

Tuesday, April 7, 2020, 3:00pm, Virtual Meeting

Chair Stephanie Burkhalter called the meeting to order at 3:06pm on Tuesday, April 7, 2020, via Zoom; a quorum was present.

Members Present

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

Members Absent

Gradine, Kerhoulas

Guests

Allison Holmes, Amber Blakeslee, Anthony Baker, Amy Sprowles, Bethany Rizzardi, Brianne Hagen, Carl Hansen, Clint Rebik, Cutcha Risling-Baldy, Danielle Trapkus, Deepti Chatti, Deserie Donae, Garret Purchio, Gina Pierce, Grant Scott-Goforth, Holly Martel, Izabella Gray, Janelle Adsit, Jenessa Lund, Jessica Welch, Kaitlin Reed, Kayla Begay, Kim Comet, Kim Stelter, Kimberly Berry, Lauren Lynch, Leslie Rossman, Lisa Castelinno, Loren Canon, Maral Attallah, Marissa O'Neill, Mary Oling-Sisay, Matthew Derrick, Monica Dee Ellis, Nancy Olson, Nick Malloy, Rick Zechman, Ronnie Swartz, Rosamel Benevides-Garb, Samantha Martinez, Sarah Ray, Shawna Young, Shelia Rockar Heppe, Sherie Gordon, Stephanie Lane

Announcement of Proxies

Kever for Gradine, Dunk for Kerhoulas

Approval of and Adoption of Agenda

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

Motion passed unanimously.

Approval of Minutes from the Meeting of March 10, 2020

M/S (Schnurer/Woglom) to approve the Minutes of March 10, 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

Appointment and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

In addition to the written report, Senator Alderson extrapolated on the reference in her report to the academic master plan, explaining the AMP subcommittee of the ICC is going to put together a framework for an academic master plan. She continued, noting the committee had talked quite a bit about “which comes first, the chicken or the egg,” as far as that sort of thing goes and although the strategic plan is paused for the moment, AMP thinks we really do need to move forward with some kind of academic master planning, especially in light of the COVID-19 situation we are in right now. Senator Alderson noted that Provost Bond-Maupin mentioned in her written report that ICC has been working on this and that the Senate would be hearing updates about it from the Vice Provost and ICC, and confirmed Senate is going to keep hearing from her (Senator Alderson) over and over and over again about this so that by the time we get to the end of the year, everybody has a really clear sense of, of what we're doing and why.

She continued, noting that a framework, a basic structure for the kinds of things that HSU want should be thinking about some principles and some action items, and serve as a sort of scaffold, with some of the details getting flushed out over the course of the fall semester and we will present a guidelines for sort of how that work is going to happen. Senator Alderson concluded, stating even though the ICC and AMP will not be able to do the same kind of process that we had intended, but they are going to produce some structure of an academic master plan by the end of the year.

University Resources and Planning Committee:

- Written report

Academic Senate CSU (ASCSU)

- Written report attached

Office of Diversity, Equity, and Inclusion

Director Reynoso reported the Diversity and Inclusion Council held a successful first meeting,

and that a committee member is going to meet meeting with the Faculty Affairs Committee to look over some of the language for RTP. She concluded by encouraging faculty to look at their website diversity@humboldt.edu to find curated information.

California Faculty Association (CFA)

- Written report attached

Emeritus and Retired Faculty and Staff Association (ERFSA)

Senator Thobaben reported the ERFSA is offering the small grants awards again this year, which are targeted toward junior faculty and lectures; she encouraged the Senate to share the information with others and attempt to get them to apply. She noted the grant applications are available through the Senate website and Mary Watson is the go-to person for getting the getting the flyer, as well as the format used to send applications.

University Advancement

- Written report attached

Provost's Office:

- Written report

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

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

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

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

TIME CERTAIN: 3:30 PM – Resolution on Student Classroom Disruptive Behavior Policy (21-19/20-APC – April 7, 2020 – First Reading)

M/S (Malloy/Parker) to move the resolution.

Motion carried unanimously

Senator Malloy explained that this student classroom disruptive behavior policy has been in the works for about a year, and was originally requested by the former dean of students, Christina Mata, in order to update what's in the catalog to bring it more in line with the current situation.

Since then, it's gone back and forth through different iterations. It does some detailing of what would be identified as behavior that is disruptive. Senator Malloy asked Dean Turnbow and Asst. Dean Wang to explain more about the balance needed between what is disruptive behavior and what is actually free speech, and how all these things work together.

Dean Turnbow briefly explained that overall, her office wanted to identify a few areas that they thought needed some expansion, or to be made a little bit more generic, to not be as narrow around aspects of disruptive behavior, as well as some portions around private conversations and one on one conversations. She concluded by inviting Asst. Dean Wang to speak more, since he had been working with the policy much longer than she.

Asst. Dean Wang expanded on the policy changes, noting the connection between private conversations, and explained that the policy has been made a bit more generic to make the policy relevant to different areas and departments, such as CCAT, the Library, and Housing. Asst. Dean Wang further explained there may still be ambiguity about what happens during and after the Dean of Students Office receives a report and completes an investigation, and what happens if a student is found not responsible in the course of the investigation, or if their behavior doesn't fit the definition of disruptive behavior based on our interpretation of it.

Dean Turnbow added her uncertainty as to whether some of the definitions have been run by legal counsel, but I think that's an important piece to ensure that HSU has really clarified any ambiguity, and some of the definitions in the policy as well.

Senator Malloy responded that the policy had been sent the legal counsel the year before, and offered to resend it again, if Dean Turnbow would like to have them double-checking the document.

Chair Burkhalter requested clarification as to whether the Deans are asking the Senate to send it to counsel again; they responded affirmatively.

Senator Mola asked whether the private conversation aspect of the policy would be adhered to, and explained he can imagine a situation where the behavior is egregious enough that the faculty member may not feel safe meeting in a one on one private discussion and would like to just immediately jump to some sort of university level action.

Asst. Dean Wang explained that university-level action definitely takes place if something is so egregious, he noted the one on one conversation is an option in the policy, but not mandated. He explained past recommendations in situations where a faculty member has felt unsafe have been for the department chair, or another faculty member, or perhaps even the Dean to be in those meetings, as well, as kind of a support person.

Senator Malloy explained he is fairly confident that there is a clause that allows you to—if it's egregious enough – to go directly into that process.

Senator Byrd commented on the language, in the beginning of the policy around civility, explaining that the language of civility can be very racialized and engendered and certainly there was a huge very public kind of discussion about this throughout the United States in the media over the last three years. She asked if the Senate could talk a little bit about why civility is the language. She concluded, sharing concerns that the policy doesn't explicitly engage power dynamics enough, noting the Union has been working on the issues around safety for the last two years, and has experienced in her role as President some pretty troubling dynamics around

race and gender, of who's seen as disruptive and who's not. Senator Byrd concluded, noting that some people's free speech is protected while others' aren't; it seems that when she sees people use the language of civility, it happens that when a white man challenges laboratory pedagogy, he is using his right to free speech, but she sees the opposite when a women of color tries to have free speech. So I wonder if we could talk about that.

Chair Burkhalter suggested the inclusion of an equity component in the policy.

Senator Malloy asked Senator Byrd to share any language that she'd like to see incorporated, and the committee will take it under consideration.

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

Senator Mola shared he found it shocking to see how this came out without any allowance for telling the Senate what was happening.

Senator Alderson stated that we needed to allay the students' fears who were trying to drop out at the time, and stated she is happy to take any heat for that, because it was the right thing to do even though it didn't happen the way we may have wanted to.

Chair Burkhalter explained that SenEx had to act in its emergency capacity over the long gap between Senate meetings this spring.

Registrar Clint Rebik noted his office could look at the numbers at the end of Spring 2020, and stated his thought that the choice to use grades may even reduce the number of folks on academic probation.

Senator Parker asked whether major course work will be included in the Credit/No Credit (C/NC) option, since last SenEx meeting, that aspect was up in the air.

Senator Zerbe stated that the Provost's report raised a lot of concerns for him, and he was hoping the Senate might be able to hear from the Provost for at least a couple of minutes on planning for the fall, and how we're going to deal with this incoming class of only 500 students, and what we mean by consolidation of academic units or academic departments and programs and all of that--there was just a lot in that memo that we haven't talked about yet. Will we have an opportunity to do that later in the agenda or can we go back to do that?

Chair Burkhalter noted the Senate is going to have a half hour presentation on enrollment and budget later on, but agreed to give some agenda time to the subject, if the Provost is amenable.

Provost Bond-Maupin stated she is happy to entertain any questions if she can, or to follow up with answers if she needs more time.

Senator Zerbe sated the number of 500 students really grabbed his attention, and asked if HSU is planning to cut courses to meet that level of demand, are we monitoring the situation. Is there a plan to consolidate academic units? What does that process look like? He stated he hopes to spend some time thinking about those questions right now.

Provost Bond-Maupin stated she doesn't recall presenting any specific enrollment numbers in my report for the upcoming academic or fiscal year; she stated she did reference some anticipated numbers from last year but, she believes she said we have to wait for the official numbers from enrollment management and then the budget implications from the CFO and the budget office. She stated that that information and that more specific context for what we can anticipate in terms of enrollment is going to be presented during this meeting at 4:30pm.

Senator Zerbe apologized and explained he might be conflating the Provost's report and the report we got from the Interim dean of CAHSS today, which I think may have been where the "expect 500 incoming freshmen," number came from.

Provost Bond-Maupin explained she doesn't have that number, but stated that the point that Senator Zerbe is making is very important, that we at HSU need to really clearly understand what we might be able to anticipate, as there are so many unknowns for all of Higher Ed. related to COVID-19, as we all know, in terms of trying to anticipate impact on enrollment. She continued, explaining that the CSU provosts have been talking every week and within the administrative group to put their heads together to see what they might be able to anticipate. Enrollment declines were greater than what we were originally anticipating pre-COVID and that whatever that turns out to be is going to be pretty significant for us because the pre-COVID numbers were much higher than what we could plan on in terms of the university budget planning for next fiscal year.

Provost Bond-Maupin continued, explaining it became clear to her that we needed to identify some strategies that we could discuss and work on together internal to academic affairs as quickly as possible while we still have our full university community here and engaged. Provost Bond-Maupin's connection then froze, and discussion continued until her return.

Chair Burkhalter stated her agreement with Senator Zerbe regarding the CAHSS reorganization, and explained for those attendees not in the College of Arts, Humanities, and Social Sciences, faculty got an email from the Interim Dean today with some clear kind of directives and that seems to be moving faster than then some of our knowledge about enrollment, so there is some confusion and how fast things are moving.

Chair Burkhalter solicited more feedback on the ICC memo on emergency C/NC, to which Senator Mola stated he was happy to see them, overall, but was just a little shocked at the way it came out without first going past the whole Senate. He stated his understanding of why it needed to be done as such, and that he has really no problem with it. It was just a bit of a shocker to see policy come through that fast without at least some explanation to the senators about how those decisions were made. He concluded, noting again his full support for all of the things that came out, but stated he was just a little shocked at the process.

Chair Burkhalter requested Senator Alderson speak to Senator Mola's concerns.

Senator Alderson explained that she was very willing to stand up in front of everyone and explain the reasoning. She stated it was just so unprecedented that we felt like there was real

concern about students in that entire window of time between everything happening with COVID, and lots of students trying to drop out; it really felt like a an unprecedented emergency situation where we needed to allay their fears about what was happening. She concluded acknowledging that the process was not ideal, and it was definitely not normal operating procedure.

Senator Mola explained his thought that lots of good things are happening behind the scenes without necessarily the amount of shared governance that needs to happen, and is concerned that this may provide an opportunity for other things to happen without some sense of shared governance.

Senator Creadon asked Registrar Clint Rebik, regarding the careful advising needed, whether it is the case that if a student is on probation for a semester, then they have that semester to bring their grades back up, and whether a student gets a second semester, and if that's not the case, then she queried if there's a way to allow even the last batch of students on probation to have a break of one semester, or if that just not possible.

Registrar Rebik stated the Senate can decide that, or the Provost could, and it is entirely possible for his office to give those students an extra semester. He continued, noting a student has to be on probation at least one semester before facing a disqualification, so Senator Creadon is right in that regard. A student can be immediately disqualified. He continued, noting his office could probably take a look at the numbers at the end of spring 2020, and perhaps these changes to C/NC versus the choice to use grades actually might even reduce the number of folks on probation this term.

Senator Parker asked whether major coursework will be included as optional C/NC classes, since last time this was discussed, that aspect had not been decided.

Registrar Rebik stated that less than half a dozen classes have yet to be finalized, but are being finalized even as we speak; all of the departments have indicated that courses taken for the major this term may be taken credit no credit with, like I said, very, very, very few exceptions, which will let you know about as soon as that is confirmed. But right now, it is really limited to just a handful of graduate courses and three undergraduate courses not able to be taken C/NC right now.

Senator Parker asked for any timeline; Registrar Rebik replied it will be about 48 hours.

Chair Burkhalter noted that Provost Bond-Maupin was able to gain access to the room again, and requested she return to the discussion of her report; she solicited other comments as needed.

Provost Bond-Maupin stated her disappearance was not intentional but that she has unstable internet and promised it won't happen again. She picked up where she left off, stating that she thought it was important for us to begin to look at the administrative strategies that we can work on implementing together. She noted HSU had already begun, because we anticipated the 14 or above headcount reduction that was pre-COVID, we had already begun the process of

working with each Dean and MBU lead to brainstorm about where the opportunities for reduction might be. And we're just going to continue that work with some updated targets and then think about these other strategies because our numbers becoming much bigger.

Senator Malloy asked about the consolidation and merging of departments; what is that going to mean for lecturer entitlements and order of work. He noted the Provost may not have an answer right now, but stated that it is a looming question: how is this going to impact the temporary faculty. If we merge two departments, what is that going to mean for us?

Provost Bond-Maupin thanked Senator Malloy for registering that that question, and stated she would really like to put it on the list of important questions for us to address it as we think about where we might work together on implementing this strategy.

Senator Dunk noted the Provost may not be the right person to ask the following question, but queried to what extent are the administrators at HS and the CSU and for Renee, the CFA leadership, contacting elected officials from DC our elected officials in the House and Senate, and notifying them of the circumstance that higher educational institutions are in

Senator Byrd stated she brought this up at the board meeting, and she thinks it was the president at San Jose State or another CSU, had written a letter to some folks in Congress about including higher education in a stimulus bill, and she doesn't think it's a problem to call it a bail out if we bail out corporations, why not universities?

Senator Creadon spoke to Provost Bond-Maupin, stating she had a little trouble in looking at that document in whether or not we were supposed to be conflating or we were supposed to be distinguishing between the plans. She further explained she had trouble distinguishing between the items that were being proposed because of COVID and the ones that were being proposed because of low enrollment, which made her wonder which ones were supposed to become permanent. She continued, stating one of the things she thought of was the one bullet point about allowing transfer students to do online degrees made her think of her own major, but she thinks, in many cases, upper division major courses have only one section, and if HSU had two sections and one was online and one was face to face, that would be fine, but if HSU has only an online section of an upper division major course, and we keep telling transfer students that they can complete their degree online, at what point do we say sorry we're going back to face to face. She stated, she worries about the extent to which the movement to online instruction is just going to take over our curriculum, because we got so scared by COVID, but explained she couldn't understand what each of the bullet points was referring to, or even if they were supposed to be distinguished.

Provost Bond-Maupin stated she thinks we have a great deal of opportunity to continue to discuss and clarify those bullet points and strategies, but that she so I appreciate the questions. She stated for her, at this moment, HSU has two challenges. One is COVID specific and one is not related to online instruction and the COVID specific challenges have to do with the changing way that that prospective students are going to think about engaging with college and their options and their the finances of their families and all those things we can't completely, or fully

understand. Provost Bond-Maupin continued, stating that, in that context, she thinks we have an opportunity to at least help our existing students who are close to have some predictability next year where it makes sense. So if we have majors that can be completed online and give students the option to remain where they complete their degrees.

Provost Bond-Maupin continued, stating she also thinks we have the possibility of offering a first year first semester cohort online instruction as a as a strategy for recruitment if it appears that these answers about returning to face to face are going to be delayed or really get in the way of our recruitment. She went on, stating she thinks we have some really specific things that could be temporary, that are related to COVID that are worth exploring, but we had significant enrollment declines in a number of our majors for many, many years that are continuing and existed pre COVID and even before the pandemic, we were discussing as deans strategic opportunities for thinking about how to engage with online education or online courses to increase flexibility and retention and those discussions need to continue.

Provost Bond-Maupin stated she has seen what can happen in her own experience as a as a faculty member, if online programs are signals as substitutes for face to face programs, and stated she is not advocating that HSU move any of our existing face to face majors online 100% and suspend the offering of those majors, face to face, unless faculty bodies decide they want to do that. Instead, she explained, what she is advocating is that HSU think strategically about opportunities to try to reach new students who might not otherwise join HSU face to face. She concluded, stating it's super important that all of these things be faculty driven.

Vice President for Administrative Affairs Doug Dawes responded to Senator Dunk, regarding the advocacy related to federal government, stating his belief that the CSU is working directly with the Department of Finance in California doing advocacy there, and also working with the Governor's office to work on advocacy, and at the federal level as well. He concluded, stating he doesn't know all the details, but he understands there's a lot of activity.

Resolution on Grade Appeal Policy (20-19/20-APC – April 7, 2020 – First Reading)

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

Motion carried unanimously

Senator Malloy explained the Resolution was made as a promise to the Senate AS representatives in response to working on the grievance policy; he noted APC has created this, separate policy, that is just for grade appeal, which would be housed under the Vice Provost, with its own committee, that would oversee just grades. He noted most of the other campuses have a grade appeal policy, an academic appeal policy that deals with advising and other issues, and then a non-academic grievance policy. Those are down the road so, there are some procedures that will need to be developed behind this because it's really not clear right now, when the grievance starts, if you as a student go and start talking to your professor about appealing the grade, that actually starts ticking the clock on the days and everything that you have left to do it. But there's no way to document that, and there's no guidance within the

current policy about any of that. So this is a cleanup and would separate a diet as its own independent policy.

Vice Provost Oling-Sisay stated HSU absolutely needs this, because our current practices are not in compliance with iOS 1037, also, it really makes it difficult for the committee that looks at grade appeals to navigate the myriad of issues.

Senator Mola suggested it would be good to have one administrative layer in there, rather than having to necessarily involve both the Dean and the Associate Dean.

Senator Cano Sanchez asked about a situation where, if someone has already tried to appeal a grade, but due to the process being so complex and just been so confusing before, would they be able to appeal a grade, and use this policy instead? Senator Malloy requested the Vice Provost to speak to that question.

Vice Provost Oling-Sisay replied that she thinks if the individual were to provide a serious and compelling reason and if the timeline were applicable, we would consolidate; she noted she realizes that her response is not exactly a yes or no, but situations as such are always nuanced, depending on what the rationale is for wanting to appeal after the fact. Typically when a policy is approved, it is approved as of X date, and so it doesn't go back retroactively.

Senator Schnurer thanked the committee for all the great work, and noted it seems like, in the definitions of the great appeal, there are a couple of bullet points that are a little redundant on the allegation of cheating that was not necessarily proven or upheld at the Dean of Students Office. He also stated there's a little bit of a question maybe worth discussing about the timeline piece, specifically, "The first 30 days of the next semester of the calendar day of the subsequent semester," may not necessarily be an advantage in the clarification process. If this triggers, maybe, multiple semesters, it's entirely possible that I think a disingenuous read of this policy could allow someone to kick the can down the road long enough to just let a student graduate or leave without it being navigated. He concluded, stating a little clarification in some of the section for A and B part might be useful, but that he really thinks the structural parts of this are much more clear procedurally, so kudos to you Senator Malloy and the committee for the work.

Resolution to Amend the Bylaws of the University Senate to Align with Parallel Revisions to the General Faculty Constitution (08-19/20-CBC – April 7, 2020 – First Reading)

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

Motion carried unanimously

CBC Chair George Wrenn explained the Resolution includes a few minor changes to make the bylaws conform to the GF Constitution and is going for a vote of the faculty this spring. We're including reporting to the Senate in the committee operations of the Bylaws, and these would apply to all committees, including the URPC; Senate can still approve interpretations and

recommendations, send them back, or reject them, and committees can still forward recommendations to Senate.

The Resolution will return for a Second Reading

Action Item: Approval of 2020-21 Senate Meeting Calendar

MS (Malloy/Woglom) to approve the 2020-21 Senate Meeting Calendar

Motion passed unanimously

TIME CERTAIN: 4:15 PM – Resolution on Field Trip Policy (17-19/20-UPC – April 7, 2020 – Second Reading)

Senator Keever explained the EO 1062 initiated some of the changes needed for this policy, and the UPC incorporated suggested from the First Reading, including Senator Schnurer's suggestion to include verbatim language from EO 1062. He noted another piece that came up for conversation was the idea of the place based learning community trips, and where they fall with this policy now.

Senator Wilson noted the people who are involved in a place based learning communities should be given a chance to weigh in on these procedures.

Senate Administrative Coordinator Mary Watson, read from the chat on behalf of Director Kim Comet, because her audio was not functioning: "we should not list it because then we would need to list every new policy students are enrolled and lead by lead by faculty, even though it is not a specific course... the same risk assessment would apply.

Senator Moyer asked whether music ensemble tours, which are funded by IRA fees, are covered under this policy.

Senator Keever read from the chat on behalf of Director Kim Comet: "Yes, music should be field trips, if it's led by faculty."

Senator Zerbe stated his concern about implementation, noting he hopes the policy will include the simplest method of doing so, such as a checkbox form to ensure that students don't have to go through a whole logistical evaluation.

Chair Burkhalter solicited a motion to refer the resolution back to committee, given that there is time to vote on this item before the year ends.

M/S (Zerbe/Wilson) to refer back to committee

Motion carried unanimously.

TIME CERTAIN: 4:30 PM – Enrollment/Budget Update from President Jackson

President Jackson spoke; comments are reproduced below via the automatic transcript, with transcription corrections where needed:

“Thank you very much. Thank you and good afternoon everyone. Let me first thank you, Dr. Burkhalter, for your willingness to sneak this into your complicated scheduled this afternoon. There are so many things on the agenda, but you found a way to get us in here. Very quickly: when I was first married, many, many years ago, we were married four years before we had children. And for some strange reason 22 years later, we don't remember those first four years, since we had children. And we've talked to other couples that have had these moments in time where they were married, and they just don't remember life before kids. And I sometimes wonder if that's how we're going to fall into this, this routine of how things were before COVID, because there was a University, and there were things happening around campus in different ways, in the community before COVID, and there certainly will be again.

I should also—before I get too far into setting up Dr. Meriwether—I must give our best wishes to all of you and your family because each person on this call is likely at home, likely concerned about their loved ones, and wondering with uncertainty, “what are some of the next things that they will have to deal with as individuals, while they maneuver through the workplace?” There are individuals on this zoom call that have had people very close to them lose their life because of COVID, so my regards go out to all of you for the things that you've been able to pull off in a very, very short span of time while you balance family and work and the uncertainty of COVID.

There were a number of individuals that have done some amazing things in the last four weeks, and it's not that they weren't doing amazing things beforehand; Academic Affairs is one of them. Remember that we had a Provost that was only two months on the job when COVID hit, yet, in those two months, she found a way, along with the leadership of Academic Affairs to rally the troops in Academic Affairs, all the faculty, inclusive of the Senate all the committees, especially the ICC, to find a way to move us to a virtual modality in less than a week—in three days, really, and our students and our faculty are certainly benefactors of all of that. We also found a way to maneuver policies and grades, where we could make or maybe not have been able to do that in in months or years past. And so if all of us could just acknowledge, maybe with a thumbs up or something like that on the screen for the incredible work of the faculty for Senate, committees, and particularly Academic Affairs leadership for pulling off an amazing, amazing feat in such a very short span of time. Thumbs up!

Dr. Meriwether is now going to take the remaining time to discuss enrollment and the impact on the budget, and Doug in this context will respond to most of those budget questions as the Chief Financial Officer for the university and I think of this as part one of two or three. And so I'll work with Dr. Burkhalter for a future time slot that we could come back and do part two, which will have a little bit more specificity and implications and a few other things. But for right now, Dr. Meriwether's going to talk about enrollment projections, the backstory to some of this information, and then collectively those two will respond to most of your questions. So again, thank you for the time.”

Vice President Meriwether thanked President Jackson and shared his computer screen during his presentation. His comments are reproduced below via the automatic transcript, with transcription corrections where needed:

“Thank you Dr. Jackson, thank you for allowing me to join the agenda, Dr. Burkhalter. I appreciate the opportunity to share some insights about where we are in terms of enrollment and then Doug will follow up with budget. But y'all may remember when I arrived ten months ago, I promised I would never let you get caught by surprise. Once URPC finished their work ...and we received their recommendation and began to look at other contrasting reality, we were looking at probably be somewhere around the negative 14% projection for enrollment, particularly because of the again another huge graduating class, and even though retention has gone up, we still retain more from fewer students whilst still graduating large classes. And so that's been an interesting scenario to keep in mind. Obviously, as you know, we just really hard into striking our relationship with College of the Redwoods, really working local schools in the region, I'll talk about why that's so important in just a moment. And then the other thing to be mindful of from a historical standpoint is we have had a long standing fiscal imbalance at Humboldt State: even in our peak enrollment years or 2015 and 16 we were still losing about 2.4 -2.5 million dollars annually. And while there may have been some years we came out flat or came out okay, all of those years there was either a use one time funds, some use reserves, or a use of steep cuts to be able to balance the budget, because essentially revenues and budget projections did not align.

And so keeping that in mind, that's also been aligned with the enrollment ebbs and flows (unfortunately a lot more ebbing than flowing) and looking at where we are now. And so all of that gives us context for how we think about this history and this institutional imbalance in the point where we are now.

Next thing I ask you all to consider is that we are also facing a pretty significant decline in high school graduates across the state of California. There's a cute chart in here that shares the projections, up until 2033; this is provided by the National Resource Center for College and University Admissions. It's one of the companies that have Peter Martinez and our missions team is working with, also data from the Western Interstate Commission for Higher Ed, or WICHE, and then I have a really clear document about the north coast at our own dynamic team. Dr. Lisa Castellino, and Sky, and Michael Le put together in OIE. So this just gives sort of look that, essentially, in terms of high school graduations in the state will see a slight peak between 2023 and 2025. And then we're going to see a decline that's going to carry on, up until about 13 years from now, in terms of state graduates.

What does that mean locally? Locally in the North Coast, (thanks to OIE for putting this together) the north coast is going to be relatively flat. There's going to be a little as a little bit of flow a little bit of decline, a little bit of gain, but at the end of the day, over the next few years outside of one or two years, we have a small amount of growth locally. We're going to have less high school graduates in this region than we have in the past or as we do

currently.

How does all that play into COVID-19? I'll talk a little bit about the national narrative. Obviously you all are talking with your friends, just like I am. Enrollment Vice Presidents all across the country are talking to each other early and often. Someone wants to be the one to get some clarity or to provide some clarity on the number. I've talked to enrollment folks that I haven't talked to in five years, and others that I talk to every week; we talk every day via text or email and we're all exchanging information about what's going on nationally, because frankly, no one knows.

I shared few articles for you to check out; this is an interactive PDF, and click on those articles in there reference also at the end of the document to just look at what's happening across the board in terms of COVID-19's impact on enrollment, most notably as a study from a couple weeks ago that shows that one out of every six college students are likely to not attend college. There's also some content in there around the fact that many students are saying, hey, I'm still going to go to college, but I'm not going to go as far away from home, which has a particularly negative impact on Humboldt State because one of our strengths is getting people to visit our campus to be away from home.

And so with that in mind, the CSU is making some determinations around what's happening with enrollment for our system in terms of being flexible with admissions, and to do everything we can do to make sure the students are prepared to make the best decisions about college. And we want to see Humboldt State continue to be that choice.

And then from there, I sort of provide some scenarios to consider: what if our inability to host the two preview days we had scheduled in person, what if our inability to host tours and other things does have a really negative impact? What if the ability of students to be on campus and directly interact with faculty—although they still can, but it's different—but what if they are impacted by that? The ability to provide activities and engagement on campus; what if those things really add up and have an impact on retention, from anywhere from one and a half percent of 3% or all the way to 10% hit on retention? What happens if our new student class takes a 30% or 40% hit because new students elect not to come to Humboldt, or not to go to college at all?

Also, keep in mind that as of yesterday, we provided almost 2.5 million dollars in refunds students for housing meal plans and parking. And so as we think about the context and the impact of that all of that sort of frames these scenarios I'm going to ask you to take a look at and then Doug will talk about in terms of the budget and what that could look like. So what you see here in this chart is ... we looked at you know, again, as scenario previously that our new student could take a 20 to 27% hit, and then we're now looking at the possibility that we could take a 32 or as much as a 39% hit in new student enrollment, particularly around first year students. So if you've heard that 500 number floating around that's sort of the context of what could happen to us, but I'll give you an update on where we really are in just a moment.

That type of hit would put our overall budget down 20% as opposed to the 14% we project. What happens if we're down 40% in new students or 50%, so you can just kind of see as we look at some of those projections what those type of hits, particularly on freshmen, could have as an impact on us budgetarily overall. And so Doug will talk through some of that in just a bit on the budget side, but I just want you to have the enrollment context.

Then the other thing we have to keep in mind is, and I'll try to mention this every time I'm in front of you, that we also have to do the tremendous work to get to an FTE of 7,603 students. Why is that important? Because that's where we're currently funded and we all know that's not our budget reality or it's not our enrollment reality.

And so obviously we had been working toward a four-year path to try to get us at that 7,603 students FTE and that plan is important, because we don't want the CSU, the current Chancellor, or certainly not a new Chancellor coming in to say, "hey you know what, I see where you are, you don't have a plan: I'm not going to keep funding you at this rate." And we know the screen rate is high, among other CSU's who are over-enrolled right now, and so as we think about that, it could be a \$12 to \$14 maybe even a \$16 million hit depending on where our enrollment is if we don't have a clear path to get back to that FTE, or beyond. So it's forced us to rethink in this COVID-19 era that possibly could now be an eight-year run to get there.

So this is just a really cool picture that Amber Blakeslee put together the Budget Office to look at all the different scenarios I've talked about. The pretty blue line is our growth scenario over the next few years, and of course the chart above extended that out eight years.

But over the next four or five years, this is what our growth scenario could be. The gray line is an indicator of our budget projection prior to COVID 19, and those red lines sort of forecast the different hits that I shared with you, above, that we could take because of COVID 19 in terms of retention, in terms of new student enrollment, particularly with first-year freshmen, and what that could look like for us while we're still just on the tail end of graduating some really large classes.

And then from there, these are just some different scenarios that you can play with it, at your leisure to just kind of, you want to, you know, just say, "hey, what if it's this, what if it's that?" What do these implications mean for us? It means that it is critical, now more than ever, to close the deal on our first year student class and do work for retention.

With that in mind, I encourage you to take a look; you may remember about a month ago I came to you and we were up 54% in new students and you may remember that I encourage you not to celebrate that because we knew that that would eventually melt.

Here's the challenge that COVID-19 has created for us. We were projecting that 54% melt to occur over a period of about 12, 14 weeks, maybe even 16 weeks, so in about three months or more. Because of the hit we've taken with COVID-19 in terms of our new student

movement, that melt has happened in three weeks. That is very concerning, for us, with that in mind while we have less applications, we have less students admitted, we still have more students confirmed, even today. And that's positive; it means it's behavior modification. It means we're doing exactly what we promised we would do to get more students from less students, however: that melt happening so quickly is quite frightening.

There is a silver lining that I want to talk about in that, as we think about our yield, like yield activities we have seen a huge bump in the number of local students who have indicated that they still want to come to Humboldt State. You may remember when all the Humboldt First campaigns started we shared the startling number that we've only averaged about 32 local students a year for the last three years from local high schools. I'm sure you've seen, we've been all over the place. We've offered a round 800 Humboldt first scholarships to students. 208 of those students have followed up with financial aid and missions to complete the process to actually claim those scholarships.

Now, a month ago, I may have said to you: "Wow! If I get a fourth of those students, we've done a great job because we're headed where we were. I may have said to you, if we get a third of those students, this is really amazing because our goal is to triple local students."

Now: we have to really try to capture as many of those 200 students as possible. So just like students and other places are saying they may not want to go home, we need these 200 or more students, and even more, the 800 to come in and say, "Wow Humboldt State is a viable option; we want to stay home. We're going to stay home, where we're going to be successful." The good news is, we've done all this local work and we're not having to start today. That's the silver lining in this.

What you also see is just a listing of a lot of the work that we're doing, thanks to all the faculty who have indulged us, and the admissions team, we have worked really hard to try to provide a Digital Preview Day to put together video content on an empty campus. We're having some live Instagram live tweet sessions during our digital preview day. We've worked really hard to try to put something positive together. We're having zoom panels. We do one-on-one meetings with students and families.

But there are two parts to that now, because it's no longer just yield; it's yield, but it's also: "hey Humboldt State was a great choice. Are you still coming? We need you to still come. This is a great experience." And so we're having to plan that way.

Our social media strategies remain consistent, but we are doing some different focus on local students during the month of April. A quick update, then I'll turn it over to Doug is just in terms of our financial aid packaging. You see we got out almost 700 students award letter, and you see how many of those 3,100 are first time freshmen about almost 1100 transfers and again the 208 local students who have a Humboldt First Scholarship is a part of their package. The yield work is always important, but now it's just different you'll work. The other thing we have to be mindful of in this process is retention and what are we doing to communicate with students and how do we align with the Academy for this to happen.

So I'll share with you that we are continuing our student registration campaign in terms of contacting students who have holds we've dialed back our social media bit so we don't over-saturate ourselves with all the messages students are getting right now, but to still keep them connected. We're leveraging HumBot, we're leveraging the mobile app push messaging and text messaging to engage students to get in with their advisors. Thank you to the faculty and professional advisors who've been so flexible in terms of meeting with students via Zoom, Google Hangout, phone calls; whatever you've done, we are grateful. As of yesterday about 27% of our first year students or undergrads, who are eligible to re-enroll for Fall 20 if cleared all holds as of this morning—that's actually 33% but I just didn't change the report because of what had to change all chart.

But we are working really hard to keep those students engaged and to support that process. Another important part of our work to keep students connected will be alignment with peer based mentors in the majors, with RAMP and with academic advising and other forms of direct advising. The academic quality of Humboldt State is going to be even more important than ever to talk about. And we've tried to elevate that in our conversations, but right now this is mission critical. So this gives you a sense of where we are in terms of that work also I'll share with you that we're focusing on basic needs, and not going to go through all that, but I will tell you, as of this morning, we have about 303 students on campus, and I'd also encourage you to please take a look at the report from EOP in terms of their stellar retention and persistence trends over the last couple years, compared to rates from HSU (that's another part of our report). But, with that in mind, that's really what we're looking at with our enrollment trends and what we have to accomplish. And so with that I'll turn it over to Doug, and I will certainly take questions as you are ready."

Vice President Doug Dawes attempted to continue the presentation, but was unable to do so due to technical difficulties. Chair Burkhalter solicited questions from Senate while VP Dawes attempted to log back into the meeting.

Senator Creadon asked VP Meriwether whether the Humboldt First scholarship award deadlines have been extended; VP Meriwether affirmed that the deadline to accept a Humboldt First scholarship has been waived.

ODEI Director Reynoso asked if HSU is doing anything to engage the DACA students; VP Meriwether affirmed that his office continues to work with Scholars without Borders, Associated Students, and the Multicultural Center, which is still active, and is engaging students through online forms. He concluded, noting that the CSU attorneys who support DACA students are having regular zoom meetings and that is a continued part of the conversation.

M/S (Mola/Woglom) to extend the meeting ten minutes, as Vice President Doug Dawes continued experiencing auditory technical difficulties.

Motion passed unanimously

Senator Mola queried VP Meriwether, noting that VP Meriwether mentioned that there's a

feeling overall that students wish to stay closer to home, and asked if he (VP Meriwether) has been in contact with any local students who have expressed that same intent.

VP Meriwether affirmed that more local students have been expressing interest in attending HSU, and in fact, in the last three weeks, HSU has seen the number of local students considering or planning on attending Humboldt rise from the low 100's to something to over 200 students.

Senator Cano Sanchez asked whether it would be possible to open all the Humboldt First scholarships up again, since it was closed on March 2. She stated she has been contacted by prospective students who had missed the deadline, and suggested a larger communication be sent out that the deadline is extended or is not applicable for this year.

VP Meriwether thanked Senator Cano Sanchez for her idea, noted he will follow up with financial aid, and will send Senator Cano Sanchez a note to update her.

Vice President Doug Dawes was able to log into the meeting, and continued the presentation. His comments are reproduced below via the automatic transcript, with transcription corrections where needed:

"All right, well, my apologies with the system here. We know that we are living in unprecedented times right now not only the nation, the world but HSU and the seriousness of our situation cannot be understated this point at HSU. The 10.6 this referenced on on the document that Jason has shared the 10.6 million, does not include the \$2.9 million existing budget gap that we have for 2019-2. This year that we're in right now. The 10.6 million does not also include what the state may request back from the CSU.

And our state appropriation and vulnerability, depending on the scenarios that \$10.6 million scenario, our vulnerability with the state appropriation for because we're below our FTE ends up being approximately \$15 million. If we go to the 30% scenario, to the \$15.4 million tuition change we're actually at about \$20 million away from what were the CSU is currently funding us. And so it wouldn't be fiscally prudent for us not to account for the potential for the approach procreation losses as well. So that being said, we're looking at a \$20 million budget reduction that we're going to need to take over the next two years to ensure that we're in a fiscally responsible place.

Just additional information Jason to touch base on this a little bit.

We lost \$2.5 million in revenue parking and dining and housing to date and we expect that number to grow even further, maybe even to double that amount. COVID expenses to this point supplies services supplies and equipment. Those Chromebooks and so forth to get our students teaching for up to 175000 thus far with those expenditures that have gone through the Emergency Operations Center.

Douglas: Amounts related to emergency pay and other personnel class have yet to be determined. As we just closed out this last month, but they're going to be additional costs that way.

Douglas: So many options are being looked at, including combinations of: hiring chill spending freeze, operational changes, incentives for retirements travel reductions and more. I'm actively having discussions with each division to determine pathways to accomplish these reductions and as these options are reviewed, the guiding principles that the URPC have developed over the years will be employed, and so definitely focusing on students first preserving and valuing our personnel. That we need to ensure that we have, we're fiscally stable and we need to really look at revenue enhancements. And then we have to make sure that we complete our mission and vision as a campus. And finally, we need to ensure that there's transparency communication and shared governance. And so, as these options are developed, myself working with the different vice presidents, I look forward to working with URPC to have the URPC provide insights into the options that are developed and provide feedback.

So this is difficult and challenging. And I know that's sobering news. And I think the last time I chatted with everyone. We were at a \$10 million reduction, but with the COVID situation that has developed, we're now looking at a \$20 million reduction. And it's going to take all this working together to make that happen as a collective.

So that's where we stand: there is a whole lot of hard and heavy lifting to come.”

Chair Burkhalter solicited questions from the Senate and guests.

Professor Kim Berry was granted the floor and asked whether there has been active conferring with the CFA and staff unions; Senator Byrd responded that CFA has a weekly meeting on Wednesdays with AVP Aloisio and others in Academic Personnel Services, and that things are evolving.

Student Monica Ellis was granted the floor, and asked whether HSU could expect to receive any emergency funds through the state for this emergency; VP Dawes affirmed that the HSU Emergency Operations Center (EOC) is tracking all revenue losses related to the pandemic, as well as the expenses related to shifting curriculum online, and any of the other ancillary supplies and equipment needed to make it through this. He stated he hopes HSU will be reimbursed some of those dollars.

Senator Mola requested that all levels of administration be as transparent as humanly possible, and maybe even more so, so that everyone is always aware of every decision that is made, and that the information be consolidated and made available.

Chair Burkhalter thanked Senator Mola for his comment and stated that when she has meetings with Provost Lisa and Chief of Staff Sherie Gordon, she tells them faculty don't want to be roadblocks, but they do want to have transparency and when these kinds of decisions are being made, it would be good to be in the loop and be consulted.

Meeting adjourned by Chair Burkhalter at 5:12 pm

4/7/20 [Virtual] University Senate meeting chat log:

14:34:28 From Mary Watson : Hi folks! Welcome to the first virtual Senate meeting!

14:41:07 From Lisa Castellino : Thank you, Mary.:)

14:46:15 From William: The way it is set up if no one is on video then no screens show

14:49:48 From Robert Keever to Mary Watson(Privately): just testing private chat!

14:50:44 From Mary Watson to Robert Keever (Privately): Working for me! Hello there!

14:51:12 From Robert Keever to Mary Watson (Privately): Hello! Thank you Mary!

14:51:32 From Robert Keever to Mary Watson (Privately): these should still show up in the chat transcript for all to I think

15:01:04 From Guest - George Wrenn: 296-3822: that's me: George

15:05:38 From Kerri J. Malloy: Mary Ann Creadon is trying to get in but having difficulties

15:05:49 From Mary Watson to Kerri J. Malloy (Privately) : Thanks Kerri!

15:17:50 From Mary Watson: Hi there! Who is this please? The phone number at 858 740 4544

15:20:05 From Guest - MONICA DEE ELLIS: I am a student attending this meeting. If I have a comment do I raise my hand virtually? Where/when do I do this?

15:20:44 From Mark Wilson: You could comment in the chat

15:20:57 From Lisa Bond-Maupin: Hi Monica. Welcome. Click on participants and you should see the chat

15:21:10 From Lisa Bond-Maupin: And the mechanism for raising your hand

15:21:21 From Monty Mola: Thanks Kerri.

15:21:32 From Stephanie Burkhalter: yes, it would help if you could tell us what you would like to comment on

15:27:06 From Guest - Roger Wang: Monica's pronouns is they/them/theirs, I think that got cut out in their intro

15:27:22 From Lizbeth Cano Sanchez: Sounds good.

15:30:35 From Stephanie Burkhalter: thank you Roger for clarification. Can you connect Monica with Liz and William, our A.S. representatives?

15:30:45 From Cindy Moyer: I think Noah might be referring to a CAHSS email that came out today?

15:31:25 From Guest - Roger Wang: Sure thing.

15:31:36 From Guest - Roger Wang: To Stephanie's request re: Monica, Liz, and William.

15:34:20 From Stephanie Burkhalter: thanks, Roger!

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15:39:39 From Guest - Sherie Gordon: Lisa is trying to get back in but is having trouble but she is still trying.

15:41:13 From Mary Watson to Stephanie Burkhalter (Privately) : Provost Lisa is back now!

15:51:05 From Renee : Sorry I didn't raise my hand. I interrupt even on zoom. :)

15:59:10 From Guest - Deepti Chatti : Thank you all for letting me participate in this meeting. Unfortunately I have another meeting at 4:00, so I will need to leave now before this meeting gets over. My apologies for the quiet exit. Thank you all for your work, and wishing you a safe and healthy future.

15:59:13 From Guest - Mary Oling-Sisay : Current policy also not in compliance with EO1037

16:05:20 From Guest – George Wrenn: I'm on the participant list twice because I'm connected by phone and computer separately. Can you unmute the phone version?

16:09:17 From Guest - MONICA DEE ELLIS : Can someone call on me? My blue hand is not working

16:10:58 From Robert Keever: Stephanie I recognize student Monica Ellis to speak if needed

16:11:02 From Mary Watson: Hi Monica, Sorry about that. The Senate rules indicate that a Senator needs to cede the floor to you before you can speak.

16:17:23 From Guest - Kimberly Comet : I can hear you, I am on a phone

16:17:41 From Guest - Kimberly Comet : I am still muted on my screen

16:18:09 From Guest - Kimberly Comet : Placed based learning is covered by the policy

16:19:08 From Guest - Kimberly Comet : We should not list it because then we would need to list every new policy. Students are enrolled and lead by faculty even though it is not a specific course

16:19:56 From Guest - Kimberly Comet : Yes the same risk assessment would apply

16:21:20 From Guest -Kimberly Comet : Yes, music should be field trips is led by faculty

16:22:55 From Guest - Kimberly Comet : I feel the policy is written listing what is not covered vs what is covered and placebased is covered.

16:24:55 From Guest - Kimberly Comet : is place based run by department? If so the department would conduct the prep.

16:26:47 From Guest -Kimberly Comet : Darn it, thanks for the input. We will work on this and bring it back again.

16:27:12 From Monty Mola: Add a clause that summerbridge type programs are included. Don't have to list the specific programs. Then it's all covered.

16:27:42 From Robert Keever: thank you all! rsk197@humboldt.edu

16:27:50 From Noah Zerbe: Thanks Rob!

16:29:03 From Jill Pawlowski: I think the meeting dates on the proposed schedule in March, April, & May for Spring 21 are all Mondays

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- 16:35:21 From Robert Keever: to Monty, I have that noted for the discussion of changes, thank you!
- 16:40:13 From Mary Watson: Jill, you're SO right!! I've edited the dates. Thank you!
- 16:53:06 From Cindy Moyer: Do we have a copy of this report? Will it be shared around the campus?
- 16:53:38 From Stephanie Burkhalter: we will followup, Cindy. This was not shared earlier.
- 16:57:08 From Guest - George Wrenn: Unmute his phone.
- 16:57:28 From Guest - Jenessa Lund My child's high school put this in their daily announcements (so it's definitely out there locally): Regret not applying to HSU? Amidst the times, HSU has re-opened applications for admission for the fall 2020 semester. If you would like to apply, please visit their admissions website for more information or reach out to Wozny or Hodges.
- 16:57:42 From Guest - Nancy Olson: Should we mute everyone when Doug talks to reduce the echo?
- 16:57:55 From Mary Watson: Nancy, everyone is muted already
- 16:58:14 From Guest -Stephanie: Maybe log off and rejoin the meeting?
- 16:58:19 From Guest - Sheila Rocker Heppe to Mary Watson (Privately): Hi Mary - yes, mute everyone. Mute his computer (picture). unmute his phone
- 16:58:28 From Guest – George Wrenn : Doug is listed as two participants. Unmute his phone.
- 16:59:06 From Guest - Kimberly Comet : Nope 5869 is me
- 16:59:06 From Guest - GeorgeWrenn : Search for Doug.
- 16:59:10 From Guest - Sheila Rocker Heppe to Mary Watson (Privately): there is a photo of him and his wife
- 16:59:19 From Guest - Sherie Gordon to Mary Watson (Privately): his number is [REDACTED]
- 16:59:20 From Guest -Anthony Baker to Mary Watson (Privately): turn off his video?
- 16:59:25 From Guest - Lisa Castellino: if he has audio through the computer it will reverb
- 16:59:40 From Mark Wilson: I think Doug needs to mute his own computer - turn down the sound on his computer
- 16:59:45 From Guest - Gina Pierce: If he has the sound on zoom and on his phone, this may cause the problem. I recommend muting zoom and using his phone.
- 17:05:50 From Guest - Izabella: Are we saving any money thanks to travel ban?
- 17:05:57 From Guest - Deserie: Processing the information!
- 17:06:04 From Guest -Izabella: what about the savings from the closure of the campus?
- 17:06:48 From Guest - Kimberly: Could you recognize me - Kim Berry
- 17:07:50 From Guest- MONICA DEE ELLI: Could you recognize me? Monica Ellis, student
- 17:08:58 From Renee: <https://lostcoastoutpost.com/2020/apr/7/hsu-and-cr-both-facing-immense->

budget-challenges-d/

17:09:05 From Guest- MONICA DEE ELLIS: Can we expect any emergency funds thru the state?

17:10:00 From Cindy Moyer: Some of my faculty have asked me to share their suggestion that the entire CSU should reduce tuition in the next few years to make it possible for more students to attend college next year. I don't know if that's do-able, but it's an idea to consider.

17:10:46 From Renee: <https://theintercept.com/2020/03/16/coronavirus-capitalism/>

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, April 7, 2020

What a long, strange four weeks it's been since the last Senate meeting! Everyone's experience of this crisis is different and the communication about it has been prolific (and much appreciated). If you missed the March 26 email from the university outlining all that was accomplished in the four weeks after the Emergency Operations Center deployed in late February, I attach it for your reference. I cannot express enough my admiration and gratitude to the EOC, the Office of Academic Affairs leadership team, and the President's Administrative Team (PAT) for how hard they worked without a break to make our campus's transition to a virtual working and learning environment successful. It is truly impressive how much was accomplished to set the campus on a productive and responsive path by the people on these teams. I want to give a special shout out to Interim Provost Bond-Maupin, who participated in *all the meetings*! I am inspired by her calm, her focus and her responsiveness. Staff and faculty, the success of this semester cannot be accomplished without your dedication and expertise. Students, hang in there, and ask for what you need to succeed. As a campus we are responding well to a situation unprecedented in modern times. I hope we can continue to work together to achieve our goals even as we take on additional responsibilities at home and attempt to manage our personal anxiety.

Due to the COVID-19 emergency, the remaining regularly scheduled Senate meetings (April 21 and May 5) will take place via zoom. Unfortunately, along with other campus events, our May 7 Senate reception at the Baywood Country Club has been canceled. Providing we are back to "normal", the President's office has offered to reschedule the reception to take place in the Fall semester.

As the conditions and responses to them were changing rapidly in the week before Spring Break and during it, I represented Senate at several meetings of the Office of Academic Affairs leadership group. I also met via zoom several times with the CSU Campus Senate Chairs, during which I learned a great deal about how other CSU campuses were responding in real time. San Jose State and San Francisco State faced immediate challenges as their local communities experienced multiple people contracting the SARS-CoV-2 virus. They were the first campuses to move fully virtual and require staff and faculty to work and teach from home. On Wednesday, March 17, the Chancellor's Office mandated that all CSU campuses would "immediately transition in-person operations of the university to a virtual mode" (see this [link](#)). On Friday, March 20, Chancellor Tim White announced that he will delay his retirement until the end of the calendar year, stating in a press release that, "Believing that stability and continuity of leadership are critical as the CSU works through and adapts to the new realities brought about by the COVID-19 pandemic, I have offered to delay my retirement and continue to serve as your chancellor through the end of the calendar year. On behalf of the CSU Board of Trustees, Chair Adam Day has accepted my offer". At the March meetings of the Board of Trustees and ASCSU, Chancellor White estimated that campuses can expect a 10% to 25% decline in enrollment as a result of this crisis. Since so much is unknown about the state budget and what will happen with enrollment next year in the CSU, the Chancellor's Office has implementing a hiring "chill" across the CSU (see attached memo).

As CSU Senate Chairs scrambled to move Senate meetings all on-line and to craft guidelines for virtual participation that ensured the meetings were productive, we discussed how to address the remaining Senate business for the year at each of our campuses. Almost all of the Senate Chairs plan to continue to meet as scheduled, through zoom, for the remainder of the semester. Those who have chaired zoom

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, April 7, 2020

Senate meetings agree they are productive, but that it is likely not possible to get the same amount of business done in two hours in the fully on-line format. They also suggested that Senate prioritize items that are necessary to address, such as issues that have arisen during this semester's emergency and those items that are key for setting up for policy implementation for next year. There is agreement from a parliamentary standpoint that if a resolution has a first reading but not a second reading by the end of this Senate year (which for us is May 20—see section 3 of the Senate Constitution), it must be reintroduced next year. We should scale back our expectations, but we should be able to achieve sufficient action on important items through fully-virtual Senate meetings. With this in mind, I have asked the HSU Senate Standing Committee Chairs to prioritize the remaining business for the year. The items on this meeting's agenda reflects those priorities.

A pressing issue that emerged in the last three weeks is how to adjust grading policies to accommodate students in light of the emergency transition to all distance learning for the remainder of the semester. Each CSU campus is taking a slightly different approach to this and policies are still evolving. On Friday, March 20, ICC Chair Julie Alderson sent a memorandum to Vice-Provost Mary Oling-Sisay, Registrar Clint Rebik and me with a set of recommendations for temporarily changing grading policy. After reviewing the memo, the Senate Executive Committee voted in its emergency capacity on behalf of Senate to change the grading policy temporarily this semester to extend the deadline for students to change their grade mode to CR/NC from letter grade and from CR/NC to letter grade by May 8. Students were notified in a communication sent to them on Sunday, March 22, from Provost Lisa Bond-Maupin, "Welcoming You Back to Classes at HSU". After discussion at the March 24 Senate Executive Committee meeting (held on zoom), additional temporary changes to the grading policy were recommended to Vice-Provost Oling-Sisay and Registrar Clint Rebik. On March 25, the Chancellor's Office offered an analysis entitled, "California State University Grading Policy Considerations Response to COVID-19 Disruptions". The changes that were eventually decided upon by the Provost reflect the Chancellor's Office analysis (which itself was informed by the CSU Provosts' council) and the ICC/SenEx recommendations. The campus community was informed of these changes in a March 27 email from Provost Bond-Maupin, "Information on Expanding Grade Flexibility" (see attached document).

President Jackson has approved the following resolutions passed by the Senate (see attached memo):

- 16-19/20-UPC - Resolution on Key and Access Control Policy (sent to president on 2-16-20).
- Boat Safety Committee Policy without an attached resolution (sent to president 2-26-20).
- 11-19/20-APC - Resolution on Academic Honesty and Integrity (sent to President on 2-26-20).
- 19-19/20-ICC - Resolution on Instructional Continuity in Response to Coronavirus (COVID-19) (sent to President on 3-11-20).

President Jackson continues to work on his response to 12-19/20-URPC - Resolution on the University Resources and Planning Committee's Balanced Budget Proposal for 2019-2022 (sent to President 2-12-20).



HUMBOLDT STATE UNIVERSITY

Office of the President

MEMORANDUM

TO: Stephanie Burkhalter, Chair, University Senate
FROM: Tom Jackson, Jr., President
DATE: Thursday, April 2, 2020
SUBJECT: 2020 University Senate Resolutions

I am approving the below resolutions without any recommended revisions.

- *Resolution on Key and Access Control Policy*
- *Boat Safety Committee Policy without an attached resolution*
- *Resolution on Academic Honesty and Integrity*
- *Resolution on Instructional Continuity in Response to Coronavirus (COVID-19)*

Lastly, the Resolution on the University Resources and Planning Committee's Balanced Budget Proposal for 2019-2022 is still under review. Currently, I am assessing the impact of COVID-19 before moving forward with this recommendation.

I would like to thank the University Senate for their work on behalf of the institution.


Please contact Sherie Gordon and Kay Libolt if you need any other assistance.

CC: Mary Watson, University Senate Office
Sherie C. Gordon, Chief of Staff
Lisa Bond-Maupin, Interim Provost and Vice President for Academic Affairs
Kay Libolt, Presidential Aide
Joy Finney, Administrative Assistant, Office of the President
Paula Peterson, Administrative Assistant, Office of the Provost

DATE: March 23, 2020

TO: CSU Presidents

CC: CABO
Provosts
Campus HROs and AVPs of Faculty Affairs or Academic Personnel

FROM: Evelyn Nazario
Vice Chancellor
Human Resources 

SUBJECT: Hiring Slowdown

Chancellor White has asked, following consultation with campus Presidents and system Vice Chancellors, that we impose a marked slowdown in our hiring practices effective immediately, with the broad parameters described below. The Hiring Chill remains in effect until further notice.

This policy decision is in response to the unprecedented COVID-19 challenges we are all facing, including financial.

The default position is that all open searches are to be stopped, unless the cognizant campus President or Vice Chancellor agrees that the position is vital and the search should continue forward. Any searches that have completed with a signed agreement shall be honored.

Presidents and Vice Chancellors can initiate any new searches, if they deem it necessary and in the best interest of the university. Only mission critical positions that are vital to meeting the day-to-day operations and are core to meeting the CSU mission going forward may be approved to be filled. The authority to extend or initiate searches cannot be delegated beyond the President or Vice Chancellor.

We will continue to monitor the well-being of our system and our financial well-being throughout the evolving challenges of COVID-19 and will make changes in this policy as warranted.

I sincerely appreciate your ability to be nimble and responsive to this rapidly changing environment.



Stephanie Burkhalter <sb82@humboldt.edu>

HSU NOTIFICATION - Information on Expanding Grade Flexibility

1 message

HSU NOTIFICATION <hsunotification@humboldt.edu>

Fri, Mar 27, 2020 at 8:33 AM

Reply-To: HSU NOTIFICATION <hsunotification@humboldt.edu>

To: sb82@humboldt.edu

HSU NOTIFICATION - Information on Expanding Grade Flexibility

Dear Faculty and Students,

Welcome back to instruction! We want students to be relieved from undue concern about grades as we all adjust to alternative modes of teaching and learning. We are doing everything we can to help them to [keep learning](#). And we want them to feel confident in doing so. To lessen student anxiety, the deadline to change grade mode (LTR to CR/NC, or CR/NC to LTR) has been extended to 11:59 p.m., Friday, May 8.

In addition:

- The campus has decided to expand the number of courses allowed to use the credit/no-credit option.
- The campus has lifted the restriction on the number of optional courses students can take for credit/no-credit this semester. Additionally, these courses will not count towards the maximum number of CR/NC units one may apply to the degree.
- Department Chairs, in consultation with program faculty, will confirm with the Registrar those courses in the major that may not be taken as credit/no-credit this semester.
- A course taken this term as a replacement/repeat of a previously-graded course may be taken credit/no-credit. (Note that a grade of "Credit" will replace a previous grade, while a grade of "No Credit" will not replace a previous grade.)

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

Lisa Bond-Maupin, MSW, Ph.D.

Interim Provost and Vice President for Academic Affairs



Stephanie Burkhalter <sb82@humboldt.edu>

HSU NOTIFICATION - HSU Re-Opens with Virtual Instruction

1 message

HSU NOTIFICATION <hsunotification@humboldt.edu>

Thu, Mar 26, 2020 at 12:20 PM

Reply-To: HSU NOTIFICATION <hsunotification@humboldt.edu>

To: sb82@humboldt.edu

HSU NOTIFICATION - HSU Re-Opens with Virtual Instruction

Humboldt State University is welcoming back thousands of students today, March 26, and they are all utilizing virtual instruction and support services.

In addition to health and safety, the University has prioritized efforts to help students continue making progress toward their degrees. Faculty and staff took advantage of the Spring Break period and an additional three days of preparation this week to prepare.

Converting to a virtual operation has been a massive undertaking. It was especially challenging given that most employees have been working remotely for the first time, even as they have been dealing with personal challenges related to shelter in place, school closures, and more. HSU President Tom Jackson sent video messages earlier today thanking faculty and staff for their many efforts, and welcoming students back to the semester.

To students, President Jackson said, "So much has happened since you left for Spring Break, but what pleases me most is watching you and seeing your willingness to commit to the changes ... and to follow through with earning your degree." He shared his own worries for his children and others, and added, "As your President I wake up every day with this enormous amount of optimism and wonderment, knowing that there are so many good things in front of us as we work through some of the challenges."

Humboldt State University has acted quickly and aggressively in its response to COVID-19, opening up its Emergency Operations Center on Feb. 26 and activating its Pandemic Planning Committee.

HSU has since converted to virtual operations in a matter of weeks. During that time, it has responded to the fast-changing situation with significant changes to protect the health and safety of the campus community as well as the broader community. New ways of teaching, advising, and supporting students have been put in place. New business practices have been developed. And hundreds of specific situations and individual needs have been accommodated.

The University continues to actively monitor the situation and to make changes as necessary, working closely with local partners and following guidelines from the CDC, State of California, and Humboldt County health agencies. HSU also continues to remind the campus and community to stay informed, and not to make assumptions based on identity, health condition, or rumors.

Many of the University's recent actions are highlighted below, though it is far from complete and in no way fully captures the hundreds of ways that HSU faculty and staff have gone above-and-beyond. Individual acts of caring and compassion have been both inspirational and vitally important.

Health and Wellness

- Close coordination with Humboldt County Public Health and health providers on appropriate responses, as well as assisting with response to students who may be exposed or sick. [Student Health and Wellbeing Services](#) remains open, and has set up a receiving space out front.
- [Counseling and Psychological Services](#) is open and providing services.
- Allocated additional resources, including funds from donors, to ensure that Oh SNAP! Food pantry services can continue and purchase additional food if necessary.
- Additional cleaning and custodial efforts, particularly in high-traffic areas.

- Procurement of hard-to-get resources through state vendors and contacts, allowing the University to obtain necessary PPE and sanitizing resources.

Academics

- University-wide transition to virtual learning, enabled by intensive three-day preparation period of online workshops and peer mentoring by faculty with strong experience with the technologies.
- University-wide transition to virtual student support in critical areas, including tutoring, supplemental instruction, service learning, peer mentoring, advising, and more
- Development of online resources to facilitate teaching and learning - available at [Keep Learning](#) and [Keep Teaching](#) websites.
- Build-up and expansion of key information technology resources to enable virtual teaching, learning, and support. Development of an [online resource](#) for technology tools and tips.
- Hundreds of laptops checked out and mailed to students. Hundreds of students assisted with Internet access at home, expansion of data plans, and similar so that they can access virtual learning and support. This effort was supported with funds from donors.
- Identification of labs and similar spaces on campus that can be used for virtual learning and support, including establishing social distancing practices in the spaces.
- Developing options for virtual recognition of this year's graduates.

Employment

- Identified essential personnel, critical functions, and critical spaces on campus that need to remain open. Transitioned most employees to working remotely.
- Ensured that those 65 or older, or with health risks, do not come to campus and can telecommute if possible.
- Developed numerous approaches so that employees, including student-employees, can continue to be paid.
- Moved many processes related to employment online, with many others still being refined.
- Worked closely with faculty and staff to ensure they have the equipment needed to telecommute.

Housing and Other Facilities

- Closed all campus facilities to the general public. Cancelled all activities and events as the situation evolved.
- Limited campus facilities are open only to students, faculty, and staff as necessary. Gradually closing most facilities, with the exception of those deemed critical to essential operations as well as outdoor shared space where social distancing can be observed.
- Developed tiered plans for isolation and quarantine if there is a COVID-19 case involving an employee or a student. Additional plans are in place in case a student who lives on campus gets sick.
- Provided free bus service to the Los Angeles and San Francisco area for students who wished to return there for the remainder of the semester.
- Offered partial housing refunds for students who live on campus and chose to leave the area for the remainder of the semester.
- Adapted on-campus dining to reduce the possible spread while continuing to feed students.

- Implemented additional cleaning and custodial efforts, particularly in high-traffic areas.
- Addressed needs of students who live off campus and who may need additional assistance.

Travel

- Suspended all University travel outside Humboldt County.
- Worked closely with students and faculty who were travelling abroad. Ensured they understood protocol for returning home or for sheltering in place at their current location.
- Provided support and advice for students returning from Spring Break, including guidelines on shelter in place, quarantine, social distancing, etc.
- Travel and competition have been suspended for all intercollegiate and club athletic teams.

Other

- Encouraged students to return to out-of-area homes for the remainder of the semester if possible.
- Developed plans to issue a variety of refunds for students - commencement, parking, housing, dining, parking.
- Implemented oversight of emergency purchasing across campus to document for federal, state and local entities.
- Provided ongoing updates to the campus community about important changes. Developed a [website with resources and all updates](#), including an option for non-English translations. Continue to monitor and correct false information.
- Repeated important public education messages, including social distancing and combating stigma.
- Supported public education for the broader community through public service announcements on numerous radio stations.
- Worked closely with partner agencies to ensure HSU has up-to-date information on new guidelines and orders from the federal government, the state, and Humboldt County. Developed extensive new guidelines based on this guidance.
- Regularly held discussions with leadership at College of the Redwoods, Humboldt County Office of Education, and many school districts.
- Stayed in close contact with CSU leadership at various levels, and quickly updated campus guidelines to match new CSU guidance.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 7, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

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

April 23

Continued discussion on the Field Trip Policy and Field Tribe Guidelines and Procedures. The Committee determine 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. Anticipate bringing this policy forward in AY 2019/20.

April 8

Reviewed changes to the Field Trip policy to bring into compliance with Executive Order 1062 (effective August 23, 2011) submitted by the Office of the Vice Provost.

Met with the Faculty Affairs Committee to review the draft Advising Policy.

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. At this time still determining which policies will need to be revised.

March 26

Reviewed requested edits and changes to the Academic Honesty and Integrity Policy by legal counsel. Aligning the grievance procedure to EO 1098.

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

APC received comments from Associated Students on the draft Advising policy (below) and forwarded those on to Faculty Affairs.

- Specify somewhere in the policy how an Advisor gets picked—A question was brought up; do these professors sign up to be advisors too?
- Non full-track Professors- Some Professors are too busy with other students and they disregard their advising job at extent is this okay?
- All advisors to agree on the same basic general ed advising- some are not doing that right and therefore causing students to take the wrong classes.

- Require advisors to have extra hours outside of their advising times/advising seasons so students that work and/or don't have the chance have a *required opportunity to still get their needs met and not be rushed into it.
- Some programs place advisors based on the concentration the student has chosen, making it easier to maneuver and have someone help them with their career. Some students feel more connected to other professors than their advisors and others have ended getting their resources from those professors. Is there any way we can encourage students to seek out for these professors and choose an advisor a student feels more connection/ support with?
- How can we make these students feel more safe and comfortable with their advisor? Would placing them with who is best fit for them based on their career pathway create a more sense of comfort?
--And would this also bring in a holistic advising to the table? Meaning an advisor that knows what is best for you or checks in with the student while at the same time setting boundaries.

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.

Appointments and Elections Committee:

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

Spring 2020 General Faculty Elections Results

March 16, 2020

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

Cycle 2: February 14, 2020 - February 21, 2020

Cycle 3: March 3, 2020 - March 9, 2020 (Runoff: March 11-16)

Senate Elected Positions:

University Senate Vice Chair, and Chair of the Faculty Affairs Committee

Mark S. Wilson

University Senate Third Officer, and Chair of the Academic Policies Committee

Maxwell Schnurer

Chair of the Constitution and Bylaws Committee

Jill Pawlowski

Chair of the University Policies Committee

Robert Keever

Faculty Elected Positions:

GENERAL FACULTY President / University Senate Chair, 2 year term

Mary Virnoche

UNIVERSITY SENATE

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

Chelsea Teale

Tenure Line Non-Instructional Faculty Delegate, 3 year term

George Wrenn

Tenure Line At-Large Faculty Delegate, 3 year term

Cindy Moyer

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Jill Pawlowski

Tenure Line CNRS Instructional Faculty Delegate, 3 year term

Monty Mola

Tenure Line CPS Instructional Faculty Delegate, 2 year term

Jayne McGuire

INTEGRATED CURRICULUM COMMITTEE (ICC) Chair, 1 year term

Lisa Tremain – Faculty Member

Subcommittee on Academic Master Planning (AMP)

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

Subcommittee on Course and Degree Changes (CDC)

Vacant - Faculty Member (CAHSS), 2 year term

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

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

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

PROFESSIONAL LEAVE COMMITTEE

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

Joice Chang

Leena Dallasheh

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

Laurie Richmond

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Amber Gaffney

C.D. Hoyle

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Christopher Aberson - Faculty Member (CPS), 2 year term

Yvonne Everett - Faculty Member (CNRS), 2 year term

Benjamin Marschke - Faculty Member (CAHSS), Fall 2020 semester term

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Humnath Panta

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Kayla Begay

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Joice Chang

Kayla Begay

CENTER FOR COMMUNITY BASED LEARNING (FORMERLY CSLAI)

Ramesh Adhikari - Faculty Member (CPS), 2 year term

Laura Levy - Faculty Member (CNRS), 2 year term

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member (CAHSS), 3 year term

Benjamin Marschke

CONSTITUTION AND BYLAWS COMMITTEE

- Faculty Member, 2 year term

Jill Pawlowski

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year term

Janelle Adsit

FACULTY AWARDS COMMITTEE

- Three Faculty Members, 1 year terms

Eugene Novotney

Marshelle Thobaben

Vacant

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE

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

- Faculty Member, 2 year term

Vincent Biondo

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

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

- Three Faculty Members, 1 year terms

Humnath Panta

Garrick Woods

Kimberly Stelter

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member (CPS), 3 year term

Ara Pachmayer

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Kaitlin P. Reed

Garrett Purchio

STUDENT GRIEVANCE COMMITTEE

- Faculty Member (CAHSS), 3 year term

Tani Sebro

UNIVERSITY CENTER BOARD

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

- Two Faculty Members, 2 year terms

Armeda Reitzel

Mark Rizzardi

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Two Faculty Members, 2 year terms

Stephanie Burkhalter

Jill Pawlowski

UNIVERSITYSPORTS FACILITIES SCHEDULING ADVISORY GROUP

- Faculty Member, 1 year term

Vacant

Constitution and Bylaws Committee:

Submitted by George Wrenn, Pro Tem CBC Chair

Agenda for March 5, 2020 meeting:

1. Call to Order
2. Attendance, proxies and quorum
3. Appoint a Chair pro tem
4. Appendix F resolutions continued
5. Motion to adjourn

Meeting Notes:

1. Call to Order

Meeting was called to order at 2:10 p.m. (Post/Woglom).

2. Attendance, proxies & quorum

- a. Present: Post (Faculty), Woglom (Faculty), Wrenn (Faculty).
- b. Proxy: Woglom for Watson (Non-MPP Staff).
- c. Quorum was met with 3 faculty members present and 1 staff member proxied.

3. Appoint a Chair pro tempore

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

4. Appendix F resolutions continued

The group finalized CBC Resolutions related to GF Constitution and the Bylaws.

Language in the Senate Constitution related to faculty delegates will be finalized following Senate discussion on March 10th: Section 4.11 will need update to address the fact that coaches and counselors are no longer tenure-line (the Constitution lists coaches, counselors and librarians as tenure-line delegates).

The Bylaws have been revised to include changes necessary to parallel changes to the GF Constitution, and to clarify steps for committees (including the URPC) to make policy recommendations to the Senate. The language used is borrowed from the CSU Northridge Bylaws.

The group discussed SenEx feedback related to the membership of SenEx. The CBC Chair will ask the Senate Chair about the current composition of SenEx and whether the Bylaws on Executive Committee membership should be updated to reflect the current composition.

5. Motion to adjourn

Meeting adjourned at 1:50 p.m.

Agenda of April 2, 2020 meeting:

1. Call to Order
2. Attendance, proxies and quorum
3. GF Constitution Faculty vote and Bylaws Revision - First Reading
4. Faculty Handbook - Appendices A-D, G-W Review (Appendices are [here](#)).
5. Motion to adjourn

Meeting Notes:

1. Call to Order

Meeting began at 1:00 p.m.

2. Attendance, proxies & quorum

- a. Woglom (Faculty), Wrenn (Faculty) were present. Post (Faculty), Watson (Non-MPP Staff) absent.
- b. Quorum was not met with 2 of 4 members from the faculty electorate present.
- c. Vacancies include 1 student representative.

3. GF Constitution Faculty vote and Bylaws Revision - First Reading

Wrenn will work with Watson on the ballot/timeline for the GF Constitution vote. Bylaws 1st reading is scheduled for April 7.

4. Faculty Handbook - Appendices A-D, G-W Review (Appendices are [here](#)).

Wrenn shared a document showing Handbook sections, when each section was last updated, who should be responsible for maintenance (faculty, administration, or both), and whether the section should be retained as is, revised, or removed. The group will continue to discuss revisions of the Handbook via email. Wrenn will invite Burkhalter to an upcoming meeting to review CBC's proposed changes.

Woglom recommended that a statement regarding maintenance be incorporated into the Handbook. This could be included in Section 112, which states:

"The Faculty Handbook is a digest of information, policies and procedures of use to the members of the faculty as a reference document in combination with the CBA. Policy revisions are stated after approval of the President who ordinarily utilizes the consultative process in determining their applicability. In certain instances, policy statements are included because of Trustee and/or Chancellor's Office requirements or changes to the CBA. The Faculty Handbook is maintained and issued by the Office of Academic Affairs."

5. Motion to adjourn

Meeting adjourned at 2:15 p.m.

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 1 pm. Please contact Mark Wilson at msw13 if you would like a Zoom invite.

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

The Faculty Affairs Committee, University Faculty Personnel Committee, The Committee for RTP Standards and Criteria are still discussing early tenure issues, and the FAC hopes to introduce a Senate Resolution at the next Senate meeting. We are meeting Wednesday morning at 8 am to try to finalize the language of the Appendix J amendment.

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

The FAC will meet with the Inclusive Teaching Subcommittee (DEIC) on Thursday to discuss changes to the Instructional Observation Checklist to reflect recent changes to Appendix J, as well as to draft model language for RTP standards.

The FAC met on 3/31/20. We discussed a variety of issues affecting faculty because of the move off-campus. Some of the issues include teaching observations for faculty (given faculty teaching online with no advance preparation or training), inability to conduct planned sabbatical activities, the desire for some faculty to extend their probationary periods by an additional year, and limitations to externally funded research activities. There was widespread support for maximum administrative flexibility to help faculty focus on student learning. This is a particularly difficult time for lecturers, who both teach more classes than many tenure track faculty, and have greater career uncertainty in the face of the significant enrollment decline and budget reduction predicted for Fall 2020.

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

Over spring break and working with the Vice Provost, Provost, Registrar and Chancellor's Office staff, ICC helped develop temporary emergency revisions to the C/NC policy. See the Registrar's website [here](#) for more information.

ICC goals for the rest of the year include:

Academic Master Plan – The AMP subcommittee of the ICC will bring forward a document that will help guide academic master planning moving forward. This work was begun before the campus closure and will continue to the end of the year. After reviewing recent academic master plan work on other campuses, we have determined to model our efforts on those at Cal Poly. See the [Cal Poly AMP](#) website.

Program Review – The ICC Academic Peer Program Review subcommittee is responsible for providing feedback on the self-study documents produced by programs in program review. With this year's disruptions, the program review process is in flux. We will complete some of this work and will report out on it by end of the AY.

GEAR PLOs – The GEAR committee is producing a resolution on updated GEAR PLOs. This will come to Senate at our next meeting.

Other business – The CDC committee will complete as much of its work on course and degree changes as possible. Consent calendars will arrive to Senate in our last two meetings of the year.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC's Balanced Budget Proposal for 2019-2022, submitted to President Jackson and Senate Chair Burkhalter on December 3rd, 2019 and approved by the Senate on February 11th, 2020, outlined recommendations for distribution of resources for the next three budget cycles along FIRMS Codes,

while accounting for \$5.4 million in reductions based on projections for enrollment and subsequent tuition-based revenue for that period. In order to check the ongoing validity of our proposals' foundational concepts while we awaited a response to that proposal, we asked Vice Presidents Dawes and Merriwether to update our enrollment projections and their subsequent financial implications, which they then reported to the URPC on Friday, March 6th, and which were included in the URPC's written report for Tuesday, March 10th. At that point, prior to the national crisis and decision to close on-campus operations for the remainder of the Spring semester, overall application numbers were down 23% from last year, and, combining this with our large graduating class for AY 2019-20, it was projected that we could anticipate as much as a 14% decline in enrollment from Fall '19 to Fall '20, or between 6,000 and 6,200 total headcount in Fall '20, necessitating a reduction of approximately \$10 million, nearly doubling the sum the URPC had used as the target for our proposal to the President.

During the following week, President Jackson invited Senate Chair Burkhalter, Provost Bond-Maupin, and I to review his Memo in response to the URPC's Balanced Budget Proposal on the morning of Thursday, March 12th. Provost Bond-Maupin was unable to attend this meeting due to a series of emergency meetings regarding planning for instructional continuity during the COVID-19 crisis, and, as such, I appraised her of the contents of the document to the best of my recollection during our URPC planning meeting later that day. The URPC was then charged by President Jackson to review and provide feedback for the memo draft, which we did during our Friday, March 13th meeting. The URPC replied to the President with a series of clarifying questions and suggestions regarding the draft memo on Friday, March 20th, via e-mail. We concluded our response to the President with a request to meet with us at our scheduled March 27th meeting, in order to discuss both his draft and our reactions to it. President Jackson replied that he would not be available to discuss our questions on that date, as contextual information was rapidly evolving in line with emerging circumstances of the global pandemic, and we then chose to cancel our March 27th meeting in light of the pressures of that first week of providing instruction in an online format, and lack of actionable information.

On March 6th, when the Vice Presidents presented their reports to the URPC, enrollment projections had nearly doubled the expected reductions that would need to be addressed in the coming years. As the President suggests, our context is in rapid flux, and it appears likely that those projections will have changed considerably, with further projected enrollment declines and resulting decreases in available resources. Divisional leaders, aware of this likelihood, have already begun the process of engaging their respective stakeholders in working through strategies for planning next years' work, but the URPC has not yet engaged in the process of determining the ramifications of our current situation and communicating them to the campus community.

Acknowledging that contextual information continues to evolve, we are thus asking Divisional Leaders to provide us with the following information for our Friday, April 10th URPC meeting, in order to inform our processes moving forward:

- Fall 2020 Total Headcount Projections
- AY '19-'20 to AY '20-21 Annualized Total Headcount Projections
- Five-Year Annualized Headcount Projections & FTES Projections

- Financial Implications of these projections

Our timeline for developing, vetting, and communicating a budget plan for AY 20-21 is concerningly brief, especially if we hope to do so prior to close of instruction in May, after which point URPC collaboration and shared governance in decision-making would be hampered by the absence of faculty and student representatives. As such, it is vital that the campus community receive updated information and that we begin the collaborative work of preserving existing enrollment, strategically reducing spending guided by our guiding principles, and planning.

Emeritus and Retires Faculty and Staff Association:

Submitted by Marshelle Thobaben, HSU-ERFSA Representative

Request for Applications: HSU ERFSA FACULTY AWARDS 2020

Sponsored by the HSU Emeritus and Retired Faculty and Staff Association

HSU Emeritus and Retired Faculty and Staff Association Awards are intended to help junior faculty expand their professional qualifications for reaching tenured status. These awards, which are open to lecturers and tenure track faculty, are intended to supplement other assistance. Preference will be given to applicants who have not received an award before.

Proposals may relate to teaching effectiveness, scholarly or creative activity, or service to the University or the community.

An Application should include a completed coversheet [page 2 of this form, or, downloaded from <http://www.humboldt.edu/senate/erfa/faculty-awards>]; a brief account of past professional work; a short description of how a proposed project will contribute to further professional development and eventual achievement of tenure; and a description of other forms of professional support, including financial support, offered or denied by other sources. Applications may be up to three [3] pages long.

Awards of up to \$1000 each will be made upon evaluations of the applicant's prior work and on the relationship of the proposal to further professional development. Even small awards are competitive. Preference is generally given to work that applies to two or more aspects of the tenure evaluation, e.g. research proposals and submission of papers with student involvement or requests for teaching materials and equipment often are given preference over a faculty member's individual performance or solo presentation of a paper at a professional conference.

Funding can be requested for services, fees, materials, or travel, but not wages or labor.

Applications are due **FRIDAY, MAY 15th, 2020 @ 5 PM**. Please submit application materials in a **single pdf** electronically to mary.watson@humboldt.edu.

Awards will be announced at the ERFSA Fall Social whenever scheduled.

If you have questions about the application process, you may contact ERFSA coordinator, Emeritus Professor & Emeritus President Rollin Richmond (rollin.richmond@humboldt.edu).

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Noah Zerbe, ASCSU Representatives

Note: This report from the first virtual plenary meeting of the ASCSU, recorded by John Tarjan and Janet Millar. Also: During the plenary it was announced that Chancellor White will delay his retirement until the end of the year.)

1. Chair Nelson covered the following items in her report.

- Items discussed at the Campus Senate Chairs Council
 - The use of student evaluations of teaching this semester.
 - Ensuring proper consultation with campus leadership.
 - Student basic needs, including access to technology
 - Exposure of librarians to the virus as libraries remain open.
 - Ensuring the quality of instruction.
- ICAS (Leadership of the CSU, CCC and UC Senates)
 - Held Leg days last week
 - Spoke with Higher Education, Budget, Finance Committee representatives, among others.
 - Major topics included
 - Transfer (want it to increase from CCC, to be more efficient)
 - Student basic needs
 - Segment budgets
 - Total attendance
 - Faculty diversity (there will be a hearing on this next fall in the Higher Education Committee)
 - CCC Ethnic Studies Bill (AB 3310)
 - Bill to make permanent, expand CCC baccalaureates degrees (SB 874).
- The BOT will have a one day meeting next week.
- Her written report can be found at http://www.calstate.edu/AcadSen/Records/Chairs_Reports/

2. Excerpts from Other Reports

- **Academic Affairs** discussed the following
 - Maintaining course quality
 - Student access to counseling and advising during this crisis
 - Community college B.A. degrees
 - The Graduate Writing Requirement (GWAR) (Notre: testing is delayed, requirement only temporarily suspended)

- Campus autonomy
- Prison education and Project Rebound
- Campus review processes
- Improving transfer,
- a. Even so, the bulk of committee time was spent on the potential Ethnic Studies requirement, including consideration of the CO proposal regarding ethnic studies in response to our prior resolution, as summarized below.
 - i. “The ethnic studies, diversity and social justice requirement is a minimum 3-semester unit course as part of lower division CSU General Education Breadth. This requirement will be effective with the 2023-24 catalog year.
 - ii. The ethnic studies, diversity and social justice requirement may be met with existing campus requirements and/or courses that were developed to meet local requirements.”
- **Academic Preparation and Education Programs** worked on the following
 - WestEd evaluation of EO 1110 implementation—initial results look promising
 - Quantitative reasoning proposals (increasing HS requirements), including HS courses which prepare students for success at the CSU.
 - Issues surrounding completion of teaching credentials during the crisis
 - Perfected two action items and decided to recommend postponement of the 4 other actions items to the May plenary.
- **Faculty Affairs** have several resolutions in front of the body and discussed the following topics.
 - Postponement of three action items to the May plenary.
 - Open access materials
 - AAUP Statement on Knowledge in Higher Education—item remains on the plenary agenda.
 - Intersegmental curriculum development—item remains on the plenary agenda.
 - The impact of alternative modes of delivery and the COVID crisis.
 - On workload
 - On evaluation of faculty
- **Fiscal and Governmental Affairs** discussed the following topics.
 - They are monitoring hundreds of bills currently in the legislature.
 - They will recommend positions on 11 bills felt to be of most relevance/importance for the ASCU.
 - Are monitoring Senate actions related to AB 1460—nothing to report.
 - Resolution on the roles of the ASCSU and campus senates.
- **GE Advisory Committee**
 - The CSUCO is currently engaged in the annual review of CCC course outlines of record submitted for evaluation to receive CSU GE credit.
 - The potential for a formal appeals process for CCC courses which were denied for inclusion on the approved GE course list. Such a process would probably involve an accelerated timeline for submission and review to allow for an appeals process within the same year.
 - Early Start: While required for some students in policy, students can avoid attending without penalty. Campuses have had success in providing students with supplemental coursework. In response to concerns about the messaging/communications regarding

Early Start: students may not have sufficient information or support to make informed decisions regarding self-placement.

- Several other items were discussed:
 - CLEP Spanish with writing is now posted on the credit by exam list (as recommended by GEAC in November).
 - Ethnic Studies: the impact of the possible addition of an ethnic studies requirement to lower division GE on the community colleges was discussed. The impact will likely be a large one.
 - Student preparation and support.
 - Quantitative reasoning preparation: changes to the BOT item were discussed.
 - AB705 (community college placement into courses and self-placement processes, guided pathways)
 - Defining flexibility in GE: revision of EO 1100 FAQ about what types of variations are permissible on campuses.
 - Discussion of how ADT/UC Pathways possible alignment may impact GE (IGETC or CSU GE is required within each ADT).
- **Faculty Innovation and Leadership Awards Committee** is now meeting. Senators are asked to share information with all faculty colleagues (including adjuncts) to apply. There is a \$5000 award and \$10000 to the department for professional development.
- **Ad Hoc Committee on Inclusion and Diversity** has begun meeting to review practices and procedures to ensure inclusion. In the current crisis, we need to ensure that all students, and faculty, have access to electronic resources and training to adapt to our new modalities of teaching and learning. (Please see tips at the end of this report.)

RESOLUTIONS

1. Note: many of the second reading resolutions were deferred for consideration at our May plenary due the determined lack of urgency coupled with the difficulties associated with conducting our first ever virtual plenary. The ASCSU passed the following second reading items. Copies of these and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
 - **Academic Senate CSU (ASCSU) Endorsement of the American Association of University Professors (AAUP) Statement “In Defense of Knowledge and Higher Education”** is self-explanatory. [In Defense of Knowledge and Higher Education](#)
 - **Resources to Support California State University (CSU) Faculty Participation in the Course-Identification Numbering System (C-ID) Process** urges adequate support for staff and faculty to accomplish the important work of implementation and maintenance of transfer model curricular (which are the basis for the Associate Degrees for Transfer).
2. The ASCSU passed the following resolutions after waiving a second reading. Normally first reading items are distributed to campuses for feedback. However, if the ASCSU deems an item to be urgent (e.g. the need to provide input before a policy or piece of legislation is being considered) it may waive the second reading. Copies of this and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
 - **Accommodations to Faculty Due to the COVID-19 Emergency** recommends that individual faculty members can determine whether student perceptions of teaching effectiveness for this semester will appear in their PAF and WPAF without penalty, that probationary faculty be granted an additional year in RTP considerations if requested and that the appropriate administrator place a memo outlining the difficulties encountered during the affected periods that might impact teaching, service and scholarly and creative activity. It also calls for

appropriate cleaning and testing, asserts intellectual property rights for faculty, asks for sufficient resources to support alternative modes of instruction, and calls for a return to prior modes of instruction pre-crisis. The urgency resulting in the waiver of a first reason is obvious.

- **CSU Transfer Model Curricula (TMC) and UC Transfer Pathway (UCTP) Alignment** encourages exploration of potential alignment of major transfer patterns by intersegmental discipline faculty representatives and opposes efforts to explore alignment without CSU discipline faculty member participation. This is in response to current developments that are taking place even as we met in the plenary session.
 - **2020 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)** was granted a waiver as legislative events are currently unfolding. The Executive Committee is empowered to take positions on behalf of the ASCSU when we are not able to respond/take positions as a body in a timely manner. A summary of the 11 items with committee recommendations are listed at the end of this report.
 - **Academic Senate CSU (ASCSU) Recognition of Larry Mandel, Vice Chancellor and Chief Audit Officer for The CSU (1997-2020)**
 - **Response to the CSU Chancellor's Office Memo on Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement (March 17, 2020)** was granted a waiver in order to take a position which may inform current legislative and system developments. The BOT is urged to implement an Ethnic Studies requirement that:
 - Relies on campuses to operationalize the requirement and the associated learning outcomes through existing curricular processes
 - Allows the expansion of historically oppressed groups that may be included
 - Calls for a lower-division requirement that can double-count within general education
 - Encourages an upper-division reflective component
 - Expresses the expectation that the number of units in lower-division GE will not increase
3. The following items will appear on the agenda of our May plenary. There is a mix of new and carried-over items. Copies of these resolutions should be available shortly for campus review.
- a. **Affirming the Role of the CSU Board of Trustees in Adopting Rules, Regulations and Policies Governing the University** is a response to ongoing governmental attempts to circumvent the Board in mandating policy for the CSU. It reminds readers that 21 of 25 members are either directly elected by the people of the state of California or nominated by the Governor and affirmed by the Senate. Three other members are appointed by the Governor. The resolution goes on to affirm support for the Board's policy-making role.
 - b. **Opposition to AB 1930—CSU/UC Admission Policy** asserts that the restrictions contained in this bill would hamper the Board of Trustees' ability to set policy to meet the needs of our students.
 - c. **Addition of Dedicated Contingent Faculty Senate Members** anticipates an amendment of the ASCSU constitution to add 3 full-time lecturer faculty to the body on a rotating basis from the campuses.
 - d. **Advising High School Juniors Intending to Enroll in the California State University (CSU) to Enroll in a Mathematics-Reinforcing Course in Their Senior Year** complements the current proposed additional quantitative reasoning admissions requirement currently before the Board of Trustees. It calls for the development of learning outcomes appropriate for such a course and strong advice to students, parents and counselors that such a course be taken.

- e. **Resolution in Support of ORCID (Open Researcher and Contributor ID) for the California State University (CSU)** ORCID is a not-for-profit group which facilitates collaboration and research by providing accurate and self-modifiable information in an easy to access database.
- f. **Endorsement of Criteria for Chemistry and Physics Model Curricula (MC) for Transfer to Receive the Same Admission Advantage as for Transfer Model Curricula (TMC)** It is likely more advisable for students in these majors to take these other sets of courses prior to transfer than to complete an Associate Degree for Transfer. The resolution endorses the principle that students who take a more appropriate pathway should be encouraged to do so by receiving the same admissions advantage to impacted programs that students completing an ADT receive.
- g. **Academic Senate of the CSU Calendar of 2020-2021 Meetings**
- h. **Re-Affirming the Role of the Academic Senate of the California State University (ASCSU) and Campus Senates in Establishing Curriculum and Graduation Requirements** affirms the role of the ASCSU established in the Higher Education Employer Employee Relations Act and supported by the ASCSU constitution and AAUP statements on shared governance.
- i. **In Support of Lecturer Range Elevation** encourages CFA and CSU management to allow range elevation based upon service, irrespective of position on the SSI scale and to adopt a policy that range elevations result in at least a 6% salary increase.

OTHER REPORTS

1. **Faculty Trustee Sabalius** reported that the Board meeting has been shortened from 2 days to 1 and via Zoom. There are four action items on the BOT agenda.
 - b. Approval of SDSU Multi-Use Stadium at Mission Valley
 - c. Placer Center (affiliated with CSU, Sacramento)
 - d. Occupational Therapy Doctorate (another speaker indicated concern that as we seek permission to grant doctorates to meet workforce needs, we may bolster CCC justification to offer increasing numbers of baccalaureate degrees.)
 - e. Executive Compensation was pulled from the agenda.

His written report can be found at
http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml
2. **Chancellor Tim White** began by thanking us all for our extraordinary efforts to maintain academic continuity during the COVID19 crisis. He is proud of the efforts of our faculty and other. In-person interviews of candidates for the Chancellor position have been postponed from Monday and will be held as virtual interviews at a later date. The Governor has suspended Bagley-Keene rules. The rules surrounding public comment have been amended. There will be less time for comment and all comments will take place at the beginning of the BOT meeting. Campus and CO leaders are working tirelessly to ensure continuity and protect the health of our students and employees. Circumstances vary by region/campus. We cannot develop blanket policies that are optimal for all campuses. The Chancellor stressed that there is both a health aspect and perhaps a dire budgetary aspect to this crisis. We will be losing residency fees, for one. The budgeting process will not reflect what was proposed in January. We anticipate losses in enrollment and hence student fee revenue next year. The drop in enrollments could be significant. A 20% drop in enrollment would mean a loss of \$630m in revenue. We need to plan for the contingency that we will likely not get the \$199m budget increase in the January Governor's budget and potentially could face cuts to our base budget as a result of loss in state revenues. The budget picture may be adverse for years to come. Planning for the future is a very high priority for us. We may open up spaces on our campuses for drive-through

testing. The Governor might direct us to make housing and other spaces available to meet exigencies. Student evaluation of teaching should be made available to faculty but should not adversely impact RTP. There is currently no systemwide hiring freeze. That might change. Campuses may choose to slow down some hiring. Faculty members can play a very important role in encouraging students to enroll on our campuses through phone outreach. This may help to mitigate some of the expected losses in “yield” of prospective student applicants. We many very well need to be flexible in dates for applications, testing, etc.

3. **Jesse Ryan, Exec. VP, Campaign for College Opportunity** started by expressing her gratitude for “being made in the CSU” along with millions of other alumni. The Campaign is 16 years old. They began by focusing on the “tidal wave” of CA students entering into higher education. As it turned out, there are a multitude of related issues that can use focus by an external group even after the “tidal wave” has largely move through higher education. Racial equity, higher education leadership (reflecting a need for coordination across segments since the demise of CPEC), protecting and improving student access and affordability, providing oversight & accountability of policy implementation are the Campaign’s continuing priorities. California is a very diverse state, across a variety of dimensions including race, geography, income, etc. We complete research on a number of topics. We build coalitions, do research, and develop policy recommendations. Perhaps the major focus is on transfer due to workforce needs and both a very low transfer rate and lengthy time to transfer from CCCs to universities. Ms. Ryan gave a comprehensive oral and PowerPoint presentation dealing with transfer, focusing on the ADT. Several senators shared perspectives on making transfer pathways more effective for our students.
8. **EVC Loren Blanchard** Dr. Blanchard began by telling us that the COVID crisis is rapidly evolving and that the Governor’s prediction that severe disruptions might occur for two months is quite disturbing. The Board will meet next week in a modified format. We will likely be in virtual operations until at least the end of the semester. The administration is spending much time responding to both internal and external constituencies. He appreciates the feedback from the Executive Committee, especially their advocacy for supporting students in a variety of ways during the crisis, including continuing pay to affected student employees. Groups across the country are expressing concerns about the potential financial impact the crisis will have on universities. The administration considered the ASCSU resolution on Ethnic Studies and feedback from campuses about it, to develop a proposal for a slightly modified implementation of AS-3403. There was a wide range of opinions. Our proposal represents our best attempt to find agreement on a potential recommendation to the Board of Trustees in May. We will attempt to stay in contact with Senate leadership as things develop. Senator Comment: Senate leaders are looking to the ASCSU and CSU administration to take action on an Ethnic Studies requirement as they weigh whether to pass related legislation. Based upon circumstances (homelessness, international students, those with limited access to technology, students are being allowed to remain in their dorms. We may repurpose parking lots for essential item pickup, drive through testing, etc. The campuses are not “closed” per say. They are just not open for instruction and some other functions. If students cannot complete courses for reasons outside of their control or classes are cancelled, students will likely be given a pro-rated tuition rebate. Students may have to return to campus after graduation if they wish to participate in some type of commencement ceremonies. Diplomas will be granted and delivered regardless of commencement schedules. We encourage faculty to not only to provide learning via alternative modalities, but to be aware and sensitive to student circumstances and need and to be willing to direct students to a whole host of services that are still being offered, albeit

virtually. Despite challenges, it is too late in the semester to alter student grading approaches in existing courses.

9. **President Barry Pasternack** referred us to the latest newsletter. All members are eligible to receive a free Guide to Investing for Those Over Fifty from Charlese Schwab (normally costs \$30). Are working to preserve pension and health benefits. The ERFSA website has many valuable resources for retirees/those planning to retire. <http://csuerfa.org/> The ERFSA newsletter can be found at <https://csuerfsa.org/images/pdfs/Reporter-Sep-2019.pdf>

Bill	Title	Author	Priority	Position	Comments
AB 1917	Budget Act of 2020	Ting	High	Support	
SB 808	Budget Act of 2020	Mitchell	High	Support	
SB 874	Community colleges: statewide baccalaureate degree pilot program	Hill, Hueso, and Wilk	High	Oppose	Extends the statewide baccalaureate degree pilot program indefinitely. Removes the requirements that the program consist of a maximum of 15 community college district programs and for a student to commence a program by the end of the 2022–23 academic year.
AB 1460	CSU: graduation requirement: ethnic studies	Weber	High	Oppose	ASCSU opposes legislative intrusion in the curriculum.
AB 3310	Community colleges: ethnic studies	Muratsuchi	High	Oppose	Requires California Community College students to take Ethnic Studies with units transferable and satisfying any CSU requirement.
AB 2228	Postsecondary education: sexual assault kits	Garcia	Yes	Support	Requires free sexual assault kits and related medical services are available within a 5-mile radius of each campus or provided for free at the campus health center.
SB 1083	Mental health counselors	Pan	Yes	Support	Would require one counselor for every 1500 students.
AB 1970	Public postsecondary education: pilot program for free tuition and fees: working group	Jones-Sawyer	Yes	Support in Concept	Creates a working group from DOE, UC, CSU and CCC to consider a pilot program for free tuition.

Bill	Title	Author	Priority	Position	Comments
AB 1862	Public postsecondary education: California State University: tuition	Santiago	Yes	Support in Concept	Requires free tuition at a CSU, for two years, for any student that completed an ADT.
AB 2176	Free student transit passes: eligibility for state funding	Holden	Yes	Support in Concept	Requires transit agencies to offer free student transit passes to students.
AB 2495	Public postsecondary education: undergraduate tuition and mandatory systemwide fees	Choi	Yes	Oppose	Fixes tuition upon entrance to the CSU for six years.

Before Going Virtual...Ten Tips for Being Equity-minded!

These challenging times require we become increasingly more equity-minded. Equity is about giving people what they need to be successful and moves us forward by rejecting the notion that one size fits all. Here are a few tips to get you thinking about equity.

1. **Don't make assumptions** about what students have access to in their homes or elsewhere. You may want to consider conducting a quick survey, sending an email, or finding other ways to simply ask.
2. In preparing for virtual or other types of learning, consider this: If your students didn't sign up for virtual learning, maybe there is a reason. Consider **giving students more options**: picking up packets, mailing material, or asking students to make suggestions.
3. Think about ways to ask students to **partner or group-up**. Student-to-student transfer of information is invaluable in difficult times. Be sure to share best practices for working in groups and teams.
4. Take this opportunity to remind students about the value of **community** and that we should all demonstrate an ethic of care for one another.
5. Proactively **reach out to students** who may be withdrawn, isolated, or disconnected. Your actions may be the life-line they need to succeed.
6. **Check in** with students who may fall through the cracks or fail to keep up.
7. Check your roster, if a student hasn't participated, now may be a good time to reach out for a **wellness check**.
8. Classrooms are not culturally neutral. Use this time to think of ways you can structure your classroom to be **more inclusive**.
9. Be on the lookout for **bias, harassment, and discrimination**.
10. If you see something, say something or better yet, **do something!**

For more tips on being equity-minded, contact Dr. Vanessa Lopez-Littleton, Associate Professor, California State University, Monterey Bay, vlittleton@csumb.edu

Administrative Affairs:

Submitted by Doug Dawes, Vice President for Administrative Affairs

EOC Update

Since the initial activation of the EOC on February 26th the EOC has worked tirelessly to provide a high level of coordination across campus. The EOC has worked with other groups on campus to coordinate the logistics from determining how to move classes to an alternate mode of instruction and including how to get the appropriate technology into the hands of those who need it. The EOC has worked with our partner agencies to ensure that we have the most up to date information on new guidelines and orders coming front the federal government, the state and the local county agencies that we operate within. This partnership has allowed for us to do some forward planning on information before it has been released to the public. County Public Health has provided extensive guidance and counsel on the various guidelines that have been produced by the EOC during this emergency situation. These guidelines include: International traveler return, Return to Campus, and Sanitation Procedures and Social Distancing policies for campus employees to name a few. The EOC has also worked to coordinate the closure of buildings and the identification of essential personnel on campus that must continue to maintain access to campus during this critical time. The EOC has overseen the tracking and purchasing across campus to ensure that all of the information being requested by federal, state and local entities in terms of expenses is properly documented. This has a huge impact on the University's ability to receive reimbursement for the expense of the response to COVID 19. The EOC has worked with International Programs to coordinate messaging going out to students abroad is consistent with that of public health agencies as well as assist in the coordination for housing and quarantine for those who are coming back to the area. The EOC has worked to procure resources through state vendors and EOC contacts. This has allowed the University to obtain necessary PPE and sanitizing resources. The EOC has also worked to coordinate and consolidate when possible the messaging both within the campus community as well as our public facing messaging with the general public and partner agencies. This has allowed for the University to speak as one voice and provide an increased level of cohesion across departments so that everyone is receiving the same information in the same manner. The work of the EOC is ever evolving based on the needs of the campus. The role of the EOC is to coordinate the response of the campus and provide recommendations to the President's Administrative Team on policy level decisions.

Facilities

- Covid 19 Response, campus went into after hours locked mode March 26, 2020 except for Library, SBS, Student Health Center, University Center, and Siemens Hall Computer Labs 118 and 119. The Library moved to after hours locked mode March 27, with Siemens Hall and University Center following March 30. SBS is open with reduced hours, three days per week. Facilities Management transitioned to a reduced staffing level beginning March 26, 2020. Chancellor's Office approved emergency pay for Teamsters and CSUEU retroactive to March 20 for those reporting to work who cannot telecommute due to the nature of their work. The Chancellor's Office also issued 128 hours of paid administrative leave for employees unable to work due to Covid 19 related reasons.
- Campus Emergency Generation, Our Facilities Team is still prioritising the work associated with this project among other EOC responsibilities. Facilities has been working with our partners in

the Schatz Energy Research Center to examine the scope and cost of introducing a microgrid to support campus energy resilience. Facilities has engaged the engineering services of Salas O'Brien to aid in the engineering of a central generator to power a large part of campus and critical service back up generation. Generation will be in place before the next fire season. Separately, we are moving forward independent designs for generation for Housing, Facilities and the Student Health Center.

- The Theater Arts and Library Seismic Retrofit, Construction continues on these projects amid the COVID response and we are actively working on move strategies with programs including the testing center, student disability resources center, VETS, Youth Educational Services or YES and Academic and Career Advising Center, as well as the Library.
- The Campus Events Field, the last of the modulars will be pulled off site beginning in June. Field rehabilitation efforts will be underway starting summer 2020.
- Jenkins Hall Renovation, The Project is currently in design and in the 50% construction documents Phase. We expect to bid the project this summer and begin construction in the Fall. The Project steering committee solicited an informative makerspace survey with the campus faculty and staff community. The results of such have gone a long way in informing the programming of the makerspace in Jenkins Hall. The committee will release final programming in the summer.
- Lactation Spaces, A number of spaces on campus have been identified as possible locations to provide private and appropriate lactation spaces across campus. This effort is in response to recent legislation and campus conversations. The USFAC (University Space and Facilities Advisory Committee) has been tasked with developing the spaces and ultimate allocation of the space to serve this purpose. Funding for the project is still in development. Currently, Facilities has established a permanent location within SBS 253 and we have permitted plans for Library 205B and C as a component of the Seismic Retrofit.
- The 2021/2022 year Capital Outlay program is due for submission in May. the capital program will remain largely intact and in alignment with what was approved with the 2020/2021 Capital Outlay Program. Minor changes will be discussed at the USFAC.
- Campus Project Portfolio, Not accounting for the projects included with the 2020/21 Capital Outlay program, Facilities Management is currently managing an active project load totaling \$85 million dollars spread over 75+ projects with the Seismic Project and Jenkins Hall Projects being the largest. A selection of some of the larger projects are as follows:
 - Facilities has identified funding and project scope for an additional 8 buildings that will convert Heating, Ventilation and Air Conditioning controls from pneumatic ones to digital ones. This controls project is part of the campus wide sustainability and energy management program that will allow real time monitoring and adjustment of energy usage.
 - We have an ongoing sub-metering project that is targeting utility usage in 5 buildings across campus. This sub metering will allow our sustainability staff to monitor natural gas, domestic water and electricity usage by building in real time.
 - Design is complete for remodeling seven Campus Apartments this summer (2020) for ADA use and for a new Laundry complex along with better ADA ramp access.
 - We have compiled a contractor's bid package for three electrical substations for the campus

- New Fire Alarm systems were installed in Natural Resources, Forestry, Creekview (Fern and Willow), and Redwood Hall.
- The Student Health Center had two of its three rooftop Air Handling units replaced with new energy efficient units this summer.
- Gender Inclusive Restroom (GIRR) Task Force, The GIRR Task Force recommendations were available for review and feedback at link.humboldt.edu/genderinclusiverestrooms through February 28, 2020. The Task Force will be taking final recommendations to the USFAC (University Space and Facilities Advisory Committee) in early April for incorporation into the Campus Facilities Master Plan.
- Parking enforcement has been suspended for the remainder of Spring Semester due to classes having converted to online instruction resulting in low occupancy on campus. Staff is currently working on several items: they will be researching parking initiatives to reduce the parking problem when campus returns to normal operations. They will also be working on updating training manuals for Parking Student Assistants. An updated Campus Parking Sign package is also in the works.

Risk Management and Safety Services

- Risk Management and Safety Services is working daily with the campus EOC and assisting all areas of campus with the new world we are in.
- The Health and Safety audit conducted by the CO has been completed. Thank you to all the departments who assisted in this important endeavor.
- If any supervisors would like assistance picking Emergency, Health and Safety online training for their employees who are telecommuting please contact Sabrina Zink who will help develop a training plan.

UPD

- Lieutenant Lofthouse from CSU Sacramento arrived at Humboldt State and is helping out UPD.

Provost/VPAA Report

April 6, 2020

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

Academic Affairs Bright Spots

Every tenacious, selfless act of transformation to distance teaching, learning and working in Academic Affairs is a bright spot. Every moment of connection, flex, humor, absurdity, determination, and compassion is a bright spot. Every act of community and humanity is a bright spot. Our collective singular focus on behalf of our students shines brightly. Thank you, Academic Affairs, for lighting the pathway.

Headline: HSU Joins with Public Health to Produce COVID-19 Test Kits

This past Thursday, a crew of HSU faculty, staff, and alumni spent a full day in the Department of Biological Sciences developing 1,250 COVID-19 test kits.

As the nation rises to meet the public health demands of the COVID-19 pandemic, the clinical supplies required are in short supply. To help local laboratories service the community, HSU Biological Sciences Chairperson Amy Sprowles collaborated with Humboldt County Public Health Laboratory Manager Jeremy Corrigan (HSU B.S.'04; M.S. '11)--along with four HSU alumni who work in his lab--and Humboldt State University Clinical Laboratory Scientist Laboratory Lead Judy Tengbom to produce sterile viral transport media for COVID-19 testing kits. "We are pleased to do a small part in supporting the local health care professionals who are servicing our region," says Sprowles.

The first 1,250 collection tubes were produced in the microbiology and biotechnology facilities on HSU's campus by a team that included Microbiology Laboratory Preparator Benjamin Schafer, Core Facility Coordinator Dr. David Baston, Biological Sciences Faculty members Jianmin Zhong and Amy Sprowles, Chemistry Associate Professor Jenny Cappuccio and Wildlife Associate Professor Daniel Barton. Supplies were donated by the Department of Biological Sciences Stockroom, Core Facility, Chemistry Associate Professor Kimberley White, and Biological Sciences Faculty members Mark Wilson, John Steele, Amy Sprowles and Jacob Varkey.



Headline: Join Professor DJ King Maxwell for a Together-Apart Dance Party

Join King Maxwell for a funk and soul DJ night. Shelter in place with a joyous living room dance party! Every Friday night at 9pm, Arcata Soul Party Crew veteran King Maxwell will bring you rare vinyl, breaks, boogie, electro, funk and old soul. Socialize to real vinyl records while staying safe at home.

https://www.youtube.com/watch?v=Hvh9hsmV0zQ&feature=emb_err_watch_on_yt

WSCUC Update

Our emphasis since my last report has been on instructional continuity in the face of our pandemic.

Transformation of our teaching and learning was brought to you by the letters C-T-L and I-T-S.

On March 23 and 24, hundreds of faculty members, with the support of Informational Technology Services (ITS), engaged in over 40 workshops through the Center for Teaching and Learning (CTL). Faculty members, with staff support recorded experiments, created virtual lectures, re-worked their syllabi, migrated their courses to Canvas. And beginning March 26, faculty connected with students in new ways – weaving the curricular threads and moving through the challenges in solidarity.

Our **CTL** colleagues (and Vice Provost) were there for us. They created a virtual support and development operation. The moment it became clear that we would not be able to maintain face-to-face instruction, they absolutely went after it. They hustled to build workshops, learn new tools themselves, create curricula, identify eLearning faculty ambassadors, and build the Keep Teaching and Keep Learning websites. They did this as they, themselves were required to relocate their work to their homes for telecommuting.

Since our launch on March 26, they responded to every technical request from faculty related to Canvas. They created virtual office hours to provide faculty with direct contact via zoom to address a wide variety of topics from technical support in canvas to instructional design, from setting up a gradebook to pedagogical ideation. The CTL eLearning Ambassadors have been deployed as a peer-to-peer network of support for instruction (thank you all!). Faculty Learning Communities will continue. In the coming week, CTL will publish a series of webinars and remote workshops that faculty can attend to address topics ranging from student engagement to diversity, equity, and inclusion in online learning.

Our **ITS** colleagues were there for us. At the same time that they hustled to move their extensive operation to telecommuting status, they began the daunting process of making sure our infrastructure would support our sudden operational transformation and that every worker, teacher, and learner had what they needed. They quickly built and deployed a technology survey of every HSU employee and student. They inventoried existing hardware and immediately began purchasing laptops, hotspots, and webcams to meet the needs emerging from the survey data. They worked with software vendors to increase capacity, sought donations of hardware from other CSUs and from cable providers for free internet services for our rural students, and working with staff from the Library, shipped equipment to students who are now scattered all across the state.

These colleagues continue to walk with us every step of the way. They most recently spurred the development of the Keep Working website for telecommuters, continue individualized (yes, one-by-one) outreach to our students, staff, and faculty, operate the Help Desk remotely, and work their technological prowess from behind the scenes.

Thank you to every staff member of the CTL and ITS for your hustle, caring, sacrifice, and magic.

<https://ctl.humboldt.edu/content/keep-teaching>

<https://ctl.humboldt.edu/content/keep-learning>

<https://training.humboldt.edu/content/keep-working>

<https://its.humboldt.edu/help/top-help-desk-issues>

Progress Report on Division Priorities

Strategic and Academic Master Planning

Our attention to keeping HSU “open” following the Governor’s shelter in place order interrupted the momentum of university-wide strategic planning. We can anticipate a revised charge from President Jackson and a renewed approach in the Fall.

We will continue to develop our Academic Master Plan. Grounded for now in our existing HSU Strategic Plan and work done by the Diversity, Equity and Inclusion Council, we will move forward to develop a shared vision of the future of academics at HSU. This inclusive and consultative work will be led by the members of the Integrated Curriculum Committee, the Academic Master Plan Committee, and our Equity Fellows in collaboration with the Deans and the Office of Academic Affairs.

Our Academic Master Plan will be our blueprint for new academic programming. It will help guide us in the allocation of our shared resources. It will underscore our commitments to quality and inclusive academic programs that meet the needs of our students and our state. The process of developing the plan will reinforce our value of shared governance. Please anticipate more information on planning and ways to get involved from the ICC and your Vice Provost.

GI 2025

The process of reviewing proposals for new, one-time GI 2025 funding made it past the rubric scoring step in the Student Success Alliance and Associated Students. It has been temporarily suspended until the state and system budget picture becomes clearer following the social and economic impact of the pandemic. At this point, the governor’s financial commitment to the CSU that would have continued some funding of GI 2025 across the system is paused for re-evaluation. The proposals that were moved forward from the divisions for scoring include excellent and important ideas for the achievement of student retention, inclusion and graduation goals. Regardless of the availability of funding, many of these ideas can help form our vision as part of the Academic Master Planning process.

Realignment of Spending with Reduced Revenue

In addition to supporting instructional continuity and Academic Master Planning, our division leadership is turning our attention to budget planning for next fiscal year and beyond. Prior to COVID-19, our enrollment picture for next academic year was apparently trending toward a 15-20% fall-to-fall (one year) student headcount decline. We were likely headed toward a reduction to the HSU budget for next fiscal year that was double that anticipated when the URPC created its annual budget recommendations to President Jackson.

While the college-going enrollment impact of the pandemic is unknown for all in higher education across the nation, it is clear that the CSU and HSU will experience further decline in student enrollment. Given the enrollment challenges felt across the state, it is likely that impact at our southern campuses will be lifted. It is highly likely that more students will choose for financial and other reasons, in the shorter term at least, to remain at home or closer to home to study.

While we await the release of up-to-date enrollment projections and budget information, Academic Affairs is implementing a few immediate strategies toward student retention and recruitment on the heels of the pandemic and toward further reducing our spending. As we do so, we are guided by the URPC principles and our own commitments to meeting the instructional needs of our students and protecting employment.

In addition to continuing to adjust our academic offerings for Fall, immediate strategies also include:

- Working with each dean and director to reduce budget allocations for FY 21
- Freezing hiring in all open staff positions for now and planning to absorb staff attrition
- Working collaboratively with staff within and across colleges and budget units in Academic Affairs to re-imagine and reorganize our staff support
- Working collaboratively with department chairs and faculty to condense the number of separate academic administrative units in the colleges
- Working within the Office of the Provost to realign and reorganize staffing
- Identifying academic programs ready to continue to offer upper division major courses online into next year and beyond to: a) help students in their final semesters to study from home and complete their degrees, and b) offer new transfer students an opportunity to complete their degrees online
- Identifying a COVID-era retention specialist in Academic Affairs who will support the continued offering of all existing retention efforts in a virtual format and will work in collaboration with ODEI to implement inclusive retention practices at a distance.

Each one of us will be implicated in and needed for this work. It is tough and unavoidable at this time. Each one of us has a very important role to play, now, more than ever in maintaining close connections with our students, helping them to problem-solve their educational needs and connect to resources and to stay connected to HSU. We need our students. And I think we are finding in their response to our transformed instruction – they need us. This powerful connection will ultimately move HSU through and beyond this tough moment in our collective history to the future we envision. Thank you.

Academic Affairs colleagues, please continue to prioritize your health and the health of our community. There is nothing more important. Please be kind to yourself and to those in your areas leading the implementation of this very difficult work required of us. Please continue to share your ideas and needs. Be well HSU. Together, we will get through.

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California Faculty Association (CFA):

Submitted by Renee Byrd, CFA Chapter President

Greetings fellow senators,

These are some challenging times. Words can be difficult to come by. The Humboldt CFA chapter has been focused on supporting unit 3 members, answering questions about people's rights and encouraging folks to slow down and be gentle with themselves. We are in an unprecedented time and I'd like to take this opportunity to encourage you to focus on what is most important in life, the health of our family, friends and community. I have been emphasizing to faculty the need to simply make do and not hold themselves to unrealistic expectations. We are all in the midst of a collective trauma and

the next few weeks will only get harder as this pandemic reaches more deeply into our lives. So please, go back to your constituencies and urge people to slow down. Staying committed to a strict syllabus is less important right now than connecting with students, colleagues and neighbors. We know that connection with faculty is a central factor in retention, so simply being present with each other is enough right now.

Anyway, a few updates.

- CFA Humboldt reps are meeting with APS on a weekly basis. We are discussing the complexities of lecturer reappointment and evaluation. More updates to come.
- Below is info on new paid leave provisions. If you or a coworker gets sick, please encourage them to reach out to CFA for help navigating sick leave policies.
- CFA' Spring Assembly, set to be held this past weekend, was cancelled. Caucuses and councils met via zoom.
- The situation continues to evolve. See CFA's COVID 19 Q + A at <https://www.calfac.org/post/covid-19-q-and-cfa-members>. Statewide representation leaders continue to meet with the Chancellor's labor relations team to manage ongoing developments.

Be well,

Renée Byrd

CFA Humboldt Chapter President



CSU Announces New Temp Paid Leave Policy for Those Dealing With COVID-19

March 25, 2020

3/30 UPDATE: After CFA's advocacy, the CSU expanded the leave to include non-benefits eligible faculty. The COVID-19 paid administrative leave was granted March 23 and lasts through the end of the calendar year, allocating up to 128 hours of paid leave time. Click [here](#) to see the updated guidance in full.

The CSU Chancellor's Office announced a new temporary paid administrative leave benefit that started Monday and runs through the end of the calendar year.

This administrative leave option provides immediate benefits for many Unit 3 members:

- The CSU temporary paid leave plan allows up to 128 hours of additional time off for a) all benefits-eligible employees, b) academic student employees, and c) non-represented student assistants.
- The hours can be used at any time – either before or after any accrued leave or other paid leave is used – but the policy requires the hours be used for COVID-19-related reasons. You can see a full explanation [here](#).

CFA is reviewing the memo and is in communication with CSU Labor Relations staff to better understand the policy's impact on all of our members. We will update members when new details arise.

During these trying times, it's important to reach out to our friends, neighbors, colleagues, and anyone else who might need a caring and helping hand. It could be a neighbor who needs someone to pick up their prescriptions, or a coworker recovering from surgery in need of a hot meal. These simple tasks can be done while



maintaining social distances (six feet in between people) and consistently washing hands. Members can use the "Hello Neighbor!" graphic to reach out to others who might need a friendly check-in. We're in this together.

A reminder to regularly check CFA's [website](#) for COVID-19 updates on the latest information concerning higher education, CSU faculty, and issues relating to our union's activities around the pandemic.

April 7, 2020

University Advancement – Senate Report

Submitted by Frank Whitlatch, VP for University Advancement

Recent projects and successes

- Marketing & Communications staff have served HSU's Emergency Operations Center during the COVID-19 response by developing internal messages, writing news releases, responding to media inquiries, maintaining current content, posting and monitoring on social media, developing websites, and more. (See the [COVID-19 website](#), which includes all updates including a [summary of the HSU response up until the first day of virtual instruction](#) on March 26.)
- With funding support from HSU's California Center for Rural Policy, KHSU has begun airing public service announcements related to COVID-19. The spots are focused on health and wellbeing, and feature HSU Nursing Program Director Kim Perris. They can also be heard on six local commercial stations, which have all provided deep discounts for the airtime.
- The HSU Foundation recently committed \$140,000 to St. Joseph Health for the purchase of four ventilators. The equipment is needed to provide healthcare to the community, including HSU students and employees, during the COVID-19 response. Funds were drawn from unrestricted donations to the Foundation.
- The Alumni & Engagement Office has sent a series of messages and updates about the COVID-19 response to alumni as well as families of current students.
- The Development Office has begun communicating to current donors about the Student Adversity Fund, which is helping to support students during this time. The fund has recently been used to purchase expanded data plans and internet access for those students who need it, and to purchase more laptop computers for check-out at the Library. Any faculty and staff wishing to give can learn more at the [Student Adversity Fund giving page](#).

more

- The Phone Jacks student callers have begun calling alumni and donors again after a one-month hiatus. The students usually call to solicit gifts as part of annual fund, but at this time are not requesting donations. The calls are to check in, find out how the alum is doing, and share how HSU is responding to COVID-19. The response has been very positive.

Organization and planning

- The Advancement Division is continuing a significant reorganization in order to re-focus on major gifts and plan for a comprehensive campaign. The division is planning to reduce its expenditures in anticipation of additional budget challenges.
- In late February, the HSU Foundation finalized an agreement with an outside firm to conduct a campaign feasibility study. This study will explore donor interest and capacity, potential priorities, and organizational readiness. Originally scheduled to be completed by the end of summer, the timeline is being extended due to travel restrictions and physical distancing requirements.

HUMBOLDT STATE UNIVERSITY

(<http://humboldt.edu>).

Information on COVID-19 (/)

HSU Re-Opens with Virtual Instruction

March 26, 2020 - 12:17pm

Humboldt State University is welcoming back thousands of students today, March 26, and they are all utilizing virtual instruction and support services.

In addition to health and safety, the University has prioritized efforts to help students continue making progress toward their degrees. Faculty and staff took advantage of the Spring Break period and an additional three days of preparation this week to prepare.

Converting to a virtual operation has been a massive undertaking. It was especially challenging given that most employees have been working remotely for the first time, even as they have been dealing with personal challenges related to shelter in place, school closures, and more. HSU President Tom Jackson sent video messages earlier today thanking faculty and staff for their many efforts, and welcoming students back to the semester.

To students, President Jackson said, “So much has happened since you left for Spring Break, but what pleases me most is watching you and seeing your willingness to commit to the changes ... and to follow through with earning your degree.” He shared his own worries for his children and others, and added, “As your President I wake up every day with this enormous amount of optimism and wonderment, knowing that there are so many good things in front of us as we work through some of the challenges.”

Humboldt State University has acted quickly and aggressively in its response to COVID-19, opening up its Emergency Operations Center on Feb. 26 and activating its Pandemic Planning Committee.

HSU has since converted to virtual operations in a matter of weeks. During that time, it has responded to the fast-changing situation with significant changes to protect the health and safety of the campus community as well as the broader community. New ways of teaching, advising, and supporting students have been put in place. New business practices have been developed. And hundreds of specific situations and individual needs have been accommodated.

The University continues to actively monitor the situation and to make changes as necessary, working closely with local partners and following guidelines from the CDC, State of California, and Humboldt County health agencies. HSU also continues to remind the campus and community to stay informed, and not to make assumptions based on identity, health condition, or rumors.

Many of the University’s recent actions are highlighted below, though it is far from complete and in no way fully captures the hundreds of ways that HSU faculty and staff have gone above-and-beyond. Individual acts of caring and compassion have been both inspirational and vitally important.

Health and Wellness

- Close coordination with Humboldt County Public Health and health providers on appropriate responses, as well as assisting with response to students who may be exposed or sick. [Student Health and Wellbeing Services](https://wellbeing.humboldt.edu/) (<https://wellbeing.humboldt.edu/>) remains open, and has set up a receiving space out front.
- [Counseling and Psychological Services](https://counseling.humboldt.edu/) (<https://counseling.humboldt.edu/>) is open and providing services.
- Allocated additional resources, including funds from donors, to ensure that Oh SNAP! Food pantry services can continue and purchase additional food if necessary.
- Additional cleaning and custodial efforts, particularly in high-traffic areas.
- Procurement of hard-to-get resources through state vendors and contacts, allowing the University to obtain necessary PPE and sanitizing resources.

Academics

- University-wide transition to virtual learning, enabled by intensive three-day preparation period of online workshops and peer mentoring by faculty with strong experience with the technologies.
- University-wide transition to virtual student support in critical areas, including tutoring, supplemental instruction, service learning, peer mentoring, advising, and more
- Development of online resources to facilitate teaching and learning - available at [Keep Learning](https://ctl.humboldt.edu/content/keep-learning) (<https://ctl.humboldt.edu/content/keep-learning>) and [Keep Teaching](https://ctl.humboldt.edu/content/keep-teaching) (<https://ctl.humboldt.edu/content/keep-teaching>), websites.
- Build-up and expansion of key information technology resources to enable virtual teaching, learning, and support. Development of an [online resource](https://its.humboldt.edu/work-from-home) (<https://its.humboldt.edu/work-from-home>) for technology tools and tips.
- Hundreds of laptops checked out and mailed to students. Hundreds of students assisted with Internet access at home, expansion of data plans, and similar so that they can access virtual learning and support. This effort was supported with funds from donors.
- Identification of labs and similar spaces on campus that can be used for virtual learning and support, including establishing social distancing practices in the spaces.
- Developing options for virtual recognition of this year's graduates.

Employment

- Identified essential personnel, critical functions, and critical spaces on campus that need to remain open. Transitioned most employees to working remotely.
- Ensured that those 65 or older, or with health risks, do not come to campus and can telecommute if possible.
- Developed numerous approaches so that employees, including student-employees, can continue to be paid.
- Moved many processes related to employment online, with many others still being refined.
- Worked closely with faculty and staff to ensure they have the equipment needed to telecommute.

Housing and Other Facilities

- Closed all campus facilities to the general public. Cancelled all activities and events as the situation evolved.
- Limited campus facilities are open only to students, faculty, and staff as necessary. Gradually closing most facilities, with the exception of those deemed critical to essential operations as well as outdoor shared space where social distancing can be observed.
- Developed tiered plans for isolation and quarantine if there is a COVID-19 case involving an employee or a student. Additional plans are in place in case a student who lives on campus gets sick.
- Provided free bus service to the Los Angeles and San Francisco area for students who wished to return there for the remainder of the semester.
- Offered partial housing refunds for students who live on campus and chose to leave the area for the remainder of the semester.
- Adapted on-campus dining to reduce the possible spread while continuing to feed students.
- Implemented additional cleaning and custodial efforts, particularly in high-traffic areas.
- Addressed needs of students who live off campus and who may need additional assistance.

Travel

- Suspended all University travel outside Humboldt County.
- Worked closely with students and faculty who were travelling abroad. Ensured they understood protocol for returning home or for sheltering in place at their current location.
- Provided support and advice for students returning from Spring Break, including guidelines on shelter in place, quarantine, social distancing, etc.
- Travel and competition have been suspended for all intercollegiate and club athletic teams.

Other

- Encouraged students to return to out-of-area homes for the remainder of the semester if possible.
- Developed plans to issue a variety of refunds for students - commencement, parking, housing, dining, parking.
- Implemented oversight of emergency purchasing across campus to document for federal, state and local entities.
- Provided ongoing updates to the campus community about important changes. Developed a [website with resources and all updates \(https://covid19.humboldt.edu/corona-virus-information\)](https://covid19.humboldt.edu/corona-virus-information), including an option for non-English translations. Continue to monitor and correct false information.
- Repeated important public education messages, including social distancing and combating stigma.
- Supported public education for the broader community through public service announcements on numerous radio stations.
- Worked closely with partner agencies to ensure HSU has up-to-date information on new guidelines and orders from the federal government, the state, and Humboldt County. Developed extensive new guidelines based on this guidance.
- Regularly held discussions with leadership at College of the Redwoods, Humboldt County Office of Education, and many school districts.
- Stayed in close contact with CSU leadership at various levels, and quickly updated campus guidelines to match new CSU guidance.

Choose a Language

English

Non-English is for reference only and not official

Información en Español

Nuevo Coronavirus 2019 (COVID-19) Información en Español

- [Contactos del campus que hablan español \(/node/340\)](/node/340)
- [Centros para el Control y la Prevención de Enfermedades \(https://www.cdc.gov/coronavirus/2019-ncov/index-sp.html\)](https://www.cdc.gov/coronavirus/2019-ncov/index-sp.html)
- [Departamento de Salud Pública de California \(https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/nCoV2019_Spanish.aspx\)](https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/nCoV2019_Spanish.aspx)

Frequently Asked Questions (/faqs)

Updates and information
from the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/summary.html>)

Related News Articles

[Covid-19 Related Temporary Paid Administrative Leave Policy Guidance for Stateside Employees \(/news/covid-19-related-temporary-paid-administrative-leave-policy-guidance-stateside-employees\)](#)

April 2020

[Business Services Adjustments \(/news/business-services-adjustments\)](#)

April 2020

[How to Protect your Zoom Conference Calls \(/news/how-protect-your-zoom-conference-calls\)](#)

March 2020

[Computer Labs and University Center to Close \(/news/computer-labs-and-university-center-close\)](#)

March 2020

[Message for Employees Traveling Back to HSU \(/news/message-employees-traveling-back-hsu\)](#)

March 2020



Information on COVID-19

1 Harpst St

Arcata, CA 95521

Humboldt State University Enrollment Management Report

April 7, 2020

Dr. Jason L. Meriwether, Vice President of Enrollment Management

Dr. Eboni Turnbow, Dean of Students

Peter Martinez, Director of Admissions

Clint Rebik, Registrar

Josh Smith, Director of EM Strategic Communications

Dan Savelliff, Executive Director, EOP

HSU's Pre-COVID-19 Budget Reality

In March, Doug Dawes, Amber Blakeslee, Dr. Lisa Castellino, Clint Rebik, Peter Martinez, Holly Martel, Josh Smith and I met to review our Fall 2020 enrollment projections. We reviewed the grad numbers against the 14% negative projection for next year. There are 1629 students with an expected Spring 2020 graduation date, including 1374 undergraduate students. Accordingly, we were projecting a 14% headcount decline next year.

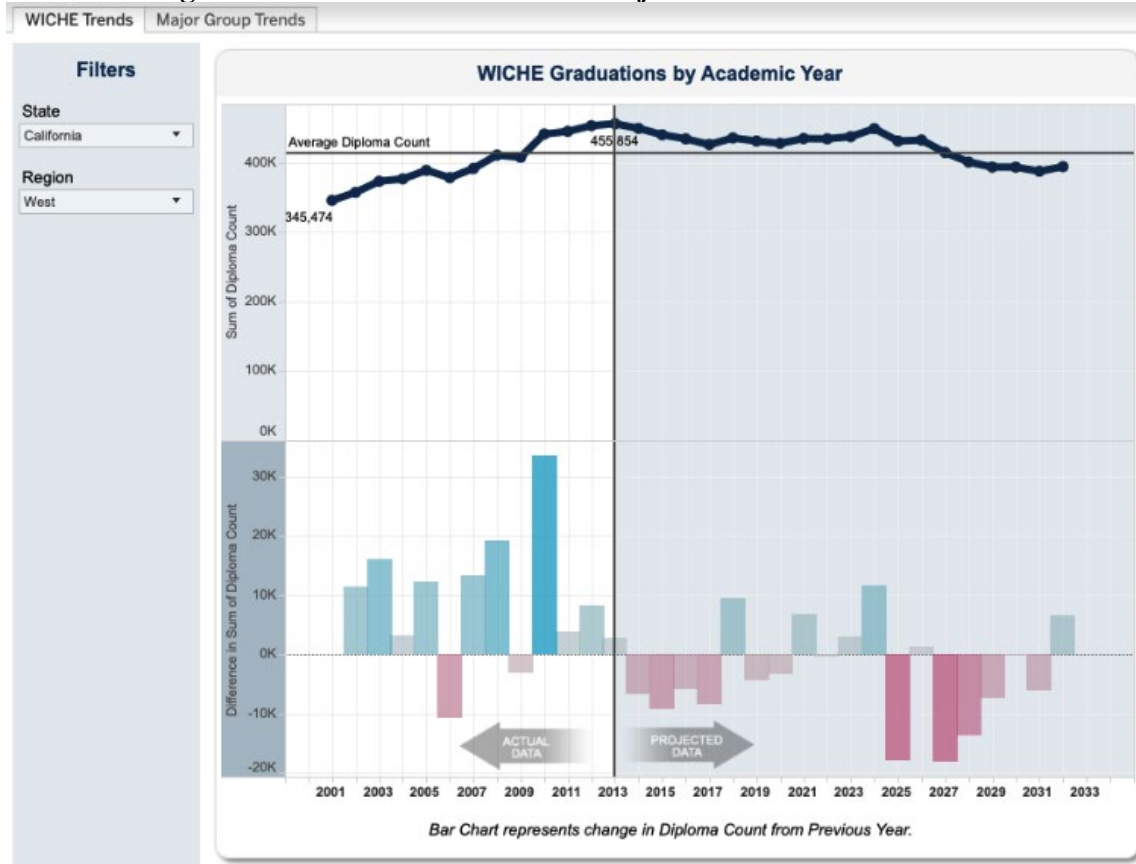
However, in a COVID-19 world, the rapid and unprecedented impact on our environment has caused us to revisit our projections. We have a few scenarios to consider that are historical, future-facing, and based on current realities. Please allow me to provide some context.

Locally, we have a renewed investment in our relationship with College of the Redwoods and with local schools in the region. Numerous local school leaders have expressed their appreciation that Humboldt State University (HSU) has genuinely engaged and recruited local students. Local students are shifting to see us as a bright spot and we must stay focused.

Historically, data shows a long-standing fiscal imbalance. Even at our peak enrollment years in 2015 and 2016 we were still losing \$2.4M annually. There were various scenarios where one-time funds, use of reserves, or steep cuts were used as tools to balance our budget. HSU has not experienced a year where actual revenues met or exceeded budgets since 2008. It appears that HSU has not fully corrected this institutional imbalance, which is going to force us to drastically evaluate services we deliver and the way that we work to recruit and retain students.

The next challenge we face is the decline in state high school graduates which combines with a relatively flat and modestly declining high school population in the north coast region. The chart below from National Research Center for College and University Admissions (NRCCUA) is based on Western Interstate Commission for Higher Education (WICHE) data which provides statewide data with respect to high school graduates from 2001 to present and includes projections for high school graduates until 2033. While there is modest flow and fluctuation of the number of annual graduates from state high schools, overall, the trend is negative and the overall projection for decline will remain consistent following a slight increase two years from now. This second chart below, designed by HSU's Office of Institutional Effectiveness, shows California high school graduation projections with focus on Northern California counties. In our region, we will experience a modest vacillation in high graduate populations, eventually settling into a small decline in graduates. Overall, the North Coast region's number of high school graduates will be relatively flat over the next few years.

Statewide High School Graduate Trend & Projection



Statewide High School Graduate Projections for Northern California

CA High School Graduate Projections

State of California, Department of Finance, January 2020

~ Expertly Handcrafted ~
Office of Institutional Effectiveness

~ Freshness Date ~
2/17/2020 5:01:50 PM [HS Grads Table
(2019SeriesReportsV)]

CA High School Graduates

High school graduates are expected to increase slowly to a historical peak of 456,400 in 2023-24 after which they decline through the end of the projection period. Overall 38 counties will see an increase in the number of high school graduates by 2028-29.

http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

California Actual and Projected High School Graduates

County	Actual 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29
CALIFORNIA	438,739	438,063	435,714	441,640	442,854	446,459	456,381	442,895	438,504	421,836	430,456	430,837
Grand Total	438,739	438,063	435,714	441,640	442,854	446,459	456,381	442,895	438,504	421,836	430,456	430,837

Change in HS Graduates from Actual 2017-2018

County	Actual 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
COLUSA	325	319	341	330	325	346	380	389
DEL NORTE	344	316	313	302	333	365	387	358
GLENN	390	451	429	417	419	470	508	424
HUMBOLDT	1,203	1,252	1,141	1,222	1,266	1,289	1,310	1,227
LAKE	611	597	617	637	607	667	644	625
MENDOCINO	912	884	895	890	875	1,000	918	917
NAPA	1,515	1,549	1,539	1,564	1,591	1,603	1,652	1,487
SHASTA	1,804	1,962	1,903	1,943	1,876	1,870	2,024	1,941
SISKIYOU	360	404	363	430	421	465	475	484
SONOMA	4,750	4,831	4,809	4,806	4,830	4,691	4,798	4,542
TEHAMA	680	640	710	704	721	755	785	713
TRINITY	129	117	104	128	120	150	116	118
Grand Total	13,023	13,322	13,164	13,373	13,384	13,671	13,997	13,225

Coastal Northern California Counties



COVID-19 Enrollment Impact

Further, the *impact of COVID-19* causes a need to review and refine enrollment and budget projections. [Universities across the country are scrambling to understand the degree of the outbreak's impact](#) on enrollment and institutional finances. We believe that the pandemic will have a deleterious impact on our new student enrollment, and possibly, on our recently affirmative retention trends. In late March, Forbes published an interesting article about the [negative impact that COVID-19 may have on college and university enrollment](#). A recent Chronicle of Higher Education article discusses a study that notes [one out of every six college-bound students are likely not to attend college in Fall 2020](#). The [University of California \(UC\) system just eased standardized testing requirements](#) in response to concerns about enrollment. The California State University (CSU) system is also making determinations about enrollment as a system. Much like other universities, HSU must make prudent decisions about enrollment planning and consider the budget implications that are aligned with those potential impacts.

Across the board nationally, as high school students opt out of leaving home to attend college, or not to enroll at all, data suggests this trend could be even more detrimental for the CSU campuses. In particular, HSU faces additional challenges. Like other colleges, what if HSU is also negatively impacted by the COVID-19 outbreak and the resulting inability to host tours and recruitment events on campus? What if such a challenge took us from -30% to -40% for new students, or worse? What if retention is impacted by -1.5% or -3%, or worse, by -10%? Whereas there is no real benchmark for comparison, our current admissions yield activities (described later in this document) will help us as we try to project adequately. HSU has realized significant revenue losses. As of April 6, we have provided over \$2.5 million in refunds to students for housing, meal plans, and parking. We anticipate this amount to increase considerably between now and the end of the semester. Accordingly, below, you will find a series of scenarios that our team has created for consideration.

COVID-19 Enrollment Planning Scenarios

Enrollment and Budget Planning Scenarios					
Date: April 6, 2020					
	2019-20 Actuals	2020-21 Planning Scenarios - IE Model			
		Prelim Budget Planning (-14%)	4/6 Budget Planning (-20%)	-25%	-30%
Incoming Fall Headcount					
% Change Incoming		-27%/-20%	-39%/-32%	-40%	-50%
new FTUG	823	601	500	494	412
new LD xfer	91	73		55	46
new UD transfer	720	576	549*	432	360
new Postbac	260	208	205	156	130
Total Fall Headcount	6,983	6,005	5,587	5,261	4,893
			*incl. LD xfer		
FTF Freshmen Retention	75%	75%	72%	59%	55%
% Change Retention		0%	-3%	-21%	-26%
Annual Resident FTES	6,003	5,168	4,799	4,523	4,208
Delta to 7,603 target	(1,600)	(2,435)	(2,804)	(3,080)	(3,395)
% from target	-21%	-32%	-37%	-41%	-45%
Tuition Chg from 2019-20		(3,832,000)	(7,400,000)	(9,150,000)	(11,100,000)
Tuition Chg from 20-21 to 21-22		(3,507,000)	(3,210,000)	(3,890,000)	(4,340,000)
2 Yr Tuition Chg		(7,339,000)	(10,610,000)	(13,040,000)	(15,440,000)

The Path to Higher Enrollment

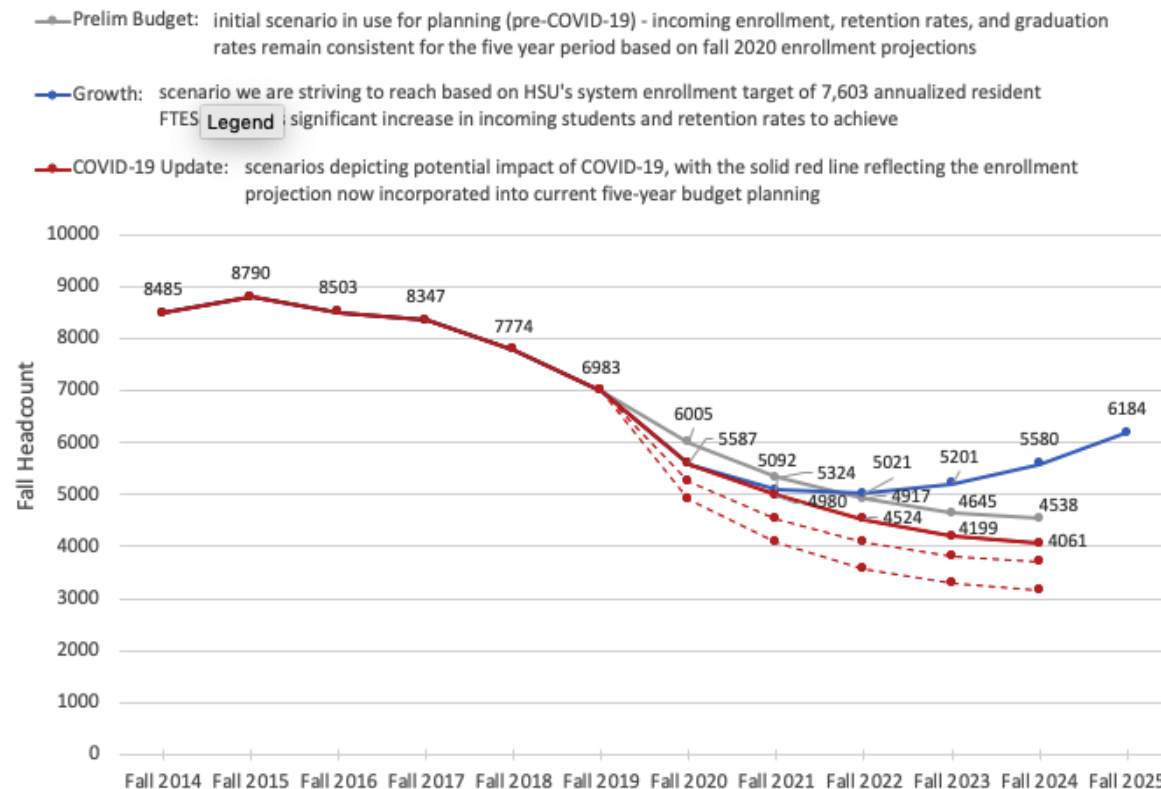
Concurrently, we have to work our plan to reach an FTE of 7603. The impact of COVID-19 likely takes us from a four-year to an eight-year path to attain this critical enrollment marker. This projection will be refined as Academic Affairs and Enrollment Management partner to align enrollment strategies with academic program priorities. In a viable university environment, the functions of Enrollment Management serve as levers to supplement the Academic Master Plan.

8-year Enrollment Projection to achieve FTE of 7603

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FR	1,386	1,420	1,295	1,210	1,051	823	500	525	551	579	608	638	670	704	739
CC	971	1035	857	953	895	810	549	637	739	858	996	1156	1341	1556	1805
Returning	5,585	5,755	5,790	5,595	5,230	4,789	4300	3666	3440	3442	3618	3993	4429	4999	5709
Grad	512	540	528	565	563	527	205	230	258	289	324	363	407	456	511
Ret %	75%	70%	68%	71%	74%	75%	72%	74%	76%	77%	78%	80%	80%	81%	82%
Grad %	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
Transitory	31	40	33	24	35	34	33	34	33	33	34	34	34	34	34
Total Fall HC	8,485	8,790	8,503	8,347	7,774	6,983	5,587	5,092	5,021	5,201	5,580	6,184	6,881	7,749	8,798
Total Spring HC	7,977	8,081	7,959	7,675	7,039	6,345	5,147	4,691	4,626	4,792	5,141	5,698	6,340	7,139	8,106
Annualized HC	8,231	8,436	8,231	8,011	7,407	6,664	5,367	4,892	4,824	4,996	5,360	5,941	6,610	7,444	8,452
Total RFTes (actual)	7,208	7,417	7,308	7,195	6,630	6,010									
Total RFTes (max)							4,888	4,455	4,393	4,550	4,881	5,410	6,020	6,779	7,697
Total RFTes (min)							4,661	4,248	4,189	4,339	4,655	5,159	5,741	6,465	7,340
Legend	Actuals														
	Expected														
	Simulated														

The chart below, which was created by our budget office, helps us summarize the big picture of our enrollment scenarios with respect to the competing challenges described above.

Fall Headcount Scenarios



Accordingly, here are some additional specific scenarios and varying five-year projections for losses at different levels based on the impact of COVID-19.

		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
% drop		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)
		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
% drop		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)
		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
% drop		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)

The implications described above make our work to yield students even more critical, although it has always been important. Here is our Fall 2020 admissions trend to-date:

Applicants									
REDIRECT Not Redirect									
	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016
	HC		HC		HC		HC		
Credential	116	2.65%	113	-9.60%	125	-26.04%	169	-2.87%	174
First-time UG	7,637	-25.52%	10,254	-6.18%	10,929	-4.46%	11,439	-11.62%	12,943
Lower-div xfer	342	-20.83%	432	-13.94%	502	141.35%	208	85.71%	112
Masters	403	-2.89%	415	-7.37%	448	-10.76%	502	15.14%	436
Returning UG	105	-19.23%	130	-6.47%	139	-29.44%	197	3.68%	190
Second Bachelor	50	-7.41%	54	20.00%	45	181.25%	16	33.33%	12
Unclassified PB	5	150.00%	2	-66.67%	6	100.00%	3	-66.67%	9
Upper-div xfer	3,024	-10.66%	3,385	-9.01%	3,720	-0.72%	3,747	2.46%	3,657
Transitory	1	-90.91%	11	83.33%	6	-53.85%	13	18.18%	11
Grand Total	11,683	-21.04%	14,796	-7.06%	15,920	-2.30%	16,294	-7.12%	17,544

Admits									
REDIRECT Not Redirect									
	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016
	HC		HC		HC		HC		
Credential	1	#DIV/0!	0	#DIV/0!	0	-100.00%	4	#DIV/0!	0
First-time UG	6,199	-28.85%	8,712	7.90%	8,074	-12.56%	9,234	-6.27%	9,852
Lower-div xfer	147	-33.18%	220	22.91%	179	120.99%	81	376.47%	17
Masters	136	-9.93%	151	-0.66%	152	-18.28%	186	-7.46%	201
Returning UG	52	13.04%	46	-13.21%	53	20.45%	44	-13.73%	51
Second Bachelor	33	73.68%	19	-13.64%	22	144.44%	9	50.00%	6
Unclassified PB	1	0.00%	1	-50.00%	2	-33.33%	3	0.00%	3
Upper-div xfer	2,425	-15.03%	2,854	-6.79%	3,062	-0.55%	3,079	6.25%	2,898
Transitory	1	-87.50%	8	33.33%	6	-45.45%	11	0.00%	11
Grand Total	8,995	-25.11%	12,011	3.99%	11,550	-8.70%	12,651	-2.98%	13,039

Confirmed									
REDIRECT Not Redirect									
	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016
	HC		HC		HC		HC		
Credential	0	#DIV/0!	0	#DIV/0!	0	-100.00%	2	#DIV/0!	0
First-time UG	408	4.08%	392	-47.31%	744	-25.23%	995	23.14%	808
Lower-div xfer	55	10.00%	50	-25.37%	67	157.69%	26	225.00%	8
Masters	57	0.00%	57	-1.72%	58	-34.09%	88	17.33%	75
Returning UG	23	35.29%	17	-29.17%	24	26.32%	19	-5.00%	20
Second Bachelor	10	100.00%	5	-37.50%	8	166.67%	3	0.00%	3
Unclassified PB	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	#DIV/0!	0
Upper-div xfer	525	20.69%	435	-35.46%	674	-18.00%	822	33.23%	617
Transitory	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0
Grand Total	1078	12.76%	956	-39.34%	1576	-19.39%	1955	27.69%	1531

HSU is presently experiencing affirmative gains in new student enrollment confirmations for Fall 2020 (+12.76%) as compared to the prior year. We are seeing 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.

Admissions Yield Activities

Our plan for yielding local students has become even more critical. Over the last three years, we have averaged 32 local students per year. We set the goal of tripling our local student numbers in the next three to four years. Among the nearly 800 students who have been offered the new Humboldt First Scholarship, 208 students have been admitted and accepted the Humboldt First Scholarship. It is truly critical that we work to yield as many of these students as possible, while also making direct outreach to undecided students.

- We are making direct outreaches to students who have not yet cleared their admissions status. Potential Educational Opportunity Program students who have been accepted and received a scholarship offer but have not confirmed, will receive additional outreach.
- The TRIO team is also reaching out to each student in the service area to ensure they are aware of all of their higher education options and how they compare. As you know, TRIO programs don't recruit for a specific college. Still, they are working to assure that students are as informed as possible.
- Based on all the local applicants, the Admissions team will work to schedule meetings with students & their families one-on-one who haven't committed to helping them remove barriers to choosing HSU. If they have confirmed, a follow-up conversation will occur to assure nothing has changed or if something has come up that jeopardizes them attending HSU.
- Local students will receive an email to confirm they made the right choice and receive a print publication with a special note from the Vice President of Enrollment Management.
- We will also host a Zoom panel to students that haven't accepted their offer of admissions to chat with students and staff that can answer questions about the advantages of staying local.
- In mid-April, a personalized print greeting card will be mailed to each student.
- We are conducting a geo-marketing social media campaign for the month of April that will target local high school and community college students.

The Office of Admissions continues to prepare for a Spring Preview online on April 10, 2020, with a high-yield effort to immediately follow-up the effort. Admissions is promoting virtual Admissions Counseling appointments with families to respond to any additional questions and lower the stress of selecting HSU as their campus of choice.

Financial Aid Packaging

We began packaging aid for 2020-21 on Thursday 3/12/20. It took about a week to send notifications to students, but all have now been notified they have been awarded. Packaging will continue on a weekly basis (Fridays) as FAFSAs come in and verifications are completed.

Here are the numbers as of last Friday's packaging run:

- 6,943 students packaged, including
- 3108 prospective first-time freshman and
- 1090 prospective incoming transfers
- 208 incoming local freshmen were packaged with the Humboldt First scholarship

Student Retention & Registration Campaign

We are leveraging an email campaign as we did in the previous semester, to encourage students to register for Fall 20 courses. The mail campaign is as follows:

- 3/27 reminder that course schedule is now live
- 3/30 reminder about advising and clearing holds
- 4/10 reminder about registration appointments going "live"

In addition to the emails, communications and website updates provided through the Provost's Office and the Center for Teaching and Learning (CTL) regarding registration, we have launched targeted and personalized campaigns through HumBot, along with social media content and Mobile App Push messaging. Whereas many students are "home" in the sense that they are not in Humboldt, we have shifted from "geo-fencing" to "geo-targeting" so that there is still a digital footprint. We are partnering with Academic Affairs to align services in order to maximize direct interventions to support students based on academic connection, affinity, and student supports such as academic advising, ramp, and direct advising.

Fall 2020 holds were placed on students accounts the week of March 23 and the mandatory advising period began on March 30th. The first registration appointments begin on April 13. As of April 6, 27.7% of the 4,914 undergraduates eligible to enroll for Fall 2020 have cleared their holds. The details by College are provided in the table below:

	Total	No Holds	%
CAHSS	1,309	276	21.1%
CNRS	2,080	637	30.6%
CPS	1,286	462	35.9%
Undeclared	202	38	18.8%

Housing and Basic Needs

As of April 7, we have 303 students still living in campus housing.

If CARE or Off Campus Housing is referred a student who is either facing homelessness, living in their vehicle, or otherwise housing insecure below are the action steps we would take. Keep in mind these are abbreviated and we would tailor these services to the student's individual circumstances for how we make referrals.

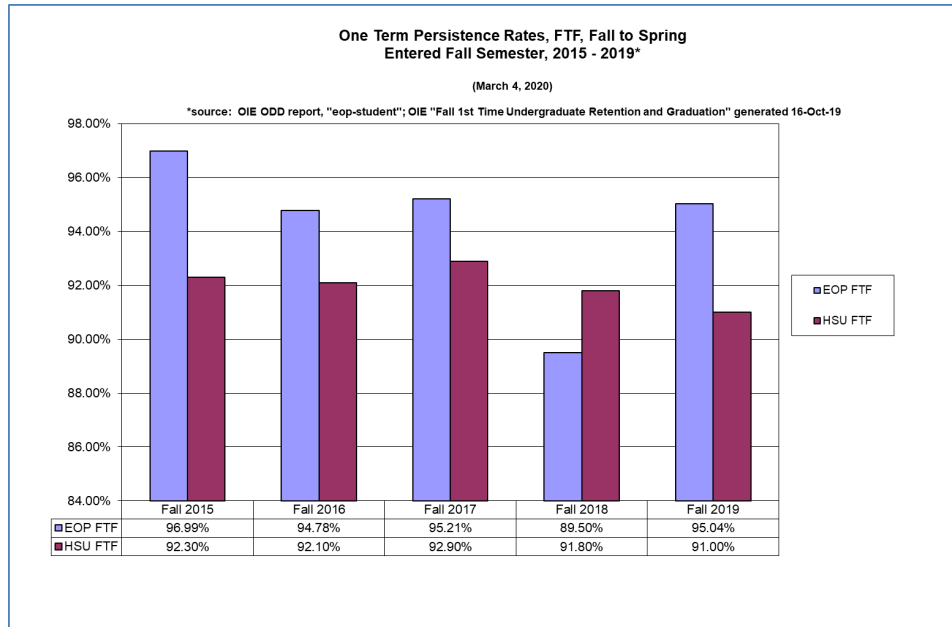
1. We meet with the student to get a sense of their situation and understand the resources that they have available to them.
2. We address any of their unmet basic needs (food access, mental health services, medical services) and make appropriate referrals.
3. We refer students for on campus resources and off campus services as appropriate.
 - a. For food access on campus we have Oh SNAP! services (adding J-Points, Food Pantry, and Cal-Fresh Applications)
 - b. For mental health services on campus a tailored referral to Counseling & Psychological Services (CAPS) and for on campus medical a tailored referral to the Student Health Center
4. If the student is in need of immediate housing, they are assigned to our Temporary Emergency Housing for up to 21 days.
 - a. During that time, they get access to either Off-Campus Housing or CARE for case management and making sure they are working towards permanent housing
 - b. Students are referred to Financial Aid to see what funds may be available to the student (including the adversity funds)
 - c. All students in the temporary housing immediately get \$60 in J-Points courtesy of Oh SNAP!.
5. Students who are living in their vehicles voluntarily and prefer to continue to do that we still review their basic needs and financial barriers
 - a. Off-Campus housing has created a structured access to shower spaces that can be reserved through her for these students and she has toiletries available
6. If courses are affected, CARE will work with professors to set necessary accommodations.

Student Internet

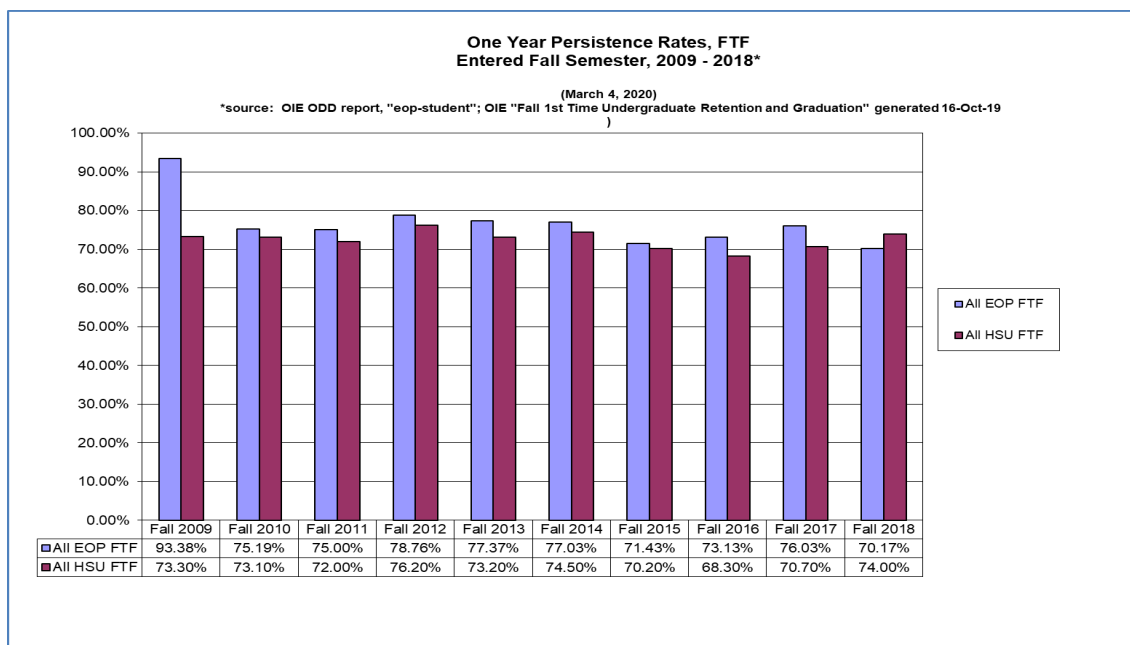
Information Technology has been providing hotspots to students with internet needs. Financial Aid has about \$70k in Adversity funds, which we are leveraging to assist students who have no internet by providing a grant of \$150 each. This amount covers either 3 months of a Suddenlink-type internet, or the purchase of a hotspot on Amazon.

Educational Opportunity Program (EOP) Persistence Summary

Throughout the years, EOP first-term and first-year persistence rates have surpassed that of all HSU first-time students. During the 2018-19 academic year, however, EOP 1-term persistence rates (Fall to Spring) fell below the 1-term persistence rate of HSU students overall (First Time Undergraduates). This drop in the EOP 1-term persistence rate has proven to be an anomaly, with a strong return in the 1-term persistence rate for the current year (95%), Fall 2019 to Spring 2020, as detailed in the graph below.



Based on prior year trends, the 1st-term persistence suggests that our 1-Year retention rate for the 2019 cohort should return to our prior year trends, ranging above 73% (Fall 2016) to 76% (Fall 2017). To ensure this, EOP advisors are actively conducting outreach to all EOP students, with pre-registration advising as a focal point for first-year and second-year students.



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**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Classroom Disruptive Student Behavior Policy

21-19/20-APC—April 7, 2020—First Reading

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

RATIONALE: *The Office of Student Rights and Responsibilities proposed changes and updates to provide clear guidelines and procedures for students and faculty across the university. In the process of making the requested changes it was determined that there was no formal university policy in regard to disruptive student behavior in the classroom. Incidents of disruptive behavior have been addressed in accordance with executive orders and university practices. This policy will establish a formal process for the university. In accordance with the Policy on Policies the procedures have been separated out into a separate document that will be updated by the Office of Student Rights and Responsibilities in consultation with the Academic Policies Committee.*

Classroom Disruptive Student Behavior Policy

[Policy Number]

Student Rights and Responsibilities

Applies to: Faculty, staff, and students

Humboldt State University is committed to creating and maintaining an environment that supports civil and respectful discourse. Civility and mutual respect toward all members of the university community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

Purpose of the Policy

Commensurate with the mission of the Humboldt State University to prepare students to be learned individuals with a broad cultural perspective, who are active citizens and leaders in society and capable of pursuing fulfilling careers, it is the policy of the university to create learning environments that support civil and respectful discourse.

Table of Contents *(optional; suggested for longer documents)*

Definitions *(optional; suggested for terms that have a specialized meaning in the policy; terms should be formatted in **bold** the first time they appear in the document)*

Policy Details

I. Procedure

- a. When a student demonstrates a pattern of disruptive behavior, faculty members have authority and responsibility to work with that student toward a satisfactory resolution.

- b. Should informal measures, such as private discussions, not resolve the issues, faculty members may dismiss a student from the classroom or area for the remainder of the class session or activity.
- c. After the action is taken as listed above, an instructor(s) shall follow-up with written notification to the student(s) outlining expectations and other details regarding classroom behavior.
- d. Instructors shall carbon copy their department chair on the follow-up written notification that is provided to the student.
- e. If a student continues to demonstrate disruptive behavior after receiving written notification of expectations and other details regarding classroom behavior, an incident report should be filed with the Office of Students Rights and Responsibilities as soon as possible after the events take place.
 - i. Incident reports may be filed at:
<https://studentrights.humboldt.edu/student-reporting-forms>
 - ii. The incident report will be kept in accordance with the Family Educational Rights & Privacy Act (FERPA).
 - iii. The Office of Student Rights and Responsibilities will follow established and published procedures for investigating and addressing the incident.
- f. The Office of Students Rights and Responsibilities, shall publish the procedures for investigation and address issues of classroom disruptive behavior in accordance with Executive Order 1098 on its website and update as warranted.

II. Policy

- a. All faculty, staff, and students are responsible for using safe practices, for following all university directives, policies, and procedures, and for assisting in

maintaining a safe and secure campus environment. This includes the reporting of security risks and cooperating in any investigation that may result.

- b. All faculty, staff, and students are responsible for creating and maintaining an environment of mutual respect, and non-violence. This includes reporting violent or potentially violent incidents or situations, threats and security risks, as well as cooperating in investigations. Retaliation against persons who report and/or cooperate in investigations is strictly prohibited.
- c. Deans, department chairs, program leaders, managers and supervisors are responsible for ensuring their faculty and employees are properly informed of the Disruptive Student Behavior Policy.
- d. Deans, department chairs, program leaders, managers and supervisors are tasked with recognizing and intervening early in situations likely to escalate;

III. Definitions of Disruptive and Objectionable Behavior

This policy is intended to cover knowing or intentional behavior that a reasonable person would find disruptive or objectionable and perceive as threatening, violent, or potentially violent and is work-related or arises out of a working relationship. This may include behavior both inside and outside the physical space of the classroom, such as field trips, office hours educational sites off-campus.

- a. Disruptive behavior under this policy includes but is not limited to:
 - i. Habitual interrupting other speakers;
 - ii. Behaving in a manner that distracts the class from the subject matter of discussion;
 - iii. Engaging in harassing or threatening behavior or personal insults (includes via email, phone, social media, texts, etc.);
 - iv. Refusing to comply with the directions of faculty members;
 - v. Bullying which is the intentional intimidation or infliction of emotional distress, characterized by verbal abuse, derogatory remarks, insults

and epithets, verbal and physical behavior that a reasonable person would find threatening, intimidating or humiliating; intentional sabotage of an employee's work performance;

- vi. Verbal fighting, screaming, yelling, use of profanity directed at an individual;
 - vii. Engaging in dangerous, threatening or unwanted horseplay or harassment;
 - viii. Engaging in threatening communications (i.e., telephone calls, text messages, emails or other forms of communication);
 - ix. Harassing surveillance or stalking of another;
 - x. Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm or harm to a person's property, job, family, etc.;
 - xi. Impeding another person's path or access, not allowing the other to pass, restricting one's movement, exit, and/or entrance;
 - xii. Unwelcome or offensive grabbing, pinching or touching or threatening to touch another person in an unwanted way, whether sexually or otherwise;
 - xiii. Physical fighting or challenging another person to physical confrontation;
 - xiv. Striking, punching, slapping or threatening to do so, assaulting another person;
- b. Expression of disagreement with the course instructor during times when the instructor permits discussion is not, in itself, disruptive behavior and is not prohibited.

IV. Authority

Title 5, California Code of Regulation, Section 41301 lists various infractions of the Standards for Student Conduct for which students may be sanctioned. Section 41301 gives authority to the Chancellor of the California State University to establish disciplinary procedures ([Executive Order 1098](#)) for all campuses. For information, see

the Humboldt State University online catalog (<http://pine.humboldt.edu/registrar/catalog/>) or the Office of Students Rights and Responsibilities website (<https://studentrights.humboldt.edu/>).

Expiration Date (if any; optional)

History (required)

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

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

MEMO

TO: MARY OLING-SISSAY – VICE PROVOST

FROM: JULIE ALDERSON – CHAIR, ICC

SUBJECT: **UPDATED** EMERGENCY CREDIT/NO CREDIT GRADE PROTOCOL FOR SPRING 2020

DATE: 3/26/20

CC: LISA BOND-MAUPIN – INTERIM PROVOST
CLINT REBIK – REGISTRAR
STEPHANIE BURKHALTER – CHAIR, UNIVERSITY SENATE

In light of the COVID-19 national crisis, and after deliberation and consultation with members of the Integrated Curriculum Committee, Vice Provost's office, Registrar's office and others, the Senate Executive Committee of the University Senate proposes that campus adopt emergency measures regarding Credit/No Credit classes for the Spring 2020 semester.

General messaging on these changes:

Dear Faculty and Students

Welcome back to instruction! We want students to be relieved from undue concern about grades as we all adjust to alternative modes of teaching and learning. We are doing everything we can to help them to [keep learning](#). And we want them to feel confident in doing so. To lessen student anxiety, the deadline to change grade mode (LTR to CR/NC, or CR/NC to LTR) has been extended to 11:59pm, Friday, May 8.

In addition:

- The campus has decided to expand the number of courses allowed to use the credit/no-credit option.
- The campus has lifted the restriction on the number of optional courses students can take for credit/no-credit this semester. Additionally,

these courses will not count towards the maximum number of CR/NC units one may apply to the degree.

- Department Chairs, in consultation with program faculty will confirm with the Registrar those courses in the major that may not be taken as credit/no-credit this semester.
- A course taken this term as a replacement/repeat of a previously-graded course may be taken credit/no-credit. (Note that a grade of "Credit" will replace a previous grade, while a grade of "No Credit" will not replace a previous grade.)

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

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Grade Appeal Policy

20-19/20-APC – April 7, 2020 – First 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 appeal. Separating the grade appeal process provides students, staff and administrators with a clear and understand 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.

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 Board cannot tell an instructor that they has graded an exam too harshly; or that their standards are too high; or that particular assignments 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](#).

IV. Appeal Process

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 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. However, by the end of the 30th calendar day of the subsequent semester*, 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.

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

b. Guidelines

The following steps are meant to provide guidance to students endeavoring to resolve grade disputes at the department level.

- 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 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. Student Grievance Committee

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

The committee will be composed of

- a. three faculty members, identified by the University Senate, who shall serve for three academic years,
- b. two undergraduate students, identified by Associated Students, who shall serve for one academic years,
- c. one graduate student, identified by Associated Students, who shall serve for one academic years,

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 *(required)*

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

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Amend the *Bylaws of the University Senate* to Align with Parallel
Revisions to the *General Faculty Constitution***
19-20/XX-CBC-[DATE] – First 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:

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- 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

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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*.

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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.

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- 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 1st 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* 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

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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,

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Comment [3]: Northridge Bylaws text: Policy recommendations from the Standing and Advisory Committees shall be placed on the agenda of the Senate in accord with Article V, Section 9 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 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.

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:**

- Develops and maintains the academic policies of Humboldt State University.
- Receives requests and agenda items from the Integrated Curriculum Committee (ICC), University Senate, APC members and works with the ICC to prioritize items;
- 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.

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Comment [4]: Make URPC co-chair change.

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Comment [5]: Clarify: How URPC takes direction from Senate Chair and how tthe URPC brings policy recommendations to Senate. Making USFAC working group a standing committee.

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 unbudgeted 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.

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Comment [6]: Covered through addition of in 10.77.iv:
Policy recommendations from the Standing and Ad hoc Committees shall be placed on the agenda of the Senate in accord with Article V, Section 9 of these Bylaws. The Senate shall consider all such recommendations 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.

- 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:

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Deleted: All recommendations made to administrative officers without prior Senate approval shall be submitted to the next meeting of the Senate following the recommendation for the consideration of the Senate.

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Comment [7]: Covered through addition of in 10.77.iv:
Policy recommendations from the Standing and Ad hoc Committees shall be placed on the agenda of the Senate in accord with Article V, Section 9 of these Bylaws. The Senate shall consider all such recommendations 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.

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- 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.

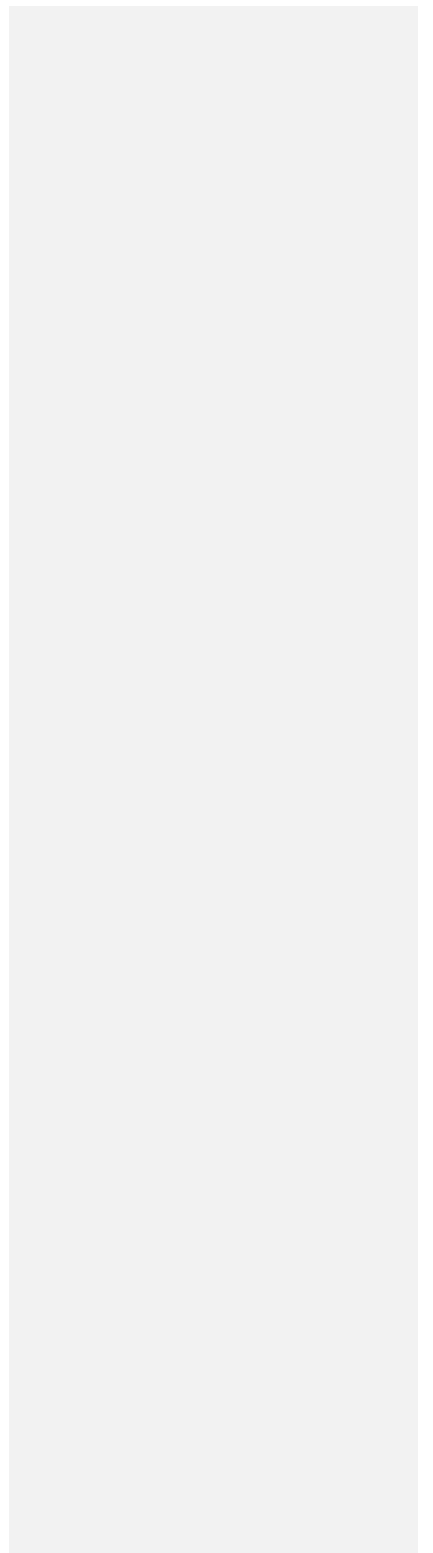
11.62 Membership: The membership of the Constitution and Bylaws Committee shall be as follows:

- 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)

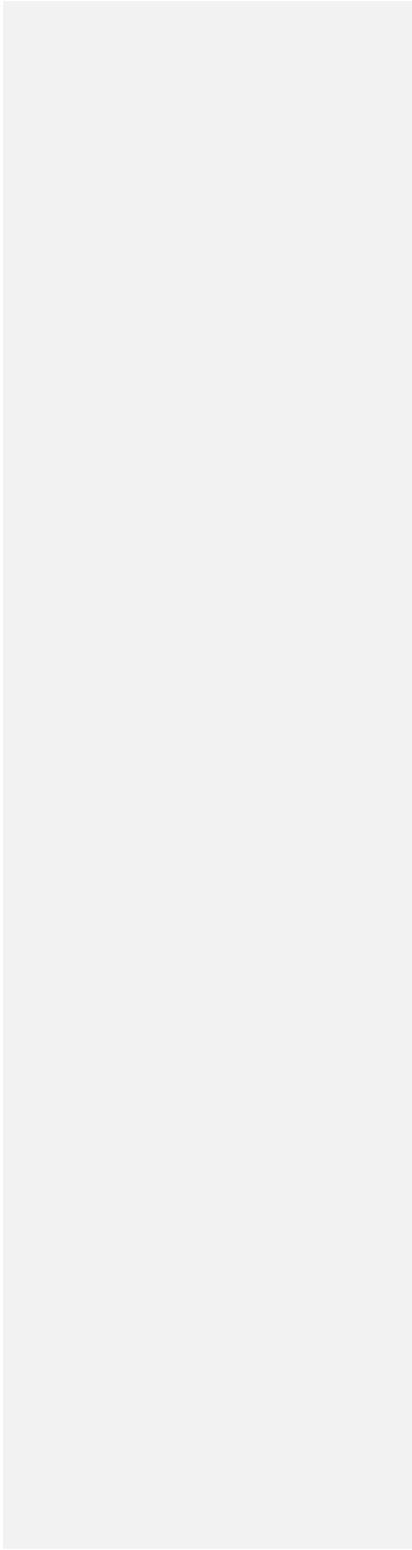
- 11.81 **Chair:** The Chair of the University Policies Committee shall be a senator, elected during the regular annual election within the Senate, for a one- year term.
- 11.82 **Membership:** The membership of the University Policies Committee shall be as follows:
- Chair of the Committee (elected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

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Comment [8]: Confirmed that Staff electorate is defined in their bylaws.

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Comment [9]: Consider eliminating?

- ## 12.4 Vacancies

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- 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.

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- 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)

ADDENDUM: 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
Meeting Calendar for AY 2020-2021

2020 Fall Semester

Executive Committee (3-5pm, NHE 106)	University Senate (3-5pm, NHE 102)
August 25, 2020	September 1, 2020
September 8, 2020	September 15, 2020
September 22, 2020	September 29, 2020
October 6, 2020	October 13, 2020
October 20, 2020	October 27, 2020
November 3, 2020	November 10, 2020
November 17, 2020	
<i>Thanksgiving Break (November 23-27)</i>	
	December 1, 2020
December 8, 2020	December 15, 2020 (if needed)
<i>Finals December 14-18</i>	

2021 Spring Semester

Executive Committee (3-5pm, NHE 106)	University Senate (3-5pm, NHE 102)
January 19, 2021	January 26, 2021
February 2, 2021	February 9, 2021
February 16, 2021	February 23, 2021
March 1, 2021	March 8, 2021
<i>Spring Break (March 14-18)</i>	
March 22, 2021	March 29, 2021
April 5, 2021	April 12, 2021
April 19, 2021	April 26, 2021
May 3, 2021 (if needed)	May 10, 2021 (if needed)
<i>Finals May 9-13</i>	

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.

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, 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:

Activity Date(s) and Time(s):

Activity Location(s):

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

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

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

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

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

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

Participant Signature: _____

Participant Name (print): _____

Date: _____

If Participant is under 18 years of age:

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

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

Signature of Minor Participant's Parent/Guardian

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

Date

Minor Participant's Name

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

August 23, 2011

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

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

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

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

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

CBR/bjc

Attachment

c: Executive Staff, Office of the Chancellor

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

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

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

I. Purpose

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

II. Campus President

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

III. Field Trip Defined

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

IV. Field Trip Policy – Minimum Requirements

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

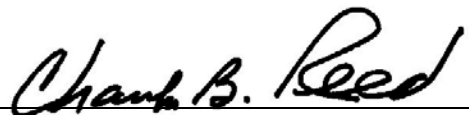
- Include a means to identify all courses that involve off-campus field trips.
- Require the use of the approved liability waiver. See Executive Order 1051.
- Ensure student emergency contact information is obtained prior to the field trip. The campus must have emergency contact information readily available.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

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

V. Document Retention

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

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



Charles B. Reed, Chancellor

Date: August 23, 2011

Humboldt State University Field Trip Request Form

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

Directions:

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

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

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

Field Trip 1

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

Field Trip 2

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

Field Trip 3

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

Field Trip 4

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

Field Trip 5

Activity

Date(s) and Time(s)

Location(s)

Field Trip 6

Activity

Date(s) and Time(s)

Location(s)

Field Trip 7

Activity

Date(s) and Time(s)

Location(s)

Field Trip 8

Activity

Date(s) and Time(s)

Location(s)

Field Trip 9

Activity

Date(s) and Time(s)

Location(s)

Field Trip 10

Activity

Date(s) and Time(s)

Location(s)

HUMBOLDT STATE UNIVERSITY

Risk Management and Safety Services

Field Trip Transportation Options

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

HSU responsible for transportation - options:

HSU Bus

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

Rental Vehicles

Reserve vehicle(s) with Enterprise

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

All drivers need to be complete a volunteer form

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

Private Vehicles

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

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

Faculty can assign students to vehicles

All drivers need to complete a volunteer form

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

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

Notes

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

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

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

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

HSU not responsible for transportation options

Students can use their own vehicles or carpool.

Faculty gives direction of where and when to meet.

Faculty cannot assign students to vehicles

Faculty can encourage carpooling

Notes

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