

Tuesday, May 5, 2020, 3:00pm, Virtual Meeting

Chair Stephanie Burkhalter called the meeting to order at 3:03pm on Tuesday, May 5, 2020, via Zoom; a quorum was present.

### **Members Present**

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

### **Members Absent**

Gradine, Kerhoulas, Miller, Rueda

### **Guests**

Amber Blakeslee, Bethany Rizzardi, Bill Folden, Clint Rebik, Cyril Oberlander, George Wrenn, Holly Martel, Izabella Gray, Jenessa Lund, Julie Tucker, Mark Wicklund, Mary Oling-Sisay, Simone Aloisio, Mary Virnoche, Peggy Metzger, Ronnie Swartz, Rosamel Benevides-Garb, Sherie Gordon

### **Announcement of Proxies**

Cano Sanchez for Rueda, Stelter for Miller, Dunk for Kerhoulas, Malloy for Creadon

### **Approval of and Adoption of Agenda**

Chair Burkhalter moved without a second that item 9: Information Item: SenEx Approval of AY calendars 2021-22 and 2022-23 be considered as General Consent Calendar item.

M/S (Dunk/Parker) to approve the agenda as amended.

Motion passed unanimously.

### **Approval of Minutes from the Meeting of April 21, 2020**

M/S (Dunk/Karadjova) to approve the Minutes of April 21, 2020

Motion passed unanimously.

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

- Written report attached

In addition to the written report, Chair Burkhalter reported the President proposed to raise funds for the Humboldt First scholarship by instituting, jointly by the end of the week perhaps, that those who can would offer 1% of their salary to the Humboldt First Scholarship in order to recruit 200 more local students for the Fall 2020 semester. The idea is that if more students are recruited, especially local students, then we may be able to

avoid across the board cuts in salaries or furloughs or some other things that might be impacting HSU next year. She concluded, noting it is a proactive and positive fundraising measure that will bring more students to campus. Chair Burkhalter also noted that the President is considering announcing what modality HSU will teach in the Fall semester by May 20, 2020.

Senator Canon asked whether the President referenced whether there will be flexibility offered to immunocompromised faculty members who may not feel safe teaching face-to-face, if it turns out that HSU is able to have some in person classes in addition to virtual.

Chair Burkhalter answered that it is presumed that faculty in such a situation would be offered the choice to offer face to face classes or teach completely virtually to stay safe.

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

#### **Academic Policies:**

- Written report attached

#### **Constitution and Bylaws:**

- Written report attached

#### **Faculty Affairs:**

- Written report attached

In addition to the written report, Senator Wilson promoted the existence of the instructional observation checklist, which is a form that people can use when doing collegial evaluations of a lecture and gives a certain set of prompts that allows for standardize evaluations and makes sure that checking in on important topics. He reported the Diversity, Equity, and Inclusion Council helped to revise it in response to the Appendix J amendments from last year, where we put faculty requirements for diversity, equity inclusion more prominently in terms of review criteria. FAC is currently revising that form to make the DEIC recommendations more concise. He concluded, noting it points to the need for something similar for helping to evaluate online teaching which social because it's becoming more prominent.

#### **Enrollment Management:**

- Written report attached

In addition to the written report, Dr. Meriwether went over information about incoming students and student retention provided in the written report.

#### **Emeritus and Retired Faculty and Staff Association**

Senator Thobaben reported that the grant applications for junior faculty and lecturers are due May 15; applications can be obtained from Mary Watson in the Senate office and I would encourage you to encourage colleagues to apply. The grants can be up to \$1,000, but it's a nice

opportunity for some money that may help someone with their research or creative activities.

**Administrative Affairs:**

- Written report attached

**Provost's Office:**

- Written report attached

**Consent Calendar from the Integrated Curriculum Committee**

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

**General Consent Calendar**

The following items were approved without objection:

2021-2022 Academic Calendar Draft

2022-2023 Academic Calendar Draft

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

Carrie Tully read from prepared remarks (attached) regarding the Food Sovereignty Lab

**Information Item: SenEx approved AY 2021-22 and AY 2022-23 Academic Calendars**

**Resolution on Classroom Disruptive Student Behavior Policy (21-19/20-APC – May 5 – Second Reading)**

M/S (Malloy/Wilson) to refer this back to committee so that more extensive work can be undertaken

No objections

**Resolution on the Certificate Policy (22-19/20-APC – May 5, 2020 – Second Reading)**

The committee received no comments back other than what was already shared at Senate.

Passed without dissent:

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

Nays: none

Abstentions: Bond-Maupin, Burkhalter

**Sense of the Senate Resolution on Temporary Modification of Evaluations for Probationary Faculty and Lecturer Faculty affected by COVID-19 Pandemic (23-19/20-FAC – May 5, 2020)**

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

Senator Wilson noted this will hopefully go toward reassuring vulnerable faculty during this pandemic. Senator Mola noted he is not convinced COVID-19 will be over by Fall 2020—he asked whether there is any reason limit to those three semesters, or to think the crisis will have ended by Spring 2021, or that the Senate will not need to revisit this?

Senator Wilson agreed that they will revisit the resolution if we need to.

Senate vote on the Sense of the Senate Resolution on Temporary Modification of Evaluations for Probationary Faculty and Lecturer Faculty affected by COVID-19 Pandemic (23-19/20-FAC – May 5, 2020) **passed unanimously.**

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

Nays: none

Abstentions: none

**Resolution on Amendment to the eLearning Policy (24-19/20-ICC – May 5, 2020 – Second Reading)**

Senator Alderson reported two members of the ICC felt strongly about leaving Section 2A in this policy, and the idea is this document doesn't need to change as these policies may shift in the future regarding intent about online activity and intellectual property.

M/S (Wilson) to amend the resolution to strike section 2A from this resolution /policy. No second, no approved.

Senate vote to approve the Resolution on Amendment to the eLearning Policy (24-19/20-ICC – May 5, 2020 – Second Reading) **passed without dissent:**

Ayes: Alderson, Bacio, Burkhalter, Cannon, Creadon, Dawes, Dunk, Gonzalez, Jackson, Karadjova, Keever, Maguire, Malloy, Meriwether, Miller, Mola, Pachmayer, Parker, Pawlowski, Reynoso, Schnurer, Thobaben, Weinberg, Woglom, Zerbe

Nays: none

Abstentions: Bond-Maupin, Cano Sanchez, Wilson, Moyer

M/S (Malloy/Woglom) to make this an emergency item so that it can be in place before the Fall semester

No objections

**Resolution on GEAR PLOs (25-19/20-ICC – May 5, 2020 – Second Reading)**

Senate vote to approve the Resolution on GEAR PLOs (25-19/20-ICC – May 5, 2020) **passed without dissent**

Ayes: Alderson, Bacio, Burkhalter, Cannon, Creadon, Dawes, Dunk, Gonzalez, Jackson, Karadjova, Keever, Maguire, Malloy, Meriwether, Miller, Mola, Pachmayer, Parker, Pawlowski, Reynoso, Schnurer, Thobaben, Weinberg, Woglom, Zerbe

Nays: none

Abstentions:

### **Update about the Academic Master Plan of Humboldt State University**

Senator Alderson reported the AMP webinars from last week were successful, and participants agreed that HSU's strengths include our location, our small size, our commitment to environmental responsibility and social justice, interdisciplinary work, HSU specific ILOs came up, so that affirms who we see ourselves to be. The functional work of getting those mapped will be tough, but the hallmarks of the AMP initial framework will highlight what we see our strengths to be. Suggestions for action steps in terms of deciding how we can leverage what we have on campus and get better. She emphasized this continues to be all drafts, next year the AMP committee will take this up in earnest, and will be calling on a lot of people for help. Handlers of certain of these large questions will be the AMP people, and then we will bring content experts in to create a fuller vision of where we are going. That will come to you after this last bit of Senate documentation comes. We have [academicmasterplan@humboldt.edu](mailto:academicmasterplan@humboldt.edu) email which is always open for feedback. She concluded, noting that the need for changing flexibility and engagement as the fall 2020 semester begins and evolves; the work will continue and it is very iterative.

### **TIME APPROX: 4:30-5:00 PM – URPC Informational Session on Budget, with Q&A**

Senator Woglom, Budget Director Blakeslee, and VP Dawes gave information on budget planning within the enrollment challenges as well as the current COVID-19 pandemic. Discussion ensued after the presentation and is summarized below:

- Senator Moyer requested clarification on why HSU is not operating under the assumption that all of those students are going to return to school in fall of 2021, and that things are not going to look up immensely at that point. And if that happens, what happens to the budget cuts?
- Senator Moyer explained while the information was useful, it did not actually get down to sharing the level of pain that faculty know about; faculty have all been in the trenches with people who have just lost their health insurance, which is something they might need rather desperately at the moment. Faculty are watching staff be moved around and told that staff are going to be doing more work for the same amount of money or, you know, maybe we're going to have furloughs, so maybe it'll be less money that they're doing the same amount of work for. Faculty have been told that they must consolidate departments, whether they like it or not. Given that level of pain that

faculty are all experiencing, Senator Moyer requested reassurance that there's been a conversation about whether the current divisions that we seem to have maintained and structured as part of basic budget planning are actually necessary, given that we're going to have substantially fewer students.

M/S (Cannon/Dunk) to extend the meeting five minutes

No objections

- Senator Dunk asked, of the nearly 5 million that we get from the cares act that's somewhat discretionary. I just want a broad level answer is some of that going to be used to offset this \$20 million-ish reduction. Senator Dunk also asked when we will know what the reduction will be for next year. He further requested information about how flexible the university is going to be in terms of things like voluntary time reductions for faculty who may have to home-school their children or take care of relatives. Senator Dunk concluded, and shared he believes it would be a good idea for the university to sample students about their experience at the end of this semester, and use that information about what is working, what doesn't, or if there is some mixture that would be best, so that if we go fully online next semester we could learn from what we did in this half semester.
- VP Dawes noted regarding the CARES money, there have been conversations about utilizing some of those funds to help the faculty get ready for whatever modality is going to be utilized in this fall, we need to be ready and to provide the best educational experience for our students.
- Chair Burkhalter requested the URPC send the presentations as one document to the Senate, so that people can send their questions in a more cohesive way.
- Senator Cannon stated his belief think that we need to take a look at this again, he stated it seems to me that there's a lot of things to talk about, particularly with regard to the second half of the CARES funding. He noted his belief that those should go exactly to instruction. He noted his concern regarding if HSU is undercutting the funds that go for the, you know, essential teaching mission of this university, it has ramifications for retention such that some students, if they are in classes that are cut or combined into something else, those students are not going to want to come back, even if they come back next semester.
- Senator Cannon continued, explaining the idea of sending us as the labor force all sorts of thankful emails about "getting HSU through this very difficult time," and then sending so many people on their way without any job security, and without health insurance that's basically unethical. He concluded, urging that if HSU is going to really put students first, then HSU has to put faculty and those who serve students first as well, I think that's important, and I don't think that's been talked about enough.
- Senator Cannon explained he read in the *Higher Education Chronicle*, an article that referenced HSU received \$732,498, which might have to do with being an Hispanic Serving Institution; he asked how this body would go forward with shared governance

discussions about how to spend those monies.

- VP Dawes quickly explained there hasn't been significant decisions made on how to utilize that money because there's been a lot of discussion just recently from the CSU on how to utilize that money and there's been FAQs as well that that ties the hands of how that money can be used.
- Chair Burkhalter also noted that the Senate Executive Committee is ready to hold emergency meetings over the summer as needed, and reassured the Senate that shared governance will not be left behind.

M/S (Dunk/Cannon) to adjourn

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Meeting adjourned at 5:07pm

Intro:

Last November the Native American Studies Department submitted a space request to implement a Food Sovereignty Lab and Cultural Workspace in the former Hilltop Marketplace in the BSS building. Two weeks ago our request was denied by the University Space & Facilities Advisory Committee. In an email from the Committee we were told: **(Quote)** "The committee has considered the former Hilltop Marketplace space for a function that will serve as a general student space that may be accessed by all."

We want to emphasize that this student-led project is intrinsically interdisciplinary. Students of NAS 331: Indigenous Natural Resource Management Practices represented twelve majors from CAS and CNRS, and led the first part of this community participatory action research project.

Our class collaboratively envisioned the lab as a space that can be accessed *by all*: not only by our *diverse* student population, but also by our surrounding communities, tribal nations, and national and international scholars. This lab would be a space that builds true connections to one another and to the world, which can only serve to increase our impact for recruitment, enrollment and retention.

This Spring, my classmate Cody Henrikson and I presented this research to the CSU Student Research Competition. Our class's research was selected by the University to participate in the competition. Last week this research won second place in the graduate-level Behavioral and Social Sciences field.

We are having a difficult time reconciling how on one hand we could be selected to represent our hard work to the rest of the student researchers across the state, and simultaneously be denied the use of the space we've requested. The space in question was originally intended to be used as part of the Native programs on campus. We imagined a continuity of Indigenous space near the Native Forum, Goudi'ni Gallery and NAS Department. This is an opportunity to put the space to good use...for ALL students, and for the original use it was intended for when it was built.

With a food sovereignty lab on campus, students will be able to interact with Indigenous ontologies so that they'll leave academia and advance into their careers with the understanding that everything is connected. With social-environmental challenges such as the one we're currently facing, food sovereignty and food security are crucial. This lab will allow us to focus on the integration of decolonial practices which will only further the health of us all.

This student designed and student led project is one way for HSU to highlight how it

supports student innovation. In one week we have received over **80** letters of support from students, faculty, staff, local organizations and tribal nations asking that **this decision be revisited** so that we can be granted the space. **So far, we have not received any response from the Space Committee or administration.** We understand that during this time that there is a lot we are all juggling, but *we need your support* to continue our project. Please let us know if you have any questions.

Thank you.

# HUMBOLDT STATE UNIVERSITY

## Senate Chair's Report

### Senate Meeting, May 5, 2020

As this may be our last regular Senate meeting of the year, and thus the last Senate meeting I chair, I would like to thank senators for your dedication and great work on behalf of the university community. I am grateful for the detailed sharing of information in written and oral reports, which I believe has enhanced communication across campus. Per the General Faculty constitution, on June 1, Mary Virnoche (Sociology) will take on the role of University Senate Chair. As most of you know, Mary is an experienced senator and has taken on multiple leadership roles on campus. I will return next year as a senator in the role of immediate past chair.

At its April 28 meeting, the Senate Executive Committee approved senator Noah Zerbe as the parliamentarian for the Senate year beginning May 21, 2020. Thank you, Noah, for agreeing to serve! Thank you also to Mary Watson for her steadfast administrative support of the University Senate, the General Faculty Association, the Emeritus and Retired Faculty Association, the University Faculty Personnel Committee, the Integrated Curriculum Committee, and, recently, the Emergency Operations Center (you didn't know she had so many jobs, did you?).

Although it is not always comfortable, I have encouraged the Senate to be a space where different constituencies gather to share information and points of view, while making important policy recommendations on behalf of the campus community (I encourage you to peruse the resolutions and actions [page](#) on the University Senate [website](#) for a catalogue of positions and policy recommendations considered by the Senate). We have faced some important challenges during these past two years, and our process has been collegial as we have raised key critical points and discussed our differences respectfully. I have attached to this report an opinion piece written by Marjorie Hass, president of Rhodes College, entitled "Colleges with healthy shared governance perform better in crises than those with top down decision-making". I think our University Senate demonstrates support for this observation.

One of the most important positions in our system of shared governance is that of the Provost and Vice President of Academic Affairs. The Provost Search Committee welcomes four candidates to campus (virtually) this week. To find out more about these candidates and the schedule for the open forums, visit the Provost Search [website](#), which also offers the opportunity to provide feedback via a form. The Senate Executive Committee will meet with each of the candidates and engage in Q&A with them, during which committee members will explore each candidate's view of shared governance.

Given the continuation of the COVID-19 emergency, understandably there is concern among members of the campus community about when we will know what the experience for faculty, staff and students will be like in Fall 2020. Students want to know if they should plan to return to campus in the Fall for face-to-face classes and faculty want to know if they will need to teach part or all of their classes online and when they can resume their on-campus research projects. As stressful as it can be sometimes, we miss interacting face-to-face and enjoying the liveliness of campus life. There are many factors to be considered, as outlined in Chancellor White's email to campuses sent to us on April 29:

- What will the course of the pandemic be?

# HUMBOLDT STATE UNIVERSITY

## Senate Chair's Report

### Senate Meeting, May 5, 2020

- What governmental and public health requirements will be in place in the summer and fall regarding gathering size (e.g., number of students in classrooms, studios, labs, residence halls or at athletic events), physical distancing or personal protective equipment?
- Will restrictions vary across the regions of our state, with different impacts on our campuses?
- Will instruction be fully virtual, face to face, or a blended or hybrid model?
- Will we gain or lose student enrollment – on a given campus or across the system?
- What will our costs and revenues be next year?

The campus community should be reassured that campus leaders are working hard to make the right decision for HSU as soon as possible. President Jackson regularly meets with the group of campus presidents and with the Chancellor. The CSU Council of Provosts in their meetings are focusing intensely on how to prepare for classes in different modalities, given that social distancing mandates will likely remain in place, and Interim Provost Bond-Maupin describes in her report how many variables are currently being considered. In meetings of the CSU Senate Chairs, I have become aware of the different issues facing CSU campuses regarding safe accommodation of students, staff, and faculty, as well as concerns about predicting enrollment and the workload of expanding quality online offerings. Members of HSU's Office of Academic Affairs leadership team are working on a plan for instructional continuity that is adaptable to changing circumstances over the summer, and details will be forthcoming in the coming weeks. The Senate Executive Committee has pledged to keep the Senate updated with information for the remainder of the semester, and if important decision-making occurs over the summer, SenEx Committee will meet to ensure continuity in shared governance.

In the past few weeks, I have been working with Interim Diversity Equity and Inclusion Executive Director, Dr. Edelmira Reynoso, on a protocol for identifying gender pronouns in zoom meetings. Based on our research, it seems the easiest way to do this is to edit your profile in your zoom account and add your pronouns in parentheses after your last name. If this change is made, the pronouns appear on the screen immediately after your name, for example, Jane Doe (they/them). One of the student representatives on the Diversity Equity and Inclusion Council, Roman Sotomayor, contributed the following statement to inform zoom users regarding the importance of identifying pronouns:

Zoom hosts, moderators, administrators, and participants are highly encouraged to add their pronouns to their Zoom name. When cisgender people make their pronouns readily available it puts less pressure on transgender and/or gender non-conforming people to "out" themselves by being the only person present with pronouns attached to their name. This means one should also be quietly checking the participant list during meetings to see if someone has pronouns attached to their name that aren't visible on their video direct video feed.

In the spirit of equity and education, the Title IX Office, the Sexual Assault Prevention Committee and the Campus Advocate Team are hosting an informational session and open forum on Title IX tonight 5:00-6:30pm. Check your myHumboldt messages for meeting link.

Thanks to all who responded to the doodle poll regarding the Tuesday, May 19, "as needed" meeting. You will receive an email from the Senate Office after today's meeting letting you know whether or not the meeting is needed (if you think it is important for the Senate to have this meeting, please let me

# **HUMBOLDT STATE UNIVERSITY**

## **Senate Chair's Report**

### **Senate Meeting, May 5, 2020**

know as soon as possible). Eighteen senators have committed and two have said they cannot be present. If necessary, with some combination of designated proxies and additional commitments, we should be able to gather a quorum of twenty-two senators.

Be well! Stay Safe!



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## Colleges with healthy shared governance perform better in crises than those with top-down decision making (opinion)

Submitted by Marjorie Hass on April 29, 2020 - 3:00am

For years, we have heard that shared governance is a drag on institutional agility. Common wisdom has held that the multiple voices, committees and perspectives that participate in decision making slow down the pace of change in higher education -- leaving colleges unresponsive to disruptive forces and emerging market conditions. It's far better, we have been told, to centralize power in a CEO-type leader or in the hands of a business-oriented board.

The breathtakingly fast pivot that our institutions have recently made in response to the COVID-19 crisis turns these assumptions on their heads. Overnight, colleges have been able to reconstitute themselves remotely. And colleges with healthy shared governance -- those that regularly practice sharing information, consulting broadly and relying on constituent expertise in making decisions -- were well served and have done this more effectively than colleges that rely only on top-down decision making.

As a college president facing the historic decision to move to remote instruction for the remainder of the semester, relying on our mechanisms for shared governance meant that I received timely and informed advice from our various governance committees and that I could turn key aspects of our transition over to the people who brought on-the-ground expertise. For instance, our faculty governance committee galvanized faculty to develop temporary policies and practices for remote teaching. The Rhodes Student Government assisted with communication, gathering student concerns to share with us and boosting the signal of our official communications. Staff

leaders helped shape emergency personnel policies and provide the infrastructure needed to support students and faculty members during this period of rapid change. Our board leaped in with support, wise advice and attention to the impact on our financial health.

I am confident that using our shared governance structures helped, rather than hindered, our response. We have succeeded because of our commitment to shared governance, not in spite of it.

Shared governance was effective in this crisis because we enacted it on a well-established foundation of transparency, trust and inclusion. Without these ongoing commitments, shared governance fails in both ordinary and extraordinary times.

For presidents and boards planning for the fall semester in uncertain times and facing the next stage of crisis response, investing in effective shared governance will be time and energy well spent. Three key areas that should be on the minds of higher education leaders are:

**Being transparent in communicating the financial realities of the college's business model.** Without adequate information, your constituencies are unable to give you meaningful advice. Moreover, the decisions they make within their own purview are likely to be at odds with the college's needs.

At Rhodes, we regularly invite faculty and staff members into discussions about the college's financial health, our challenges and our institutional goals. Our senior leadership team strives to share data and information widely, listen to advice and provide nondefensive explanations for decisions. We have built relationships with student leaders and invite students to elect representatives to the Board of Trustees. Thus, when I had to call on committees for immediate action, they all already had a deep understanding of the fundamentals of our business model, our culture and our mission and were able to make helpful decisions and offer useful advice in a timely way.

**Building a culture of trust so that decisions are in the hands of those with the most information and expertise.** At Rhodes, we entrust faculty

members with the care of the curriculum and academic policy and rely upon them to make decisions with an eye toward the culture, business model and mission of the college. They can do this because they have access to the key financial information about the college. Students serve as trusted members of key committees and have regular interaction with senior administrators and the board. Agreement about the big picture meant that in this crisis, we could trust the various layers of governance to work alone as well as together on behalf of the college's goals.

**Creating inclusive teams so that multiple perspectives can be considered.** We've worked to build a diverse leadership team and ensure that dissonant and minority viewpoints are welcomed and heard. This meant that even in our initial response to the COVID-19 crisis, we were cognizant of the needs of our diverse constituencies. The perspectives of our hourly workers, of our international students, of those with disabilities or other special needs were part of our initial planning. We didn't need to circle back around and remake decisions because we had forgotten to notice or to ask.

The supposed failures of shared governance are often failures of one or more of these foundations. When presidents lock down information, refuse to trust the informed wisdom of others or search for simple answers to complex problems, they undermine the very things that make shared governance effective.

In contrast, when leaders have the courage to share the power that comes with the knowledge of their institution's market position, financial structures and strengths and weaknesses, shared governance is a force for positive change.

*Marjorie Hass is president of Rhodes College.*

**Editorial Tags:**

[Governance](#) <sup>[1]</sup>

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**Links**

[1] <https://www.insidehighered.com/editorial-tags/governance>

**Action: Travel Suspension  
Extended to July 31**

**DATE:** April 29, 2020  
**TO:** CSU Presidents  
**FROM:** Steve Relyea  
Executive Vice Chancellor and Chief Financial Officer

**SUBJECT: COVID-19 Update: Travel Suspension Extended**

This document updates travel guidance and related communications to CSU presidents dated March 4, March 9, March 13, and March 19, 2020, and **extends the suspension of all international and non-essential domestic travel to July 31, 2020** due to the COVID-19 pandemic. Presidents may extend the travel restriction beyond that date based on local circumstances.

Determinations about how best to protect our university community (within the U.S. and abroad) are informed by evolving guidance from the Centers for Disease Control and Prevention (CDC) and the U.S. State Department, as well as state and local public health agencies. To date, the U.S. State Department continues to maintain a Level 4 Travel Advisory applicable to worldwide travel. A *Level 4: Do Not Travel* advisory is the highest warning level due to a greater likelihood of life-threatening risks. During an emergency of this magnitude, the U.S. government may have very limited ability to assist individuals traveling outside of the U.S.; accordingly, the State Department has advised U.S. citizens to avoid travel and to return to the United States as soon as it is safe to do so.

CSU campuses and their auxiliary organizations will therefore continue the suspension of all international and non-essential domestic travel through July 31, 2020. We regularly monitor data from local, state, national and international agencies and organizations, and may modify the temporal or geographical restrictions in this directive if warranted by future developments. Based on the above considerations, we will review this travel restriction by mid-June.

Campus presidents may provide an exception in *extenuating and compelling circumstances*; however, this authority shall not be delegated. When considering requests for an exception, presidents shall consider the following factors, along with other relevant factors as determined by the president:

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<b>CSU Campuses</b>	Fresno	Monterey Bay	San Francisco
Bakersfield	Fullerton	Northridge	San José
Channel Islands	Humboldt	Pomona	San Luis Obispo
Chico	Long Beach	Sacramento	San Marcos
Dominguez Hills	Los Angeles	San Bernardino	Sonoma
East Bay	Maritime Academy	San Diego	Stanislaus

CSU Presidents  
COVID-19 Update: Travel Suspension Extended  
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- Necessity of the proposed travel, including consequences of postponing travel
- Needs and preferences of the individual
- Availability of safe and secure shelter at the destination
- Availability of appropriate medical care at the destination
- Availability of transportation, services, and other necessities at the destination
- Assessment of risks associated with traveling versus risks of remaining in place

Upon consideration of the factors above and others as determined by the campus president, the campus president is authorized to approve and/or arrange international and domestic travel. This authority shall not be delegated, and any prior delegations of authority of travel are rescinded. Individuals granted exceptions to travel must observe local health guidelines upon their return. Presidents who grant an exception to the travel suspension must create a written memorialization of how the circumstances were extenuating and compelling, using the factors above.

Circumstances and conditions in any country may, of course, change at any time and we will provide updated information as available.

cc: Timothy P. White, Chancellor  
Loren Blanchard, Executive Vice Chancellor, Academic & Student Affairs  
Andy Jones, Executive Vice Chancellor and General Counsel  
Garrett Ashley, Vice Chancellor, University Relations and Advancement  
Evelyn Nazario, Vice Chancellor, Human Resources  
Larry Mandel, Vice Chancellor and Chief Audit Officer  
Provosts/Vice Presidents of Academic Affairs  
Vice Presidents of Student Affairs and/or Enrollment Management  
Vice Presidents of Administration and Finance  
Vice Presidents of Advancement  
Chief Information Officers  
Environmental Health and Safety Directors  
Human Resource Directors  
Emergency Managers  
Risk Managers  
Senior International Officers  
Auxiliary Organization Association

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, May 5, 2020

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

### Committee Membership:

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

Committee meeting was canceled as the work of the committee for the year has been completed and the lack of time to complete new work.

Language for the Student Classroom Disruptive Behavior Policy was received for the Diversity and Equity and Inclusion Council to address concerns with the use of 'civility' in the introduction.

New language:

Humboldt State University is committed to creating and maintaining an environment that supports respectful discourse. Mutual respect toward all members of the university community along with the ability of people to work through difficult topics with compassion and humility 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.

In consideration of additional feedback received on the policy, the committee will request the University Senate to return the policy to the committee for additional work.

No additional feedback was received on the Certificate Policy.

### **April 14, 2020**

Committee met via Zoom.

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

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

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

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#### **March 31, 2020**

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

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

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

#### **March 3, 2020**

The committee continued discussion on the request from Associated Students for priority registration under category C of the Registration Policy and Procedures for Students. Recognizing that importance of student involvement in the shared governance process and the annual calls for student's participation in standing committees of the Senate, APC is working through a recommendation to the Senate. Though a recommendation is forth coming 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 a policy that guides the process for both grievances and grade appeals. Discussion and consideration of separating the two will be taken up by the committee.

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

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

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

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

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

Committee will be taking up the Student Grievance Procedures.

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

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

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

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

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

Committee did not meet due to lack of quorum.

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

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

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

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

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

#### **October 9, 2019**

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

#### **September 25, 2019**

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

### **September 11, 2019**

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

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

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

### **August 28, 2019**

Organizational meeting to set out work for the year.

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

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

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

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

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## **Constitution and Bylaws Committee:**

Submitted by George Wrenn, CBC Chair

### **Agenda:**

1. Call to Order
2. Attendance, proxies and quorum
3. Review CBC Annual Report
4. Review draft Resolution on CBC duties related to maintenance of the Faculty Handbook
5. Motion to adjourn

### **Meeting Notes:**

1. Call to Order

Meeting began at 2 p.m. (via Zoom)

## **2. Attendance, proxies & quorum**

- a. Members present: Post (Faculty), Wrenn (Faculty) were present.  
Absent: Watson (Non-MPP Staff), Woglom (Faculty).

Guest: Jill Pawlowski.

- b. Quorum was not met with 2 of 4 members present.
- c. Vacancies include 1 student representative.

## **3. Review CBC Annual Report**

Wrenn reviewed the year's activities and the 2019-20 CBC Annual Report for incoming chair Pawlowski.

## **4. Review draft Resolution on CBC duties related to maintenance of the Faculty Handbook**

The group reviewed a draft resolution for AY2020 which charges CBC with: 1) maintenance of Section 800 (Committees, Councils, Associations and Boards) of the Faculty Handbook, which would be transferred to the Senate web site, 2) responsibility for maintaining up-to-date, appropriately linked policy information in the Faculty Handbook, and 3) maintaining the Faculty Handbook to reflect any changes (to committees, links, etc.) reported to the Senate Office.

Conversation focused on the merits of taking on these new responsibilities.

## **5. Motion to adjourn**

Meeting adjourned at 12:44 p.m.

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## **Faculty Affairs Committee:**

Submitted by Mark Wilson, FAC Chair

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

The FAC is offering a Sense of the Senate Resolution relating to faculty performance reviews for the 2020 calendar year. The Resolution states that the Senate supports a temporary shift to more flexible review criteria in light of the disruptions caused by the COVID-19 pandemic. Senate support for maximum review flexibility may help faculty focus on student learning, reassure probationary and lecturer faculty who were suddenly forced into teaching online and suspending most non-teaching activities, and demonstrate support for MOUs being crafted between HSU and the CFA. 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.

The FAC met with the Inclusive Teaching Subcommittee (DEIC) to discuss changes to the Instructional Observation Checklist to reflect recent changes to Appendix J. The DEIC drafted a revised Instructional Observation Checklist, and also model language for RTP standards. The DEIC sent the FAC a letter detailing these drafts (text of letter is included below). The FAC supports changing the Checklist to help evaluate faculty according to current Appendix J standards, and applauds the DEIC's work in helping Departments improve their RTP Standards and Criteria. The FAC thinks that the Checklist could be more useful if it was more succinct, and so intends to try to condense the version created by the DEIC.

#### Instructional Observation Checklist to Include Language for Excellence in Inclusive Teaching

The DEIC Subcommittee on Inclusive Teaching Strategies and Culturally Relevant Pedagogy respectfully submits the following updated Instructional Observation Checklist to the Faculty Affairs Committee.

In conjunction with the model language for Excellence in Inclusive Teaching to support Appendix J (below), departments might consider using the updated Instructional Observation Checklist to reflect these five essential markers of excellence in inclusive teaching in collegial classroom observations.

#### **Essential Evidence of Excellence in Inclusive Teaching Includes:**

1. Teaching Effectiveness: Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
2. Reflective Practice and Continual Refinement: Instructor is reflective of their own characteristics, positionality, and power and the effects of these factors on student learning.
3. Multilogical Thinking: Instructor endeavors to provide more than one perspective, identify strengths and limitations of perspectives presented, and engage students in reflective critiques of disciplinary perspectives.
4. Equity: Instructor designs the course to elicit [funds of knowledge](#) or [prior knowledge](#) from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when students express confusion, and facilitates intercultural communication.
5. Inclusive Learning Environment: Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report that the classroom environment is respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.

#### **Revised Instructional Observation Checklist**

*Note: Not all features of this checklist will be observable in every class session. Examples listed are not comprehensive, i.e.: criteria below can take many forms, included but not limited to those listed here.*

<b>Category</b>	<b>Response</b>			<b>Comments</b>
<b>Organization</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
Begins class on time in an orderly, organized fashion				
Clearly states the goals or objectives for the period				
Reviews or mentions prior class material				
Appears well prepared for class				
Effectively uses online course management systems and communication tools to facilitate student learning				
<b>Active and Engaged Learning</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
Answers/poses questions clearly and directly				
Allows students time to process and answer questions and elicits responses requiring reasoning				
Creates learning environments that welcome, challenge, and support all students				
Poses questions that focus on disciplinary perspectives, including strengths, limitations, and critiques				
Solicits and incorporates students' prior knowledge in class activities				
Demonstrates effective pedagogies for engaged learning where all students have opportunity to participate				

<b>Rapport and Facilitation</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
Knows and uses student names and preferred pronouns				
Responds respectfully to student lack of knowledge or understanding and takes appropriate measures to refocus student understanding				
Treats class members equitably, including, but not limited to, ensuring all voices are heard, inviting students to share their personal experiences as worthy knowledge, reflecting on the role of their own power and position in relation to student learning				
Listens carefully to student comments and questions using supporting/reflective listening skills				
Engages in general and specific reflection regarding disciplinary perspectives and learning				
<b>Credibility and Content Knowledge</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
Demonstrates depth of subject knowledge				
Introduces/discusses development/context (historic) of discipline, including intradisciplinary controversies and/or development of disciplinary principles				
Responds confidently to student inquiries				
Speaks about course content with confidence and authority Willing to admit error; understands limits of own expertise				
Demonstrates openness to student input, including, but not limited to, showing humility, eliciting students' prior knowledge about content, engaging in mutual inquiry				

<b>Presentation</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
Presents information in a clear and understandable manner				
Engages with class and responds to changes in student attentiveness				
Visual aids adhere to UDL principles, are clear, legible, and effective and acknowledge diversity, including, but not limited to, integrating multiple identities through cultural histories, local histories, and contributions				
Communicates a sense of enthusiasm and excitement				
<b>Equity and Inclusion</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
Presents/makes central diverse disciplinary contributions, including, but not limited to, cultural practices/traditions, indigenous knowledge, historical contexts of knowledge production				
Creates a safe and welcoming environment to maximize the opportunities for all students to learn, including, but not limited to, inviting students to share cultural experiences, validating students' experiences, reflecting on learning				
Engages students in critical self-reflection by modeling and inviting different worldviews/perspectives				
Facilitates and encourages intercultural experiences, including, but not limited to, co-creating classroom norms/agreements, encouraging multilogical thinking, practicing perspective-taking				

Additional Comments

A. Things that went well for the instructor/class:

B. Challenges in this particular class:

C. Specific suggestions for enhancing the learning environment:

**Submitted by the DEIC Sub-Committee on Inclusive Teaching:**

Kimberly Vincent-Layton, Chair, Educational Developer, CTL

Dr. Leena Dallasheh, Department of History

Dr. Nikola Hobbel, Department of English

Katia G. Karadjova, College Librarian, Natural Resources & Sciences

Tracy Smith, RAMP Director

Dr. Kimberly White, Department of Chemistry

Dr. Mark Wicklund, Institutional Effectiveness

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**University Policies Committee:**

Submitted by Rob Keever, UPC Chair

University Policies Committee

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

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

UPC Chair Keever is currently preparing for the upcoming 2020-2021 academic year and has 2 potential policies to review from Student Financial Services and Information Technology Services. The committee formation review and policy has been tabled since HSU has moved to remote operations and UPC plans to revisit that initiative prior to the start of the 2020-2021 academic year. UPC will most likely not hold their final meeting of the semester as they are not reviewing expiring policies and will not be able to present any new policies and updates in time to be approved through Senate by the end of the semester.

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**Administrative Affairs:**

Submitted by Doug Dawes, Vice President of Administrative Affairs

A big thank you to those who have been participating in the Emergency Operations Center (EOC). As the Emergency Operations Center Director I have been and continue to be impressed

at the energy, diligence and creativity of the members of the group in support of providing necessary operational support for the campus and our students. The EOC has been meeting three times a week discussing topics such as face coverings, return to campus procedures, mutual aid support to other agencies, the procurement of important supplies, along with a myriad of other topics.

I appreciate the University Resources and Planning Committee's insights and feedback on the *Path to Fiscal Stability and Campus Vitality in a Time of Uncertainty*. The work will be challenging for our campus and is an opportunity for put HSU in a strong position for the future.

### **Human Resources**

HR is now operating completely virtually but all staff are available for your needs. Don't hesitate to reach out to us at [hsuhr@humboldt.edu](mailto:hsuhr@humboldt.edu) or call our main line at (707)826-3626. HR is currently working on Summer Bridge sign ups (i.e. all students employment during the summer break). Due to the COVID-19 epidemic, the sign up process is going to look a little bit different. The HR website is being updated to provide direction to hiring authorities as well as new digital forms for easier submission while telecommuting. A general announcement will also be forthcoming.

HR has completed the digital signature process for Staff Evaluations by utilizing Adobe Sign. A campus wide message has been sent out with links to the HR website and detailed instructions for processing, completing submitting to HR via the [hsuhr@humboldt.edu](mailto:hsuhr@humboldt.edu) email address. The current staff evaluation 2019/2020 period remains from May 1st to May 1st with completed finalized evaluations due in HR by May 31st.

HR is working through details surrounding leave time associated with the recently released federal *Families First Coronavirus Response Act (FFCRA)*, as well as leave available through the soon-to-be released CSU program, *Income Protection for Non-Telecommuting Workers*. Campus communication will be forthcoming.

Through collaboration with key departments and staff Payroll has developed an efficient and effective way to collect payroll in a way that helps ease the submission process for the campus community. Payroll is also working alongside HR and Budget to help track the various types of leaves as well as the additional costs associated with Covid19.

### **UPD**

Despite the Shelter In Place directive, UPD has continued to serve HSU, and keep the campus safe.

UPD has been handing out donated face coverings (in lieu of warnings or citations) as a part of our education efforts.

### **Contracts & Procurement**

The Contracts & Procurement team is working closely with the EOC, the Chancellor's Office, and other campuses to coordinate COVID-19 related purchases. We are leveraging systemwide spend and orders to reduce pricing on products, as well as place ourselves first in line with the manufacturers when possible. We are also meeting with suppliers on new COVID-19 products coming on the market and sharing this information with the appropriate stakeholders.

Travel - The CSU travel ban has been extended to July 31<sup>st</sup>, 2020.

### **Accounting and Student Financial Services**

- Transitioned to "mostly" paperless processing, great processes that will continue when back in the office.
- Providing pick up/drop off services at the parking kiosk
- Processed a multitude of refunds to students for housing and meal plan cancellations
- Providing on campus support for most business services departments that are operating remotely
- Prepared Q3 Financial statements for SPF
- Aligning staff and assignments for timey year-end processing
- Performing interim audit testing with Moss Adams for Auxiliary audits

### **Facilities**

- **Covid 19 Response**, campus remains in after hours locked mode except for the Student Health Center, JGC, the College Creek MarketPlace, and Parking kiosk for limited hours. Facilities Management continues at reduced staffing levels. Requirement to wear face coverings at work went into effect April 24, 2020 via a Humboldt County Health Department order.
- **Campus Emergency Generation**, Our Facilities Team is still prioritizing 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 micro grid 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. Separately, we are moving forward independent designs for generation for Housing, Facilities and the Student Health Center. We expect final design by the end of May, and construction during the late summer months and into fall.
- **The Theater Arts and Library Seismic Retrofit**, Construction continues on these projects amid the COVID response. Construction is scheduled to conclude in the month of July. 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 modular buildings will be pulled off site beginning in June. Field rehabilitation efforts will be underway starting summer 2021

- **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. Construction on the project is likely to be completed by December 2021
- **Trinity Annex Children's Center and Child Development Lab**, The Project is currently out for proposals for a collaborative design build project delivery. This delivery included selection of a project team inclusive of the designer and builder. We expect to execute phase I services at the end of May and begin design on the project this summer. Project is scheduled for completion summer 2022
- **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** has been compiled and is in draft form. Currently the program is under review with the Office of the Chancellor and will be discussed with USFAC and other Camps stakeholders. The capital program will remain largely intact and in alignment with what was approved with the 2020/2021 Capital Outlay Program.
- **Campus Project Portfolio**, Not accounting for the projects included with the 2020/21 or the draft 2021/22 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, Trinity Annex Children's Center and Child Development Lab 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.
  - Replacement of Science B electrical substation and bidding for an additional three electrical substations for the campus

- New Fire Alarm systems were installed in Natural Resources, Music A, Theater Arts, Canyon Housing Complex
- **Gender Inclusive Restroom (GIRR) Task Force**, USFAC approved the GIRR Task Force recommendations as a guiding document to inform the Campus Facilities Master Plan, implementing through the campus Project Prioritization Process as funding and resources allow. Final recommendations will be posted at the GIRR website soon.
- **Parking**, 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.

## Provost and Vice President for Academic Affairs

May 4, 2020

VPAA Divisional Update

Provided by Interim Provost, Lisa Bond-Maupin

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### Academic Affairs Bright Spots

The Northern California Small Business Development Center (Norcal SBDC) is a program of Humboldt State University Sponsored Programs Foundation (HSU SPF) that provides non-credit business training and consulting throughout 36 counties in Northern California.

Since March 9<sup>th</sup> when California started to "shut down" as a result of the COVID-19 crisis, Norcal SBDC has been on the frontline helping small businesses with loans, layoff assistance, and other considerations related to business survival over the next year. In these past 7 weeks Norcal SBDC has provided just over 10,000 1-on-1 confidential consulting appointments via phone and zoom, conducted webinar training sessions with over 6,000 attendees, and provided quick answers and referrals 35,000 times via email and phone. To respond to the overwhelming level of need, Norcal SBDC established a new toll-free number-- **1-833-ASK-SBDC** -- and staffed it with a full call center of at-home financial experts. As part of the surge in COVID-19 response, Norcal SBDC is in process of hiring 14 additional staff members, 4 new part-time student positions, and has contracted with approximately 75 additional business consultants.

HSU's SBDC Lead Center is currently awaiting an additional **\$7.1M** in Small Business Administration (SBA) funds allocated by congress through the CARES Act. These additional funds will pay for continued business support through the "re-opening" of the State, and businesses owners trying to salvage their enterprises. Recently, this work was mentioned (see quote below) in [a Forbes article](#).

<https://www.forbes.com/sites/allbusiness/2020/04/24/how-to-get-1000-if-you-are-a-freelancer-gig-worker-or-independent-contractor/#65cffe3f5bea>

"If you can't get through to the SBA, try contacting the [Small Business Development Center \(SBDC\)](#) in your area. For example, the Northern California SBDC has been extremely helpful, and you can actually talk to a person live. (See [www.asksbdc.com](http://www.asksbdc.com) or call 833-ASK-SBDC.) Advisors can help you with both the PPP loan process and the EIDL loans/grants as well as special programs in your state."

Thank you and congratulations to our SBDC colleagues for your exemplary work to keep our small businesses viable.

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### Progress Report on Division Priorities

#### Academic Master Planning

Our ICC and AMP senate committee colleagues and our Vice Provost have been holding open feedback sessions as they work to finalize the principles guiding our Academic Master Planning and identify organizing themes in anticipation of continued robust planning in the Fall. These sessions have been well attended by students, staff and faculty. They have generated pages and pages of excellent insight and input. There will continue to be regular updates at University Senate and the planners will share emergent themes as feedback is synthesized. I so appreciate the leadership of our colleagues and all participation in this process. It is exciting to work together to reinforce and underscore our commitments to what makes us unique in the CSU and beyond, while we also use data on students' curricular needs to envision our future.

## Working with a Reduced Budget

We are finalizing our division budget plan for FY 21 in the next week or so deploying the strategies and timeline I included in my earlier reports. I am, with other Vice Presidents speaking to questions raised about budget reductions at a time-certain session during the 5/5 meeting. Our second and third-year of reductions will be guided by our new Provost and will require our willingness to continue to reorganize and streamline our work to creatively serve our smaller student body and to accommodate some continued MPP, staff and faculty retirements and resignations.

## Preparing for Fall, 20

As we complete our budget plans for next fiscal year, we are turning our attention as a leadership group to planning for the Fall. Academic Affairs received a commitment from the President to financially support our faculty professional development work this summer in preparation for the best Fall of teaching and learning possible under any scenario. Information about continued learning opportunities for faculty this summer is forthcoming from the Center for Teaching and Learning. Guidelines for faculty participation and compensation will be provided soon, along with information about our professional development curricula and summer schedule. Students will also have the opportunity to connect this summer for ongoing support to make the most of our teaching in whatever forms it takes in the Fall. And our colleagues in ITS will continue to make certain that all students, staff and faculty have the necessary tools to fully engage and succeed.

At this point, preparation for and decision making about Fall instruction is the primary agenda item for my and the President's regular meetings with our CSU counterparts. All CSU campuses are wrestling with very similar issues and we are moving together as a system in some important ways related to the timing of decision making, public health protocols and modeling, social distancing considerations, and summer preparation for varying scenarios. The Provosts are hopeful that we will have a CSU-wide, first-round decision (subject to change) before this semester ends. We understand how important it is that students and faculty have a much better sense of what is ahead for Fall. We also want to be in the position to reassure our students that we have them covered – no matter what.

We can anticipate that social distancing, increased sanitization, and some form of protective covering will be required of us IF we return to being together physically in any way this Fall. That is still an open question for the State and CSU. There is no decision yet. If we do, the capacity of our regular instructional spaces will be reduced to account for distancing and we will be slowed in transition between sessions for sanitizing. We can anticipate the capacity of each lab, studio, classroom, etc. to be reduced by at least half. This means that serving all enrolled students in a given lab or course will require additional sessions. New capacity information has been provided to the Deans for planning. And they are working with the department chairs to analyze the Fall schedule in this context.

There is no decision yet about Fall instruction. Even in our likely best-case scenario of social distancing, we will need to continue with some of our instruction being offered through alternative modalities/online in the Fall. This need is underscored by the limitations of a reduced instructional physical capacity, the possibilities that some of our students will not be able to return to the area or safely be around others, and the likelihood that some of our staff and faculty will continue to need to remain at home for health reasons as long as we are experiencing a pandemic. This is a fluid and complicated situation that requires investment from HSU and our flexibility, creativity, and determination to have the best Fall possible. I anticipate that Fall instructional planning will be our primary focus in Academic Affairs and beyond for the foreseeable future. I will work to keep you fully informed as our view becomes clearer.

## Thoughts on the Value of our Academic Programs and Cross-Disciplinary Contributions

I have a heightened sense of the centrality and vitality of our academic fields of study in this pandemic. This reinforces in me a determination to elevate and promote our societal role as a public university. When I turn on television news and listen to the experts talk about our global pandemic, I am able to imagine what our human experience and decision making would look like without the benefit of research, theory, critical analysis, philosophy, ethics, cultural study, creativity, and a free press. This collective but diverse pandemic experience nationally and globally reinforces our commitments to science in public and environmental interest and to ethical business and governmental practice. It also magnifies the health and other disparities we are working to expose and change. And it puts us in touch with our humanity and shared fate transcending all borders. It underscores the importance of

preparing for cross-cultural and transnational communication and collaboration. It reinforces the need for traditional ecological knowledge and indigenous ways of knowing. And it clarifies how much we rely on music, dance, writing and other forms of expression and creation to tell our human stories, come together, touch emotion, and cope. While we continue to move together to draw students into our learning community with us, we do so with a renewed sense that more than ever the world needs strong and viable public higher education and university-based scholarship and service.

### Diversity, Equity and Inclusion

The Office of Diversity, Equity and Inclusion, in collaboration with equity arcata (using the group's preferred spelling), delivered a [collective statement](#) to landlords and property managers and to our local press outlets. The intention of the action was to share [local resources](#) and bring awareness about how COVID-19 is affecting our community and our most vulnerable populations.

The purpose of the equity arcata community organization is to create a welcoming, safe, and racially equitable community. The equity arcata [Housing Working Group](#) is busy creating strategies to help address equity needs related to housing in our community.

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## Academic Affairs Announcements – [ideaFest Friday May 8, 2020](#)

### Welcome to [ideaFest 2020!](#)

We are all excited for the opportunity to support the dissemination of research & creative activities at Humboldt State University through a virtual symposium this year! We have many activities planned this week for students, staff, and faculty.

[Full Schedule of Events for ideaFest Week:](#)

#### Monday May 4, 2020

- Digital Gallery Viewing open all week long! To see this year's poster presentations [Click Here!](#)

#### Tuesday, May 5, 2020

- **12:00 - 1:00pm:** *Brain Booth Meditation Hour with Therése Scott. Join us for a session of Somatic meditation!*  
**Zoom Link** - [Join Zoom Meeting](#) - Meeting ID: 919 8144 9011  
Katia G. Karadjova, [Brain Booth](#) Librarian
- **12:00 - 1:00pm:** *A Celebration of Art, Education, and Partnerships with Local Schools*  
**Zoom Link** - [Join Zoom Meeting](#) - Meeting ID: 91099240325  
James Woglom, Art 498S, spring 2020
- **1:00 - 2:00pm:** *Live Featured Student Presentations*  
**Zoom Link** - [Join Zoom Meeting](#) - Meeting ID: 98749152039
  - Cameron Miller: *A Geospatial Inventory of the Jacoby Creek Forest & Potential for Restoration Thinning*
  - Chant'e Catt: *Humboldt Tenant Landlord Collaboration Assessment*
  - Henry Solares, Travis Cunha, Casey McCullough, Leonard Henderson, Mary Virnoche: *Major-Based Peer Mentoring: A Process Evaluation of a 14 Department Program Scale Up*
  - Mishell Lopez Kirk: *The Effectiveness of A Matter of Balance on Rural Community Dwelling Veterans and Non Veterans*
  - Valetta Malofsky: *Cultural Starvation: Out of the Ashes We Rise*
  - Courtney Perry: *Effects of a Dual-Task Paradigm on Tandem Gait Performance After Concussion*

#### Friday, May 8, 2020

- **Friday Morning:** HSU Artifact Project (Jolien Olsen's English 103 Class)  
([Check back here for updates](#))  
Presentations by Jolien Olsen and Kimberly Stelter
  - **1:00-1:50pm:** *HSU Applied Ecological Restoration Research Symposium*  
**Zoom Link** – [Join Zoom Meeting](#) - Meeting ID: 925 6096 5458  
Alison O'Dowd, ESM 455, spring 2020
  - **2:00-3:00pm:** *Legacy Project Presentations*  
**Zoom Link** – [Join Zoom Meeting](#) - Meeting ID: 301463614  
Beth Wilson, ECON 490 Class, spring 2020
-

o **4:00- 5:00pm:** *Live Featured Student Presentations*

**Zoom Link - [Join Zoom Meeting](#)** - Meeting ID: 98749152039

- Samuel Lipiec, leanna Spoelstra, Dr. Alison Holmes: *Building Support for Study Abroad at HSU*
- Sarah Holden: *A Symbol of Hope: An Ethnographic Analysis of Religion and Disaster following the Camp Fire*
- Carrie Aigner, Nina Egbert, Brianna Roque, Heather Reynolds, Corinne Tighe, Kimberly Vazquez: *Examining Stigma as a Predictor of Formal vs Informal Help-Seeking Among College Students*
- Holli Pruhsmeier: *Avian Occurrence Data Extraction Using Python Programming*
- Adam Grimmitt: *The Effect of Turn Angle and Turn Frequency on the Energetic Cost of Running*
- Cade Freels, Carla P. Quintero, Samantha A. Anger, Joshua Maldonado, Will Gannett, Ruth Saunders: *Scaling Resistance with Channel Length for Carbon Nanotube Networks*

This year's virtual *ideaFest* is sponsored by the Office of Research & Sponsored Programs, Marketing & Communications, HSU's Center for Community Based Learning, and the HSU Library in collaboration with the Colleges.

**Humboldt State University Enrollment Management Update  
May 5, 2020**

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

**Continuing Student Retention & Registration Campaign**

As of May 4, 2020, 4,951 eligible undergraduate students have arrived at their window to register for Fall 2020 courses. To-date, 3,732 (74% of all eligible) undergraduate students have self-enrolled for Fall 2020 term. Of the 1,369 students who have not registered yet, 61% have a registration hold still on their account, leaving 39% (513) students with no holds and no self-enrollment after the start of their appointment window. Below, we provided summary data of our current status on registration and holds. The table below summarizes Fall 2020 registration by college:

	<b>Reg</b>	<b>%</b>	<b>Not Reg</b>	<b>%</b>	<b>Total</b>
CAHSS	944	70.87%	388	29.13%	1,332
CPS	985	74.45%	338	25.55%	1,323
CNRS	1,652	77.45%	481	22.55%	2,133
General	120	57.42%	89	42.58%	209

Overall, 4,170 (83.4%) out of 4,997 eligible undergrads have cleared their holds.

	<b>No Holds</b>	<b>%</b>	<b>Holds</b>	<b>%</b>	<b>Total</b>
CAHSS	1,125	84.46%	207	15.54%	1,332
CPS	1,116	84.35%	207	15.65%	1,323
CNRS	1,788	83.83%	345	16.17%	2,133
General	141	67.46%	68	32.54%	209

Whereas registration was not tracked in the past the way that we began monitoring registration trends last fall, we do not have prior-year trend data for comparison.

**Registrar Office Updates**

- The Office of the Registrar has offered six additional grading days for faculty, should they wish them. Grades are now due May 26 (instead of May 20)
- Following the approved seven-week extension, the deadline for students to select grade mode (either Credit/No-Credit or Letter) is this Friday, May 8.
- The Registrar's Office adjusted the sign-up date for transfer students to take advantage of the first registration session for transfers. New transfer students now have 'til May 15 (instead of May 1) to sign-up, which will get them into that first registration session that begins May 27.

## Financial Aid Packaging

Financial Aid packaging aid for 2020-21 continues on a weekly basis as FAFSAs reach are system and all verifications are completed. Accordingly, here is a summary of awards and packaging as of May 4, 2020:

- 7,516 students packaged, including
- 3,253 prospective first-time freshman and
- 1,211 prospective incoming transfers
- 209 incoming local freshmen were packaged with the Humboldt First scholarship



At this point last year, 10,003 students had been packaged. The lower number is partly due to lower number of applications, but also significantly slower processing time of verifications while working at home.

Additionally, the last two weeks of staff time has been fairly consumed with awarding Student Adversity Funds to students in desperate need of help. As of Monday morning (5/4), 118 requests had been processed since April 14, and over \$95,779 in emergency grants had been awarded, with amounts ranging from \$60 to \$2000. Most grants were \$500.

### Distribution of Student Adversity Fund Dollars to Students

loss of employment	78	48%
other	40	25%
housing insecurity	23	14%
food insecurity	15	9%
medical	6	4%
death in the family	1	1%
TOTAL	163	100%

### Distribution of CARES Fund Dollars

Under the CARES Act, the University has \$5,151,499 available to award directly to students who are currently enrolled. Approximately 5,000 students who filed a 19-20 FAFSA received automatic grant funds, with amounts ranging between \$500 and \$1,000, depending on their Expected Family Contribution and full-time or part-time status. The approximately 1400 students who did not file a FAFSA are eligible to receive \$500 in CARES funding by filling out a brief application to verify their general eligibility for federal aid. Applications are due no later than June 15. Grants have already been processed and students with direct received grant funds last week. Checks have been mailed to the current mailing address of students who don't have direct deposit. Students were given an opportunity to verify addresses prior to distributing the funds.

California Dream Act students, International students, and students in exclusively online programs (e.g., Leadership Studies) are not eligible for CARES funding due to federal mandate. These students may be eligible for grants from different funding sources and have been notified to fill out an application through Financial Aid.

## Fall 2020 Admissions

We are currently **-9.97%** (n=1732) behind last year's number of confirmed students (n=1749). Last week, we were experiencing a **+8.85%** increase in new student enrollment as compared to the prior year. While this week's status is relatively flat and last week's position was positive, we still trail the **57.44%** increase in confirmations that stood at the beginning of March. We will continue our diligent work to slow the melt in our gains and focus on student yield. Here are our Fall 2020 admission trends to-date:

### Applicants

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	130	4.84%	124	-2.36%	127	-27.01%	174	-5.43%	184	
First-time UG	7,798	-24.00%	10,261	-6.22%	10,942	-4.43%	11,449	-11.64%	12,957	
Lower-div xfer	350	-20.27%	439	-14.09%	511	139.91%	213	80.51%	118	
Masters	412	-3.29%	426	-7.99%	463	-8.68%	507	12.92%	449	
Returning UG	114	-14.93%	134	-6.94%	144	-28.71%	202	2.02%	198	
Second Bachelor	57	3.64%	55	19.57%	46	170.59%	17	30.77%	13	
Unclassified PB	4	100.00%	2	-66.67%	6	50.00%	4	-55.56%	9	
Upper-div xfer	3,188	-6.46%	3,408	-8.73%	3,734	-0.77%	3,763	2.12%	3,685	
Transitory	3	-72.73%	11	-21.43%	14	0.00%	14	-12.50%	16	
<b>Grand Total</b>	<b>12,056</b>	<b>-18.87%</b>	<b>14,860</b>	<b>-7.05%</b>	<b>15,987</b>	<b>-2.18%</b>	<b>16,343</b>	<b>-7.29%</b>	<b>17,629</b>	

### Admits

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	1	-97.14%	35	#DIV/0!	0	-100.00%	30	#DIV/0!	0	
First-time UG	6,372	-27.18%	8,750	7.15%	8,166	-12.19%	9,300	-5.80%	9,873	
Lower-div xfer	177	-23.71%	232	23.40%	188	118.60%	86	258.33%	24	
Masters	223	7.73%	207	6.15%	195	-6.70%	209	-7.93%	227	
Returning UG	73	19.67%	61	-20.78%	77	-12.50%	88	-17.76%	107	
Second Bachelor	39	62.50%	24	-7.69%	26	136.36%	11	57.14%	7	
Unclassified PB	1	0.00%	1	-50.00%	2	-33.33%	3	0.00%	3	
Upper-div xfer	2,673	-8.36%	2,917	-6.15%	3,108	-0.06%	3,110	6.40%	2,923	
Transitory	3	-70.00%	10	-28.57%	14	7.69%	13	-18.75%	16	
<b>Grand Total</b>	<b>9,562</b>	<b>-21.86%</b>	<b>12,237</b>	<b>3.91%</b>	<b>11,776</b>	<b>-8.36%</b>	<b>12,850</b>	<b>-2.50%</b>	<b>13,180</b>	

### Confirmed

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	0	-100.00%	10	#DIV/0!	0	-100.00%	9	#DIV/0!	0	
First-time UG	672	-17.24%	812	-24.11%	1070	-23.24%	1394	9.76%	1270	
Lower-div xfer	85	1.19%	84	9.09%	77	113.89%	36	176.92%	13	
Masters	119	9.17%	109	-7.63%	118	-16.31%	141	13.71%	124	
Returning UG	41	78.26%	23	-36.11%	36	-7.69%	39	14.71%	34	
Second Bachelor	18	157.14%	7	-36.36%	11	120.00%	5	66.67%	3	
Unclassified PB	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	-100.00%	1	
Upper-div xfer	794	12.78%	704	-16.09%	839	-16.93%	1010	28.83%	784	
Transitory	3	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>1732</b>	<b>-0.97%</b>	<b>1749</b>	<b>-18.73%</b>	<b>2152</b>	<b>-18.30%</b>	<b>2634</b>	<b>18.17%</b>	<b>2229</b>	

## Campus Housing

We are experiencing an overall decline (**-13.00**) in the number of students who have confirmed housing assignments. While we continue to see positive increases in returning students applying to live on campus (**+4.42%**), this growth has been cannibalized by the decrease in the number of new students who have confirmed their intent to reside in on-campus housing (**-24.41%**). For the past three years we have seen a decline in First Year students applying for on campus housing, consistent with the general decrease in First Year Students applying to the university.

### Housing Applications Started

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	Apps		Apps		Apps		Apps		Apps	
Continuing	56	19.15%	47	-4.08%	49	0.00%	49	-7.55%	53	
New Freshman	755	-38.37%	1,225	-20.14%	1,534	-4.13%	1,600	-16.58%	1,918	
New Transfer	437	-16.28%	522	-16.08%	622	10.68%	562	11.51%	504	
Resident	946	-12.41%	1,080	-2.09%	1,103	18.86%	928	18.67%	782	
<b>Grand Total</b>	<b>2,194</b>	<b>-23.66%</b>	<b>2,874</b>	<b>-13.12%</b>	<b>3,308</b>	<b>5.38%</b>	<b>3,139</b>	<b>-3.62%</b>	<b>3,257</b>	

### Housing Applications Completed

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	Apps		Apps		Apps		Apps		Apps	
Continuing	33	26.92%	26	-16.13%	31	-6.06%	33	6.45%	31	
New Freshman	530	-38.52%	862	-24.05%	1,135	-9.78%	1,258	-12.27%	1,434	
New Transfer	350	-6.91%	376	-19.31%	466	4.48%	446	13.20%	394	
Resident	878	-10.41%	980	-4.95%	1,031	18.23%	872	18.00%	739	
<b>Grand Total</b>	<b>1,791</b>	<b>-20.19%</b>	<b>2,244</b>	<b>-15.73%</b>	<b>2,663</b>	<b>2.07%</b>	<b>2,609</b>	<b>0.42%</b>	<b>2,598</b>	

### Housing Occupancy

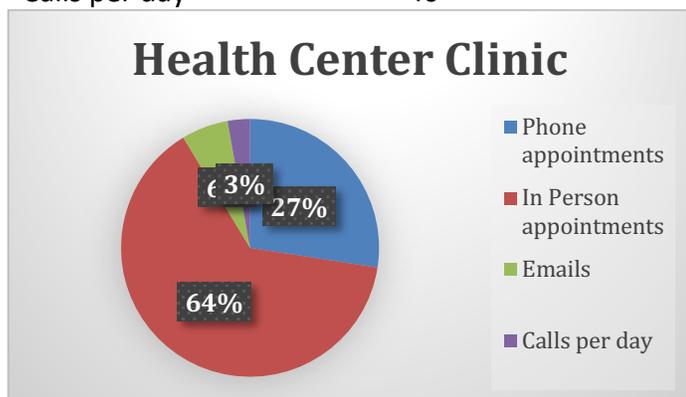
	Fall 2019		Fall 2018		Fall 2017		Fall 2016		Fall 2015	
	Occupancy		Occupancy		Occupancy		Occupancy		Occupancy	
Continuing	17	-19.05%	21	5.00%	20	11.11%	18	-25.00%	24	
New Freshman	675	-24.41%	893	-11.67%	1011	-10.93%	1135	-7.27%	1224	
New Transfer	273	-17.52%	331	8.88%	304	7.42%	283	-5.35%	299	
Resident	708	4.42%	678	12.07%	605	16.35%	520	14.79%	453	
<b>Grand Total</b>	<b>1673</b>	<b>-13.00%</b>	<b>1923</b>	<b>-0.88%</b>	<b>1940</b>	<b>-0.82%</b>	<b>1956</b>	<b>-2.20%</b>	<b>2000</b>	

## Enrollment Management Distance Service Delivery Outcomes

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

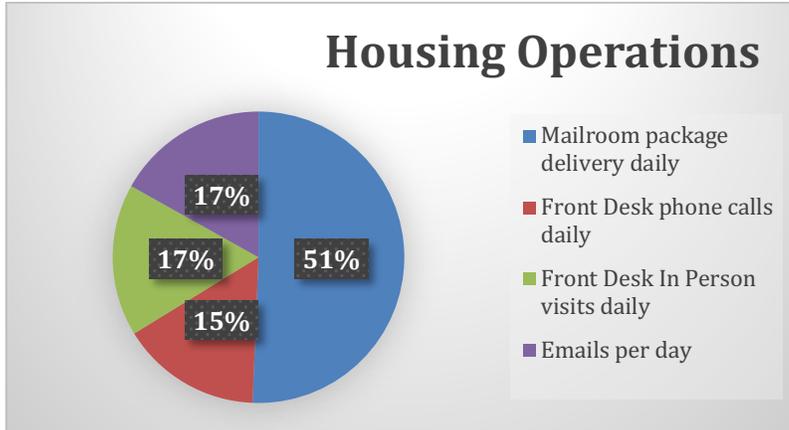
### Health Center Clinic

Phone appointments	393
In Person appointments	915
Emails	84
Calls per day	40



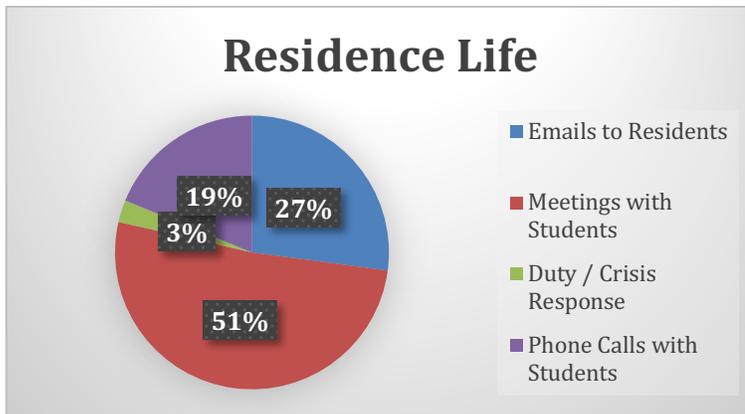
### Housing Operations

Mailroom package delivery daily	195
Front Desk phone calls daily	60
Front Desk in Person visits daily	65
Emails per day	65



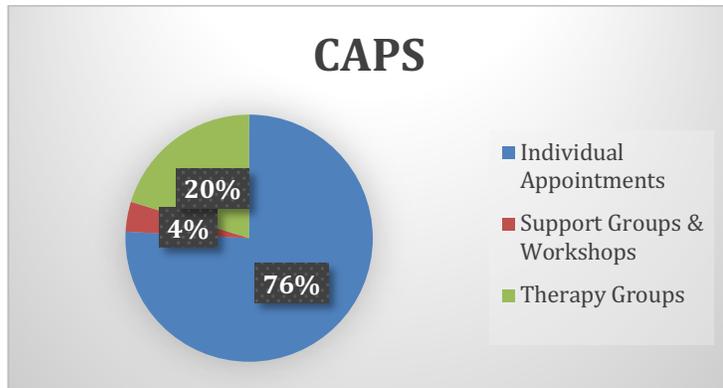
### Residence Life

Emails to Residents	352
Meetings with Students	668
Duty / Crisis Response	34
Phone Calls with Students	244



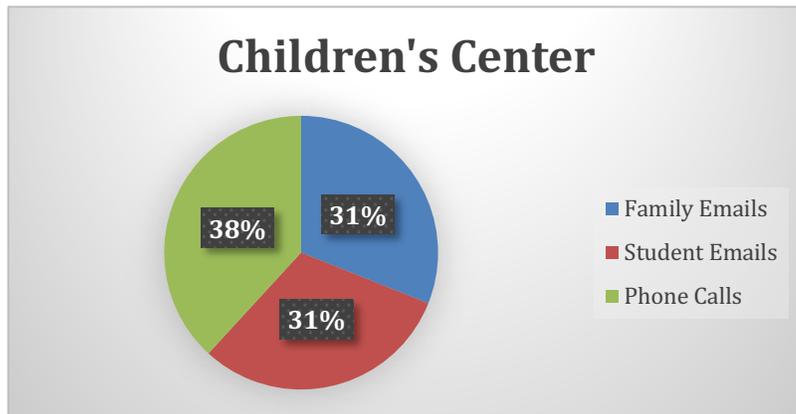
**Counseling and Psychological Services**

Individual Appointments	562
Support Groups & Workshops	29
Therapy Groups	150



**Children's Center**

Family Emails	126
Student Emails	125
Phone Calls	155



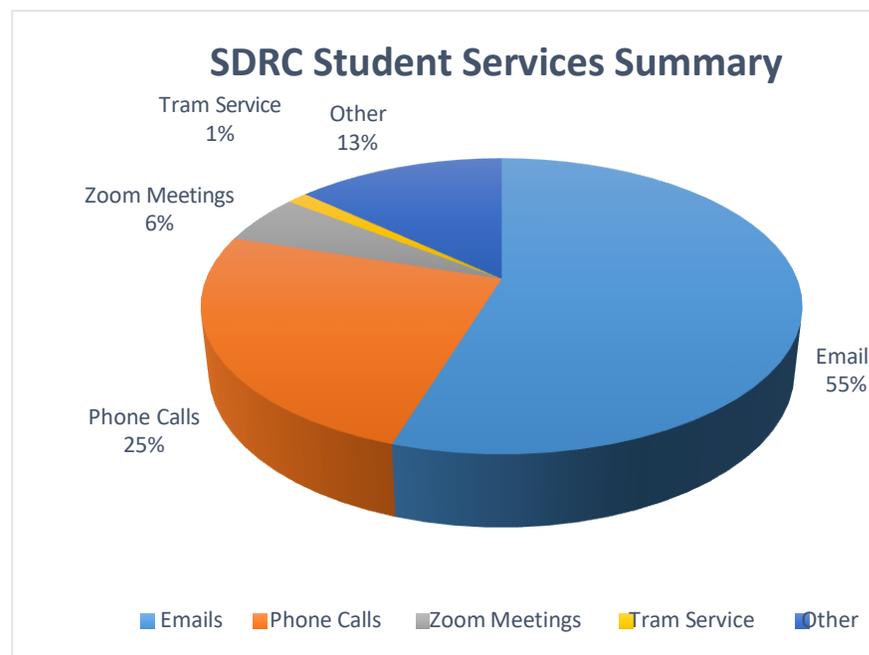
## Student Disability Resource Center

	Linda	Cassandra	Mary	Kim	SDRC	Totals
<b>Zoom Meetings</b>						
w/students		2	5	3		
w/staff	19	4		7		
w/faculty	2					
class sessions		3				
w/ITS		3				
w/Roger	1	1		1		
w/Linda		10				
<b>TOTALS</b>	<b>22</b>	<b>23</b>	<b>5</b>	<b>11</b>		<b>61</b>
<b>Service Requests</b>						
help desk	8		5			
ARC	3					
<b>TOTALS</b>	<b>11</b>		<b>5</b>			<b>16</b>
<b>Emails</b>						
w/students	20	39	33			
w/faculty	5	50	37			
w/staff	75					
ITS		100				
other	66			100	93	
<b>TOTALS</b>	<b>166</b>	<b>189</b>	<b>70</b>	<b>100</b>	<b>93</b>	<b>618</b>
<b>Webinars</b>						
Disability Issues			2			
<b>TOTALS</b>			<b>2</b>			<b>2</b>
w/students	12		28	93		
w/staff	33	10		25		
w/faculty				15		
other	25				39	
<b>TOTALS</b>	<b>70</b>	<b>10</b>	<b>28</b>	<b>133</b>	<b>39</b>	<b>280</b>

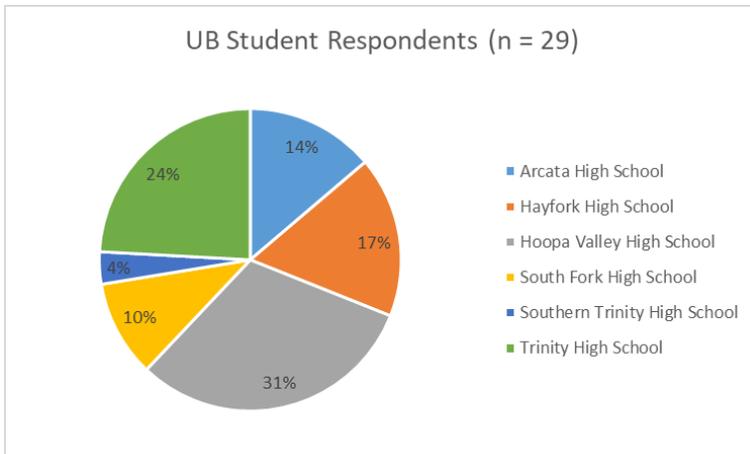
<b>Other SDRC Services</b>			15	<b>15</b>
<b>Tram Rides</b>				
<b>Assignment/Notes</b>		11	17	<b>28</b>
<b>Equip Returns</b>			26	<b>26</b>
<b>Student Staff Questions</b>			75	<b>75</b>
<b>Online Assigned Training</b>	3	1		<b>4</b>

**Student Disability Resource Center Summary of Services 3/16-4/9, 2020**

Emails	618
Phone Call	280
Zoom Meeting	61
Tram Services	15
Other	151 (Equip Returns, Student Asst Questions, Assignments/Notes, webinars)



## Upward Bound Technology & Connectivity Assessment Survey



### Internet Access

- 83% have a computer at home
  - 1/3 share the computer with another family member
- 97% have access to the internet at home
- 93% have phone access to the internet
- 83% have a data plan
- 41% have access to a hot-spot

### Academic Engagement

- 67% of students receive online instruction (Google Classroom or Khan Academy)
- 21% have been assigned homework packets

### Social-Emotional Well being

One-Word answer to “how do you feel right now:

- 45% are feeling Tired or Bored
- 24% are feeling Anxious, Distressed, or Confused
- 17% are feeling Good or Great
- 10% are feeling Isolated or Depressed

## GEAR UP

Gear Up Team efforts have been focused on supporting the school system during this unexpected event. Regular communications with school administrators and community partners began immediately upon news of school closures.

Working with the school sites and community partners, the Gear UP Program began with:

- 1) increasing our social media content
- 2) identifying key students for whom to connect, tutor and advise
- 3) Collaborate to meet school needs.

### 1. Social Media Connections

Facebook Insights (Mar.14 – Apr.10)

- 27 new student cohort likes since 4/6
- 245 post engagements
- 2,917 people reached
- On average 60 students/ day view posts

INSTAGRAM Followers:

- 226 Eureka High School
- 76 Hoopa High School
- 42 Del Norte High School

### 2. Identify Key Students for Whom to Connect, Tutor and Advise Eureka High School:

- Email outreach to 506 students (258 Seniors + 248 Juniors)
- Individual virtual meetings with 23 students (college prep advising)
- Individual outreach to 11 students (mentoring services)
- 3 on-line tutoring sessions

Hoopa High School:

- Direct phone contacts with 48 students & families

Del Norte High School:

- Zoom meetings with 8 students
- Phone contacts to 44 students & parents
- 11 on-line tutoring sessions.

### 3) Meeting school needs

Each school varies in their readiness regarding the virtual learning environment. The GEAR UP advisors have joined school-wide efforts open in assisting with school needs:

- Supporting Students to complete required courses for graduation, including A-G college prep
- Math tutorial support

**Testing Center Services Summary**

*Spring 2020 Trends*

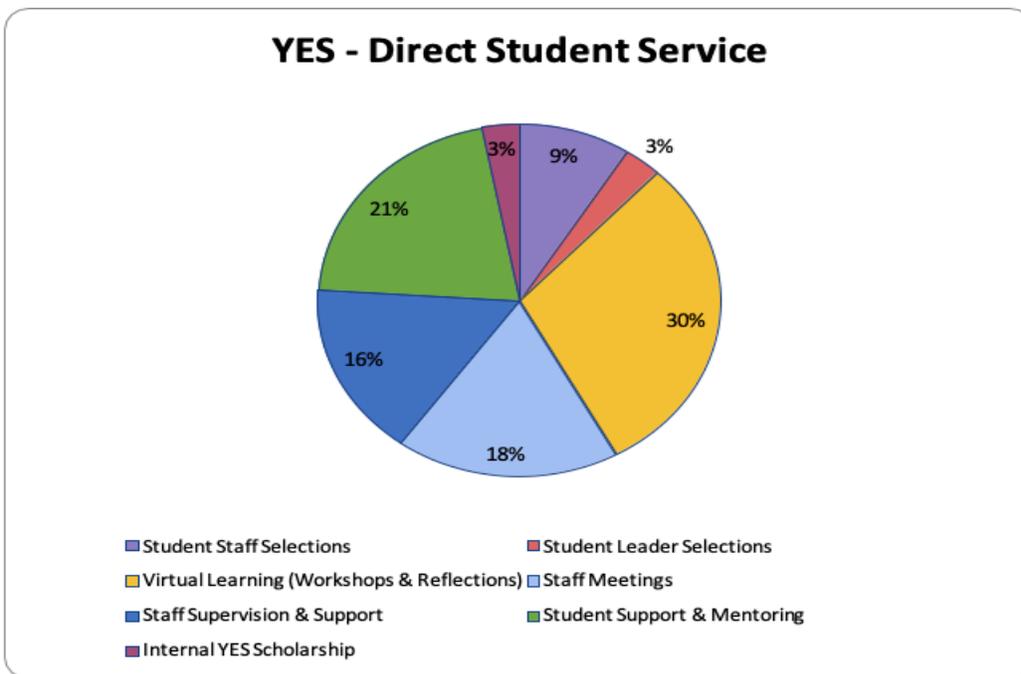
<b>Number of Candidates: Before and After Shelter-in-Place</b>		
	Jan-Mar	Mar-Apr
	Before Covid	After Covid
PearsonVue (Jan-Mar)	230	24
*Prometrics (Jan-Feb)	18	1
PSI (Jan-Apr)	30	2
Correspondence	21	1

*\*Prometrics has cancelled all GREs and TOEFLS administered in testing centers. The GRE and TOEFL will be administered online through ProctorU during the shutdown..*

Most phone and email inquiries are in regard to the CBEST, CSET, and RICA exams. These exams are required by the Education Department for candidates entering the credentialing program.

**YES**

<b>Y.E.S. Direct Student Services</b>	<b>Percentage of Time</b>
Student Staff Selections	9.00%
Student Leader Selections	3.00%
Virtual Learning (Workshops & Reflections)	30.00%
Staff Meetings	18.00%
Staff Supervision & Support	16.00%
Student Support & Mentoring	21.00%
Internal YES Scholarship	3.00%





# Special Population Registration Campaign

## Custom Dashboard for Enrollment Management

~ Expertly Handcrafted ~  
 Office of Institutional Effectiveness  
 ~ Freshness Date ~  
 5/4/2020 7:46:50 AM  
 [em\_special\_pop\_dashboard]

### About These Data

Data in the Strategic Data Repository (SDR) is a combination of a snapshot of the previous day's data and data captured at various points of the semester. This dashboard also captures live data extracted from Peoplesoft. The date and time shown in the freshness stamp above shows the exact extraction time for all three types of data (Census, one day ago, and live). Due to the use of these three sources of data, these data may not match other reports produced by OIE. The data is refreshed twice a day (7-8am and 12-1pm).

### Registration Dates and Time by Registration Group

Day of the Week	Description	Start Date	Start Time
Mon	PBAC Priority Groups	4/13/2020	8:30 AM
Mon	PBAC (2BA) Priority Groups	4/13/2020	8:30 AM
Mon	UGRD Priority Groups	4/13/2020	9:00 AM
Tue	PBAC Continuing Students	4/14/2020	8:30 AM
Tue	PBAC (2BA) Continuing Students	4/14/2020	8:30 AM
Tue	Continuing Senior	4/14/2020	12:00 PM
Wed	Continuing Senior	4/15/2020	8:30 AM
Thur	Continuing Junior	4/16/2020	8:30 AM
Fri	Continuing Junior	4/17/2020	8:30 AM
<b>WEEKEND</b>			
Mon	Continuing Sophomore	4/20/2020	8:30 AM
Tue	Continuing Sophomore	4/21/2020	8:30 AM
Tue	Continuing Freshmen	4/21/2020	12:00 PM
Wed	Continuing Freshmen	4/22/2020	8:30 AM
Thu	Continuing Freshmen	4/23/2020	8:30 AM

### Dropped and Withdrawn

Dropped	Not Withdrawn	Withdrawn	Grand Total
Not Dropped	5,036		5,036
Dropped	2	1	3
Grand Total	5,038	1	5,039

### Registration Status by Registration Date

				April								
				13	14	15	16	17	20	21	22	24
Block Enr..	Self-registered	Dropped	Withdrawn	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Friday
Block Enr..	Not Self-registered	Not Dropped	Not Withdrawn	1					2	10	18	
	Not Self-registered	Not Dropped	Not Withdrawn	164	161	95	217	141	232	144	75	44
Not Block Enrolled		Dropped	Not Withdrawn	1	1							
	Self-registered		Withdrawn		1							
		Not Dropped	Not Withdrawn	636	559	395	783	368	574	340	55	22



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### Eligible Students by Registration Day

13 Monday	14 Tuesday	15 Wednesday	16 Thursday	April 17 Friday	20 Monday	21 Tuesday	22 Wednesday	24 Friday
801	720	490	1,000	509	808	494	148	66

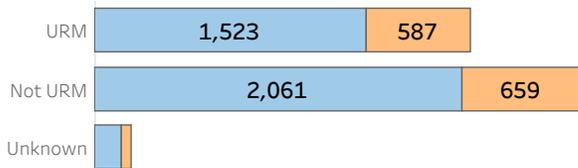
### Dashboard Filter(s)

- Admit Year  
All
- Admit Term  
All
- Admit Type  
All
- College  
All
- Department  
All
- Current Athlete  
All
- Housing  
All
- Last Enrolled Term  
All
- Class Level  
Multiple values
- Dropped  
Not Dropped
- Withdrawn  
Not Withdrawn
- Any Hold  
All

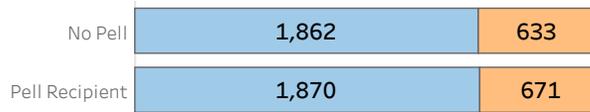
### Total Count of Students Registered / Not Registered



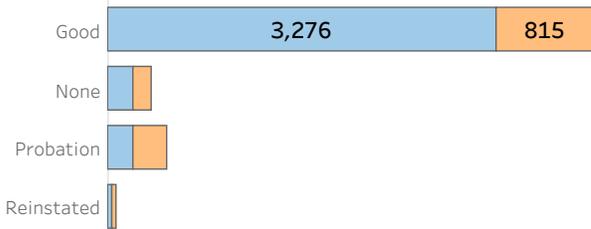
### URM Students Registered / Not Registered



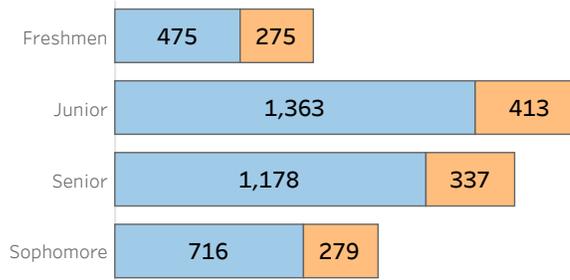
### Pell Students Registered / Not Registered



### Academic Standing Registered / Not Registered



### Grade Level Registered / Not Registered



Data Glossary

<https://ie.humboldt.edu/data-glossary>



# Special Population Registration Campaign

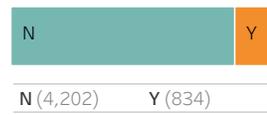
## Custom Dashboard for Enrollment Management

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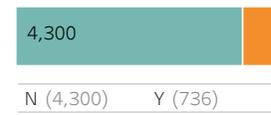
### Academic Standing

Class Level	Good	None	Probation	Reinstated	Grand Total
Freshmen	480	37	228	5	750
Junior	1,422	195	135	24	1,776
Senior	1,361	85	37	32	1,515
Sophomore	828	55	101	11	995
Grand Total	4,091	372	501	72	5,036

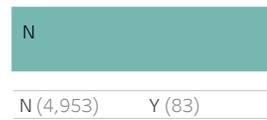
### Any Hold



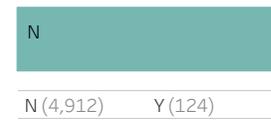
### Advising Hold



### Financial Hold



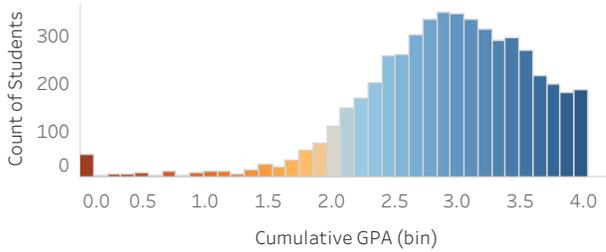
### Vaccination Hold



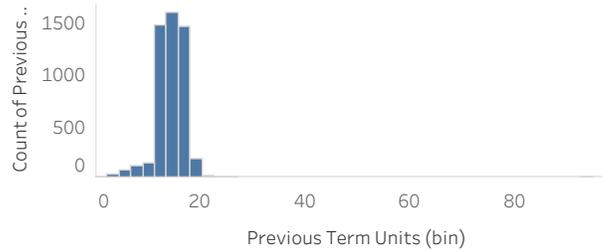
### Dashboard Filter(s)

- Admit Year: All
- Admit Term: All
- Admit Type: All
- College: All
- Department: All
- Current Athlete: All
- Housing: All
- Last Enrolled Term: All
- Class Level: Multiple values
- Dropped: Not Dropped
- Withdrawn: Not Withdrawn
- Any Hold: All

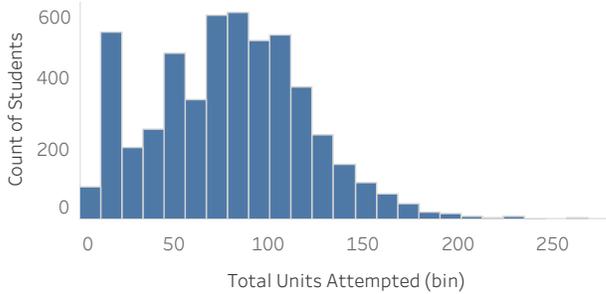
### Cumulative GPA



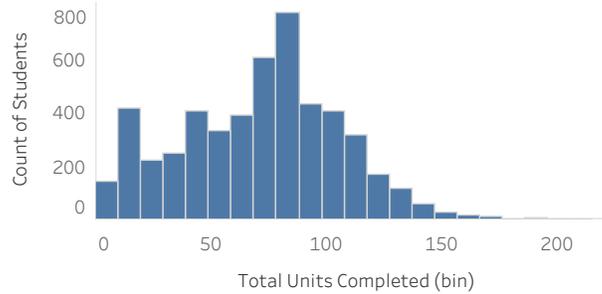
### Term Units Enrolled



### Total Units Attempted



### Total Units Completed



### Data Glossary

<https://ie.humboldt.edu/data-glossary>



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 Office of Institutional Effectiveness  
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### Percent of Students Registered / Not Registered by Primary College and Department

#### Arts, Hum & Soc Sci

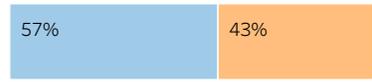
Registered / Not Registered



	Not Self-registered	Self-registered
PHIL	25% (n=5)	75% (n=15)
GEOG	19% (n=7)	81% (n=29)
INTL	16% (n=5)	84% (n=27)
THEA	19% (n=21)	81% (n=87)
WLC	27% (n=4)	73% (n=11)
ENST	22% (n=27)	78% (n=96)
HIST	40% (n=31)	60% (n=47)
ENGL	34% (n=44)	66% (n=84)
COMM	26% (n=20)	74% (n=57)
ART	27% (n=47)	73% (n=128)
ANTH	29% (n=25)	71% (n=60)
SOC	28% (n=65)	72% (n=169)
POLI	36% (n=27)	64% (n=47)
JMC	34% (n=18)	66% (n=35)
NAS	50% (n=5)	50% (n=5)
RS	29% (n=2)	71% (n=5)
CRGS	31% (n=9)	69% (n=20)
MUS	54% (n=26)	46% (n=22)

#### General Studies

Registered / Not Registered



	Not Self-registered	Self-registered
UNDA	43% (n=89)	57% (n=120)

#### Natural Resources & Sci

Registered / Not Registered



	Not Self-registered	Self-registered
GEOG	30% (n=17)	70% (n=39)
OCN	27% (n=13)	73% (n=36)
ENGR	27% (n=52)	73% (n=140)
BIOL	21% (n=131)	79% (n=500)
ESM	19% (n=66)	81% (n=275)
WLDF	13% (n=35)	87% (n=242)
FISH	16% (n=8)	84% (n=43)
PHYX	26% (n=13)	74% (n=37)
FWM	25% (n=56)	75% (n=168)
CS	37% (n=41)	63% (n=70)
MATH	41% (n=22)	59% (n=32)
CHEM	28% (n=27)	72% (n=70)

#### Professional Studies

Registered / Not Registered



	Not Self-registered	Self-registered
SW	19% (n=24)	81% (n=100)
ECON	30% (n=8)	70% (n=19)
BUS	28% (n=96)	72% (n=248)
EDUC	21% (n=18)	79% (n=67)
KRA	26% (n=75)	74% (n=213)
PSYC	27% (n=100)	73% (n=275)
CD	21% (n=17)	79% (n=63)



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### Percent of Students Registered / Not Registered by Primary College and Major Program

#### Arts, Hum & Soc Sci

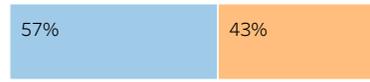
Registered / Not Registered



	Not Self-registered	Self-registered
ARTF	20% (n=3)	80% (n=12)
ISDS		100% (n=10)
FREN	29% (n=2)	71% (n=5)
PHIL	25% (n=5)	75% (n=15)
GEOG	19% (n=7)	81% (n=29)
INTL	16% (n=5)	84% (n=27)
SOC	28% (n=19)	72% (n=49)
EST	22% (n=27)	78% (n=96)
THEA	33% (n=11)	67% (n=22)
FILM	15% (n=10)	85% (n=55)
HIST	40% (n=31)	60% (n=47)
ENGL	34% (n=44)	66% (n=84)
COMM	25% (n=19)	75% (n=57)
ANTH	29% (n=25)	71% (n=60)
ART	28% (n=44)	73% (n=116)
PSCI	36% (n=27)	64% (n=47)
JN	34% (n=18)	66% (n=35)
SPAN	25% (n=2)	75% (n=6)
CJS	28% (n=46)	72% (n=120)
NAS	50% (n=5)	50% (n=5)
RS	29% (n=2)	71% (n=5)
RGSS	31% (n=9)	69% (n=20)
MUS	54% (n=26)	46% (n=22)
SC	100% (n=1)	

#### General Studies

Registered / Not Registered



	Not Self-registered	Self-registered
UNDE	43% (n=89)	57% (n=120)

#### Natural Resources & Sci

Registered / Not Registered



	Not Self-registered	Self-registered
GEOG	30% (n=17)	70% (n=39)
OCN	27% (n=13)	73% (n=36)
ERE	27% (n=52)	73% (n=140)
ESM	19% (n=62)	81% (n=273)
BIOL	22% (n=82)	78% (n=297)
ZOOL	21% (n=36)	79% (n=133)
WLDF	13% (n=35)	87% (n=242)
BOT	16% (n=13)	84% (n=70)
FISH	16% (n=8)	84% (n=43)
PHYX	26% (n=13)	74% (n=37)
FOR	26% (n=49)	74% (n=141)
CSCI	37% (n=41)	63% (n=70)
RRS	21% (n=7)	79% (n=27)
MATH	41% (n=22)	59% (n=32)
CHEM	28% (n=27)	72% (n=70)
ENS	67% (n=2)	33% (n=1)
EMP	67% (n=2)	33% (n=1)

#### Professional Studies

Registered / Not Registered



	Not Self-registered	Self-registered
LSCE	40% (n=4)	60% (n=6)
SW	19% (n=24)	81% (n=100)
ECON	30% (n=8)	70% (n=19)
BA	28% (n=96)	72% (n=248)
LSEE	20% (n=17)	80% (n=67)
KIUG	26% (n=59)	74% (n=168)
PSYC	27% (n=100)	73% (n=275)
RADM	26% (n=16)	74% (n=45)
LSCD	19% (n=13)	81% (n=57)
LSEI	100% (n=1)	

## Provost and Vice President for Academic Affairs

May 4, 2020

VPAA Divisional Update

Provided by Interim Provost, Lisa Bond-Maupin

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### Academic Affairs Bright Spots

The Northern California Small Business Development Center (Norcal SBDC) is a program of Humboldt State University Sponsored Programs Foundation (HSU SPF) that provides non-credit business training and consulting throughout 36 counties in Northern California.

Since March 9<sup>th</sup> when California started to "shut down" as a result of the COVID-19 crisis, Norcal SBDC has been on the frontline helping small businesses with loans, layoff assistance, and other considerations related to business survival over the next year. In these past 7 weeks Norcal SBDC has provided just over 10,000 1-on-1 confidential consulting appointments via phone and zoom, conducted webinar training sessions with over 6,000 attendees, and provided quick answers and referrals 35,000 times via email and phone. To respond to the overwhelming level of need, Norcal SBDC established a new toll-free number-- **1-833-ASK-SBDC** -- and staffed it with a full call center of at-home financial experts. As part of the surge in COVID-19 response, Norcal SBDC is in process of hiring 14 additional staff members, 4 new part-time student positions, and has contracted with approximately 75 additional business consultants.

HSU's SBDC Lead Center is currently awaiting an additional **\$7.1M** in Small Business Administration (SBA) funds allocated by congress through the CARES Act. These additional funds will pay for continued business support through the "re-opening" of the State, and businesses owners trying to salvage their enterprises. Recently, this work was mentioned (see quote below) in [a Forbes article](#).

<https://www.forbes.com/sites/allbusiness/2020/04/24/how-to-get-1000-if-you-are-a-freelancer-gig-worker-or-independent-contractor/#65cffe3f5bea>

"If you can't get through to the SBA, try contacting the [Small Business Development Center \(SBDC\)](#) in your area. For example, the Northern California SBDC has been extremely helpful, and you can actually talk to a person live. (See [www.asksbdc.com](http://www.asksbdc.com) or call 833-ASK-SBDC.) Advisors can help you with both the PPP loan process and the EIDL loans/grants as well as special programs in your state."

Thank you and congratulations to our SBDC colleagues for your exemplary work to keep our small businesses viable.

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### Progress Report on Division Priorities

#### Academic Master Planning

Our ICC and AMP senate committee colleagues and our Vice Provost have been holding open feedback sessions as they work to finalize the principles guiding our Academic Master Planning and identify organizing themes in anticipation of continued robust planning in the Fall. These sessions have been well attended by students, staff and faculty. They have generated pages and pages of excellent insight and input. There will continue to be regular updates at University Senate and the planners will share emergent themes as feedback is synthesized. I so appreciate the leadership of our colleagues and all participation in this process. It is exciting to work together to reinforce and underscore our commitments to what makes us unique in the CSU and beyond, while we also use data on students' curricular needs to envision our future.

## Working with a Reduced Budget

We are finalizing our division budget plan for FY 21 in the next week or so deploying the strategies and timeline I included in my earlier reports. I am, with other Vice Presidents speaking to questions raised about budget reductions at a time-certain session during the 5/5 meeting. Our second and third-year of reductions will be guided by our new Provost and will require our willingness to continue to reorganize and streamline our work to creatively serve our smaller student body and to accommodate some continued MPP, staff and faculty retirements and resignations.

## Preparing for Fall, 20

As we complete our budget plans for next fiscal year, we are turning our attention as a leadership group to planning for the Fall. Academic Affairs received a commitment from the President to financially support our faculty professional development work this summer in preparation for the best Fall of teaching and learning possible under any scenario. Information about continued learning opportunities for faculty this summer is forthcoming from the Center for Teaching and Learning. Guidelines for faculty participation and compensation will be provided soon, along with information about our professional development curricula and summer schedule. Students will also have the opportunity to connect this summer for ongoing support to make the most of our teaching in whatever forms it takes in the Fall. And our colleagues in ITS will continue to make certain that all students, staff and faculty have the necessary tools to fully engage and succeed.

At this point, preparation for and decision making about Fall instruction is the primary agenda item for my and the President's regular meetings with our CSU counterparts. All CSU campuses are wrestling with very similar issues and we are moving together as a system in some important ways related to the timing of decision making, public health protocols and modeling, social distancing considerations, and summer preparation for varying scenarios. The Provosts are hopeful that we will have a CSU-wide, first-round decision (subject to change) before this semester ends. We understand how important it is that students and faculty have a much better sense of what is ahead for Fall. We also want to be in the position to reassure our students that we have them covered – no matter what.

We can anticipate that social distancing, increased sanitization, and some form of protective covering will be required of us IF we return to being together physically in any way this Fall. That is still an open question for the State and CSU. There is no decision yet. If we do, the capacity of our regular instructional spaces will be reduced to account for distancing and we will be slowed in transition between sessions for sanitizing. We can anticipate the capacity of each lab, studio, classroom, etc. to be reduced by at least half. This means that serving all enrolled students in a given lab or course will require additional sessions. New capacity information has been provided to the Deans for planning. And they are working with the department chairs to analyze the Fall schedule in this context.

There is no decision yet about Fall instruction. Even in our likely best-case scenario of social distancing, we will need to continue with some of our instruction being offered through alternative modalities/online in the Fall. This need is underscored by the limitations of a reduced instructional physical capacity, the possibilities that some of our students will not be able to return to the area or safely be around others, and the likelihood that some of our staff and faculty will continue to need to remain at home for health reasons as long as we are experiencing a pandemic. This is a fluid and complicated situation that requires investment from HSU and our flexibility, creativity, and determination to have the best Fall possible. I anticipate that Fall instructional planning will be our primary focus in Academic Affairs and beyond for the foreseeable future. I will work to keep you fully informed as our view becomes clearer.

## Thoughts on the Value of our Academic Programs and Cross-Disciplinary Contributions

I have a heightened sense of the centrality and vitality of our academic fields of study in this pandemic. This reinforces in me a determination to elevate and promote our societal role as a public university. When I turn on television news and listen to the experts talk about our global pandemic, I am able to imagine what our human experience and decision making would look like without the benefit of research, theory, critical analysis, philosophy, ethics, cultural study, creativity, and a free press. This collective but diverse pandemic experience nationally and globally reinforces our commitments to science in public and environmental interest and to ethical business and governmental practice. It also magnifies the health and other disparities we are working to expose and change. And it puts us in touch with our humanity and shared fate transcending all borders. It underscores the importance of

preparing for cross-cultural and transnational communication and collaboration. It reinforces the need for traditional ecological knowledge and indigenous ways of knowing. And it clarifies how much we rely on music, dance, writing and other forms of expression and creation to tell our human stories, come together, touch emotion, and cope. While we continue to move together to draw students into our learning community with us, we do so with a renewed sense that more than ever the world needs strong and viable public higher education and university-based scholarship and service.

### Diversity, Equity and Inclusion

The Office of Diversity, Equity and Inclusion, in collaboration with equity arcata (using the group's preferred spelling), delivered a [collective statement](#) to landlords and property managers and to our local press outlets. The intention of the action was to share [local resources](#) and bring awareness about how COVID-19 is affecting our community and our most vulnerable populations.

The purpose of the equity arcata community organization is to create a welcoming, safe, and racially equitable community. The equity arcata [Housing Working Group](#) is busy creating strategies to help address equity needs related to housing in our community.

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## Academic Affairs Announcements – [ideaFest Friday May 8, 2020](#)

### Welcome to [ideaFest 2020!](#)

We are all excited for the opportunity to support the dissemination of research & creative activities at Humboldt State University through a virtual symposium this year! We have many activities planned this week for students, staff, and faculty.

[Full Schedule of Events for ideaFest Week:](#)

#### Monday May 4, 2020

- Digital Gallery Viewing open all week long! To see this year's poster presentations [Click Here!](#)

#### Tuesday, May 5, 2020

- **12:00 - 1:00pm:** *Brain Booth Meditation Hour with Therése Scott. Join us for a session of Somatic meditation!*  
**Zoom Link** - [Join Zoom Meeting](#) - Meeting ID: 919 8144 9011  
Katia G. Karadjova, [Brain Booth](#) Librarian
- **12:00 - 1:00pm:** *A Celebration of Art, Education, and Partnerships with Local Schools*  
**Zoom Link** - [Join Zoom Meeting](#) - Meeting ID: 91099240325  
James Woglom, Art 498S, spring 2020
- **1:00 - 2:00pm:** *Live Featured Student Presentations*  
**Zoom Link** - [Join Zoom Meeting](#) - Meeting ID: 98749152039
  - Cameron Miller: *A Geospatial Inventory of the Jacoby Creek Forest & Potential for Restoration Thinning*
  - Chant'e Catt: *Humboldt Tenant Landlord Collaboration Assessment*
  - Henry Solares, Travis Cunha, Casey McCullough, Leonard Henderson, Mary Virnoche: *Major-Based Peer Mentoring: A Process Evaluation of a 14 Department Program Scale Up*
  - Mishell Lopez Kirk: *The Effectiveness of A Matter of Balance on Rural Community Dwelling Veterans and Non Veterans*
  - Valetta Malofsky: *Cultural Starvation: Out of the Ashes We Rise*
  - Courtney Perry: *Effects of a Dual-Task Paradigm on Tandem Gait Performance After Concussion*

#### Friday, May 8, 2020

- **Friday Morning:** HSU Artifact Project (Jolien Olsen's English 103 Class)  
([Check back here for updates](#))  
Presentations by Jolien Olsen and Kimberly Stelter
  - **1:00-1:50pm:** *HSU Applied Ecological Restoration Research Symposium*  
**Zoom Link** – [Join Zoom Meeting](#) - Meeting ID: 925 6096 5458  
Alison O'Dowd, ESM 455, spring 2020
  - **2:00-3:00pm:** *Legacy Project Presentations*  
**Zoom Link** – [Join Zoom Meeting](#) - Meeting ID: 301463614  
Beth Wilson, ECON 490 Class, spring 2020
-

o **4:00- 5:00pm:** *Live Featured Student Presentations*

**Zoom Link - [Join Zoom Meeting](#) - Meeting ID: 98749152039**

- Samuel Lipiec, leanna Spoelstra, Dr. Alison Holmes: *Building Support for Study Abroad at HSU*
- Sarah Holden: *A Symbol of Hope: An Ethnographic Analysis of Religion and Disaster following the Camp Fire*
- Carrie Aigner, Nina Egbert, Brianna Roque, Heather Reynolds, Corinne Tighe, Kimberly Vazquez: *Examining Stigma as a Predictor of Formal vs Informal Help-Seeking Among College Students*
- Holli Pruhsmeier: *Avian Occurrence Data Extraction Using Python Programming*
- Adam Grimmitt: *The Effect of Turn Angle and Turn Frequency on the Energetic Cost of Running*
- Cade Freels, Carla P. Quintero, Samantha A. Anger, Joshua Maldonado, Will Gannett, Ruth Saunders: *Scaling Resistance with Channel Length for Carbon Nanotube Networks*

This year's virtual *ideaFest* is sponsored by the Office of Research & Sponsored Programs, Marketing & Communications, HSU's Center for Community Based Learning, and the HSU Library in collaboration with the Colleges.

# HUMBOLDT STATE UNIVERSITY

ADMINISTRATIVE MEMO  
DRAFT VPAA 17-XX  
DATE:

SUBJECT: ACADEMIC CALENDAR 2021-2022

## FALL SEMESTER 2021

Fall semester begins	T	August 17, 2021
Fall Welcome		August 19, 2021
Faculty Development Day / Student Success	F	August 20, 2021
Meetings, workshops, testing, advising, registration	W - F	August 17-20, 2021
<b>Instruction begins</b>	<b>M</b>	<b>August 23, 2021</b>
Labor Day Holiday	M	September 6, 2021
Veterans Day Holiday	R	November 11, 2021
Fall Break	M - F	November 22-26, 2021
Instruction Ends	F	December 10, 2021
Final examinations	M - F	December 13-17, 2021
Evaluation day	W	December 22, 2021
Grading day	M	December 20, 2021
Grades due (by 11:59 p.m.)	W	December 22, 2021
Fall semester ends	W	December 22, 2021

## SPRING SEMESTER 2022

Spring semester begins	W	January 12, 2022
Spring Welcome / meetings	W	January 12, 2022
Faculty Development / Student Success	R	January 13, 2022
Meetings, testing, advising, registration	R - F	January 13-14, 2022
Martin Luther King Holiday	M	January 17, 2022
<b>Instruction begins</b>	<b>T</b>	<b>January 18, 2022</b>
Spring Break	M - F	March 14-18, 2022
Cesar Chavez Holiday	R	March 31, 2022
Instruction Ends	F	May 6, 2022
Final examinations	M - F	May 9-13, 2022
Commencement	S	May 14, 2022
Grading/evaluation days	M - W	May 16-18, 2022
Grades due (by 11:59 p.m.)	W	May 18, 2022
Spring semester and Academic Year ends	W	May 18, 2022

Fall Academic Days = 85    Spring Academic Days = 84  
 Fall Instructional Days = 78    Spring Instructional Days = 76  
**Total Instructional Days = 154**  
**Total Academic Days = 169**

Approved by University Senate on \_\_\_\_\_  
 Approved by President Jackson on \_\_\_\_\_  
 Approved by CSU on \_\_\_\_\_

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green & Gold" calendar issued annually by the Payroll Department.

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green and Gold" calendar issued annually by the Payroll Department.



ADMINISTRATIVE MEMO

DRAFT VPAA 17-XX

DATE:

SUBJECT: ACADEMIC CALENDAR 2022-2023

FALL SEMESTER 2022

Table with 3 columns: Event, Day, Date. Rows include Fall semester begins (W, August 17, 2022), Faculty Development Day (F, August 19, 2022), Instruction begins (M, August 22, 2022), Labor Day Holiday (M, September 5, 2022), Veterans Day Holiday (F, November 11, 2022), Fall Break (M-F, November 21-25, 2022), and Fall semester ends (R, December 22, 2022).

SPRING SEMESTER 2023

Table with 3 columns: Event, Day, Date. Rows include Spring semester begins (W, January 11, 2023), Faculty Development / Student Success (R, January 12, 2023), Instruction begins (T, January 17, 2023), Spring Break (M-F, March 13-17, 2023), Cesar Chavez Holiday (F, March 31, 2023), Commencement (S, May 13, 2023), and Spring semester and Academic Year ends (W, May 17, 2023).

Fall Academic Days = 85 Spring Academic Days = 85
Fall Instructional Days = 73 Spring Instructional Days = 73
Total Instructional Days = 146
Total Academic Days = 170

Approved by University Senate on
Approved by President Jackson on
Approved by CSU on \_\_\_\_\_

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green & Gold" calendar issued annually by the Payroll Department.

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green and Gold" calendar issued annually by the Payroll Department.

**HUMBOLDT STATE UNIVERSITY  
University Senate**

**Resolution on Classroom Disruptive Student Behavior Policy**

21-19/20-APC—May 5, 2020—Second Reading

**RESOLVED:** That the University Senate of Humboldt State University recommends to the Provost that the attached revisions to the Classroom Disruptive Student Behavior 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.*

**HUMBOLDT STATE UNIVERSITY  
University Senate**

**Resolution on Policy on Certificates**

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

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

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

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

**Sense of the Senate Resolution on Temporary Modification of Evaluations for Probationary Faculty and Lecturer Faculty affected by COVID-19 Pandemic**

23-19/20-FAC—May 5, 2020

**RESOLVED:** That the University Senate of Humboldt State University encourages the CSU and CFA to permit probationary faculty, at their option, to add another year to their tenure probationary period with no negative effect to their eventual tenure review, because of the disruption of the COVID-19 crisis; and be it further

**RESOLVED:** That the University Senate of Humboldt State University urges all levels of review for tenure-line faculty to adopt supportive and flexible policies regarding Retention, Tenure and Promotion that encompasses Spring, Summer, and Fall of 2020.

**RESOLVED:** That the University Senate of Humboldt State University urges all levels of review for lecturer faculty to be as flexible as possible in evaluating teaching effectiveness of lecturers during Spring, Summer, and Fall of 2020.

***RATIONALE:*** *As a result of the COVID-19 pandemic, numerous scholarly conferences and creative activities around the world were cancelled or delayed. Travel for scholarly/creative activities was blocked by shelter-in-place restrictions. Service activities were disrupted. Significant, unplanned investments of time were necessary to convert face-to-face classes into online venues. The ongoing, changing nature of the pandemic continues to force faculty to make significant unplanned decisions that do not allow for review committees to make normal review of faculty performance.*

# HUMBOLDT STATE UNIVERSTIY

## University Senate

### Resolution on Amendment to the eLearning Policy

24-19/20-ICC—May 5, 2020—Second Reading

**RESOLVED:** That the Humboldt State University Senate recommend to the Provost the attached eLearning Policy be approved; and be it further

**RESOLVED:** That this eLearning Policy replace the current policy #P17-04 *eLearning Quality Assurance Policy*; and be it further

**RESOLVED:** That this revised policy be effective immediately upon approval by the Provost.

**RATIONALE:** HSU's current eLearning policy references units and groups that no longer exist. It outlines contractual obligations, in particular around evaluation of online classes, that are no longer relevant.

The updated policy addresses course development and instruction at HSU in a way that better reflects the status and future of online learning at HSU. It directly aligns with eLearning policies at multiple CSU campuses, connects to HSU values, and includes specific reference to WASC and curriculum control requirements and procedures. Overall, it provides a pathway for the university to move courses to digital modalities at scale, while positioning authority for online course development within the departments, programs, and colleges.

# HSU eLearning Policy

**Month/Year Posted:**

**Policy Number:**

## **eLearning Policy**

### **Office of Academic Affairs**

Applies to: Faculty, Staff, Administrators and Students

Issued:

Revised: April 2019

Edited: April, 2019

Reviewed:

## **I. PREAMBLE**

HSU's value statements were considered when developing this policy. Learning in and out of the classroom is part of the HSU experience. We believe that "our primary responsibility is to provide the best possible education for today's world" and "that teaching excellence is of paramount importance as is learning excellence." The purpose of this policy is to further actualize HSU's values by establishing consistent academic quality and accessibility of all Humboldt State University online and hybrid courses and programs. Online and hybrid instruction will assist the University in achieving its mission while addressing three challenges: geographic accessibility; scheduling needs of a diverse student population with work, family and travel constraints; and enrollment growth. This policy is written with the intent and spirit that Humboldt State University faculty retains the responsibility for academic quality and integrity of all courses, programs and degrees, as well as excellence in academic instruction, across all modes of instruction. Moreover, it aligns with the [Online White Paper](#) from the Academic Senate of the CSU. This policy acknowledges the place of online instruction among the full range of evidence-informed practices and approaches for teaching and learning and is created to guide and promote high-quality, online and digital educational experiences for faculty and students consistent with the HSU experience.

## II. DEFINITIONS

**Accessible Design** – The design of learning materials and experiences distributed to students within a course of study or other learning environment that attends to the needs of people with disabilities and complies with the requirements of the Americans with Disabilities Act (ADA) of 1990.

**Online Asynchronous Instruction** – Term used to refer to types of computer mediated instruction that involve a time lag in participant contributions. While a cohesive dialogue may be accomplished, the participants see and contribute to that conversation in disrupted segments meaning that student interaction is not held at the same time of day.

**Face-to-Face (F2F) Course** - Instruction is conducted in real time, with student(s) and faculty present in the same location. Scheduled in-person face-to-face class sessions are not normally replaced with online activities. May use a course management system to post the syllabus and assignments and link to additional web-based material. A course in which less than twenty-five percent (25%) may be taught in an online fashion.

**Hybrid Course** – Courses where instructional time is approximately 50% or more of the scheduled course meeting time and learning activities are online. The purpose of a hybrid course is to take advantage of F2F and online learning (e.g. a class meets physically on Monday and Wednesday and the Friday meeting time is replaced by required online activities).

Hybrid Asynchronous: Course meets regularly in person with portions of the course conducted online in lieu of in person meeting.

Hybrid Synchronous: Course meets regularly in person with portions of the course conducted online at specific times.

**Online Course** – A course where 100% of the content is delivered online. There are no F2F meetings.

**Online Synchronous Instruction** – Terms used to refer to types of computer-mediated instruction that support an interactional mode without time lags. Some or entire course meets at specific designated times online. For example, video conferencing and online chat sessions are two types of computer mediated synchronous instruction. Some eLearning courses require learners and

teachers to convene at least once in real time. These meetings may take place in physical classrooms, in online chat spaces, through video conferencing or via other real time forums.

**Self-Support** – Instruction offered through self-support mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1054 and Education Code section 89708.

**State-Support** – State-support mode is the type of funding structure in which the university receives state appropriations for instruction offered.

**Technologically Enhanced** – Course where the instructor uses web-based technology to supplement/support class time and assignments.

### III. BASIC PRINCIPLES FOR ONLINE INSTRUCTION

The University values academic freedom and encourages instructional innovation to further learning excellence and student success. **Online** and **hybrid** course and program offerings shall contribute to the University goals of providing a distinctive educational experience, while working to eliminate opportunity gaps and meet retention and graduation goals. Faculty have the responsibility for academic oversight, as well as making decisions related to all courses, programs and degrees across modes of delivery.

Online and hybrid instruction represent one mode of instruction that may be considered by an individual faculty member, a faculty group, and/or an academic department. Nothing in this policy shall imply that online and hybrid instruction is the preferred mode of instruction.

Class size and instructor workload shall be determined by the Department in consultation with the college Dean. Class size and the related assigned workload (WTU) shall be a factor of expected instructor time commitment: Instructor time in online and hybrid environments is a function of course learning outcomes and the related time an instructor must commit to appropriately monitor, evaluate and participate in online interactions, as well as evaluate individual assignments.

## **A. Modes of Instruction (MOIs)**

1. Mode of Instruction (MOI) refers to the delivery method employed in an instructional setting. As such it represents one important component of pedagogical practice. MOI can vary from face-to-face to fully online instruction, with many variants in between. It is in the collective interest of the academic community: faculty, students, staff and administration to know what MOI is in use in specific classes in order to provide appropriate support, make efficient use of resources and have clarity regarding the extent and importance of academic technologies employed in any given class or learning environment.
2. The class schedule will clearly note the course Mode of Instruction so students know when registering for a course if the course is traditional, hybrid or fully online. Students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.

## **B. Student Support, Rights, and Information**

1. Students have the right to know the modes of delivery (including any on-campus meeting requirements, and technological requirements) of each course section, program, and degree offered by the University. Students will have access to this information before enrolling in a course section or program.
2. The Class Schedule shall notify students of any software and hardware requirements for participation in online courses and activities.
3. Support consistent with that available to all other HSU students (such as technical support, instructional support, student services/advisers, library resources, and support services for students with disabilities) shall be made available to students in online courses sections and programs.
4. Students have the right to timely responses from their instructors. Instructors shall respond to reasonable student inquiries within two business days.

## **C. Faculty Support, Rights, and Responsibilities**

### **1. Curricular Control**

- a) In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall have the same control and ownership of the substantive and intellectual content of their online course-related materials that faculty have with respect to their face-to-face courses.
- b) The most appropriate mode of instruction for degrees, programs, courses and their parts is determined by the department or academic unit and not solely individual faculty members. This control must be exercised, whether courses are offered via state-supported venues or through self-support venues. Only with prior approval of the department/program may more than half of the course content be delivered online. (see section IV:B)
- c) Faculty have the right to know, and the department chairs and program directors have the responsibility to inform faculty of the modes of delivery, including any on-campus meeting requirements and technological requirements of relevant course sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.
- d) All courses, regardless of mode of instruction, are subject to the curricular approval and review policies and procedures as established at HSU and through the CSU Quality Assurance program standards. Special attention should be paid at the department and programmatic levels to WASC Substantive Change requirements to ensure compliance. See document section IV:B and [Appendix A](#) for links to the referenced document or policy.

### **2. Intellectual Property**

- a) Faculty have the same control and ownership of the substantive and intellectual content of their online course materials that they have with respect to those offered in a traditional classroom format, at the time of production, at any time during their use, and thereafter. No one may access or use a faculty member's online course and content without

written permission from that faculty member. In the event that the instructor of record is unable to provide permission, then access may be granted by the appropriate administrator.

- b) Faculty shall follow the guidelines and rules for Intellectual Property as outlined by current HSU and CSU policies.
- c) See [Appendix A](#) for links to the referenced document or policy.

### **3. Confidentiality of Student Records and Work**

Student records and work shall be subject to the same protection and expectations of confidentiality that are in effect for traditional modes of instruction. These requirements also apply when content is delivered by an outside contractor.

### **4. Class Size and Workload**

Class size and instructor workload shall be determined by the Department in consultation with the college Dean. Class size and the related assigned workload (WTU) shall be a factor of expected instructor time commitment: Instructor time in online and hybrid environments is a function of course learning outcomes and the related time an instructor must commit to appropriately monitor, evaluate and participate in online interactions, as well as evaluate individual assignments.

### **5. Criteria for Student Success**

Criteria for student success in online instruction courses and programs shall be as rigorous and comprehensive as those used in classroom-based courses and these criteria shall be clearly communicated to students.

### **6. Faculty Development, Training, and Instructional Design Support**

- a) Because online instruction involves the use of technologies and teaching methods that benefit from specialized training, the University shall offer training and support to faculty.
- b) When a faculty member elects to teach a course online for the first time, the faculty member is encouraged but not required to complete a course development and training program offered by the HSU's faculty development unit (e.g. Center for Teaching and Learning). The course development and training program will include instruction on accessible design. If the faculty member elects to complete this

program, it is recommended that it is completed at least one month prior to the first day of the semester in which the online course will be taught.

- c) Faculty members who have previously taught a course online shall also have the opportunity to receive training in online instruction from the University's faculty development unit (e.g. Center for Teaching and Learning), and are encouraged also to take advantage of other university-sponsored resources and training.
- d) All faculty members teaching online courses are strongly urged to have each of their courses reviewed according to the Quality Teaching and Learning (QLT) procedure administered by the University's faculty development unit (e.g. Center for Teaching and Learning).
- e) The University recognizes that not all faculty and students are prepared for the challenges and opportunities that teaching and learning in an online environment can present. To assist faculty in creating high quality learning environments online, various resources are available throughout the University. HSU's faculty development unit (e.g. Center for Teaching and Learning) provides education, training, technology support, and instructional design services. This includes participation in the CSU Quality Assurance Program, which focuses on academic quality and integrity in online/blended courses. The HSU Accessible Resource Center (ARC) team helps faculty and staff ensure that digital documents are compliant with the requirements of the Accessible Technology Initiative (ATI). Faculty should access these resources before moving wholly or in part into teaching online. Faculty members using University supported resources (e.g. software and student support programs) are responsible for requesting and securing that support.
- f) See [Appendix B](#) for lists of support mechanisms.

## **7. Accessibility**

- a) Just as in face-to-face learning environments, the university and its faculty are committed to creating and making available accessible instructional materials. In accordance with the CSU Accessible Technology Initiative, accessible

design must be incorporated into the creation of all new course sections with online components. Online programs and courses will conform to University policies regarding accessibility and accommodations.

- b) The instructor is responsible for the accessibility of online and hybrid courses and its materials in compliance with the Americans with Disabilities Act. In doing so, any new materials added during the instructional period must meet accessibility requirements; this includes outside materials (as those found online and from publishers).
- c) The university provides, and faculty should seek, information, assistance, guidance, and training in ensuring accessible learning environments. See [Appendix A](#) for links to the referenced document or policy.

## **8. Evaluation and Assessment**

### **a) Course and Program Assessment**

- (1) Courses and programs should be held to the same standard regardless of the mode of instruction.

Assessment of online and blended courses should be a regular part of the department's assessment plan and should focus on student outcomes not on the delivery technology. Academic content is relevant to the original academic materials prepared by the instructor including the related technological architecture. The oversight of academic content is conducted through peer review and evaluation and is related to the integrity and appropriateness of course and program curricular content, as well as assessment of teaching effectiveness. The California Faculty Association Collective Bargaining Agreement requires at least five (5) day notice before "online observation, and/or review of online content" (CBA 15.14 2015).

### **b) Faculty Assessment**

- (1) Department guidelines establish faculty observation and evaluation. The faculty of a given academic program assume responsibility and exercise oversight of courses and their curriculum ensuring the quality, rigor, and integrity of instruction. Instruction online

whether fully online or hybrid should match the quality, rigor and integrity of face-to-face courses. Campus and department RTP performance evaluation processes should recognize online and face-to-face instructional activities as equally meritorious and important. Access to online course content is governed by the same procedures and restrictions that determine evaluator access to face to face courses. This includes the responsibility to notify the faculty member of plans to visit their course. The faculty member shall maintain reasonable control over the extent of this access to their course materials and content.

c) Student Evaluations of Faculty

(1) The university currently provides online student evaluations of teaching. These will be used in online courses. Administration will follow university guidelines outlined in the Standardized Student Evaluation Question Policy. See [Appendix A](#) for links to the referenced document or policy.

**9. Faculty Office Hours and Availability**

a) Instructors of online courses will schedule office hours accessible to their online students, or as determined by department policy. The level of student interaction should be comparable to face to face office hours the methods and frequency of which will be clearly communicated to students as determined by University policy and procedures.

**10. Academic Honesty**

Online programs and courses present new challenges to ensure academic integrity that should be addressed in their design. Online programs and courses will conform to University policies on academic honesty. See [Appendix A](#) for links to the referenced document or policy.

**11. Hosting of Class Material**

The online components of all degree-credit courses listed in the Class Schedule shall normally be hosted on California State University servers or other servers approved by the Chief Information Officer.

**12. Syllabi**

- a) All courses regardless of instructional medium and mode shall abide by HSU's existing syllabus policy. See [Appendix A](#) for links to the referenced document or policy.

### **13. State and Self-Support Hosted Courses**

Deciding whether to offer an online program through state and/or self support shall be accomplished according to state laws and campus and system-wide policies. See definitions section for "state support" and self support." See [Appendix A](#) or links to the referenced document or policy.

### **14. Use of Outside Contractors to Provide Course Materials**

- a) Since civic engagement, local community collaboration and stewardship of place are central to the mission of HSU, the use of outside contractors for the purposes of delivering course content shall only be done with approval of individual departments or programs and the appropriate administrator.
- b) No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior university approval.
- c) The University shall not enter into a contract with any private or public entity to deliver distance education courses or programs without the prior approval of the relevant department or program. Approvals shall follow established university procedures and policy.
- d) Students' records and work shall be subject to the same protection and expectations of confidentiality that are in effect for traditional modes of instruction even when delivered by an outside contractor even when delivered by an outside contractor.
- e) See [Appendix A](#) for links to the referenced document or policy.

## **IV. APPROVAL OF ONLINE AND TECHNOLOGICALLY-ENHANCED COURSES AND DEGREE PROGRAMS**

### **A. Course Credit Hours**

When existing courses are converted to online, normally the units carried are expected to be the same. The "credit hour" is defined as "the amount

of work represented in intended learning outcomes and verified by evidence of student achievement.” A credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement. Also refer to the CSU Policy on credit units for guidance on student workload. See [Appendix A](#) for links to the referenced document or policy.

## **B. WASC Substantive Change Requirement**

1. The Western Association of Schools and Colleges (WASC) Senior College and University Commission requires programs that offer distance and technology mediated courses to obtain Substantive Change authorization when the level of such coursework reaches fifty percent (50%) of the program requirements. Any department or program that proposes an undergraduate major or a graduate program in which it is possible for students to fulfill 50% or more of the requirements with online/hybrid units shall be required to meet WASC substantive change requirements. Note that for undergraduate programs, the 50% rule applies only to units in the major and not units for graduation. A campus WASC accreditation liaison shall work with such departments or programs on the Substantive Change proposal.
2. Departments and/or programs are responsible for tracking the credit hours for both new courses and conversions of existing courses to ensure that no more than 50% of program requirements will be offered through online and/or hybrid modalities unless the department is intentional about wanting to transition to an online degree program. Departments and/or programs need to consult with the WASC liaison to ensure that the university is in compliance with WASC reporting requirements.

## **C. Curriculum Approvals**

Changing a face to face course to a hybrid and changing a course to a fully online mode will be approved by the department or academic program leadership in consultation with their respective curriculum committee after consultation with the college Dean who has the authority to approve the offering of a course online. If a course is converted to a fully online mode and meets the criteria for a major course change, it must follow the guidelines of a major course change as stated in policies and

procedures of the relevant administrative body (e.g. Integrated Curriculum Committee - ICC).

**D. Department/Program Approval for Conversion of Existing Courses or Sections to and Online/Hybrid Format**

In the case of existing courses, approval for the use of online instruction is within the purview of the department and/or program, subject to the principles set forth in this Policy. Consultation with the department and/or program is expected to ensure programmatic learning outcomes are maintained. Departments will be encouraged to develop internal guidelines regarding the process for determining which courses or sections will be offered in various modalities.

[APPENDIX A: Policy Index](#)

Humboldt State University, California State University, and California Faculty Association policy index.

[APPENDIX B: Faculty and Student Support Resources](#)

Definitions of faculty and student support. Includes a list of faculty and student support resources available throughout the University.

# Summary of the Differences Between HSU's e-Learning Quality Assurance Policy (P17-04) and a Proposed Comprehensive e-Learning Policy

## Key Differences

1. Difference in Purpose:
  - a. The existing P17-04 policy is a narrow-focused mandate for university support and evaluation regarding quality assurance and support for new online courses.
  - b. The new draft policy is relevant to all online course development and instruction at HSU and establishes the criteria for course offerings and support according to HSU policy. Moreover, its purpose is to position the university to move course to digital modalities at scale.
2. Difference in Commitment
  - a. The existing P17-04 policy has an addendum that outlines the contractual obligations between faculty and the former CEEE.
  - b. The new draft policy does not articulate contractual obligations between HSU units outside of existing policy and accreditation rules.
3. Difference in Scope
  - a. The existing P17-04 policy addresses individual course development.
  - b. The new draft policy does not stipulate commitments to course development, but positions that authority within the department, programs, and colleges. It positions the university to move courses to digital modalities at scale.
4. Difference in Listed Stakeholders
  - a. The new draft policy accounts for institutional reorganizations since the passage of P17-04.
    - i. Names of Administrators, Groups, and Initiatives have changed
      1. Associate Vice President for eLearning and Extended Education
      2. CEEE
      3. Academic Technology
      4. QOLT
    - b. Relationship between support and administrative units has changed (e.g. Academic Technology is now reports to Academic Programs)
    - c. CEEGE Advisory Council not functioning as outlined in P17-04.
5. The new draft policy directly aligns with eLearning policies at multiple CSU campuses.
6. The new draft policy includes an introductory statement that aligns the policy with HSU values.
7. The new draft policy includes specific reference to WASC and curriculum control requirements and procedures as outlined by HSU policies.
8. The new draft policy removed CEEE administered training mandate for instructors, but includes training and development as strongly encouraged.

## Key Similarities

1. Both share major sections, but the new draft policy folded some into restructured sections
2. Both reference to CSU's Quality Assurance mandate (was QOLT, now QLT)
3. Both include reference to the policy index, but the new draft policy included additional relevant policy references in Appendix A
4. Both list support services, but the new draft policy moved to Appendix B

## The New DRAFT Policy Does Not:

1. **Address** funding for faculty to convert courses to online and hybrid modalities.
2. **Include** a contract between a university unit (e.g. CEEE/CEECE) and faculty members.
3. **Require** that courses must be QLT certified before they can be taught.
4. **Require** that the director of academic technology approve courses before they can be taught.
5. **Stipulate** or require that an instructor must have a designated non-academic unit evaluate their course design nor does it stipulate that a non-academic unit has the obligation to evaluate an instructor's course design.
6. **Require** that University Senate create a CEECE, or similar, advisory council charged with recommending policy changes to the University Senate through the ICC.
7. **Stipulate** specific responsibilities of any named university unit (e.g. CEEE/CEECE) to provide the following:
  - a. Faculty Support
  - b. Student Academic Services
  - c. Sustainability and Growth
  - d. Technological Architecture Oversight
  - e. E-Learning Program Assessment
  - f. Regulatory Compliance

However, the draft policy **does** commit the University to provide these resources and support services for and in the development of online/hybrid courses and programs.

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

Resolution on Adoption of New GEAR Program Learning Outcomes

25-19/20-ICC — May 5, 2020 — Second Reading

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

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

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

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

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

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

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

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

### **Foundational Skills**

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

### **Disciplinary Knowledge**

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

### **Broad Perspectives**

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

## Statement Regarding the Resolution on GEAR PLOs

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

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

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

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

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

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

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