means that Academic Affairs is responsible for reducing our divisional budget by **\$13,400,607**. Our annual divisional budget is just over \$80 million. Academic Affairs had not completed implementing full reductions from the previous round of budget reductions. With this considered, our planned budget reductions will be just over \$14 million.

Given: a) that teaching and learning is our core; b) the significance of instruction to generating revenue for HSU; c) the desire of URPC to avoid less than 40% HSU budget expenditure on instruction; and d) our need for careful and collaborative planning moving forward with a new Provost, I am asking President Jackson that we have an additional year (for a total of **three years**) to realize these reductions.

For the upcoming year, 20-21, we are working as a division to meet and exceed the first one-third of this total (**over \$5 million**). We have asked each college dean and MBU leader (including the Office of the Provost) to work within their college or area with their leadership teams to develop a reduction plan for next year. Each leader has been asked to work in a consultative way to develop a plan for reduction of their budgets by **5.5%** for FY 21. Before the divisional plan is final, we will be making any adjustments at the divisional level indicated by the URPC guiding principles of **putting student needs first and protecting employment**.

It is important that while we strategize about allocated budget reductions, we also recognize and plan for reductions in instructional support funding available through student fees. We are anticipating an annual reduction in **MSF of \$300k-500k**. AS and our departments and programs are also dealing with a **reduced IRA** allocation.

Our pandemic and the anticipated related enrollment challenges have significantly ramped up the speed and magnitude of our budget planning for next year. A partial list of immediate and longer-term **strategies** and a **timeline** for our budget reduction planning and implementation can be found below.

We do not have much time left this year and are doing our very best to be thoughtful and principled in our decision making. This work is very hard on everyone, including the lecturer faculty who face additional insecurity regarding available work based on continued enrollment and budget declines. This moment requires that we find within ourselves empathy and determination on behalf of our colleagues – including those working to implement reductions in a way that minimizes negative impact to our cherished activities and employees.

**Please note:** as we implement essential-only spending for the remainder of this fiscal year, anything we are able to save together in our Operating Expense funds will roll forward to help us as a division next year. I am going to be consulting with all Department Chairs and Deans on approaches for use of these funds toward student retention and recruitment. Stability and growth in our enrollment are our most important pathways to financial viability and sustainability.

### **Partial List of Spending Reduction Strategies**

(Being deployed to varying degrees across Academic Affairs)

#### FY 20-21

Continued attrition of staff positions (not replacing all vacant staff positions)  
Continued attrition of tenure-track faculty positions (not replacing all vacant tenure-track positions)  
Initial consolidation of academic administrative units where this makes sense  
Administrative reorganization and consolidation in Office of the Provost  
Reduction of Operating Expense and Lecturer Pool funds  
Continued adjustment of the academic schedule and course offerings to meet needs of smaller student body

#### And Beyond

Reorganization of staffing within and across colleges/MBUs  
Continued consolidation of academic administrative units  
Continued attrition of staff positions (not replacing all vacant staff positions)  
Continued attrition of tenure-track faculty positions (not replacing all vacant positions)  
Other strategies to be determined by new Provost  
Strategic growth based on the Academic Master Plan

### **Academic Affairs – FY 21 Budget Reduction Steps and Timeline**

#### Assumptions:

- Division reductions will be spread across three years (FY 21, 22, 23)
- Division priorities and URPC principles will guide divisional decision making
- All decision making will include consultation within the colleges/MBUs and with OAA leadership
- Staff and faculty attrition will contribute to spending reductions for a three-year period
- Academic colleges are fully implementing a timely course schedule adjustment process based on enrollment shifts
- We must simultaneously strengthen student retention and inclusion and draw in new students

#### **Part 1 – January, 2020-March, 2020**

January:

Division Budget Retreat 1

February:

Division Principles and Priorities Finalization

Preliminary Reduction Spreadsheets – each MBU

March/Early April:

Division Budget Retreat 2 – Cancelled due to pandemic

Pandemic-related Budget Reduction Target Recalculation - HSU

Vacant Position Inventory Review

Provost Reduction Strategy Communication to OAA Leadership

- Reduction Spreadsheet Updates – each MBU
- Indefinite freezing of staff vacancies and staff reorganization plans – all MBUs and across MBUs/Colleges
- Consolidation of academic administrative units in the colleges

Dean and MBU Lead Communication and Budget Reduction Meetings

**Part 2 – April-May, 2020**

By April 14:

Each MBU/College Submits Revised Budget Reduction Spreadsheet

April 15:

Division Leadership Reviews Aggregated Reduction Spreadsheet and Makes Recommendations to the Provost

By April 30:

Final Division Reduction Spreadsheets

Budget Loading – Reduced Budget

By May 15:

Academic Unit Consolidation Proposals Due

By May 30:

Staffing Reorganization Proposals Due – each MBU/College

**Part 3 – June, 2020**

Beginning Rolling Implementation of Staffing Reorganization (multi-year process)

**Part 4 – July, 2020 and Beyond**

Beginning Rolling Implementation of Academic Unit Reorganization (multi-year process)

**Strategic and Academic Master Planning**

The Integrated Curriculum Committee and Academic Master Planning Subcommittee of the University Senate, along with support from ODEI, the Vice Provost, and the Academic Deans is spearheading our Academic Master Planning (AMP) process. The phases of this process and related timeline will be presented to Senate and are included here. This plan will inform the direction of academic program development for campus and guide enrollment management and strategic planning. At the same time that we reduce our spending to align with significant enrollment declines, we must invest in and continue to work together to envision the future of academic offerings that meet student curricular needs and build on our already incredible strengths in the arts, humanities, sciences, applied sciences, natural resources, professional fields, interdisciplinary study, and social sciences.

## Academic Masterplan Timeline Overview

This draft outline lays out three phases for HSU's AMP. The three phases are intended to allow for an inclusive approach so the committee can gather feedback from stakeholders. We want to hear the community's perspectives on our university's ambitions, concerns, barriers, strengths, and resources as we believe this will make for a strong plan. It is expected that the ICC will provide regular updates to the senate.

Steps	Description of activity of AMP Committee	Date
0	Launch	March 2020
1	Development of guiding principles and themes	April 2020
2	Development of key stakeholder questions	April 2020
3	Educational Trends and Labor market/business trends scan	April 2020
4	Initial environmental scoping and data on possible programs	April 2020
4	Relevant academic policy updates and clean up	April 2020
5	Updates on key components to OAA	April 17, 2020
6	Update on key components to council of chairs	April 23, 2020
7	Finalized AMP Framework and AMP Website	April 30, 2020
8	Review Existing Degree programs	August 2020
6	Final written document	December 2020

### Detailed Draft Timeline

Approximate Date	Item
<b>PHASE ONE-FRAMEWORK AND EDUCATIONAL TRENDS ANALYSIS</b>	
February 24, 2020	AMP Discussion at Strategic Planning Co-Chairs meeting
March 5, 2020	AMP discussion at Strategic Planning Committee and Support Team Meeting
March 10, 2020	Introductory AMP Discussion at ICC Meeting
April 7, 2020	AMP ICC Committee Meeting-Framework and deliverables discussion
April 7, 2020	ICC Chair update on AMP to Senate
April 14, 2020	AMP ICC Guiding Principles and themes discussion
April 14, 2020	ICC Chair update to SenEx
April 17, 2020	AMP timeline and update memo to OAA and campus
April 21, 2020	ICC meeting with OIE to review educational trends data
April 21, 2020	ICC Chair Update to Senate
April 23, 2020	AMP update to Provost's Council of Chairs meeting/Feedback
April 28, 2020	ICC Chair Update to SenEx
April 30, 2020	AMP data on potential growth areas completed Functional AMP Framework and AMP Website with feedback area
May 1, 2020	ICC Meeting with Deans/Feedback
May 5, 2020	Finalized AMP Framework and Potential Growth areas to Senate

<b>PHASE TWO-COMPREHENSIVE PLAN</b>				
August	Meeting with President's Cabinet			
August 21, 2020	Meeting with Enrollment Management			
August 30-September 15	Key Questions to stakeholders. Weekly Roundtables with stakeholders			
September 30, 2020	Completion of AMP data work and analysis. Revisions. Ongoing report writing, synthesizing responses to stakeholder questions			
October 8, 2020	OIE data milestones and evaluation process finalization			
October 19-30, 2020	Stakeholder input incorporated and ongoing report writing			
November 4, 2020	Draft AMP to OAA			
November 10, 2020	Draft AMP to Senate			
November 16, 2020	Final Feedback incorporated			
December 11, 2020	AMP reception and distribution of AMP to campus community			
<b>PHASE THREE-IMPLEMENTATION</b>				
Theme	Action Steps	Responsible Parties	Timeframe	Targets
January 2021				

# ACADEMIC PROGRAMS

BY THE NUMBERS  
AY 2019-2020

FALL '19  
38

205%

SPRING '20  
116

ACADEMIC PROGRAMS RESPONDED TO COVID-19 WITH A 205% INCREASE IN THE NUMBER OF EVENTS FROM FALL '19 TO SPRING '20

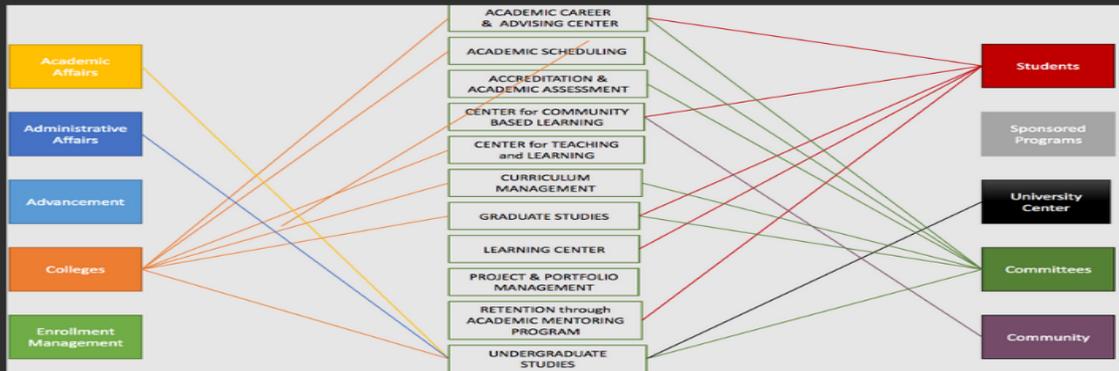


7 OUT OF 10 STUDENTS CONNECTED WITH ACADEMIC PROGRAMS



154 CURRICULUM PROPOSALS COMPLETED

## OUR REACH



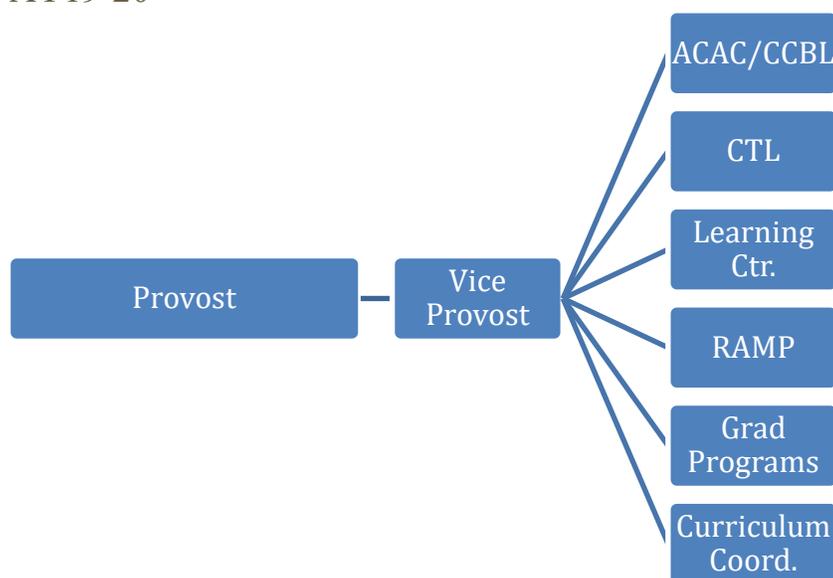
## COMMUNICATION CHANNELS



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# Academic Programs

Update AY19-20



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**Dr. Mary Oling-Sisay**

April 13, 2020

Vice Provost Academic Programs

Dean, Undergraduate & Graduate Studies

Office of the Provost & Vice President for Academic Affairs

Humboldt State University

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## Academic Programs Team

Dr. Kathy Thornhill  
Director, ACAC & CCBL

Dr. Enoch Hale  
Director, CTL

Su Karl  
Director, Learning Center  
Specialist

Terri Fisher  
Graduate Programs

Tracy Smith  
Director, RAMP

Izabella Gray  
Academic Scheduler &  
Curriculum Coordinator

## Center for Community Based Learning (CCBL)

Dr. Kathy Thornhill

### Spring Timeline

#### Spring 2020 total contacts and course visits

- 33 unduplicated Service Learning and Academic Internship courses, 662 students, 53 faculty.
- 319 Student contacts through course visits
- 169 Faculty meetings/contacts

#### Since-COVID-19 (Spring Break to now)

- 50 faculty meetings/contacts
- 63 student contacts through course visits
- Major overhaul of website in response to going all virtual
- Developed resources for alternative assignments
- List of volunteer opportunities available in the community

#### Coming up

Over the course of the next 5 weeks, we will hold 4 “Virtual Community Based Learning Coffee Chats” to check in with students who are enrolled in Service Learning, Academic Internship, and other community based learning courses.

Collaborative Zoom check-ins will be conducted for faculty teaching Service Learning and Academic Internships this semester as well as planning sessions for faculty teaching SL/AI courses next semester.

## CCBL Services provided:

### Large Events Organized:

- 1 Career & Volunteer EXPO: 106 agencies; 514 students

### Student, faculty and Community Partner support, training, networking

- Service Learning and Academic Internship course development
- Risk Management support: HS4U; agency approval and contract management; consultation for faculty and students.
- Development of Redwood Roots Digital Magazine to promote all constituencies' successes
- Loyalty Funds: 56 Students awarded a total of \$8639 to bridge inequities
- Community Based Learning Round Table of HSU programs convened

### Community Partner program:

- COVID-19 resources developed and posted: 3
- COVID-19: Survey and email with resources; Virtual Community Partner Chats/Brown Bags
- Additional Community Partner support, training and committee events (not counting events above): 19 events
- Problem agency triage efforts: 3 agencies
- Student meetings (site consultation, S4 etc.): 6
- 3 Faculty planning meetings (in addition to the 53 SLAI faculty served in general)
- 31 Learning Site Agreements new and renewals processed
- Emails: 46 community partners; 57 Brown Bag; 12 faculty; 16 student; 165 LSA related

## Faculty Support and Development - Spring 2020:

*NOTE: Each represents multiple contacts and highlighted entries indicate ongoing contacts - post campus closure.*

- CSU SL Attribute/Taxonomy project ongoing - Representative to East Bay, Sonoma State, and Sacramento State - 6 meetings so far
- CAHSS Career Curriculum Committee - 9 faculty - met once
- Service Learning Faculty Resource committee - 9 faculty members - met once
- CNRS Career Curriculum committee - 7 faculty members - met once

- ideaFest Planning committee - 3 meetings so far - switching to virtual
- CTL All Partners - assisted Professional Development Day - and supported 6 sessions for the online switchover as a Zoom moderator

**Individual Meetings** - Phone Calls - Email Exchanges - Estimated Contacts in (contacts do not account for time spent on projects):

- 169 faculty contacts, 50 individual faculty (including committees)

*Blue highlights* indicate faculty contacts that have continued since COVID-19

- Heather Madar - ART - CAHSS GI2025 Internship funding proposal - (4)
- Lindsay Righter - CPS - Co-submission of GI2025 proposal - for SL/AI - (4)
- May Patino - ANTH - Grant Writing Support - Internship Planning (5)
- Gordon Ulmer - ANTH - Internship Support (2)
- Sarah Hart - RS - Service Learning Support, Possible Internship Development (5)
- Maxwell Schnurer - COMM - Internship Course Design (2)
- Armeda Reitzel - COMM - Career Video Project for Capstone (6)
- Laurie Richmond - EMS - Career Curriculum for ESM (3)
- Alison O'Dowd - EMS - Career Curriculum for ESM (3)
- Sinan Celiksu - SOC - Planning and support for SOC (8)
- Victoria Sama - JMC - Internship Support (3)
- Karen August - SOC/CJS - SL and AI Support (6)
- Amy Rock - GEOG - Support for SL and Multiple Class Activities (6)
- Elizabeth Larson - KINS - Support for Practicum Courses - Time Logs/HS4U - (6)
- Janelle Adsit - ENGL - Career Curriculum and Internship Course Design - (5)
- Yvonne Doble - SW - Support for Online Shift - Use of S4 (6)
- Steve Martin - ESM - Community Based Learning Project Support - HS4U (3)
- Michelle Cartier - FILM - Internship Design Support (3)
- Patrick Ulrich - Theatre - Internship Design Support (3)
- Bori Mazzag - MATH - Grant Writing Support for Career and CCBL (5)
- Sharon Tuttle - CS - Grant Writing Support and Internship Design Support (2)
- Karen Davy - Music - Service Learning Support - HS4U (4)
- James Woglom - ART - Course Planning and Support - Redwood Roots Article (4)
- Alison Holmes - INTL - Designing Faculty Dev. Workshops for SL and Career (5)

- Garrett Purchio - LIB - Poster Design Workshop Design - offered 3 workshops in partnership with ideaFest - These are now online SkillShops (4)
- Rob Cliver - HIST - Internship Course Support (3)
- Ben Graham - PSYC - Support for 2 SL Courses (8)
- Berit Potter - Art - Support for Internship/Career Ed (4)
- Jenn Tarlton - ESM - Support for SL and AI (4)
- Meridith Oram - SL Support/Racial Equity Work (4)
- Sarah Ray - ENST - Job Clubs/Service Learning/Letter to Graduating Seniors (6)
- Beth Wilson - ECON - Support for Internship Course with Summer interns (4)
- Katie Kosliak - ESM - Support for Internships (2)
- Meenal Rana - CD - Service Learning and Internships (2)
- Kim Berry - CRGS - Internship Check-in (1)
- Jianmin Zhong - BIO - Internship Check-in (1)

### Course Visits:

Date	Outreach	Topic	# Students	Class	Instructor
1/29/2020	Class Presentation	Internship FAQs and HS4U	20	ANTH 482	Gordon Ulmer
1/31/2020	Class Presentation	Intro to Service Learning - HS4U	45	RS 301	Sara Hart
1/31/2020	Class Presentation	Intro to Service Learning - HS4U	25	RS 361	Sara Hart
2/3/2020	Class Presentation	Yosso's Cultural Wealth - Intro to Service Learning - HS4U	22	GEOG 471	Amy Rock
2/4/2020	Class Presentation	IRB/CITI Training and HS4U	21	ESM 440	Steve Martin
2/5/2020	Class Presentation	Working with Community Partners and Professionalism	22	GEOG 471	Amy Rock
2/24/2020	Class Presentation	Social Change Models and Self-Assessment	22	GEOG 471	Amy Rock
3/6/2020	Class Presentation	Prep for SL and HS4U	36	PSYC 480	Ben Graham

3/12/2020	Class Presentation	HS4U - Intro to SL - White Fragility Work	6	SP 380	Meridith Oram
3/6/2020	Class Presentation	Resumes	8	ART 482	Berit Potter
3/9/2020	Class Presentation	Poster Design for SW Master's CBL	23	SW 683	Shaw/O'Connor
4/2/2020	Class Presentation	Job Club	3	ENST 490	Sarah Ray/Loren Collins
4/3/2020	Class Presentation	SL INTRO	50	PSYC 438	Ben Graham
4/7/2020	Class Presentation	Job Club	4 - recorded for 27	ENST 490	Sarah Ray/Loren Collins
4/10/2020	Class Presentation	Resume and Career Planning - Preparing for Internship Success	8	ECON 480	Beth Wilson

## Academic and Career Advising Center (ACAC)

Dr. Kathy Thornhill

### Spring 2020 totals:

- 1516 appointments
- 307 drop-ins
- 49 Classroom presentations
- 13 Workshops/Skillshops

### March 16-April 9:

- 393 student appointments.
- 49 drop-ins via zoom
- 72 phone calls to ACAC main number
- 5 Classroom presentations

### Top 3 academic questions:

- What classes to pick if next semester is also online?
- Transferring to a different school or taking a break/leave of absence (because of COVID)
- What is happening with Summer Classes?

### Top 3 career questions:

- Resume assistance
- Finding virtual internships
- Virtual job search

Our advisors (academic and career) are answering hundreds of questions via email in their individual accounts as well.

- We added a Virtual Resources page to our website that has a primary focus of virtual employment services (job search, interviewing, networking remotely, etc.)
- We created [ACAC's Youtube channel](#) and are creating videos that will be uploaded (prioritized by topics most relevant/needed right now)
- We are hosting Career Chats - informal conversations open to all students to discuss career questions and strategies in a time of COVID begin next week
- We are working to transition our workshops/skillshops to recorded sessions in the next few weeks.

## Retention Through Academic Mentoring Program (RAMP)

Tracy Smith

### Service to our student employees:

Fall 2019: 33 RAMP Mentors received compensated paraprofessional development, 1:1 support from RAMP Lead Mentors and RAMP professional staff.

Spring 2020: same as above (Jan 15 - March 13) since March 16, mentors and Lead mentors have received regular, email (Scheduled Updates), phone, text support from RAMP professional staff (virtual staff meetings, 1:1, etc.) in adjusting to remote work and their own needs as students since March 18, Spring RAMP Mentor Education participants (N = 40) have received regular email support (Scheduled Updates) from RAMP professional staff in preparing for re-vamped, remote RAMP Mentor education (began April 3, 3pm-6pm) and supporting their needs as students.

Payroll for March for current mentors was completed on time, paychecks to students anticipated April 15

### Service to Freshmen served by RAMP:

**Fall 2019:** N= 572 freshmen assigned to RAMP Mentors, 89% of these students had at least one meeting with a RAMP Mentor, 1,418 total meetings logged Aug - Dec, over 1000 hours of conversations between mentors and mentees, 900 narratives of freshmen's experiences documented by mentors

**Spring 2020:** \*Detailed logs like the fall have not yet been logged into our data system, but we have a rough estimate of meetings between January 21 and March 13 = 400 1:1 meetings between mentors and mentees, 300 hours of conversation, 200 narratives logged

- Mentors resumed work March 30. Based on looking at the tracker sheets from the mentors, our data is: March 30 - April 3, Mentors logged over 85 hours of preparation for meetings and outreach to mentees, (76 freshmen scheduled for meetings) 67% of mentees responded to outreach and had 1:1 meetings via Zoom or phone.

- Mentors are working on logging the narratives and we anticipate a wealth of info on freshman experience as the mentors begin the logging process.
- Mentors are working on scheduling and holding additional meetings with mentees for the current week (April 6 - April 10). That data will be available Tuesday, April 14

## Awesomeness of RAMP Student Staff:

- 46% of the 2019-2020 staff (N= 37) earned Dean's List or Presidential Scholar honors last fall
- 51% of the staff are sophomores who have chosen to be a mentor as their first paraprofessional experience

## Learning Center

Su Karl

### By the Numbers

#### Unduplicated Students Served To Date

Tutoring only:	1497 (F 1183, Sp 662)
Supplemental Instruction:	866 (F 615, Sp 429)
Tutoring & Supplemental Instruction Combined:	1939 (F 1541, Sp 941)

#### Supplemental Instruction

Courses Served, Academic Year = 16 courses

(15 SI + Math 101i hybrid embedded SI)

#### SI Sections, Academic Year

Fall 2019 # of sections =	38
Spring 2020 # of sections =	31
Total:	69

#### SI Engagement (to date)

Fall 2019: Enrolled students= 421 + 194 additional Participants	= 615
Spring 2020: Enrolled students= 296 +113 additional Participants	= 429*
Total Unduplicated: (*Incomplete data Sp 20)	= 866*

## Embedded Tutoring Programs

Fall '19

- Math 101i College Algebra
- ERE 326
- Creando Raices 1st Year Learning Community ENGL 102, ES 107, EDUC 180

Spring '20

- ERE 325
- ERE 326
- Creando Raices 1st Year Learning Community ENGL 103, ES 280, COMM 100

## Tutoring Services (Drop-in Math & Sci, Writing Studio, General Lab)

Unduplicated students served through tutoring:

Fall = 1183

Spring = 662

Total = 1497

Total # of Contacts

Total Fall Contacts: 5096

Total Spring Contacts: 2437

Total: 7533

## Core Classes Served by Tutoring Labs (Math, Science, General) FA 2019 - SP 2020

52 Courses

Students Employed

Instructional Student Assistants: 107

Student Assistants: 14

Total Student Employees 2019-2020: 121

SkillShops

SkillShops Presented: 15

Participants: 131

Class Presentations / Workshops

Fall: 25

Spring:	7
Total:	32

## POST COVID SERVICES

### Supplemental Instruction

Students served:	244
Visits:	523
Hours:	536

### Tutoring (Writing Studio, Gen Lab, ERE) + Math/Sci Drop-In (Began March 30)

ERE Drop In:	2 student served, 4 visit, 10 hrs
General Lab:	7 students served, 8 visits, 10 hrs
Writing Studio:	6 students served, 6 visits, 5 hrs

\*Drop-in Math Lab: 13 students served, 25 visits, 19.4 hrs [39% of the total shift hours worked have been reported on]

\*Drop-in Science Lab: 1 student served, 1 visit 1.5 hrs [15% of the total shift hours worked have been reported on]

**TOTAL:** 29 Students Served\* (Incomplete data)

\*NOTE: Of the total number of hours tutors have worked from 3/30 to 4/9, tutoring reports have only been submitted for 39% of Math lab hours, and tutoring reports for only 15% of Science lab hours have been submitted).

### Embedded ERE Classes Served Remotely

ENGR 325 Comp. Methods for Env. Engineers II  
ENGR 326 Comp Methods for Env. Engineers III

### Student Leader Training

101 student leaders trained post-COVID-19

11 Writing Consultants (2.5 hour training included 3-part online modules plus a live test with supervisor via Zoom; continued education modules on Canvas)

31 Supplemental Instruction Leaders (2 hours of full group training, 4 hours prep time, .5-1 hour individual meetings) (3 SI office staff = 4 hour meetings)

12 Student Assistants (4.5 training hours each)



## 47 Math Lab, Science Lab, General and Engineering Tutors

Training for 47 tutors included a 3-part online training plus a 30 minute live test with supervisor via Zoom

Learning Center 3-Part Online Zoom Tutor Training Modules were shared with the following groups:

- HSU Math & Computer Science
- TRiO Talent Search
- CalSOAP (California Student Opportunity and Access Program, Humboldt County Office of Education)

### **8 New Videos Produced and Posted on Learning Center website; POST-COVID**

- Tips for Virtual Tutoring at HSU
- Getting Prepared - Learning Center Tutoring Appointments
- Preparing for your Writing Studio Appointments
- Writing Studio Email Consultations
- Accessing Google Hangouts
- Accessing Google FileStream
- Accessing Zoom Desktop Application (Extension)
- Accessing Zoom Premium

### **STAFF OUTREACH / Zoom Meetings**

- Student Disability Resource Center
- Dean of Students/ CARE
- EOP
- Advising Roundtable
- Athletics
- Registrar's Office
- Academic Department Coordinators

### **Faculty Communication (75+ faculty contacted from 24 depts)**

- Anthropology
- Biology
- Chemistry
- Economics
- Education
- English
- Environmental Resource Engineering

- Environmental Science Mgmt
- Environmental Studies
- Forest, Watershed, and Wildland Sc
- Forestry
- Geography
- Geology
- History
- JMC
- Kinesiology
- Native American Studies
- Political Science
- Philosophy
- Physics
- Psychology
- Social Work
- Sociology
- Wildlife

## Center for Teaching & Learning (CTL)

Dr. Enoch Hale

### Faculty Enrichment

#### Faculty Learning Communities (Fall 2019 - Spring 2020)

The CTL has sought to develop programming that is co-designed and facilitated by HSU faculty. This fall, we offered two faculty learning communities (FLC) that will continue throughout the spring semester.

- [Inclusive Teaching](#): this FLC focuses on exploring the landscape of inclusivity in our teaching and learning contexts at HSU. This FLC is co-facilitated with [Kim White](#) from the Chemistry department. 12 faculty participants
- [Scholarly Teaching](#): this FLC continues work that was started last academic year and is co-facilitated with [Pam Bowers](#) from the Social Work department. It works with faculty to turn their classroom instruction into research studies that can be published. 13 faculty participants

In addition to continued work on inclusive teaching and scholarly teaching, the CTL hosted and co-facilitated two additional FLC's in the spring semester.

- [Integrating Sustainability](#): this FLC tackled the challenge to contextualize the sustainability and social justice ILO's as relevant to their classroom pedagogy and course level curriculum and resources. Co-facilitated by Jennifer Ortega from Environmental Resource Management, Morgan

King HSU's Climate Action Analyst, and the CTL, faculty explored dynamic and innovative ways to further sustainability and social justice in their students' learning experiences. 12 faculty participants

- Equitable Approaches to Teaching and Assessing Writing: this FLC is facilitated by Lisa Tremain from the English department. It challenges instructors to engage in critical reflection as they work to build disciplined writers and thinkers.

### **Mid-Semester Feedback Program**

This year has seen a record number of requests for mid-semester feedback at 46 from 19 different departments. The program is facilitated by HSU graduate students who systematically solicit feedback from students for instructors to review and consider. You can read more about the [Mid-Semester Feedback program on the CTL website](#). Participating instructors have provided some valuable feedback about the program, which continues to help inform its application and evolution.

For comparison:

- Fall 2017 = 12 participants
- Spring 2018 = 24 participants
- Fall 2018 = 31 participants
- Spring 2019 = 29 participants

### **Course Design Institute**

The CTL has once again designed and facilitated a course design institute (CDI) providing instructors the opportunity to redesign or design a course or element of a course to further student success. Some have sought to change a course's modality from face-to-face to online, while others focused on assignment design, in-class engagement, student feedback, and efficient assessment. The range of approaches and topics have been as dynamic as the instructional contexts in which we find ourselves working. This program has been funded by a CSU grant that the CTL successfully obtained.

- 20 participants
- 16 departments
- 3 colleges

### **New Faculty Orientation & New Lecturer Orientation**

For the last two years, the CTL has hosted new faculty and lecturer orientations. These events have been well received. Fall 2019 saw the largest group of new faculty with over 20 and a significantly revised agenda. After assessing past orientations, we decided to maximize the time faculty spent working on various topics relevant to their success at HSU (i.e. RTP) and developing their courses for the semester. This restructure significantly reduced the number of presentations and has facilitated more collaboration, course preparation, and developing those important collegial relationships that will help new faculty well into the future.

### **New Faculty Academy**

New Faculty Academy continues the CTL's dedication to faculty success established in New Faculty Orientation. This cohort based yearlong program offers faculty a series of workshops, seminars, panel

discussions, and presentations that address a variety of topics relevant to the first three years of one's employment at HSU. It is a program that directly supports HSU's dedication to faculty retention and success. This fall, faculty met once a month to discuss teaching excellence with periodic special sessions facilitated by APS, SPF, and the IRB office.

## Events and Professional Development

### Workshops & Webinars

The CTL sponsored 12 webinars and workshops this fall and hosted over 100 in the Spring semester due to the COVID-19 pandemic.

Spring 2020 semester: the CTL piloted a faculty led workshop program. While most were cross-disciplinary in nature, the CTL explored discipline specific workshops that address those challenges unique to departmental and disciplinary contexts. We believe that there is a lot of excellent work going on and this is another mechanism by which to share.

### Faculty Facilitated Spring Workshops

- Kim White (CHEM) - Equity-based Practices in the Classroom
- Levi Batist (KINS) - Flipped Classroom
- Brandilynn Villarreal (PSYC) - Motivation and Perceived Academic Control
- David Adams (KINS) - Cooperative Learning
- Lisa Tremain (ENGL) - Contract Grading
- Lucy Kerhoulas (FOR) - Lessons Learned: Summer Institute on Scientific Teaching

### Humanizing Academy

Through a [California Education Learning Lab grant](#), HSU is collaborating with the California Community College system, and the University of California system to co-develop and facilitate Humanizing, an online faculty development academy that focuses on "humanizing" pedagogical strategies that support the non-cognitive components of learning through instructor-student relationships and community, allowing connection and empathy to drive engagement and rigor. First offered: Spring 2020.

### Fall Professional Development Day

- 117 people attended fall PD Day.
  - MPP/Admin: 10
  - Faculty: 64
  - Staff: 42
  - Students: 1

### [Spring Professional Development Day](#)

- 90 registrants

## Canvas Administration & Instructional Design Support

### New Fall 2019

- Accessibility with ALLY: Fall 2019 saw the institutional rollout of ALLY in Canvas. This tool informs instructors the extent to which their resources posted in their course sites are accessible to students. It also helps HSU reach its Accessibility Technology Initiative (ATI) goals for the CSU.
  - 69% of all course material posted on Canvas is accessible for students.
  - Between the CTL and the Accessibility Resource Center, faculty have support to make their materials accessible.
- [Canvas Analytics](#): The CTL announced the successful launch of a new data tool in Canvas in our [October 1st newsletter](#). This tool provides instructors with course level data that can help them identify student behavior patterns. From discussion board posts, to assignment submissions and responsiveness to instructor outreach, instructors now have digital resources to identify any patterns and respond as they see fit. This tool is dependent on the extent to which faculty use Canvas, and the information is theirs alone.
- **Course Templates**: The CTL instructional designers have been diligently working to develop course templates that can ease the design load faculty may experience when building their Canvas learning spaces. Please contact the CTL for more information. We are here to help.

### New Spring 2020

- Canvas Institutional Assessment Structure = complete
- VoiceThread integration

### Canvas and Instructional Design support continues strong

Some numbers from [fall 2019](#) semester

- Over 200 consultations with HSU educators
- Canvas support alone logged 939 contacts
  - 501 tickets
  - 438 walk-in/phone

Some numbers from spring 2020 semester

< Spring 2020					
1,218	607	6,742	23,041	14,458	95,872
Courses	Teachers	Students	Assignments	Discussion Topics	Files Uploaded

## Resources

The CTL and partnering faculty continue to develop and explore various resources to support faculty in their pursuit of teaching and learning excellence. A few highlights developed this year include:

## Faculty Stories of Teaching Excellence

This is a [video showcase](#) of faculty efforts to positively impact student learning. The purpose is to provide a snapshot of these efforts highlighting innovative ways instructors approach teaching and learning. The CTL has interviewed 17 faculty members. Please let us know if you have an instructor whose work you would like to highlight.

## Course Equity Ratio Report

This faculty led effort resulted in the development of a course grade distribution tool for faculty participants in FLCs or CDIs to inform teaching and learning practices. The tool is confidential and is used in conjunction with deep dialogues on equity and instruction.

[Keep Teaching Website](#)

[Keep Learning Website](#)

## Partnerships

AL\$ (Affordable Learning Solutions) is a program supported by the Library and the CTL. We work with faculty to expand open educational resources reducing financial burden for students. Fall [report](#).

# Graduate Studies

## Graduate Studies Report 2019-2020 (August 16 - April 8)

Total students served: (graduate form submission & Title 5, campus policies, course work compliance):

- Pre- Covid - 457
- Post- Covid - 30

Graduate Federal Work Study students served: (\$50,000 split between graduate students per A/Y)

- Pre-Covid: 32
- Post- Covid: 36

Faculty served:

- Pre--Covid: 38 (total # of proposal approved)
- Post-Covid: 24 (total # of proposals approved for 2020/21 A/Y)

Graduate Tuition Fee Waivers: Graduate Assistants/Teaching Associates students served:

- Pre-Covid: 70
- Post-Covid: Data not available until 4/15/20

Graduate Nonresident Fee Waivers students served:

- Pre-Covid: 8
- Post-Covid: 15

Culminating Experience (review of Title 5, campus policies, and graduation compliance) students served:

- Pre-Covid: 79 (fall submission)
- Post-Covid: Anticipated 188 (based on spring and summer applications for graduation on file)

Total Students served drop in office:

- Pre-Covid: 600
- Post-Covid: 35

Total Students & Faculty served via incoming email requests: (Hsugrad & Graduate Studies Specialist personal email):

- Pre- Covid: 1340
- Post-Covid: 550

Total # of Telephone Contacts:

- Total Students Served: Pre-Covid:500 (estimate, not tracked)
- Total Students Served: Post-Covid: 20

Total other (faculty, staff, and campus colleagues:

- Precovid: 200 (estimate, not tracked)
- Postcovid: 10

Recruitment/Marketing Efforts (newsletter, social media)

Pre-Covid: (Total # of staff and faculty contacts marketing material),

- Total Students Served: 118
- Total other (faculty & staff) Served: 55

Graduate faculty meetings/contacts/Committees:

- Pre-Covid: 70
- Post-Covid: 15

Students Employed in GS Office (Number of students employed this year is 3)

**Coming up:**

- Large Volume of graduate form submissions/Culminating Experience for spring '20 and summer '20
- Virtual Outstanding Graduate Student Award Outstanding Student Ceremony
- Virtual Spring Thesis Defenses
- Virtual Commencement Celebration
- Prep for Fall Graduate Orientation



## Curriculum and Scheduling

Izabella Gray

### Areas of Responsibility

- Class schedule production oversight in preparation for registration
- Curricular proposal shepherding and software support
- Maintain CSU, Chancellors Office Degrees database compliance
- 25Live administration and support
- Campus calendar technical support
- Troubleshooting, policy application, and answering questions for all of the above

**Of Note:** 154 curricular proposals completed between 8/1/19-4/10/20 through Curriculog and ICC

Senate Update (*April 21, 2020*)  
Office of the President – Jackson

As we approach the end of this academic year there is much to be positively reminded of in our work, as well as centered on during our challenging budget discussions. We have made it to mid-April and can reflect on a fall semester and early spring semester that was filled with activity and faculty vibrancy. We had guests from all over the state and afar visit campus. We had and still have collaborative activities between our faculty, centers, and institutes with agencies throughout the world. Most importantly, students continue to be engaged and progressing towards a degree.

We have had a year unlike any ever in the modern history of higher education. This campus has had two power outages and a pandemic that has greatly disrupted many normal operations; yet, faculty quickly found a way to move to a virtual modality, students adapted and persisted, and campus services found ways to support the university and its academic enterprise. COVID-19 has not stopped us. It has made us more resilient as a family of Lumberjacks.

### Budget Updates

1. Since July 2019, we have been addressing concerns related to the budget. Since that moment, Vice Presidents (VPs) have been empowered to directly manage and lead their respective areas in collaboration with other areas. This was in effort to respond to the desire of campus to have more input at all levels of the university.
2. Since COVID-19, we rapidly began to identify costs and revenue losses. Today, those efforts provide us better documentation than many campuses have should items be reimbursed by the state or the federal government at a later date.
3. When COVID-19 first impacted HSU our priorities were the health and safety of campus and our workforce and students. These items did not have a price tag on it. We supported and authorized administrative leave for all employees who were eligible. We were one of the first to authorize parking refunds or parking fee reductions to staff and faculty, as well as students. We also authorized the prorated refunds for housing and dining sometimes weeks before some campuses.
4. We asked the CFO to identify several scenarios for enrollment and the budget. This was a collaborative effort across divisions. We chose the \$20 million scenario upon the recommendation of the CFO.
5. The CFO was also asked to develop a financial pathway to guide the university toward financial stability. VPs and I have reviewed the draft document prior to submission to the URPC for review and feedback. The document has been shared and is being reviewed by URPC.

6. We asked the CAO (Provost) to develop processes and modalities to address needed reductions in Academic Affairs while staying true to the HSU belief that we must provide incentives, promote innovation, and grow ideas and programs where we can.
7. We asked the Chief Enrollment and Student Affairs Officer (CESAO) to further update the enrollment projection summary using anticipated figures because of COVID-19. That office, as well as several others throughout the university, made sure student's needs, and student's basic needs were accommodated as possible. Each of those actionable items is an approval point for the President. Both the CESAO and the CFO have shared that information the past few days.
8. We asked the Chief Advancement Officer to help keep the community and the campus informed, while also collaborating directly with CRs communications staff to jointly release statements by both campus presidents. This area has made numerous calls to donors, as have I.
9. Since COVID-19 there is generally a ZOOM meeting each day with all CSU presidents and the Chancellor. The topics are high policy-oriented intended to provide each CSU campus guidelines to use in addressing COVID-19 related and budget issues.
10. In less than 10 days we will receive guidance on the budget strategies that are available. At present, I have charged each VP to engage their divisional leadership. VPs working with their Deans, Deans working with their Chairs, and Chairs working with their faculty to identify possibilities for change, reduction, and growth. Each VP generally understands their expectation and throughout this week we are working to itemize many of the upcoming action items and their impact on campus.
11. The campus leadership met daily until this week when we moved to three times each week. This is to address comments and concerns that have been heard through the different areas, address EOC needs, and align ourselves collaboratively to address campus wide issues.
12. We meet, on a schedule, once each week with each VP. Between phone calls, texts, emails, and ZOOMs it may be multiple times throughout the day – starting as early as 6:30 a.m. and sometimes ending as late as 9:15 p.m.
13. We are guided by the URPC guidelines that remain helpful. It is desired to encourage retirements and to use the opportunities presented with open positions because of attrition. There is a need to reorganize some areas to establish efficiencies and potentially a stronger student experience. There is also effort to identify new revenue streams. Things move fast each day. However, many of these items are not at a point that they can be openly discussed in public primarily because of their sensitivity.
14. This university is progressing because of the work of everyone. Each person has been willing to stand together with each other symbolically. Your efforts are most sincerely appreciated.

### COVID-19 Updates

1. Met twice weekly with the CR President; weekly with local superintendents. Continue regular conversations with CR.
2. Meet and talk regularly with the Eureka mayor.
3. Worked with Frank Whitlatch and Connie Stewart to establish the Kim Perris 30 second public service announcements about COVID-19 on local radio stations, including KHSU. Charged Advancement to use student staff to establish targeted information items to be played on KHSU in the coming weeks.

### General Updates

1. Multiple conversations with the University Senate Chair. The Chair has direct access to me at any time on any subject matter. The Chair has consistently brought items raised by the University Senate to me and to others. We have discussed, prior to distribution, a few items related to COVID or the budget and her feedback and insights are strongly supported. We both have strongly advocated for our shared governance roles as demonstrated through engagement in committees, frequent meetings, delegation to leadership, and support of key campuses processes. We have a very good working relationship. Met twice with Academic Affairs leadership to discuss the WASC accreditation.
2. Submitted two columns for the Times-Standard.
3. Zoomed with key CSU presidents to discuss admissions strategy, budget, and joint research opportunities.
4. Continued meetings with Student Government.
5. The Provost search is still ongoing. Witt-Kieffer continues to recruit prospective Provost candidates. The committee is still in alignment with the timeline which is published on the Provost search site, <https://provostsearch.humboldt.edu/>.
6. Held at least three Faculty Get to Know You meetings (often breakfast or lunch) before COVID-19.
7. Met with the Humboldt Area Foundation and CR to discuss collaborative opportunities for funding.
8. Attended the Board of Trustees meeting via ZOOM.
9. Attended Chancellors Senior Staff meetings via ZOOM. All 23 presidents and all the Vice Chancellors participate.
10. Participated in the NCAA Board of Governors Committee to Promote Cultural Diversity and Equity (as a Board Member).
11. Met with an academic chair from another university to consider recruiting staff and faculty for a local cohort in a doctoral program.
12. Participated in donor events to raise funds for the Tom Wood floor in Lumberjack arena.

13. Interviewed Athletic Director finalists and hired Jane Teixeira. There are only 10 ADs in Division II who are women of color. There are a total of 35 ADs that are women of color in all divisions. Hosted welcome events during her return visits to campus.
14. Met with students, via ZOOM, to discuss graduate school and opportunities in higher education.
15. Continue to deal with several personnel issues in multiple departments. Addressing several Title IX/DHR items. Reassigned Title IX/DHR oversight to the Chief of Staff.

Dear Members of the University Senate,

Right now it appears to me that HSU is at a crossroads. We can either assume HSU is alone in this pandemic-related economic crisis and must solve all aspects of the crisis through draconian cuts over a 2- to 3-year process, or we can imagine an approach that is measured -- addressing long-standing budget issues and doing the hard work to resolve them, while seeking solidarity and support for maintaining employment and institutional viability through the use of exceptional measures for exceptional times. Some of these measures might be system-wide -- such as furloughs for all employees or temporary pay cuts for administrators -- or we might need to appeal to the system for the support or bureaucratic latitude to be creative on our own.

Last week a group of colleagues co-authored an open letter titled "[Call for a New Vision](#)" to begin offering such creative ideas. The letter is a [google doc](#) that currently has 136 signatures from across campus. We invite all members of the campus community to consider signing on and continuing the work of imagining creative solutions (and we recognize that some HSU employees who support the letter may not feel able to sign for a variety of reasons).

Building upon the points raised in this letter, I would argue that last-minute and desperate cuts (beyond the URPC planned budget reductions for AY 20-21) should be paused. There are too many uncertainties -- actual enrollment numbers, what kinds of emergency aid will be forthcoming, what system-level responses will be employed -- to rush forward with extreme measures that will result in unconscionable job loss for colleagues during a time of national and global economic crisis and overwork for remaining staff and faculty colleagues. Such draconian cuts will weaken our institution, negatively impact our students, and send us into a downward spiral from which it will be difficult to recover. A robust but measured approach will keep us on track to address long-standing budget deficits while engaging in consultative processes based upon shared values and principles. We will be able to bring creativity and thoughtfulness to the task of crafting HSU's future, rather than a crisis mentality rooted in shock and a desperate attempt to make numbers align, regardless of the costs to the institution, our colleagues, and ultimately our students. This is a moment to unleash creativity, not crisis.

Faculty Senate:

I already spoke against the proposed amendment to Appendix J at the March 10 meeting. I mentioned that the job market at Humboldt State University and other Universities nationwide is becoming more and more competitive as the open tenure track positions decreases and the number of people with terminal degrees increases. Many of our newer hires come to Humboldt State from other tenure track positions, are converted to tenure track positions after several years of being full time lecturers at Humboldt State or elsewhere, or after having spent several years in research intensive positions. Thus, it is not surprising nor alarming that Humboldt State is observing a greater number of early tenure cases.

I recently spoke with my Department Chair, Steve Martin, to get more context on this issue. He told me that in the past, new faculty coming to HSU with experience from another institution were granted service credit. This process seems to have been largely abandoned in recent years. For example, I was in a tenure track position for 4 full years before arriving at HSU, and I was advised by Steve Martin, the Dean, and my PhD advisor to not request service credit and instead opt to go up for tenure 1 – 2 years early. If the Faculty Affairs Committee and others decide to continue to push this proposed amendment forward, there needs to be careful consideration of the potential impacts on faculty that could have applied for service credit, but did not, based on advice received by other faculty, administration, and mentors.

Thank you.

Kerry Byrne

Assistant Professor, Environmental Science and Management

*This document is now closed for comments other than adding signatures.*

April 14, 2020

Dear Members of the HSU Campus Community,

We invite all HSU employees to read and engage with our call for visionary action in troubled times. Collectively, HSU staff, faculty and administrators are navigating the profound human reality of grieving loss, fearing for those most vulnerable in our families and communities, working double shifts caring for loved ones while facing an increased university workload, and supporting our students who are grieving and afraid. Colleagues with the least economic security are also facing the fear of losing employment in the context of unprecedented levels of joblessness in our lifetimes. Losing employment also means the loss of health insurance during a pandemic with no definitive end in sight. We believe it would be unconscionable to move forward with business as usual budget reduction strategies that will result in colleagues losing employment and access to healthcare in this time of unprecedented crisis.

### **Call for visionary responses**

We acknowledge that leadership at HSU is already considering a range of actions that can protect employment and economic security, and we support efforts being discussed, such as incentives for early retirements and recouping lost revenue through tracking Covid-19 related expenses and filing for emergency relief. We are encouraged by early news of emergency funding that will help students navigate the economic crisis and help campuses address unanticipated costs.

Yet at the same time we are seeing proposals for drastic budget cuts at HSU, alongside the cancellation of numerous classes due to projected enrollment decline. In prior economic crises at HSU (as well as universities across the nation), strategies to cut costs tend to eliminate lecturer faculty positions and eliminate or consolidate staff positions. These approaches to solving very real budget crises treat lecturer faculty and staff colleagues as dispensable labor. These solutions heap yet more work on tenure-line faculty, and remaining lecturers and staff. Year after year, faculty workloads increase with repeated new class preparations and additional committee work and advising, and staff across the university face increased workloads to address the gaps from hiring freezes and layoffs. In recent memory, for example, we have witnessed custodial staff taking over building assignments normally serviced by two or more people and ASCs and ASAs who had served one department hired to serve three or more.

In these unprecedented economic times, business as usual approaches to economic crises are unacceptable and break faith with the HSU community, as well as with the community at large,

as we are only beginning to grasp the financial devastation that widespread unemployment due to the COVID-19 crisis will bring to our area. We also know that historically, the thought-to-be expendable nature of our lecturer and staff workforce is fleeting, and we will need to call upon their/our work in the near future, when enrollments rise. In the meantime, what hardship will HSU have inflicted on members of our community? How many people will have to relocate from our region, which already suffers from a dearth of academic talent in many fields, harming HSU's ability to meet our educational mission? How many small businesses will close when one of the primary employers of the region makes decisions that require otherwise economically contributing individuals and families to leave?

In this moment of unprecedented crisis we urge all of us to think of HSU as an ecosystem that lives in concert with its environment. We propose HSU envision mutual aid as a model to develop a compassionate approach to meeting the needs of our students, our staff and faculty colleagues, local communities, and Tribal Nations during the current crisis. In other words, how can we be of mutual aid to our communities within and outside, instead of laying people off in the worst economic crisis of our generation?

What does mutual aid look like? Local communities and Indigenous organizations have formed mutual aid initiatives in response to the COVID-19 public health and economic crises, including [Cooperation Humboldt](#) planting mini gardens to feed people and [Humboldt-COVID-19 Mutual Aid Network](#) delivering food and supplies. The [Seventh Generation Fund has launched the Flicker Fund](#) to support Indigenous communities impacted by COVID-19 worldwide. The [NDN Collective COVID-19 Response Project](#) provides grants to Tribal Nations and Indigenous-led organizations and other forms of support, including combating the spread of misinformation due to COVID-19. We see HSU's creation of the [Student Adversity Fund](#), which raises and distributes small grants to help students in need continue their education, as a part of this mutual aid model.

### **Imagining Alternatives**

Inspired by the ethics of mutual aid, we call on HSU leadership and all HSU community members to imagine ways to expand this approach that centers mutualism, creative forms of reciprocity, and care over cuts. When it is not possible to maintain an existing lecturer or staff position, we can invent innovative programs to fund and create alternative employment opportunities for lecturer and staff colleagues in ways that meet our students' needs, the needs of our campus community, and broader CSU and state needs.

First, we encourage campus leaders to think outside the box about revenue generation and redistribution. Some examples include:

- Use federal, state and/or CSU emergency funding as much as possible to preserve employment in ways that serve our students and our broader communities.
- Seek authorization from the state to revise existing allocations in HSU's operating reserves to address current campus needs and reflect values expressed in the statement of URPC principles.
- Ask University administrators to follow the lead of colleagues at institutions across the country and take pay cuts as a response to this unprecedented crisis  
<https://thehill.com/homenews/news/492788-harvard-leadership-among-universities-taking-salary-cuts-to-offset-coronavirus>.
- Create an emergency fund that HSU employees may donate to that is explicitly tied to employment creation for colleagues who would otherwise lose work, be laid off or have recently been laid off.
- Identify areas where HSU is at the cutting edge of policies and practices, and seek funding from the State or the CSU system to share these models with other campuses or communities.
- Wherever possible, use donations, endowments and other gifts to the University to support strategic initiatives.
- Value people over assets: recognize that our wealth is in our people, and when necessary we urge HSU to consider selling assets.

Second, we have brainstormed a number of specific proposals for employing colleagues in ways that further the mission and vision of the University. We have organized these proposals according to the URPC principles that guide our budgetary processes.

**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.*

- Hire faculty colleagues as discipline-specific consultants to increase equity, support institutional learning outcomes, and promote curricular and pedagogical innovation.
  - Examples include increased support for initiatives such as: writing across the curriculum; curriculum transformation efforts to realize our goal of becoming a truly Hispanic/Latinx thriving institution; development of GE minors and pathways that build on core strengths of HSU; incorporation of best practices in pedagogy to increase equity in classes with our largest equity gaps.
  - While some funding may be allocated to convert some classes to online instruction, we believe it is imperative for HSU to engage in a thoughtful, measured response to increasing online education. We urge HSU

leadership to maintain a strong commitment to face-to-face instruction for the many students who do not thrive online, for those classes and disciplines which do not translate to online learning, and to our strength as an institution that thrives on creation of community through in-person instruction and hands-on learning. Our interactions with students leads us to believe that this face-to-face creation of community is why many are drawn to HSU in the first place.

- Solicit and fund proposals for service learning classes that engage students in just and equitable community solutions to addressing the economic and health crisis.
  - Examples include engaging students to become part of mutual aid solutions to meet basic needs for those who are most affected by the pandemic and associated economic crises; action classes to support students in local projects to build a green economy; partnerships with Tribal Nations and local communities to help further their initiatives to address the pandemic and economic crises.
- Offer additional or increased scholarships for local students (Humboldt, Del Norte, Mendocino) or Northern California 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.*

Motivated by the principles of mutual aid, we encourage HSU to extend the reach of this principle to envision “preserving and valuing personnel” beyond existing programs. In addition to the ideas articulated in the prior “student first” section, we urge leaders to imagine ways that HSU can help sustain our broader community in times of unprecedented crisis.

- Employ colleagues to assist with legal aid work for the community, supporting community members in filling out the forms for emergency aid (small businesses, tenants, unemployment, welfare programs).
- Employ colleagues to support existing community organizations and Tribal Nations during this time (based upon collaboration with and outreach to organizations that have served diverse communities in Humboldt County and inquire how HSU employees could use their skills to support their needs).
- Collaborate with local municipalities to envision and implement a local version of a Works Progress Administration for environmental justice and sustainability, with roles for artists, musicians, as well as policy makers, planners and builders.

**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.*

- Halt the use of consulting firms and replace them with local expertise whenever possible; when believed not to be possible, engage in shared governance deliberations before initiating new contracts with consulting firms.
- Provide additional mini grants and reassigned time to support grant writing to fund projects related to the mission and vision of HSU.

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

- Identify areas where HSU is at the cutting edge of policies and practices and seek funding from the state or the CSU system to share these models with other campuses or communities.
  - Examples include HSU's work on sustainability, CHECK IT, place-based learning communities, *El Leñador*, *CouRaGeous Cuentos*, El Ballet de Folklórico de Humboldt, Native American/Indigenous Studies, energy solutions from Schatz, CCAT, Oh Snap Student Food Programs, Indian Natural Resources, Science and Engineering Program (INRSEP), Community-based learning courses and Youth Educational Services (YES) programs, Career and Professional Development within Curriculum (we invite members of the campus community to add other HSU innovations here).
- Fund faculty to create several signature in-person or online courses that reflect HSU's strengths, mission and vision. Offer these as free courses (with online courses being free for anyone in the world who wants to take them). These courses would meet needs of those who are unemployed while also serving as PR for the university.

**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.*

- We ask HSU administrators to foreground transparency and commit to engaging in shared governance when decisions are made regarding the use of emergency funds, and in decisions about budget reductions.
- We ask HSU administrators to be transparent not only with regard to our budget numbers, but also with how the above suggestions have been considered as we chart a forward course. Reports only of budget information followed by assumed required job losses are not sufficiently transparent. We ask for information regarding options considered and why, among those options, any decision was supported.

**Conclusion:**

Crisis can generate exciting innovation, but it can also be used to circumvent deliberative processes of shared governance, pause equity efforts because they are “inefficient,” and consolidate resources in ways that leave vulnerable people all the more vulnerable. We urge University leadership to refrain from the use of this crisis as an opportunity to implement austerity measures based on limited views of what the University values. Such an approach would reinforce existing power structures and weaken the University’s capacity to serve its own mission.

Instead we call upon all of us at HSU to envision a new future, one that promotes innovation and which is rooted in principles of mutual aid and social and environmental justice. We encourage thinking outside of the box, rejecting business as usual approaches, and thinking about each of our department’s/unit’s strengths, contributions and potential roles in responding to this crisis in new ways. We applaud CFA President Toombs's April 14 email message that, “As a union, CFA will continue to fight for appropriate responses to this crisis, including thoughtful solutions for a recovery which includes adequate investment in the CSU that provides real opportunities for students and faculty to prosper.” We fearlessly believe in and envision a future where we build strength, together.

Signed (Department/Office names listed for identification only),

Kim Berry, Critical Race, Gender and Sexuality Studies

Cutchu Risling Baldy, Native American Studies

Joseph Claude Pascal Diémé, World Languages and Cultures

Sarah Jaquette Ray, Environmental Studies

Christina Hsu Accomando, English and Critical Race, Gender and Sexuality Studies

Maral N. Attallah, Critical Race, Gender, and Sexuality Studies

Nancy Perez, Critical Race, Gender, and Sexuality Studies

Tessa Pitre, English and Critical Race, Gender and Sexuality Studies

Janet Winston, English and Critical Race, Gender and Sexuality Studies

Janelle Adsit, English

Barbara Brinson Curiel, Critical Race, Gender and Sexuality Studies and English

Leena Dallasheh, History

Lisa Tremain, English

Michael Eldridge, English and International Studies

Ramona Bell, Critical Race, Gender and Sexuality Studies

Kerry Marsden, English and Critical Race, Gender and Sexuality Studies

Marisol Ruiz, School of Education

Matthew Derrick, Geography, Environment, and Spatial Analysis

Mark Baker, Politics, Environment and Community M.A.

Douglas Smith, African American Center for Academic Excellence

Kumi Watanabe-Schock, Library

Deborah Ketelsen, ITS

Mira Friedman, Student Health & Wellbeing Services

Elizabeth Rivera, Theatre Arts, Film, & Dance

Susan Abbey, Theatre, Film, & Dance

Marianne Ahokas, English

Suzanne Pasztor, History

Elias Pence, CRGS and EOP/SSS

Juan I. Ruiz , Financial Aid

Mary Sue Savage, Student Health & Wellbeing Services

David Stacey, English

Chris Aberson, Psychology

Amber Gaffney, Psychology

Brandilynn Villarreal, Psychology

Laura K.Hahn, Communication and English

Mary Virnoche, Sociology

James Ordner, Sociology

**California Faculty Association, Executive Board, Humboldt Chapter**

Loren Cannon (interim President), Philosophy and CRGS

Francis J. DeMatteo, Psychology

Michihiro Sugata, Criminology & Justice Studies

Renée M. Byrd, Sociology

Leslie L. Rossman, CFA Lecturer Representative, Communication

Elizabeth McCallion, Counseling & Psychological Services

Nicola Waters, CFA Membership and Organizing Chair, Politics

Benjamin Shaeffer, Philosophy

Brianne Hagen, Library

Kirby Moss, Journalism and Media Studies

Sharon Chadwick, Library (Retired)

Amy Sprowles, Biological Sciences  
Eugene D. Novotney, Music  
Rosamel Benavides-Garb, Interim Dean, College of Arts, Humanities and Social Sciences  
Meridith Oram, Office of Diversity, Equity & Inclusion  
Paul Cummings, Music  
Dan Aldag, Music  
Joanna Bundros, Student Health & Wellbeing Services  
Cindy Moyer, Music  
Marissa Ramsier, Anthropology  
Christopher Walmsley, Psychology  
Christiana Gomez Frye, Psychology  
Tim Miller, Library  
Carly Marino, Library  
Alicia Persson, Sociology  
Kellie Brown, Marcom  
Rae Robison, Theatre Film & Dance  
Jennifer Eichstedt, Sociology  
Daniela Mineva, Music  
Kyle Morgan, Library  
Kimberly Stelter, Library  
Nicki Viso, Housing & Residence Life  
Andrea Juarez, Journalism & Mass Communication  
David Scheerer, Theatre, Film & Dance  
Marie Stoll, World Languages and Cultures  
Howard Kaufman, Music  
John Meyer, Politics  
Noah Zerbe, Politics  
Allee Garry, Housing & Residence Life  
Gisela Rutishauser Chappelle, WLC--German  
Linda Wilson, History, Politics, INTL, E&C  
Lilianet Brintrup, World Languages and Cultures Department  
Tasha R. Howe, Psychology  
Heather Madar, Art  
Katia Karadjova, Library  
Nikola Hobbel, English Education  
Tani Sebro, Politics  
Edelmira Reynoso, Office of Diversity, Equity and Inclusion  
Nicolette Amann, English

Garrett Purchio, Library  
Stephanie Gai, English  
Catherine L Brown Theatre, Film & Dance  
Sarah Ben-Zvi, English  
Gilly Black, ACAC  
John W. Steele, Biological Sciences  
Sharon Butcher, Theatre, Film and Dance  
Jeffrey W. White, Biological Sciences  
Terry W. Henkel, Biological Sciences  
Sean F. Craig, Biological Sciences  
John Reiss, Biological Sciences  
Anna Thaler, ACAC  
Joy Soll, Academic and Career Advising Center (ACAC)  
Joe Szewczak, Biological Sciences  
Roxann Schroeder, Biological Sciences and Environmental Science & Management  
Mary Scoggin, Anthropology and International Studies  
Stacy Becker, Center for Community Based Learning  
Robert Cliver, History and International Studies  
Kelly Fortner, Center for Community Based Learning, E&C Graduate Student  
Loren Collins, CCBL, ACAC, PSCI, ENST  
Beth Wilson, Economics  
Mark McKenna, Journalism  
Marissa O'Neill, Social Work  
Betsy Rogers, ACAC  
Bori Mazzag, Mathematics  
Abeer Hasan, Mathematics  
Tyler Evans, Mathematics  
Jane Monroe, Biological Sciences  
Anna Montoya, World languages and Cultures  
Suzanne Scott, English  
Ming Wu, WLC  
Kristen Luke, Economics  
Ronnie Swartz, Social Work  
Carrie Slack, Social Work  
Amy Cirincione O'Connor, Social Work  
Heather Gough, Social Work  
Debbie Gonzalez, Social Work  
Laura Power, Social Work  
Kelly Cole, Social Work  
Yvonne Doble, Social Work

Tim Lauck, Math

Michelle Rainer, Social Work

Julie Slater North, Social Work

Justus Ortega, Kinesiology and Recreation Administration

Jamie Jensen, Social Work

Sharon Kahara, Wildlife

Kishan Lara-Cooper, Child Development

Meenal Rana, Child Development

Maxwell Schnurer, Communication

**ADD YOUR NAME AND DEPT/OFFICE ABOVE THIS LINE IF YOU WISH TO SIGN THE LETTER**

April 21, 2020

Members of the University Senate,

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

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

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

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

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

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

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

**Sincerely,**

Peter Alstone, Assistant Professor, Environmental Resources Engineering

Sintana Vergara, Assistant Professor, Environmental Resources Engineering

Liza Boyle, Assistant Professor, Environmental Resources Engineering

Margarita Otero-Diaz, Assistant Professor, Environmental Resources Engineering

Elizabeth A. Eschenbach, Professor, Environmental Resources Engineering

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

Charles Chamberlin, Professor Emeritus, Environmental Resources Engineering

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

Jennifer Marlow, Assistant Professor, Environmental Science and Management

Kerry Byrne, Assistant Professor, Environmental Science and Management

Christine Cass, Associate Professor, Oceanography

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

Resolution on Adoption of New GEAR Program Learning Outcomes

25-19/20-ICC — April 21, 2020 — First Reading

**RESOLVED:** That the University Senate of Humboldt State University recommends to the President that the university adopt the GEAR PLOs listed in this document; and be it further,

**RESOLVED:** That the University Senate of Humboldt State University charge the ICC with development of assessable student learning outcomes (SLOs) that align to these GEAR PLOs during AY 2020-21; and be it further,

**RESOLVED:** That the University Senate of Humboldt State University charge the ICC with development of guidelines for implementation and certification of GEAR courses that align to these GEAR PLOs during AY 2020-21; and be it further,

**RESOLVED:** That the University Senate of Humboldt State University charge the ICC with evaluation of collected data and consideration of revision of these GEAR PLOs during AY 2022-23.

**RATIONALE:** In requesting that HSU implement a comprehensive, faculty-developed university assessment plan so that effective assessment is consistent across the institution, the WSCUC 2018 site team specified that improving General Education and All University Requirements (GEAR) assessment is a component of effective assessment. In response to this request, and following the adoption of new institutional learning outcomes (ILOs) in AY 2018-19, the Integrated Curriculum Committee (ICC) and GEAR Curriculum and Assessment Committee were charged with developing program learning outcomes (PLOs) for the GEAR program that align with the recently adopted ILOs and define the overall structure and continuous improvement of the GEAR program.

## **APPENDIX: New GEAR Program Learning Outcomes**

*The goal of the GEAR Program is to provide broad opportunities for development of foundational skills, disciplinary knowledge, and diverse perspectives that are critical to success of students through their educational journey at Humboldt State University and as lifelong learners.*

**The GEAR program learning outcomes are organized into three categories. Upon completion of the GEAR program, students will be able to:**

### **Foundational Skills**

- 1. Demonstrate emergent skills and dispositions necessary for lifelong learning and self-development.*
- 2. Locate, evaluate, and employ information effectively and ethically for a wide range of purposes.*
- 3. Critically evaluate issues, ideas, artifacts, and evidence.*
- 4. Develop and express ideas effectively in writing.*
- 5. Effectively communicate orally for informational, persuasive, and expressive purposes.*
- 6. Demonstrate knowledge of broad college-level quantitative concepts and apply mathematical or statistical methods to describe, analyze, and solve problems in context.*

### **Disciplinary Knowledge**

- 7. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.*
- 8. Transform materials, ideas or solutions into new forms through creative expression, innovative thinking and making, risk taking, or problem solving.*
- 9. Analyze literary, philosophical, or artistic works and explain their cultural significance.*
- 10. Analyze concepts, research methods, and theories pertaining to one or more of disciplines of the social sciences.*

### **Broad Perspectives**

- 11. Apply knowledge produced by voices and perspectives of marginalized communities to analyze systems of power and privilege and identify strategies for creating just and equitable societies.*
- 12. Describe how the resilience, sustainability, and conservation of ecological systems is a foundation of the functions of the natural world and/or economies.*
- 13. Articulate how a resilient future interfaces with the development of just and equitable societies, economies, environmental protection, and/or resource management at the local, national, and/or global levels.*

## Statement Regarding the Resolution on GEAR PLOs

The GEAR Curriculum & Assessment Committee consists of faculty representatives from each college, a student representative, the associate director for academic assessment, and the vice provost.

The WSCUC 2018 site team requested that HSU implement a comprehensive, faculty-developed university assessment plan so that effective assessment is consistent across the institution, specifically identifying GEAR assessment as an area of improvement. In April 2019, with passage of HSU's new institutional learning outcomes (ILOs), the University Senate charged the GEAR committee with developing revised program learning outcomes (PLOs) that cover the seven new ILOs and content provided in Areas A-E, American Institutions, and Diversity and Common Ground warranting specificity beyond the ILOs. Adoption of these GEAR PLOs represents a critical first step in the development of our plan for continuous improvement of the GEAR program through implementation of assessment mechanisms and certification of GEAR courses that align with these PLOs. Passage of the GEAR PLOs will allow us to move on to the critically important stages of planning the implementation and certification and writing SLOs for direct assessment.

The following points summarize the process by which these PLOs were developed:

- In fall 2019, we solicited feedback on three structures for organization of GEAR PLOs.
- In fall 2019 and spring 2020, the GEAR Curriculum & Assessment committee drafted and revised the GEAR PLOs according to the selected structure.
- In spring 2020, we solicited feedback on multiple occasions from the ICC and Council of Chairs as well as some (but not all) GEAR-serving departments on the draft GEAR PLOs.
- We have solicited and received feedback from the campus throughout the past week.
- After multiple rounds of revisions, we present these GEAR PLOs for adoption.

Upon approval of these new GEAR PLOs, the GEAR Curriculum & Assessment Committee will:

- work with the ICC and appropriate programs/departments representing GEAR disciplines to develop directly assessable student learning outcomes (SLOs) that clearly define the assessment mechanism and outcomes for each GEAR PLO;
- work with the ICC and appropriate programs/departments to develop a transparent and efficient plan for implementation of assessment and certification of GEAR courses; and
- work with the Center for Teaching and Learning and faculty from GEAR disciplines to collect preliminary assessment data, to develop assessment resources, and to refine scalable assessment practices and professional development opportunities to support assessment of the GEAR program.

During AY 2022-23, we plan to revisit and revise the GEAR PLOs where necessary.

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution to Amend the *Bylaws of the University Senate* to Align with Parallel Revisions to the *General Faculty Constitution***

08-19/-20-CBC – April 21, 2020 – Second Reading

**RESOLVED:** That the University Senate of Humboldt State University approves the attached amendments to the *Bylaws of the University Senate* to parallel changes to the *General Faculty Constitution*, to clarify processes related to Committee recommendations, and to make other minor changes.

**RESOLVED:** That implementation of these amendments shall be conditioned on passage of 03-19/20-CBC Resolution to Revise the *General Faculty Constitution*.

**RATIONALE:** *These amendments align the Bylaws with revisions to the General Faculty Constitution in Resolution 30-19/20-CBC, to be voted on by the general faculty in the February 2020 general faculty election. Changes are as follows:*

- Replace reference to “Sturgis” with Standard Code of Parliamentary Procedure (10.71).
- Amend Section 10.7 on Committee Operations to clarify procedures for committee recommendations and Senate consideration of recommendations (10.77 iii and iv).
- Update Section 11.36 on URPC Reports to align with amended section 10.7.
- Update reference to the GF President (11.52).
- Remove definitions of faculty and staff electorates (12.2) which are defined through the General Faculty Constitution (revised 2.5) and the Staff Council Bylaws, Article I, Section 3.A.
- Other minor changes.

*Proposed Amendments with Track Changes*

## **Bylaws and Rules of Procedure**

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

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

### **1.0 DEFINITIONS:**

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

## 2.0 MEETINGS

- 2.1 Meeting Time and Location:** The Senate shall meet for a regular meeting every two weeks through the academic year from 3:00-5:00 pm on Tuesdays in Goodwin Forum, Nelson Hall East 102. The Senate may meet for a special meeting at any time or location as long as proper notification has been provided in accordance with Section 6.21 of the *Constitution*.
- 2.2 Change of Meeting Place:** The Chair shall have the responsibility to change the place of a meeting when the regularly scheduled room cannot accommodate the expected number of attendees, including nonmembers.
- 2.3 Order of Business:** The order of business shall be as follows:
- Announcement of proxies
  - Approval and adoption of agenda and approval of minutes
  - Open Forum
  - Reports, announcements, and communications of the chair
  - Reports of standing committees, statewide Senators and Ex-officio members
  - Consent Calendar
  - Old Business
  - New Business
- 2.4 Modification of Order of Business:** The Executive Committee is authorized to modify the order of business when deemed advisable.
- 2.5 Agenda Items:** The Executive Committee shall establish the agenda for Senate meetings.
- 2.51 Any member of the Humboldt State University community may present items for the agenda to the Chair of the Senate.
- 2.52 Items to be placed on the agenda of a meeting must be sent to the Chair by noon of the Tuesday prior to the meeting.

2.53 Items received by the Chair shall normally be transmitted to the Executive Committee, which shall decide regarding placement on the agenda for the next regular or subsequent Senate meeting or refer them to a specific committee. Disposition of such items shall be indicated in the minutes of the Executive Committee and communicated to the individual presenting the item.

2.54 Should the Chair receive items after the Tuesday prior to meeting that are deemed by the Chair to be urgent, the Chair shall inform the Executive Committee as soon as possible and place the item on the agenda.

**2.6 Documents Related to the Agenda:** Documents related to action items on the agenda shall be furnished to the Senate office by noon at least three academic workdays before the meeting. Documents related to announcements, reports and discussion items shall be furnished to the Senate office by noon at least one academic workday prior to the meeting.

**2.7 Voting:**

2.71 Voting on motions to approve resolutions, sense of the senate items and other action items that do not require general consent will be taken by calling the roll of the Senate.

2.72 A roll call vote on any other motion not listed in 2.71 shall be taken if requested by a member of the Senate.

2.73 The terms “unanimous” or “without dissent” shall be used in the minutes when all votes are affirmative. Unanimous shall mean an affirmative vote without abstentions. Without dissent shall mean an affirmative vote with abstentions.

**3.0 CONSENT CALENDAR**

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

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

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

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

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

#### **4.0 PARLIAMENTARY PROCEDURE**

**4.1** The parliamentary authority for any procedure not covered by these Bylaws shall be the latest edition of the American Institute of Parliamentarians' *Standard Code of Parliamentary Procedure*.

**4.2** The Parliamentarian shall be the source of advice to the presiding officer of the Senate during meetings on any question concerning parliamentary procedure.

#### **5.0 POLICY REGARDING NONMEMBERS AT MEETINGS**

**5.1** Any member of the University community may attend a meeting of the Senate.

**5.2** Persons not members of the Senate who are attending a meeting may be granted the privilege of the floor by unanimous consent of the Senate or by being yielded the floor by a member of the Senate.

**5.3** Guest speakers may be invited to address the Senate by action of the Executive Committee or by majority vote of the Senate.

#### **6.0 PROXIES**

**6.1** The purpose of a proxy is to ensure that an absent Senator can be fully represented on all matters of business brought before the Senate. The term "proxy" may mean either the statement authorizing an individual to cast the vote of an absent Senator or the individual who casts the vote.

**6.2** Voting by proxy means that a particular member is authorized to cast the vote of an absent member in a meeting.

**6.3** Any Senator wishing to appoint a proxy should notify the Chair in writing prior to the meeting at which the proxy is to be exercised.

**6.4** An elected or appointed Senator must select another Senator as a proxy. An ex-officio Senator may select another Senator or a designee to serve as proxy. The designee should be an individual who would normally fill the ex-officio Senator's duties of office in whole or in part during any absence.

**6.5** No individual may be a proxy for more than one Senator at any single meeting.

#### **7.0 EXECUTIVE SESSION**

- 7.1 The Senate may resolve itself into executive session (a closed session only open to members of the Senate) upon two-thirds majority vote.
- 7.2 Persons not members of the Senate shall be required to leave the Senate meeting room during the period of executive session. Exception to this provision may be made with unanimous consent if the presence of a nonmember is necessary to the matters to be discussed.
- 7.3 During the period of executive session minutes shall not be recorded, motions may not be made, nor votes taken.
- 7.4 The Chair shall call the Senate into open session as soon as sufficient discussion has been had in executive session.

## **8.0 INFORMAL CONSIDERATION**

- 8.1 A senator may make a motion to informally consider a particular matter or resolution before the Senate, e.g. when it is desirable for such discussion to precede the proposal of a motion or resolution so that some agreement may be reached on the type and wording of the motion that is needed.
- 8.2 In the absence of a formal motion, the Chair may declare a time for informal consideration for purposes of informal discussions between members on necessary language revision of drafts of proposals.
- 8.3 Informal Consideration is terminated upon a motion for action or when a member moves to terminate it.

## **9.0 PRESIDENTIAL NOTIFICATION OF SENATE ACTIONS**

- 9.1 Resolutions and policy recommendations of the University Senate shall be transmitted to the University President by the Friday after the meeting in which they were approved.
- 9.2 The Senate, upon a two-thirds majority vote, may declare that an emergency exists and that an approved resolution or policy recommendation be transmitted to the President of the University by noon of the following business day.
- 9.3 The Chair of the Senate shall ensure that the President is notified of Senate approved resolutions and policy recommendations by the appropriate deadline. At each Senate meeting, the Chair of the Senate shall report the status of resolutions and policy recommendations that were transmitted to the President.

## **10.0 GENERAL RULES FOR COMMITTEES**

**10.1 Types of Committees:** The Senate Office shall maintain a list of campus committees and Senate committees that outlines their functions, membership and other information as available.

- Standing Committees of the Senate are defined in these Bylaws.
- *Ad hoc* Committees or task forces may be appointed by the Senate as needed.
- Campus Committees may have elected members or members appointed by the Senate Appointments and Elections Committee.

**10.2 Size of Committees:** Committees shall consist of at least three members.

**10.3 Appointments:**

10.31 Members of Standing committees, *Ad hoc* Committees, and Campus Committees shall be elected or appointed as prescribed for each committee.

10.32 Each elected senator shall serve on a minimum of one Standing, *Ad hoc*, or Campus committee when committee positions are available.

10.33 Senate Standing and *Ad hoc* committees shall seek student and staff participation as required by these Bylaws or when a committee deems it desirable. The Associated Students shall be responsible for the process of selecting students. The Staff Council shall be responsible for the process of selecting staff.

10.34 Administrative officers of the University may be named as members of Standing or *Ad hoc* committees.

10.35 Questions concerning the composition of any Standing or *Ad hoc* committee shall be referred to the Constitution and Bylaws Committee, which shall make a recommendation to the Executive Committee.

**10.4 Times of Nominations, Elections and Appointments**

The Appointments and Elections Committee shall strive to ensure that elections and appointments to committees occur prior to the establishment of class schedules for the first semester in which the elected or appointed faculty and staff will serve.

**10.5 Referrals**

- 10.51 Items shall be referred to Standing or *Ad hoc* committees by the Senate Chair, by the Executive Committee, or by the Senate. An item referred to a committee by the Executive Committee shall be referred to another committee only through the Executive Committee.
- 10.52 Items shall be referred to existing committees whenever possible.
- 10.53 Any communication from the Chair of the Senate to a committee regarding referred items shall be reported at the next Executive Committee meeting.

## **10.6 Records and Reports**

- 10.61 Each outgoing Standing or *Ad hoc* committee chair shall transmit records and pertinent information to the incoming chair.
- 10.62 Standing committees shall submit a summary report of the academic year's activities by June 1<sup>st</sup> to the incoming Senate Chair.

## **10.7 Committee Operation**

- 10.71 Senate rules shall apply to the operation of all Standing and *Ad hoc* committees. *The American Institute of Parliamentarians' Standard Code of Parliamentary Procedure* Sturgis is used as the parliamentary authority for all meetings of all Senate committees.
- 10.72 The Senate shall establish procedures for selection of Standing and *Ad hoc* committee chairs. When a committee chair resigns or is removed from the committee or fails to serve, the committee shall elect a chair *pro tempore* and notify the Appointments and Elections Committee.
- 10.73 Committees may use subcommittees and may invite non-voting members to participate in its work.
- 10.74 Meetings shall be called by the chair, who shall preside over the meeting. Should the chair fail or decline to call meetings with sufficient frequency to accomplish committee objectives, two members may call a meeting, provided that all members, including the chair, are given sufficient notice.
- i. Unless otherwise specified, a quorum shall be a majority of committee members with at least one representative from the faculty and at least one representative from either staff or students. Vacancies shall not be counted when determining a majority for quorum.

- ii. One representative from either staff or students will not be necessary for quorum for the Faculty Affairs Committee or for any committee where all the staff and student positions are vacant.
- iii. Any committee member may appoint another committee member as proxy. Ex-officio committee members may appoint a designee instead of another committee member. A committee member may hold only one proxy at each meeting. Proxies will be counted toward quorum and as representative of their specific electorate.

10.75 A committee shall, where time permits, hear all testimony relevant to its assignment. All meetings shall be open to the university community unless called into executive session by the chair when the chair or committee determines that the presence of others might inhibit free expression or efficient proceedings. The chair's decision to call executive session shall be subject to challenge and may be overruled by a simple majority.

10.76 The chair of the committee shall keep records of all actions of the committee or shall ensure that they be kept by a committee secretary.

10.77 All Standing and *Ad hoc* committees shall report to the Senate. Campus committees that do not report directly to the Senate may be invited to the Senate to discuss or clarify their activities. The type of report will depend on the status of the committee or body and the nature of its task.

- i. Committees may bring items to the Senate for discussion and recommendation. Any such document shall be provided to the Chair of the Senate and the Executive Committee by noon on Thursday prior to the next regularly scheduled Executive Committee meeting.
- ii. When a committee forwards a policy recommendation or recommendation for action to the Senate, this recommendation shall be provided in the form of a resolution or accompanied by a resolution describing the recommended action(s).
- iii. Policy recommendations from Standing and Advisory Ad hoc committees shall be placed on the agenda of the Senate in accord with Section 2.5 of these Bylaws. Whenever such recommendations are on the agenda of the Senate, a representative from the committee shall have the privilege of the floor. The Senate shall consider all such recommendations, as submitted, and shall, for each recommendation, either:
  - a. approve the recommendation, with or without amendments, or
  - b. return the recommendation with suggestions for further consideration, or

c. reject the recommendation.

iv. Any committee may forward time-sensitive recommendations for administrative review prior to bringing the recommendations to the Senate, provided the recommendations are brought to the first Senate meeting following the submission to the administration.

10.78 Standing and *Ad hoc* committees shall be dissolved by Senate action. Unless specified otherwise by the Senate, *Ad hoc* committees shall be dissolved when they rise and report or at the end of the academic year in which they were appointed, whichever comes first.

## **10.8 Terms of Service on Standing and Ad hoc Committees**

10.81 Terms are renewable unless otherwise specified.

10.82 Removal: The Appointments and Elections Committee may recommend the removal of a committee member. Accordingly, the committee member shall be told of the reasons for the proposed removal and shall be given at least two weeks in which to respond. If the Appointments and Elections Committee then determines that removal of the member is in the best interest of the affected committee and of the Senate, it shall recommend the name of a replacement member. Appointment of the new nominee shall constitute removal of the previous member.

10.83 Leave: As soon as a committee member is certain of being granted a one-semester or longer leave from duties at the university, that member shall in writing so inform the chair of that committee and the Senate Office. If the leave is longer than one semester, the Appointments and Elections Committee shall recommend a temporary or permanent replacement selected according to normal criteria and procedures.

## **11.0 STANDING COMMITTEES OF THE UNIVERSITY SENATE**

The Standing Committees of the Senate shall be the:

- Academic Policies Committee
- Appointments and Elections Committee
- Constitution and Bylaws Committee
- Executive Committee
- Faculty Affairs Committee
- Integrated Curriculum Committee
- University Policies Committee
- University Resources and Planning Committee

## 11.1 Executive Committee

11.11 **Chair:** The chair of the Executive Committee shall be the Chair of the University Senate.

11.12 **Membership:** The members of the Executive Committee shall be as follows:

- Chair, Senate (who shall be the Chair of the Executive Committee)
- Vice Chair, Senate (who shall be the Chair of the Faculty Affairs Committee)
- Third Officer, Senate (who shall be the Chair of the Academic Policies Committee)
- Immediate Past Chair, Senate (for 1 year following term as chair)
- Chair, Integrated Curriculum Committee
- Faculty Co-Chair, University Resources and Planning Committee (URPC)
- Chair, University Policies Committee (UPC)
- One (1) General Faculty Representative to the ASCSU (usually the senior senator)
- Provost/Vice President for Academic Affairs (who shall be the Co-Chair of URPC)
- President (or designee), Associated Students
- One (1) Staff Senator (selected annually by and from the three current staff senators)
- President, HSU Chapter of the California Faculty Association (non-voting)
- Delegate, HSU Labor Council (non-voting)

11.13 **Duties:**

- i. The Committee may consider all matters within the purview of the Senate.
- ii. The Committee may formulate recommendations and opinions on Senate matters and shall report them to the Senate or refer them to the appropriate committees.
- iii. The Committee shall be empowered to act for a Standing committee in lieu of referral on matters requiring immediate attention. Such action shall be reported at the next regular meeting of the Senate.
- iv. The Committee may act for the Senate on matters that call for immediate action or attention. Such action shall require an absolute two thirds

majority vote of the Executive Committee and shall be reported to the Senate as a specific agenda item at its next meeting.

- v. The Committee shall present issues of major interest for attention during the academic year at the first fall meeting of the Senate.
- vi. The Committee shall establish the agenda for each Senate meeting and instruct the Senate Chair to request the presence of such personnel as may be needed to facilitate the business of the Senate.
- vii. The Committee may work for the Senate during the summer as needed, and shall maintain communication and consult with Senators as need arises.
- viii. At the first Senate meeting of the academic year, the Chair of the Senate shall report to the Senate on any activity of the Executive committee occurring since the last meeting of the full Senate.

**11.14 Meetings:**

- i. The Executive Committee shall meet every two weeks, on the weeks that the full Senate does not meet. The Committee shall meet at other times as necessary at the call of the Chair of the Senate; at the request of the President of the university or at the request of an absolute majority of the Executive Committee.
- ii. The Executive Committee may meet with the President of the University, at the initiative of the Committee or the President, to consider problems or issues of the university.

**11.15 Challenge and Censure:**

- i. A senator may challenge an action taken by the Executive Committee on behalf of the Senate. The matter shall be submitted immediately to a vote. A simple majority of the Senate shall uphold the action of the Executive Committee.
- ii. The Executive Committee may be censured for its actions; such action shall require a simple two-thirds majority of the Senate present and voting.

**11.2 Academic Policies Committee (APC)**

11.21 **Chair:** The Chair of the Academic Policies Committee shall be a faculty senator, elected annually by the Senate as the Third Officer of the Senate, for a one-year term.

11.22 **Membership:** The membership of the Academic Policies Committee shall be as follows:

- Chair of the Committee (elected by the Senate)
- Four (4) Faculty members, appointed by the Appointments and Elections Committee
- Two (2) Students, appointed by the Associated Students
- One (1) Staff Senator (if no Staff Senator is available, nominations for a non-MPP staff members will be requested from the Staff Council for appointment by the Appointments and Elections Committee)
- Vice Provost (Ex-Officio)
- Registrar (or designee) (Ex-Officio)

11.23 **Terms:** The appointed and elected members of the Committee shall serve staggered three year terms. Student terms shall be one year.

11.24 **Duties:**

- i. Develops and maintains the academic policies of Humboldt State University.
- ii. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), University Senate, APC members and works with the ICC to prioritize items;
- iii. Vets curriculum policy changes and proposals through the ICC with recommendations forwarded to the Senate.

### 11.3 University Resources and Planning Committee (URPC)

11.31 **Co-chairs:** of the University Resources and Planning Committee shall be a faculty senator, elected by the University Senate for a 2-year term at the time of election of Senate officers, and the Provost and Vice President of Academic Affairs. They shall be non-voting except that in the case of a tie the faculty co-chair shall vote to break the tie.

11.32 **Membership:** The membership of the URPC shall be as follows:

- Three (3) Faculty members, appointed by the Appointments and Elections Committee, with preference given to faculty delegates currently serving on the University Senate
  - One (1) Academic Dean, appointed by the President
  - Vice President of Enrollment Management and Student Affairs (or designee)
  - Vice President of Administrative Affairs (or designee)
  - Administrative leader for University Advancement (or designee)
  - Two (2) Staff delegates, appointed by the Appointments and Elections Committee, with preference given to staff delegates currently on the University Senate
  - Two (2) Student delegates, appointed by the Associated Students.
- Advisors: The University Budget Director and a Budget Analyst from each Division shall participate in the committee as non-voting advisors.

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

11.34 **Duties:**

- i. The Committee shall make recommendations to the Senate and, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy. All recommendations from the Committee to administrative officers shall be made in accordance with Section 10.77 of the Bylaws.
- ii. The Committee shall act as the deliberative body of the Senate on issues pertaining to university budgets, long term capital planning, and allocation of special funds.
- iii. The Committee shall question, review, and evaluate resource allocations based on current fiscal priorities and strategies in support of the University vision and Strategic Plan and evaluate consistency of resource allocations (both budgeted and un-budgeted funds including enrollment growth funds) with that vision and plan.
- iv. The Committee shall review and make recommendations concerning new budget allocations (augmentations and reductions), cross-divisional budget allocations and allocations to special funds, and advise administrators on the use of those funds. It is not the role of this committee to interfere with internal division processes, but rather to review and evaluate the consistency of resource allocations with agreed upon budget priorities and the University's vision and strategic plan. The function shall not be construed as to in anyway imply an authority with

regard to specific personnel decisions, and at all times is constrained by contractual agreements of the University.

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

#### **11.35 Referral and work**

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

#### **11.36 Reports**

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

### **11.4 Faculty Affairs Committee (FAC)**

- 11.41 **Chair:** The Chair of the Faculty Affairs Committee shall be a faculty senator, elected annually by the Senate as the Vice Chair of the Senate, for a one-year term.
- 11.42 **Membership:** The membership of the Faculty Affairs Committee shall be as follows:
- Two (2) currently serving Faculty Senators, appointed by the Appointments and Elections Committee
  - Two (2) “at-large” Faculty members, appointed by the Appointments and Elections Committee
  - One (1) Student, appointed by the Associated Students
  - President, HSU Chapter, California Faculty Association
  - Associate Vice President for Faculty Affairs (or designee), non-voting
- 11.43 **Terms:** Faculty members shall be appointed for staggered, three-year terms. Students shall be appointed for one-year terms.
- 11.44 **Duties:** In conformance with the Unit 3 faculty Collective Bargaining Memorandum of Understanding (MOU), the Committee shall consider matters that involve particularly the individual or collective relationship of faculty to the university. Among its considerations shall be policies concerning the selection and evaluation of academic tenure, promotions, sabbaticals, academic privilege, and separation from the university. This committee parallels a like standing committee of the Academic Senate of the California State University. It considers matters being considered in the statewide Academic Senate. It shall formulate recommendations on current practice, shall propose revisions or new procedures, and shall report to the Senate.

## 11.5 Appointments and Elections Committee (AEC)

- 11.51 **Chair:** The Chair shall be a member of the Committee selected by the Committee.
- 11.52 **Membership:** The membership of the Appointments and Elections Committee shall be as follows:
- Chair, Senate/~~Presiding Officer~~~~President~~, General Faculty
  - Provost and Vice President of Academic Affairs
  - Two (2) Faculty members
  - One (1) Staff member, recommended by Staff Council
  - One (1) Student member, recommended by Associated Students
- 11.51 **Terms:** Elected and appointed members of the committee shall serve 1- year terms.

#### 11.52 **Duties:**

- i. The Committee, through the Senate Office, shall determine vacancies on Standing, Ad hoc, and Campus committees and notify appropriate appointment bodies, each year by the end of January.
- ii. The Committee shall solicit nominations for members and chairs of Standing, *Ad hoc*, and Campus committees, and shall fill vacancies that may occur in committees during the academic year.
- iii. The faculty members of the Committee shall solicit nominations for General Faculty elections of officers and other faculty representatives as directed by the General Faculty Constitution, including nominating candidates for vacancies on the University Faculty Personnel Committee in accordance with Appendix J of the Faculty Handbook and other positions as identified in the Faculty Handbook.
- iv. The Committee shall develop procedures for and administer elections of faculty members to the Senate and of representatives of the General Faculty. All such procedures are subject to the approval of the Senate.
- v. The Committee shall oversee and administer all elections within the Senate.
- vi. The Committee shall be responsible for elections and appointments to other positions as directed by the Senate or by the Executive Committee.
- vii. Members of the Committee shall, when requested, act as tellers when votes are cast by ballot.
- viii. The Committee shall verify that the eligibility of all candidates has been certified by Senate office staff and, in cases of doubt, shall decide eligibility for election or membership in the electorate.

#### 11.6 **Constitution and Bylaws Committee (CBC)**

- 11.61 **Chair:** The Chair of the Constitution and Bylaws Committee shall be a senator, elected during the regular annual election within the Senate,

for a one-year term.

11.62 **Membership:** The membership of the Constitution and Bylaws Committee shall be as follows:

- Chair of the Committee (elected by the Senate)
- Three (3) Faculty members, appointed by the Appointments and Elections Committee
- One (1) non-MPP Staff member, appointed by Staff Council
- One (1) Student member, appointed by Associated Students.

The Senate Parliamentarian, appointed annually by the Senate Executive Committee, shall also serve on the Committee. Any member of the Committee (listed above) may also serve as Senate Parliamentarian, or the Parliamentarian may be an additional member of the Committee.

11.63 **Terms:** Elected and appointed members shall serve two-year terms except the committee chair as stated above and the student member who, shall serve a one-year term

11.64 **Duties:**

- i. The Committee shall review periodically the Constitution and Bylaws of the Senate and related university policies with regard to shared governance and committee work, and it shall recommend to the Senate such changes as may be desirable. It shall report to the Senate its recommendations with respect to any proposed amendments to the Constitution or Bylaws that have been submitted in writing, signed by the originator(s), and referred to the Committee by the Senate or by the Senate Executive Committee.
- ii. Questions concerning interpretations of the text of a Senate-approved document shall be referred to the Committee. Interpretations by the Committee shall be reported in writing to the Senate and shall be considered binding unless reversed or altered by action of the Senate.
- iii. The Committee shall consider each year, as may be necessary, revision of the list of Standing and *Ad hoc* committees and of the membership and functions of each committee.

## 11.7 Integrated Curriculum Committee (ICC)

### 11.71 **Chair, Membership and terms:**

The chair, membership, and terms of the ICC shall be prescribed in the Integrated Curriculum Committee Constitution (Appendix G of the *Faculty Handbook*).

11.72 **Duties:** As stated in the Integrated Curriculum Committee Constitution, the ICC shall provide “careful consideration and deliberation of all academic planning and curriculum matters” and “work collaboratively and act in the best interest of the University wide community and in consideration of the HSU mission and strategic plan.”

11.73 **Referral and work:** Referral and work are outlined in the ICC Constitution (Appendix G of the *Faculty Handbook*).

11.74 **Reports:** The Committee shall report to the Senate.

## 11.8 University Policies Committee (UPC)

11.81 **Chair:** The Chair of the University Policies Committee shall be a senator, elected during the regular annual election within the Senate, for a one- year term.

11.82 **Membership:** The membership of the University Policies Committee shall be as follows:

- Chair of the Committee (elected by the Senate)
- Two (2) faculty members, appointed by the Appointments and Elections Committee
- One (1) Staff Senator appointed by the Appointments and Elections Committee (if no Staff Senator is available, nominations for non-MPP staff members will be requested from the Staff Council for appointment by the Appointments and Elections Committee)
- One (1) Student member, appointed by Associated Students.
- Vice-President for Enrollment Management and Student Affairs (non- voting)
- Vice-President for Administrative Affairs (non-voting)

11.83 **Terms:** The elected and appointed members shall serve staggered three- year terms except the committee chair who shall serve a one- year term and the student member who shall serve a one-year term.

**11.84 Duties:**

- i. The Committee shall review policy items addressing all university policies that do not fall under the purview or charge of the other Senate standing committees.
- ii. The Committee shall oversee the implementation of the University policy process and recommend to the Senate any changes that might be needed to ensure a transparent, efficient, and clear policy process rooted in principles of shared governance.

## **12.0 ELECTIONS**

### **12.1 General Procedures**

- 12.11 General operational procedures for elections conducted by the University Senate Office shall be outlined in a separate document, "Election Rules and Procedures," developed and maintained by the Appointments and Elections Committee and made available through the Senate Office.
- 12.12 The Senate Office shall maintain a record of each election it conducts. The results by numerical count of votes received by each candidate shall be available in the Senate office as soon as the count has been completed and verified. All ballots cast during an election shall be retained in the Senate office for 30 days. If the results are formally protested during that time, the ballots shall be retained until the protest is resolved. The numerical count of the votes shall be kept on file in the Senate office for three years.
- 12.13 The normal period of time for casting ballots shall be five working days with the deadline at noon on the last day. The poll closing time shall be clearly stated on the ballot. Only ballots received by the poll closing time shall be counted.

### **12.2 Electorate Groups for Senate Elections:**



12.21 Faculty electorates (tenure-line and lecturer) and staff electorates are as defined in their respective constitutions or bylaws.

~~12.21 The "tenure line faculty electorate" shall comprise all tenure line faculty members in instructional and non instructional units and shall vote only for tenure line faculty senators.~~

~~12.22 The “lecturer faculty electorate” shall comprise all full time or part time non permanent faculty members in instructional and non instructional units and shall vote only for lecturer faculty senators.~~

~~12.23 The “staff electorate” shall comprise all non-MPP permanent and temporary staff members, including probationary staff members and shall vote only for staff senators.~~

### **12.3 Nomination, Recall, and Election Procedures:**

12.31 The regular annual elections to the Senate normally shall occur during the spring. There shall be no elections to the Senate during the summer.

12.32 Whenever feasible, staggered terms shall be arranged so that only one third of the faculty and staff senators are elected to a three-year term in the spring. When the election involves terms of different lengths, the candidates who receive the greatest number of votes on the ballot resulting in their being elected shall receive the longest term available. Ties shall be broken by lot.

12.33 If no procedures for recall exist in a constituent body’s governing documents, a recall election is initiated by a petition of one-fourth of the electorate. A majority vote of those voting in the Senator’s electorate recalls that Senator.

### **12.4 Vacancies**

12.41 The Senate seat of an elected member shall become vacant when the member:

- a) resigns from Senate
- b) becomes an ex officio member of the Senate
- c) fails to meet the eligibility requirements for membership in the Senate
- d) or falls under one of the following absence rules:
  - i. is absent without a proxy for three consecutive regular meetings
  - ii. is absent but represented by a proxy for five or more regular meetings a semester
  - iii. is on leave of absence, regardless of reason, for more than one semester.

12.42 The Senate Office staff shall report leaves and extended absences of senators to the Appointments and Elections Committee, which shall certify the existence of a vacancy and proceed to fill it as prescribed.

12.43 Any vacancy which may occur between regular elections among elected senators to the University Senate shall be filled by a special election. Any person so elected shall represent the appropriate academic unit and shall serve the remainder of the vacated term.

## **12.5 Temporary Vacancies**

12.51 The Senate seat of an elected member shall become “temporarily vacant” when the member:

- a) takes a leave of absence for one semester or less
- b) serves as an Interim Ex-Officio member of the Senate for one semester or less

12.52 The Senate Office staff shall report temporary vacancies to the Appointments and Elections Committee, which shall certify the existence of a temporary vacancy.

12.53 Any temporary vacancy which may occur shall be filled by appointment in accordance with Senate *Constitution* Section 4.52.

## **12.6 Elections within the Senate**

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

- i. Nominations shall be made in accordance with the provisions for eligibility outlined in the Constitution.
- ii. Incoming and continuing Senators may vote in person or by proxy. Outgoing Senators may vote if the incoming Senator has not yet been determined or is absent from the meeting and has not delegated a proxy.

Elections shall be conducted in the following order:

- a. Vice Chair (Chair of Faculty Affairs Committee)
  - b. Third Officer (Chair of Academic Policies Committee)
  - c. Co-Chair of University Resources and Planning Committee
  - d. Chair of the Constitution and Bylaws Committee
  - e. Chair of the University Policies Committee
  - f. Members of the Appointments and Elections Committee.
- iii. Senate Officers and Appointments and Elections Committee members shall be elected for one-year terms.

- iv. All nominees for an office shall be listed on the first ballot. Those having the highest number of votes, and whose votes, when added together constitute a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of the votes cast.
- v. The numerical results of all ballots shall be made available to senators.

12.62 Removal from Elected Positions in the Senate – Any accusations for proceedings that would result in removal from an elected position in the Senate shall be initiated in the Senate Executive Committee; the Senate Chair, or Vice Chair if the Chair is part of the proceedings, will notify parties about the accusations prior to any and all formal meetings. A resolution to remove a senator from an elected Senate position must pass by a two-thirds vote of the other members of the Executive Committee before being presented to the full Senate. The resolution must then pass the Senate by two-thirds of those voting after having presented the resolution at the previous meeting.

## **12.7 Censure of Senators**

Any accusations for censure proceedings shall be initiated in the Senate Executive Committee; the Senate Chair, or Vice Chair if the Chair is part of the proceedings, will notify parties about the accusations prior to any and all formal meetings. The Senate may censure a Senator by a two-thirds vote of those voting, provided the resolution for the censure must be summarized in a resolution presented by the Senate Executive Committee and should only be used for issues of misconduct.

## **13.0 Nomination of CSU Faculty Trustee**

**13.1** Any tenured faculty meeting the eligibility requirements established by the Office of the Chancellor may stand as a candidate for the position of Faculty Trustee.

**13.2** Nominations may be submitted by petition and shall require the signed concurrence of at least ten (10) percent of the tenure-line faculty, or 50 such faculty members, whichever is less.

**13.3** At a regularly scheduled meeting, the Senate may nominate eligible candidates to serve as a Faculty Trustee. The nominees shall have previously agreed to serve and to submit all required materials. Nominations from the Senate floor shall require a simple three-fourths majority.

**13.4** The Senate shall forward the names of all eligible nominees to the Academic Senate CSU by a date to be determined by the Academic Senate CSU.

**14.0 Availability of Documents**

Senate documents shall be available on the Senate Website and may be requested from the Senate Office. The agendas of Senate meetings shall be available to any member of the university community upon request. The agendas of the Senate Executive Committee shall likewise be available, but the attachments to the meetings of the Committee shall be available only to members of the Committee.

**15.0 Amendments**

Amendments to these Bylaws may be adopted at a regular business meeting of the Senate by a simple majority, provided the amendments have been presented at the previous regular meeting.

## Document History:

PASSED – Academic Senate, 4/12/11 (Resolution #28-10/11-FAC)

APPROVED – General Faculty Election, Oct. 17-20, 2011

### Amendments:

6.0	Resolution 12-11/12-EX	03/06/12
2.9	Resolution 19-11/12-EX	02/21/12
16.0	Resolution 25-11/12-CBC	03/27/12
4.0	Resolution 27-11/12-CBC	03/27/12
2.3	Resolution 32-11/12-CBC	04/24/12
2.0	Resolution 33-11/12-CBC	04/24/12
2.4	Resolution 02-12/13-URPC	09/25/12
12.6	Resolution 24-13/14-CBC	02/11/14
12.5	Resolution 30-13/14-CBC	02/11/14
11.8	Resolution 36-13/14-EX	04/01/14
4.1	Resolution 15-14/15-CBC	02/24/15
6.1	Resolution 15-14/15-CBC	02/24/15
11.0	Resolution 15-14/15-CBC	02/24/15
11.1	Resolution 15-14/15-CBC	02/24/15
12.5	Resolution 15-14/15-CBC	02/24/15
12.3	Resolution 15-14/15-CBC	02/24/15
2.9	Resolution 16-14/15-CBC	02/24/15
6.0	Resolution 10-15/16-CBC	11/10/15
12.0	Resolution 21-15/16-CBC	03/08/15
10.7	Resolution 01-16/17-CBC	10/04/16
2.7	Resolution 15-16/17-CBC	03/07/17
9.0	Resolution 15-16/17-CBC	03/07/17
11.0	Resolution 21-16/17-EX	04/25/17
12.6	Resolution 02-17/18-CBC	10/03/17
14.0	Resolution 04-19/20-CBC	01/28/20

### Revisions:

University Senate, 03/12/13 (Resolution #26-12/13-CBC)

## ADDENDEM: Glossary

**Administrative Officers**—Administrators with a position at the Associate Vice President level or above.

**AEC**—the common acronym for the Senate Appointments and Elections Committee. For details please see Senate Bylaws section 11.5.

**APC**—the common acronym for the Senate Academic Policies Committee. For details please see Senate Bylaws section 11.2.

**CBC**—the common acronym for the Senate Constitution and Bylaws Committee. For details please see Senate Bylaws section 11.6.

## Committees

**Committee, Campus**—University-level committees that have elected members or members appointed by the Senate Appointments and Elections Committee.

**Committee, Senate ad hoc**—a temporary committee or task force established by the Senate and charged to address a particular issue as needed.

**Committee, Senate**—one of the Standing Committees of the Senate as defined in the Senate Bylaws.

**FAC**—the common acronym for the Senate Faculty Affairs Committee. For details please see Senate Bylaws section 11.4.

**General Faculty**—the campus organization formed as an association of tenure-line and lecturer faculty. Membership is defined in the Constitution of the General Faculty (*HSU Faculty Handbook*, Appendix E).

**ICC**—the common acronym for the Integrated Curriculum Committee. For details, see Appendix G of the *HSU Faculty Handbook*.

**Immediate Past Chair**—the individual who most recently served as Chair of the University Senate and remains in residence at the University.

**Lecturer Faculty (Instructional and Non-Instructional Units)**—Non-permanent faculty, librarians, counselors, and part-time coaches holding at least a one-year appointment with a time-base averaging at least .40 of full time.

**Majority**, See under Vote

**Non-MPP Staff**—Permanent or temporary staff in non-management positions.

## **Senate Members**

**Senate Members, Elected**—Members of the Senate who were directly elected to serve on the current Senate.

**Senate Members, Ex Officio**—those who became Senators by virtue of their election or appointment to a position outside the University Senate.

**SenEx**—an abbreviation of “Senate Executive Committee”, a Standing Committee of the Senate. For details please see Senate Bylaws section 11.1.

**Standing Rules**—Procedural guidelines approved by the Senate and not covered in the Senate Bylaws. Standing Rules may be amended or approved by a simple majority and do not require a first and second reading.

**Tenure-line Faculty (Instructional Unit)**—Faculty holding the academic rank of assistant professor or above.

**Tenure-line Faculty (Non-Instructional Unit)**—Tenure-line librarians, counselors, and full-time coaches.

**URPC**—the common acronym for the Senate University Resources Planning Committee. For details please see Senate Bylaws section 11.3.

## **Vote**

**Vote, 2/3 Majority**—a voting burden that requires at least two-thirds of those voting to vote in favor of a motion for it to be approved. Abstentions are not counted as votes.

**Vote, Absolute majority**—a voting burden that requires that over 50% of the *entire membership who are eligible to vote* must vote in the affirmative for a motion to be approved.

**Vote, Majority or Simple Majority**—a voting burden that requires more than half of the votes cast to be in favor of a motion for it to be approved e.g. 50%+1. Those who abstain from voting are not counted in the determination of the majority.

**Vote, Unanimous**—a vote without any dissenting vote and with no abstentions.

**Vote, without dissent**—a vote without any dissenting vote but with abstentions.

**HUMBOLDT STATE UNIVERSITY  
University Senate**

**Resolution on Field Trip Policy**

17-19/20-UPC – April 7, 2020 — Second Reading

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

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

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

KEY: **YELLOW** = Updates for initial Second Reading  
**GREEN** = Most recent update

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## Field Trip Policy Policy #

### Risk Management and Safety Services

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

**Supersedes:** EM:P06-10

### Purpose of the Policy

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

### Definitions

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

### Policy Details

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

### Requirements

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

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

## **Expiration Date**

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

## **History**

Issued: 12/06/2006 Revised:

02/14/2020 Edited:

MM/DD/YYYY Reviewed:

MM/DD/YYYY

# HUMBOLDT STATE UNIVERSITY

## Risk Management and Safety Services

### Field Trip Guidelines - Checklist

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

**HUMBOLDT STATE UNIVERSITY**

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

Activity:

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Activity Date(s) and Time(s):

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Activity Location(s):

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

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

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

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

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

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

Participant Signature: \_\_\_\_\_

Participant Name (print): \_\_\_\_\_

Date: \_\_\_\_\_

***If Participant is under 18 years of age:***

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

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

\_\_\_\_\_  
Signature of Minor Participant's Parent/Guardian

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Minor Participant's Name

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

CHANNEL ISLANDS

August 23, 2011

CHICO

DOMINGUEZ HILLS

**MEMORANDUM**

EAST BAY

**TO:** CSU Presidents

FRESNO

**FROM:** Charles B. Reed  
Chancellor

FULLERTON

HUMBOLDT

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

LONG BEACH

LOS ANGELES

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

MARITIME ACADEMY

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

MONTEREY BAY

NORTHRIDGE

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

POMONA

SACRAMENTO

CBR/bjc

SAN BERNARDINO

Attachment

SAN DIEGO

c: Executive Staff, Office of the Chancellor

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

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

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

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

**I. Purpose**

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

**II. Campus President**

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

**III. Field Trip Defined**

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

#### IV. Field Trip Policy – Minimum Requirements

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

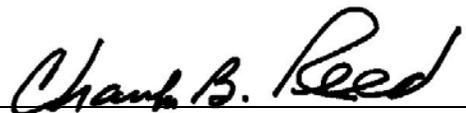
- Include a means to identify all courses that involve off-campus field trips.
- Require the use of the approved liability waiver. See Executive Order 1051.
- Ensure student emergency contact information is obtained prior to the field trip. The campus must have emergency contact information readily available.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

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

#### V. Document Retention

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

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

  
\_\_\_\_\_  
Charles B. Reed, Chancellor

Date: August 23, 2011

## Humboldt State University Field Trip Request Form

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

**Directions:**

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

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

First Name  Last Name  Number of field trips

Term  Class Number  Subject  Catalog Number  Section

Is this the first time you have submitted this form for this term?  If no, how many times?

### Field Trip 1

Activity

Date(s) and Time(s)

Location(s)

### Field Trip 2

Activity

Date(s) and Time(s)

Location(s)

### Field Trip 3

Activity

Date(s) and Time(s)

Location(s)

### Field Trip 4

Activity

Date(s) and Time(s)

Location(s)

## Field Trip 5

Activity

Date(s) and Time(s)

Location(s)

## Field Trip 6

Activity

Date(s) and Time(s)

Location(s)

## Field Trip 7

Activity

Date(s) and Time(s)

Location(s)

## Field Trip 8

Activity

Date(s) and Time(s)

Location(s)

## Field Trip 9

Activity

Date(s) and Time(s)

Location(s)

## Field Trip 10

Activity

Date(s) and Time(s)

Location(s)

# HUMBOLDT STATE UNIVERSITY

## Risk Management and Safety Services

### Field Trip Transportation Options

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

#### HSU responsible for transportation - options:

##### HSU Bus

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

##### Rental Vehicles

Reserve vehicle(s) with Enterprise

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

All drivers need to be complete a volunteer form

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

##### Private Vehicles

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

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

Faculty can assign students to vehicles

All drivers need to complete a volunteer form

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

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

#### \*Notes\*

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

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

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

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

**HSU not responsible for transportation options**

Students can use their own vehicles or carpool.

Faculty gives direction of where and when to meet.

Faculty cannot assign students to vehicles

Faculty can encourage carpooling

**\*Notes\***

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

**HUMBOLDT STATE UNIVERSITY  
University Senate**

**Resolution on Grade Appeal Policy**

20-19/20-APC—April 21, 2020 – Second Reading

**RESOLVED:** That the University Senate of Humboldt State University recommends to the President that the attached Grade Appeal Policy that will supersede *UML 00-01 and Appendix R of the Faculty Handbook*.

**RATIONALE:** Humboldt State University is a standout amongst campus in the California State University System in having a combined process and procedure for grade appeals and grievances. The current policy and process have proven cumbersome and difficult for students, staff and administrators in resolving grade appeals. Separating the grade appeal process provides students, staff and administrators with a clear and understandable policy that is separate from other academic and non-academic grievances.



## Grade Appeal Policy [Policy Number]

Office of the Vice President for Academic Affairs

**Applies to:** *Faculty, staff, students, and administration*

**Supersedes:** *UML 00-01 and Appendix R of the Faculty Handbook*

### Purpose of the Policy

Consistent with [CSU Executive Order 1037](#), Humboldt State University has adopted policies that provide for the redress of student concerns about certain academic decisions made by faculty. The following procedures, which implement said policies, are established pursuant to authority assigned to the Grade Appeal Committee and are administered by the Office of the Vice President for Academic Affairs. Students may elect to use these procedures when they are unable to resolve academic disputes with members of the faculty.

The purpose of this policy is to establish fair and equitable means by which matriculated students may appeal assigned course grades and other Academic decisions. Non-Academic grievances filed by matriculated students should follow the procedures outlined in the Student Grievance Procedures. Charges of discrimination, harassment, or retaliation filed by students or applicants for admission to the University are addressed in a separate policy.

### Definitions

A “**grade appeal**” is a complaint about a final course grade, which involves one or more of the following conditions, the existence of which the student is required to prove:

1. The instructor violated a specific University rule or policy.
2. The instructor refused to correct a clerical or administrative error made in the process of transmitting a grade to the Office of Admissions and Records.
3. The instructor refused to report any grade at all for the individual student.
4. The grade is based on an allegation of cheating or other academic dishonesty, and the instructor has chosen not to request formal disciplinary action with the Office of the Vice President for Student Affairs.
5. The grade is based on an allegation of cheating or other academic dishonesty and, pursuant to the student disciplinary process, it has been determined that (a) there was insufficient evidence to proceed with formal disciplinary action or (b) the student was found innocent of the charges.

6. The grade reflects threatening, abusive, exploitative, or similar personal, improper conduct towards the individual student.
7. The instructor assigned the grade in error, with prejudice or capriciously.

## **I. Important Clarifications Pertaining to Grade Appeals**

It is important for students to know that, in accordance with the policies of the California State University, the Grade Appeal Committee must presume that an assigned grade is correct. Therefore, it is the student's responsibility to prove that the final course grade is improper based on one of the criteria listed above under the definition of "grade appeal." The Committee's authority in cases involving a grade appeal is very specific and limited to the conditions included in the above definition. The Committee cannot tell an instructor that they have graded an exam too harshly; or that their standards are too high; or that particular assignment are unreasonable; or that other classroom practices or expectations applied to the class as a whole are unfair. These are all matters of professional judgment, which, if consistent with applicable campus policies, are entirely within the prerogative of the instructor. Concerns about such matters should be discussed with the instructor and, if necessary, the appropriate department chair or college associate dean.

## **II. Responsibility of Grading**

Faculty members at Humboldt State University (HSU) have the sole right and responsibility to provide clear grading criteria, careful evaluation, and timely assignment of course grades. It is assumed that the grades assigned by faculty members are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

## **III. Students Right to Appeal**

Students shall have the right to appeal the final course grade issued by an instructor(s) if the student has reason to believe that the grade is based on any of the grounds set out in section IV. Grounds for Appeal of this policy. Grades assigned due to student misconduct are not eligible for appeal, consistent with the grounds and procedures set out in the HSU Academic Honesty and Integrity Policy, the CSU Code of Student Conduct, and Title 5 of the California Code of Regulations.

Prior to filing a grade appeal, the student shall make every attempt to resolve the grade dispute with the instructor through the Departmental review process described in section V.b Guidelines.

#### **IV. Grounds for Appeal**

The course grade assigned by the instructor of record is to be considered final. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, capriciousness, arbitrariness or is not in alignment with established grading criteria in the course syllabus, the student may file an appeal, but only after the process described in V.b Guidelines has been exhausted.

Allegation of discrimination, harassment, and/or retaliation affecting grade assignments shall be referred to the campus Discrimination, Harassment, and Retaliation Administrator and be processed in accordance with CSU [Executive Order 1097](#), which states:

*...the Campus grade appeal procedure shall be placed in abeyance until such time as the campus and any appeal process under Article VI and/or Article VII have concluded. The final determinations under this executive order regarding whether Discrimination, Harassment or Retaliation occurred will be provided to the Campus grade appeal committee. The committee shall be bound by such determination when considering the grade appeal request under [Executive Order 1037](#).*

#### **V. Appeal Process**

Students who appeal grades assigned during spring or summer sessions shall do so in the fall semester; students who appeal grades assigned during fall sessions shall do so in the spring semester.

Current and former students seeking to appeal an assigned grade shall initiate the process as described below.

##### **a. Departmental Review**

The student shall contact the instructor no later than 30 calendar days after the start of the beginning of the subsequent semester and attempt to bring resolution to the grade dispute. The student may seek assistance from the Department Chair in their attempt to resolve the dispute.

- i. If the student is unable to reach resolution of the grade dispute at the departmental level, the student may submit an appeal of the grade to the University Grade Appeal Committee, as described in section 5.20.

## **b. Guidelines**

The following steps are meant to provide guidance to students endeavoring to resolve grade disputes at the department level. Each time a student wants to make a request to make an appointment they will do so in writing to appropriate person as supporting documentation for their appeal.

- i. The student will make an appointment with the faculty of record for the explicit purpose of appealing the grade. At that time, the student should be prepared to submit evidence in support of their claim.
- ii. If the student is unable to resolve the grade dispute with the faculty member, the student will make an appointment with the Chair of the Department to discuss the disputed grade. The Chair will assist the student in his/her efforts to resolve the grade dispute.
- iii. If the instructor(s) is no longer on campus, the student shall attempt to resolve the grade dispute with the Department Chair. In this instance, the Department Chair shall have the authority to approve a change of grade.
- iv. In cases where the faculty of record is also the Department Chair, or in cases where the Department Chair is unsuccessful in assisting the student to reach a resolution, the student will make an appointment with the College Dean, who will assist the student in his/her efforts to resolve the grade dispute.

## **c. University Review**

### **i. Initiating the University Review**

A student shall initiate a University review as soon as the Departmental resolution to the dispute has failed and no later than 30 calendar days after the start of the beginning of the subsequent semester.

### **ii. Grade Appeal Form**

The University Review Committee shall commence when the student presents a written appeal to the Associate Vice President for Academic Programs and Dean of Graduate and Undergraduate Studies (hereafter, AVP/Dean).

A form on which the appeal may be written is available from the Office of Undergraduate and Graduate Studies and on the HSU policy web site.

#### **d. Review of the Appeal**

##### **i. Grade Appeal Committee**

The Grade Appeal Committee (hereafter, the committee), a subcommittee the Student Grievance Committee, is convened by the AVP/Dean, once in the fall and once in the spring semesters as needed. The AVP/Dean is ex-officio, non-voting member of the committee.

The committee will be composed of

- a. three faculty members, identified by the University Senate,
- b. two undergraduate students, identified by Associated Students, and
- c. one graduate student, identified by Associated Students,

Pursuant to [Executive Order 1037](#), the appeal process will proceed in a timely way and the authority of the committee shall be limited to actions that are consistent with other campus and system policies.

##### **iii. Preliminary Review of Grade Appeal**

The committee will meet each fall and spring semester to determine if the grounds for the appeal presented by the student are consistent with section IV. Grounds for Appeal of this policy. If the committee finds that there are insufficient grounds for appeal, the original course grade remains final.

If the committee finds that there are sufficient grounds for appeal, the committee shall conduct a hearing within three weeks. The hearing will be scheduled at a time when the student and the instructor are able to appear. Both parties may submit evidence to the AVP/Dean no later than one week in advance of the hearing. The AVP/Dean will distribute all materials to the committee in advance of the hearing.

##### **iv. Hearing the Appeal**

The student and the instructor will present evidence to the committee regarding the grade dispute. Evidence may include graded student work and witnesses. If the student does not appear for the hearing, the committee may put the appeal aside, in which case the original grade will stand as final. If the instructor does

not appear for the hearing, the committee may decide to proceed with the appeal hearing.

**v. Grade Appeal Committee Vote**

The committee shall determine findings and take a vote regarding the resolution of the appeal. The vote may authorize the entry of a change, where appropriate, to the final course grade in the student's academic record. The vote of the committee is final. A report of the hearing, the evidence, the findings, and the vote of the committee will be submitted to the AVP/Dean within one week.

**vi. Notification**

The AVP/Dean shall immediately notify the student, the instructor, the Department Chair, and the Academic Dean of the decision.

**vii. Compliance**

In cases where a grade change is not approved, the AVP/Dean will maintain the associated files.

In cases where a grade change is approved, the AVP/Dean shall send a formal grade change request to the Office of the Registrar, specifying the new grade. The request shall include the Grade Appeal form and any evidence used in the grade appeal process.

In compliance with the HSU policy on Family Educational Rights and Privacy Act (FERPA), this report shall be maintained in the Office of Registrar.

**viii. Filing of a Grade Appeal**

The filing of, or outcome from, a University grade appeal shall have no bearing on the Faculty Personnel Action File.

**e. Annual Report**

The AVP/Dean shall report to the President of Humboldt State University, and the University Senate each fall the number of appeals heard in the previous academic year.

**Expiration Date**

This policy shall be reviewed in five years from its effective date to determine its effectiveness. It may be revised prior to that time as needed.

**History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

**HUMBOLDT STATE UNIVERSITY  
University Senate**

**Resolution on Policy on Certificates**

22-19/20-APC — May 5, 2020 — Second Reading

**RESOLVED:** That the University Senate of Humboldt State University recommends to the President that the attached Policy on Certificates and supersedes #29-13/14-ICC “*Guidelines for Approving New Certificate Programs;*” and be it further,

**RATIONALE:** *In Spring 2014 the University Senate approved #29-13/14-ICC “Guidelines for Approving New Certificate Programs” that placed all certificate programs in the College of Extended Education and Global Engagement (formerly the College of eLearning and Extended Education). This policy will permit all colleges within the university to administer and house certificate programs and provides definitions and requirements for Academic Certificates, Non-credit Certificates, and Certificates of Participation.*



# HUMBOLDT STATE UNIVERSITY

## Policy on Certificates [Policy Number]

Office of the Vice President for Academic Affairs]

**Applies to:** *Faculty, staff*

**Supersedes:** #29-13/14-ICC Guidelines for Approving New Certificate

### **Purpose of the Policy**

A certificate program is a coherent grouping of courses from one or more disciplines that provides a set of learning experiences, often, but not always, related to a specific career area. Alternatively, a certificate program may provide a multidisciplinary focus on a specific topic or area. A certificate program differs substantially in focus from a degree program, although certain common courses may be applied to both degree and certificate courses of study. A certificate provides formal recognition by the University that the course of study involves substantial exposure to the field or topic.

### **Policy Details**

#### **I. Types of Certificates**

The University authorizes the issuance of three types of certificates:

1. Academic Certificates (Credit)
2. Non-credit Certificates
3. Certificates of Participation

All certificates bearing the name of the University shall be one of these three types.

#### **II. Academic Certificates (Credit)**

Students may earn an Academic Certificate in recognition of satisfactory completion of a planned sequence of courses at the graduate or upper-division undergraduate levels designed and approved in accordance with the following:

- Academic Certificate programs generally shall be designed for post-baccalaureate students or baccalaureate students who wish to complete a certificate program concurrently with their declared major. Regulations enacted by the U.S. Department of Education require 'stand-alone' certificate programs

to meet certain criteria for students to be eligible to receive Federal Financial Aid. A certificate program that may be taken either stand-alone or in combination with a degree is classified as stand-alone.

New Academic Certificate programs need to be classified by the College or Department as belonging to one of three categories:

1. The certificate program is a 'stand-alone' program that meets Federal Financial Aid eligibility guidelines.
2. The certificate program can only be pursued in combination with a degree program.
3. The certificate program is a 'stand-alone' program that does not meet Federal Financial Aid eligibility guidelines.

New Academic Certificate programs must meet the following requirements:

- 1.1 A minimum of 9 units are required for an Academic Certificate.
  - a. Undergraduate-level certificate programs shall consist of at least 9 upper-division units. Up to 6 units of graduate-level coursework may be included in the 9 units.
  - b. Graduate-level certificate programs must include at least 9 units at graduate level. Departments may require a baccalaureate degree as a prerequisite to admission.
- 1.2 Any prerequisites for the courses in the Academic Certificate program shall be clearly stated and included in the listed unit range of the certificate program in the Catalog.
- 1.3 No more than twenty-five percent of the units required for the Academic Certificate program shall be transfer units.
- 1.4 All credit courses in the Academic Certificate program shall be graded in the traditional manner (i.e., A through F), except for those courses that are offered only on a Credit/No Credit basis.
- 1.5 Approval of the Academic Certificate program's curriculum shall follow standard University curricular procedures.
- 1.6 With the permission of the graduate degree program, up to 15 units may be counted toward both a graduate-level Academic Certificate program and a graduate degree program.

### **III. Non-Credit Certificates**

Students may earn Non-credit Certificates through the College Extended Education and Global Engagement in recognition of satisfactory completion of a planned sequence of not-for-credit courses.

### **IV. Certificates of Participation**

A Certificate of Participation may be awarded in recognition of any of a wide variety of educational experiences sponsored by a unit of the University. Such certificates are not meant to connote any specific level of competence and may not be designed or used for such purpose. The rules governing the issuance of such a certificate bearing the University's name or the name of any of its colleges, departments, units, or centers, are as follows:

- 4.1 The Certificate of Participation shall not bear the University seal.
- 4.2 Certificates of Participation shall not be awarded for completion of regular University credit courses individually or in clusters.
- 4.3 All wording on the Certificate of Participation should be such that there is no implication that the University by issuing this kind of certificate is attesting to any level of skills gained or educational achievement.
- 4.4 Requests to issue a Certificate of Participation shall be reviewed and approved by the Vice President, or designee thereof.

### **Expiration Date**

This policy shall be reviewed in five years from its effective date to determine its effectiveness. It may be revised prior to that time as needed.

### **History**

Issued: March 11, 2014 - #29-13/14-ICC Guidelines for Approving New Certificate Programs

Revised: MM/DD/YYYY

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution on Amendment to Appendix J; Early Tenure Policy**

18-19/20-FAC — April 21, 2020 — First Reading

**RESOLVED:** That the Faculty of the University Senate of Humboldt State University recommends to the General Faculty of Humboldt State University, and to the President that the following amendments to Appendix J, Faculty Personnel Policies and Procedures for Retention, Tenure and Promotion, be adopted. (*Normal font indicates current policy that is unchanged; bold, underlined font indicates new policy; strikethrough font indicates current policy that will be discontinued.*)

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

a) Such consideration is initiated by the faculty unit employee's department or equivalent unit or by the faculty member with the knowledge of ~~his/her~~ **their** department or unit.

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

c) The length and breadth of the faculty unit employee's service are sufficient to provide a high expectation that the prior patterns of achievement and contribution will continue.

**RATIONALE:** Early Tenure has recently become the norm on our campus rather than the exception. In 2017/18, 8 of the 9 campus tenure cases were early tenure. In 2019/20, 9 of the 12 campus tenure cases were early tenure. This development is an unintended consequence of each Department clearly defining criteria and standards for tenure, without corresponding attention to differentiating between early tenure and tenure in the normal timeframe. Twenty of the twenty-three CSU campuses have early tenure policies. These policies support the principles that early tenure should only be granted in exceptional cases, and that the criteria and standards for early tenure are higher than for tenure in the normal timeframe. By ensuring that the probationary period is sufficient to fully evaluate all candidates' performance in teaching, service, and research and scholarly activities, we will support student success, a productive faculty, and academic integrity. This policy would apply to new faculty hires made after this policy has been approved.

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Sense of the Senate Resolution on Temporary Modification of Evaluations for Probationary Faculty and Lecturer Faculty affected by COVID-19 Pandemic.**

23-19/20-FAC – May 5, 2020

**RESOLVED:** That the University Senate of Humboldt State University encourages the CSU and CFA to permit probationary faculty, at their option, to add another year to their tenure probationary period with no negative effect to their eventual tenure review, because of the disruption of the COVID-19 crisis; and be it further

**RESOLVED:** That the University Senate of Humboldt State University urges all levels of review committees to adopt supportive and flexible policies regarding Retention, Tenure and Promotion that encompasses Spring, Summer, and Fall of 2020. Collegial observations should not be conducted in the last half of the Spring 2020 semester unless requested by the candidate. Conference attendance and presentations, many scholarly and creative activities, and many service activities, have become impossible to perform given the need to shelter in place; and be it further

**RESOLVED:** That the University Senate of Humboldt State University urges all levels of review committees to be as flexible as possible, in recognition of the diverse disruptions caused by COVID-19, in evaluating teaching effectiveness of lecturers during Spring, Summer, and Fall of 2020.

***RATIONALE:*** *As a result of the COVID-19 epidemic, numerous scholarly conferences and creative activities around the world were cancelled or delayed. Travel for scholarly/creative activities was blocked by shelter-in-place restrictions. Service activities were disrupted. Significant, unplanned investments of time were necessary to convert face-to-face classes into online venues. The ongoing, changing nature of the pandemic continues to force faculty to make significant unplanned decisions that do not allow for review committees to make normal review of faculty performance.*

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**MEMO**

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**TO:** MARY OLING-SISSAY – VICE PROVOST

**FROM:** JULIE ALDERSON – CHAIR, ICC

**SUBJECT:** **ADDITIONAL UPDATES** - EMERGENCY CREDIT/NO CREDIT GRADE  
PROTOCOL FOR SPRING 2020

**DATE:** 4/21/2020

**CC:** LISA BOND-MAUPIN – INTERIM PROVOST  
CLINT REBIK – REGISTRAR  
STEPHANIE BURKHALTER – CHAIR, UNIVERSITY SENATE

Additional items re: emergency C/NC protocol for Spring 2020

1. Students who are on probation or disqualification at the end of Spring '20 will be allowed additional term(s) to academically recover.
2. Incomplete deadlines will be extended to Fall 2020
3. Incomplete grades will be excluded from Satisfactory Academic Progress calculations for Financial Aid.

## **HSU Strategic Planning - Guiding Values for Planning**

**Students First:** We commit to a planning process that is driven by the interests of our students, their perspectives on what their current and future success means, and relevant research. All recommendations will be grounded in a full understanding of their impact on students, resulting in a strategic plan that is directly relevant to student needs before, during, and after their experience at HSU.

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

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

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

### **Guiding Principles of AMP**

- Student centered
- Engages key stakeholders
- Engages tenets of diversity, equity, and inclusion
- Aligns with university mission, vision, and values

- Drives other planning on campus: university strategic plan, strategic enrollment management plan, physical master plan
- Reflects and integrates place: local tribal communities, surrounding natural environment
- Develops and supports distinctive, innovative academic programs that focus on student need and respond to the economic climate and changing higher education landscape
- Develops visionary and feasible goals for the university, while maintaining flexibility to pursue new opportunities in the future

## Academic Masterplan Timeline Overview

This outline lays out three phases for HSU’s AMP. The three phases are intended to allow for an inclusive approach so the committee can gather feedback from stakeholders. We want to hear the community’s perspectives on our university’s ambitions, concerns, barriers, strengths, and resources as we believe this will make for a strong plan.

Steps	Description of activity of AMP Committee	Date
0	Launch	March 2020
1	Development of guiding principles and themes	April 2020
2	Development of key stakeholder questions	April 2020
3	Educational Trends and Labor market/business trends scan	April 2020
4	Initial environmental scoping and data on possible programs	April 2020
5	Relevant academic policy updates and clean up	April 2020
6	Updates on key components to OAA	April 17, 2020
7	Update on key components to council of chairs	April 23, 2020
8	Finalized AMP Framework and AMP Website	April 30, 2020
9	Review Existing Degree programs	August 2020
10	Final written document	December 2020

### Detailed Draft Timeline

Approximate Date	Item
<b>PHASE ONE-FRAMEWORK AND EDUCATIONAL TRENDS ANALYSIS</b>	
February 24, 2020	AMP Discussion at Strategic Planning Co-Chairs meeting
March 5, 2020	AMP discussion at Strategic Planning Committee and Support Team Meeting
March 10, 2020	Introductory AMP Discussion at ICC Meeting
April 7, 2020	AMP ICC Committee Meeting-Framework and deliverables discussion
April 7, 2020	ICC Chair update on AMP to Senate
April 14, 2020	AMP ICC Guiding Principles and themes discussion
April 17, 2020	AMP timeline and update memo to OAA and campus
April 21, 2020	ICC meeting with OIE to review educational trends data AMP website
April 23, 2020	AMP update to Provost’s Council of Chairs meeting/Feedback
April 27-30, 2020	Campus Webinars
April 30, 2020	AMP data on potential growth areas completed Functional AMP Framework
May 1, 2020	ICC Meeting with Deans/Feedback
May 5, 2020	Finalized AMP Framework and Potential Growth areas to Senate

<b>PHASE TWO-COMPREHENSIVE PLAN</b>				
August	Meeting with President's Cabinet			
August 21, 2020	Meeting with Enrollment Management			
August 30-September 15	Key Questions to stakeholders. Weekly Roundtables with stakeholders			
September 30, 2020	Completion of AMP data work and analysis. Revisions. Ongoing report writing, synthesizing responses to stakeholder questions			
October 8, 2020	OIE data milestones and evaluation process finalization			
October 19-30, 2020	Stakeholder input incorporated and ongoing report writing			
November 4, 2020	Draft AMP to OAA			
November 10, 2020	Draft AMP to Senate			
November 16, 2020	Final Feedback incorporated			
December 11, 2020	AMP reception and distribution of AMP to campus community			
<b>PHASE THREE-IMPLEMENTATION</b>				
<b>Theme</b>	<b>Action Steps</b>	<b>Responsible Parties</b>	<b>Timeframe</b>	<b>Targets</b>
January 2021				

# Summary of the Differences Between HSU's e-Learning Quality Assurance Policy (P17-04) and a Proposed Comprehensive e-Learning Policy

## Key Differences

1. Difference in Purpose:
  - a. The existing P17-04 policy is a narrow-focused mandate for university support and evaluation regarding quality assurance and support for new online courses.
  - b. The new draft policy is relevant to all online course development and instruction at HSU and establishes the criteria for course offerings and support according to HSU policy. Moreover, its purpose is to position the university to move course to digital modalities at scale.
2. Difference in Commitment
  - a. The existing P17-04 policy has an addendum that outlines the contractual obligations between faculty and the former CEEE.
  - b. The new draft policy does not articulate contractual obligations between HSU units outside of existing policy and accreditation rules.
3. Difference in Scope
  - a. The existing P17-04 policy addresses individual course development.
  - b. The new draft policy does not stipulate commitments to course development, but positions that authority within the department, programs, and colleges. It positions the university to move courses to digital modalities at scale.
4. Difference in Listed Stakeholders
  - a. The new draft policy accounts for institutional reorganizations since the passage of P17-04.
    - i. Names of Administrators, Groups, and Initiatives have changed
      1. Associate Vice President for eLearning and Extended Education
      2. CEEE
      3. Academic Technology
      4. QOLT
    - b. Relationship between support and administrative units has changed (e.g. Academic Technology is now reports to Academic Programs)
    - c. CEEGE Advisory Council not functioning as outlined in P17-04.
5. The new draft policy directly aligns with eLearning policies at multiple CSU campuses.
6. The new draft policy includes an introductory statement that aligns the policy with HSU values.
7. The new draft policy includes specific reference to WASC and curriculum control requirements and procedures as outlined by HSU policies.
8. The new draft policy removed CEEE administered training mandate for instructors, but includes training and development as strongly encouraged.

### **Key Similarities**

1. Both share major sections, but the new draft policy folded some into restructured sections
2. Both reference to CSU's Quality Assurance mandate (was QOLT, now QLT)
3. Both include reference to the policy index, but the new draft policy included additional relevant policy references in Appendix A
4. Both list support services, but the new draft policy moved to Appendix B

### **The New DRAFT Policy Does Not:**

1. **Address** funding for faculty to convert courses to online and hybrid modalities.
2. **Include** a contract between a university unit (e.g. CEEE/CEECE) and faculty members.
3. **Require** that courses must be QLT certified before they can be taught.
4. **Require** that the director of academic technology approve courses before they can be taught.
5. **Stipulate** or require that an instructor must have a designated non-academic unit evaluate their course design nor does it stipulate that a non-academic unit has the obligation to evaluate an instructor's course design.
6. **Require** that University Senate create a CEECE, or similar, advisory council charged with recommending policy changes to the University Senate through the ICC.
7. **Stipulate** specific responsibilities of any named university unit (e.g. CEEE/CEECE) to provide the following:
  - a. Faculty Support
  - b. Student Academic Services
  - c. Sustainability and Growth
  - d. Technological Architecture Oversight
  - e. E-Learning Program Assessment
  - f. Regulatory Compliance

However, the draft policy **does** commit the University to provide these resources and support services for and in the development of online/hybrid courses and programs.

# HUMBOLDT STATE UNIVERSTIY

## University Senate

### Resolution on Amendment to the eLearning Policy

24-19/20-ICC—April 21, 2020—First Reading

**RESOLVED:** That the Humboldt State University Senate recommend to the Provost the attached eLearning Policy be approved; and be it further

**RESOLVED:** That this eLearning Policy replace the current policy #P17-04 *eLearning Quality Assurance Policy*; and be it further

**RESOLVED:** That this revised policy be effective immediately upon approval by the Provost.

**RATIONALE:** HSU's current eLearning policy references units and groups that no longer exist. It outlines contractual obligations, in particular around evaluation of online classes, that are no longer relevant.

The updated policy addresses course development and instruction at HSU in a way that better reflects the status and future of online learning at HSU. It directly aligns with eLearning policies at multiple CSU campuses, connects to HSU values, and includes specific reference to WASC and curriculum control requirements and procedures. Overall, it provides a pathway for the university to move courses to digital modalities at scale, while positioning authority for online course development within the departments, programs, and colleges.

# HSU eLearning Policy

**Month/Year Posted:**

**Policy Number:**

## **eLearning Policy**

### **Office of Academic Affairs**

Applies to: Faculty, Staff, Administrators and Students

Issued:

Revised: April 2019

Edited: April, 2019

Reviewed:

## **I. PREAMBLE**

HSU's value statements were considered when developing this policy. Learning in and out of the classroom is part of the HSU experience. We believe that "our primary responsibility is to provide the best possible education for today's world" and "that teaching excellence is of paramount importance as is learning excellence." The purpose of this policy is to further actualize HSU's values by establishing consistent academic quality and accessibility of all Humboldt State University online and hybrid courses and programs. Online and hybrid instruction will assist the University in achieving its mission while addressing three challenges: geographic accessibility; scheduling needs of a diverse student population with work, family and travel constraints; and enrollment growth. This policy is written with the intent and spirit that Humboldt State University faculty retains the responsibility for academic quality and integrity of all courses, programs and degrees, as well as excellence in academic instruction, across all modes of instruction. Moreover, it aligns with the [Online White Paper](#) from the Academic Senate of the CSU. This policy acknowledges the place of online instruction among the full range of evidence-informed practices and approaches for teaching and learning and is created to guide and promote high-quality, online and digital educational experiences for faculty and students consistent with the HSU experience.

## II. DEFINITIONS

**Accessible Design** – The design of learning materials and experiences distributed to students within a course of study or other learning environment that attends to the needs of people with disabilities and complies with the requirements of the Americans with Disabilities Act (ADA) of 1990.

**Online Asynchronous Instruction** – Term used to refer to types of computer mediated instruction that involve a time lag in participant contributions. While a cohesive dialogue may be accomplished, the participants see and contribute to that conversation in disrupted segments meaning that student interaction is not held at the same time of day.

**Face-to-Face (F2F) Course** - Instruction is conducted in real time, with student(s) and faculty present in the same location. Scheduled in-person face-to-face class sessions are not normally replaced with online activities. May use a course management system to post the syllabus and assignments and link to additional web-based material. A course in which less than twenty-five percent (25%) may be taught in an online fashion.

**Hybrid Course** – Courses where instructional time is approximately 50% or more of the scheduled course meeting time and learning activities are online. The purpose of a hybrid course is to take advantage of F2F and online learning (e.g. a class meets physically on Monday and Wednesday and the Friday meeting time is replaced by required online activities).

Hybrid Asynchronous: Course meets regularly in person with portions of the course conducted online in lieu of in person meeting.

Hybrid Synchronous: Course meets regularly in person with portions of the course conducted online at specific times.

**Online Course** – A course where 100% of the content is delivered online. There are no F2F meetings.

**Online Synchronous Instruction** – Terms used to refer to types of computer-mediated instruction that support an interactional mode without time lags. Some or entire course meets at specific designated times online. For example, video conferencing and online chat sessions are two types of computer mediated synchronous instruction. Some eLearning courses require learners and

teachers to convene at least once in real time. These meetings may take place in physical classrooms, in online chat spaces, through video conferencing or via other real time forums.

**Self-Support** – Instruction offered through self-support mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1054 and Education Code section 89708.

**State-Support** – State-support mode is the type of funding structure in which the university receives state appropriations for instruction offered.

**Technologically Enhanced** – Course where the instructor uses web-based technology to supplement/support class time and assignments.

### III. BASIC PRINCIPLES FOR ONLINE INSTRUCTION

The University values academic freedom and encourages instructional innovation to further learning excellence and student success. **Online** and **hybrid** course and program offerings shall contribute to the University goals of providing a distinctive educational experience, while working to eliminate opportunity gaps and meet retention and graduation goals. Faculty have the responsibility for academic oversight, as well as making decisions related to all courses, programs and degrees across modes of delivery.

Online and hybrid instruction represent one mode of instruction that may be considered by an individual faculty member, a faculty group, and/or an academic department. Nothing in this policy shall imply that online and hybrid instruction is the preferred mode of instruction.

The development and utilization of online and hybrid instruction shall not be used to reduce or eliminate tenure-track faculty positions. Class size and instructor workload shall be determined by the Department in consultation with the college Dean. Class size and the related assigned workload (WTU) shall be a factor of expected instructor time commitment: Instructor time in online and hybrid environments is a function of course learning outcomes and the related time an instructor must commit to appropriately

monitor, evaluate and participate in online interactions, as well as evaluate individual assignments.

### **A. Modes of Instruction (MOIs)**

1. Mode of Instruction (MOI) refers to the delivery method employed in an instructional setting. As such it represents one important component of pedagogical practice. MOI can vary from face-to-face to fully online instruction, with many variants in between. It is in the collective interest of the academic community: faculty, students, staff and administration to know what MOI is in use in specific classes in order to provide appropriate support, make efficient use of resources and have clarity regarding the extent and importance of academic technologies employed in any given class or learning environment.
2. The class schedule will clearly note the course Mode of Instruction so students know when registering for a course if the course is traditional, hybrid or fully online. Students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.

### **B. Student Support, Rights, and Information**

1. Students have the right to know the modes of delivery (including any on-campus meeting requirements, and technological requirements) of each course section, program, and degree offered by the University. Students will have access to this information before enrolling in a course section or program.
2. The Class Schedule shall notify students of any software and hardware requirements for participation in online courses and activities.
3. Support consistent with that available to all other HSU students (such as technical support, instructional support, student services/advisers, library resources, and support services for students with disabilities) shall be made available to students in online courses sections and programs.
4. Students have the right to timely responses from their instructors. Instructors shall respond to reasonable student inquiries within 48 hours of receipt.

## **C. Faculty Support, Rights, and Responsibilities**

### **1. Curricular Control**

- a) In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall have the same control and ownership of the substantive and intellectual content of their online course-related materials that faculty have with respect to their face-to-face courses.
- b) The most appropriate mode of instruction for degrees, programs, courses and their parts is determined by the department faculty or academic unit faculty and not solely individual faculty members. This faculty control must be exercised, whether courses are offered via state-supported venues or through self-support venues. Only with prior approval of the department/program may more than half of the course content be delivered online. (see section IV:B)
- c) Faculty have the right to know, and the department chairs and program directors have the responsibility to inform faculty of the modes of delivery, including any on-campus meeting requirements and technological requirements of relevant course sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.
- d) All courses, regardless of mode of instruction, are subject to the curricular approval and review policies and procedures as established at HSU and through the CSU Quality Assurance program standards. Special attention should be paid at the department and programmatic levels to WASC Substantive Change requirements to ensure compliance. See document section IV:B and [Appendix A](#) for links to the referenced document or policy.

### **2. Intellectual Property**

- a) Faculty have the same control and ownership of the substantive and intellectual content of their online course materials that they have with respect to those offered in a traditional classroom format, at the time of production, at any time during their use, and thereafter. No one may access or use a faculty member's online course and content without

written permission from that faculty member. In the event that the instructor of record is unable to provide permission, then access may be granted by the appropriate administrator.

- b) Faculty shall follow the guidelines and rules for Intellectual Property as outlined by current HSU and CSU policies.
- c) See [Appendix A](#) for links to the referenced document or policy.

### **3. Confidentiality of Student Records and Work**

Student records and work shall be subject to the same protection and expectations of confidentiality that are in effect for traditional modes of instruction. These requirements also apply when content is delivered by an outside contractor.

### **4. Class Size and Workload**

Class size and instructor workload shall be determined by the Department in consultation with the college Dean. Class size and the related assigned workload (WTU) shall be a factor of expected instructor time commitment: Instructor time in online and hybrid environments is a function of course learning outcomes and the related time an instructor must commit to appropriately monitor, evaluate and participate in online interactions, as well as evaluate individual assignments.

### **5. Criteria for Student Success**

Criteria for student success in online instruction courses and programs shall be as rigorous and comprehensive as those used in classroom-based courses and these criteria shall be clearly communicated to students.

### **6. Faculty Development, Training, and Instructional Design Support**

- a) Because online instruction involves the use of technologies and teaching methods that benefit from specialized training, the University shall offer training and support to faculty.
- b) When a faculty member elects to teach a course online for the first time, the faculty member is encouraged but not required to complete a course development and training program offered by the HSU's faculty development unit (e.g. Center for Teaching and Learning). The course development and training program will include instruction on accessible design. If the faculty member elects to complete this

program, it is recommended that it is completed at least one month prior to the first day of the semester in which the online course will be taught.

- c) Faculty members who have previously taught a course online shall also have the opportunity to receive training in online instruction from the University's faculty development unit (e.g. Center for Teaching and Learning), and are encouraged also to take advantage of other university-sponsored resources and training.
- d) All faculty members teaching online courses are strongly urged to have each of their courses reviewed according to the Quality Teaching and Learning (QLT) procedure administered by the University's faculty development unit (e.g. Center for Teaching and Learning).
- e) The University recognizes that not all faculty and students are prepared for the challenges and opportunities that teaching and learning in an online environment can present. To assist faculty in creating high quality learning environments online, various resources are available throughout the University. HSU's faculty development unit (e.g. Center for Teaching and Learning) provides education, training, technology support, and instructional design services. This includes participation in the CSU Quality Assurance Program, which focuses on academic quality and integrity in online/blended courses. The HSU Accessible Resource Center (ARC) team helps faculty and staff ensure that digital documents are compliant with the requirements of the Accessible Technology Initiative (ATI). Faculty should access these resources before moving wholly or in part into teaching online. Faculty members using University supported resources (e.g. software and student support programs) are responsible for requesting and securing that support.
- f) See [Appendix B](#) for lists of support mechanisms.

## **7. Accessibility**

- a) Just as in face-to-face learning environments, the university and its faculty are committed to creating and making available accessible instructional materials. In accordance with the CSU Accessible Technology Initiative, accessible

design must be incorporated into the creation of all new course sections with online components. Online programs and courses will conform to University policies regarding accessibility and accommodations.

- b) The instructor is responsible for the accessibility of online and hybrid courses and its materials in compliance with the Americans with Disabilities Act. In doing so, any new materials added during the instructional period must meet accessibility requirements; this includes outside materials (as those found online and from publishers).
- c) The university provides, and faculty should seek, information, assistance, guidance, and training in ensuring accessible learning environments. See [Appendix A](#) for links to the referenced document or policy.

## **8. Evaluation and Assessment**

### **a) Course and Program Assessment**

- (1) Courses and programs should be held to the same standard regardless of the mode of instruction. Assessment of online and blended courses should be a regular part of the department's assessment plan and should focus on student outcomes not on the delivery technology. Academic content is relevant to the original academic materials prepared by the instructor including the related technological architecture. The oversight of academic content is conducted through peer review and evaluation and is related to the integrity and appropriateness of course and program curricular content, as well as assessment of teaching effectiveness. The California Faculty Association Collective Bargaining Agreement requires at least five (5) day notice before "online observation, and/or review of online content" (CBA 15.14 2015).

### **b) Faculty Assessment**

- (1) Department guidelines establish faculty observation and evaluation. The faculty of a given academic program assume responsibility and exercise oversight of courses and their curriculum ensuring the quality, rigor, and integrity of instruction. Instruction online

whether fully online or hybrid should match the quality, rigor and integrity of face-to-face courses. Campus and department RTP performance evaluation processes should recognize online and face-to-face instructional activities as equally meritorious and important. Access to online course content is governed by the same procedures and restrictions that determine evaluator access to face to face courses. This includes the responsibility to notify the faculty member of plans to visit their course. The faculty member shall maintain reasonable control over the extent of this access to their course materials and content.

c) Student Evaluations of Faculty

(1) The university currently provides online student evaluations of teaching. These will be used in online courses. Administration will follow university guidelines outlined in the Standardized Student Evaluation Question Policy. See [Appendix A](#) for links to the referenced document or policy.

**9. Faculty Office Hours and Availability**

a) Instructors of online courses will schedule office hours accessible to their online students, or as determined by department policy. The level of student interaction should be comparable to face to face office hours the methods and frequency of which will be clearly communicated to students as determined by University policy and procedures.

**10. Academic Honesty**

Online programs and courses present new challenges to ensure academic integrity that should be addressed in their design. Online programs and courses will conform to University policies on academic honesty. See [Appendix A](#) for links to the referenced document or policy.

**11. Hosting of Class Material**

The online components of all degree-credit courses listed in the Class Schedule shall normally be hosted on California State University servers or other servers approved by the Chief Information Officer.

**12. Syllabi**

- a) All courses regardless of instructional medium and mode shall abide by HSU's existing syllabus policy. See [Appendix A](#) for links to the referenced document or policy.

### **13. State and Self-Support Hosted Courses**

Deciding whether to offer an online program through state and/or self support shall be accomplished according to state laws and campus and system-wide policies. See definitions section for "state support" and self support." See [Appendix A](#) or links to the referenced document or policy.

### **14. Use of Outside Contractors to Provide Course Materials**

- a) Since civic engagement, local community collaboration and stewardship of place are central to the mission of HSU, the use of outside contractors for the purposes of delivering course content shall only be done with approval of individual departments or programs and the appropriate administrator.
- b) No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior university approval.
- c) The University shall not enter into a contract with any private or public entity to deliver distance education courses or programs without the prior approval of the relevant department or program. Approvals shall follow established university procedures and policy.
- d) Students' records and work shall be subject to the same protection and expectations of confidentiality that are in effect for traditional modes of instruction even when delivered by an outside contractor even when delivered by an outside contractor.
- e) See [Appendix A](#) for links to the referenced document or policy.

## **IV. APPROVAL OF ONLINE AND TECHNOLOGICALLY-ENHANCED COURSES AND DEGREE PROGRAMS**

### **A. Course Credit Hours**

When existing courses are converted to online, normally the units carried are expected to be the same. The "credit hour" is defined as "the amount

of work represented in intended learning outcomes and verified by evidence of student achievement.” A credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement. Also refer to the CSU Policy on credit units for guidance on student workload. See [Appendix A](#) for links to the referenced document or policy.

#### **B. WASC Substantive Change Requirement**

1. The Western Association of Schools and Colleges (WASC) Senior College and University Commission requires programs that offer distance and technology mediated courses to obtain Substantive Change authorization when the level of such coursework reaches fifty percent (50%) of the program requirements. Any department or program that proposes an undergraduate major or a graduate program in which it is possible for students to fulfill 50% or more of the requirements with online/hybrid units shall be required to meet WASC substantive change requirements. Note that for undergraduate programs, the 50% rule applies only to units in the major and not units for graduation. A campus WASC accreditation liaison shall work with such departments or programs on the Substantive Change proposal.
2. Departments and/or programs are responsible for tracking the credit hours for both new courses and conversions of existing courses to ensure that no more than 50% of program requirements will be offered through online and/or hybrid modalities unless the department is intentional about wanting to transition to an online degree program. Departments and/or programs need to consult with the WASC liaison to ensure that the university is in compliance with WASC reporting requirements.

#### **C. Curriculum Approvals**

Changing a face to face course to a hybrid and changing a course to a fully online mode will be approved by the department curriculum committee after consultation with the college Dean who has the authority to approve the offering of a course online. If a course is converted to a fully online mode and meets the criteria for a major course change, it must follow the guidelines of a major course change as stated in policies and procedures of the relevant administrative body (e.g. Integrated Curriculum Committee - ICC).

#### **D. Department/Program Approval for Conversion of Existing Courses or Sections to and Online/Hybrid Format**

In the case of existing courses, approval for the use of online instruction is within the purview of the department and/or program, subject to the principles set forth in this Policy. Consultation with the department and/or program is expected to ensure programmatic learning outcomes are maintained. Departments will be encouraged to develop internal guidelines regarding the process for determining which courses or sections will be offered in various modalities.

#### [APPENDIX A: Policy Index](#)

Humboldt State University, California State University, and California Faculty Association policy index.

#### [APPENDIX B: Faculty and Student Support Resources](#)

Definitions of faculty and student support. Includes a list of faculty and student support resources available throughout the University.