

Tuesday, September 29, 2020, 3:00pm, Virtual Meeting ID: 970 9341 9142

Chair Mary Virnoche called the meeting to order at 3:01pm on Tuesday, September 29, 2020, via Zoom; a quorum was present.

Members Present

Anderson, Burkhalter, Cannon, Capps, Cuéllar, Doyle, Dunk, Finley, Gonzalez, Gordon, Guerrero, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Pachmayer, Reynoso, Schnurer, Teale, Thobaben, Tremain, Virnoche, Wilson, Woglom, Wrenn, Wynn, Zerbe

Members Absent

Keever, Parker, Jackson

Guests

Amber Blakeslee, Armeda Reitzel, Bella Gray, Bethany Rizzardi, Bridget Hand, Carl Hansen, Clint Rebik, Cyril Oberlander, Dale Oliver, Eboni Turnbow, Gabby Pelayo, Gabe Kim, Holly Martel, Jenessa Lund, Janelle Adsit, Justus Ortega, Kenneth Fulgham, Kerri Malloy, Kumi Watanabe-Schock, Lisa Bond-Maupin, Maral Attallah, Mairead Sardina, Mark Rizzardi, Mary Oling-Sisay, Michihiro Sugata, Mike Le, Rich Alvarez, Ronnie Swartz, Roman Sotomayor, Shawna Young, Sheila Rockar-Heppe, Simone Aloisio, Steve Martin, Tawny Fleming, Todd Larsen, Wendy Sotomayor, 707-299-0975

Announcement of Proxies

Doyle for Keever

Approval of and Adoption of Agenda

M/S (Dunk/Kerhoulas) to move the agenda

Motion approved unanimously

Approval of Minutes from the September 15, 2020 Meeting

M/S (Dunk/Tremain) to approve the Minutes of September 15, 2020 meeting

Motion approved unanimously

TIME CERTAIN: 3:05 pm: Humboldt Bay Aquatic Center

Todd Larsen, Director of Housing, & previous Interim Executive Director of the University Center introduced himself and congratulated Wendy Sotomayor on her recent appointment as the Interim Executive Director of the University Center, as she was seated at last Thursday's UC Board meeting.

Dir. Larsen explained that there were concerns about the Humboldt Bay Aquatic Center, because of the President's desire to move the Alumni and the Advancement Operations to join the Humboldt Bay Aquatic Center. He reported that last Tuesday he met with stakeholders — including Vice President Sherie Gordon, Vice President Whitlatch, Stephanie Lane from the Alumni Office, Director of Athletics Jane Teixeira, Int. Exec. Dir. Wendy Sotomayor, Bridget Hand, Shelia Rockar-Heppe from OLLI, Genevieve Marchand and Justus Ortega from KRS, Mairead Sardina, Operations Supervisor for Center Activities, Provost Capps, and Liz Whitchurch from Facilities Management — to discuss how to address the needs of the Aquatic Center, while working with the President's desire on these additional spaces.

Dir. Larsen acknowledged some of the many past events and uses of the Center, and reported that Stephanie Lane, who ran the Alumni Office out of the ground floor office, right behind the reception desk, was moved to an upstairs office so that Operations Supervisor Sardina and her staff can get back in there and have visibility of the waterfront and the loading of boats on the docks for water safety. He reported VP Whitlatch's office was moved to an office above Stephanie's and assured the Senate that they will now be working with the USFAC for space planning and will bring in all the stakeholders to make sure that protocol is being followed, and so as not to disrupt the Humboldt Bay Aquatic Center's operations. He concluded, noting he feels things are on a much better footing to accommodate what the President wants to have down there, which includes having that building be a monument spot for Eureka for Alumni and fundraising for events banquets.

Guest Jenessa Lund requested clarification on the role and charge of the Space and Facilities Committee within these movements on and off campus.

Dir. Larsen answered that the USFAC helps plan out spacing and moves of anything on campus; he noted the USFAC were not involved with the prior movements around the HBAC, and acknowledged that things weren't properly planned or processed in this instance. He explained that moving forward that group will be involved.

Senator Mola thanked Dir. Larsen for the information, and pointed out it is very important that folks understand this was not done according to processes that are already established. Senator Mola noted that there are other spaces available, referencing the email sent last spring about the Samoa facility; he registered confusion about why the President chose the HBAC space particularly, especially since it seems it was already being used quite efficiently, based on the number of meetings and activities that Dir. Larsen spoke about. He stated that processes need to be followed before people get booted from their offices.

VP Meriwether acknowledged that processes weren't followed, and explained the situation was not one where the President woke up one day and decided to move offices around, rather, there had been previous consultation with the aim of securing additional space for students. He noted that space was cleared out of Nelson Hall East and the Dean of Students is working with a

group of students to come up with ideas about how to use that first floor space in Nelson Hall East, and assured the Senate that the USFAC will be consulted and involved in those plans, just as they were around the plans for murals around campus. VP Meriwether thanked the facilities staff, the University Center, and others who continue to work together.

Senator Wilson spoke regarding Dr. Martin's Open Forum remarks, noting that although Senate Chair Virnoche made a couple of comments that interpreted the problems with the Humboldt Bay Aquatic Center as well as with the University Center as being issues of poor communication, he feels that somebody needs to point out that this doesn't sound like poor communication. Senator Wilson explained it sounds instead like heavy handed, autocratic dismissal of established processes; for example, taking over the HBAC. He stated it doesn't really make sense for the alumni organization to not be on campus; HSU alumni want to come to campus, they don't want to go to Eureka. Senator Wilson concluded, stating Dr. Meriwether's suggestion that this move was going to open up space on campus for students seems very disingenuous, since it seems like there's plenty of space that can be opened up for such a purpose. He concluded with a wish to be sure that we recognize that maybe everything isn't okay here, maybe what's going on with the University Center is something that people need to pay a lot more attention to and shouldn't be dismissed as poor communication.

Senator Dunk offered contextualization for new administrators by referencing the previous administration's use of the Great Colleges to Work For survey a few years ago. He noted one of the more surprising pieces of information the survey indicated was not that the faculty didn't trust a lot of what the administration said, it was that the administration did not trust what a lot of the administration said. He contextualized that the new Administration has stepped into an area of past inertia, which did not engender blind trust from the University community for the administration. He stated his appreciation for the previous administration as they solicited the information, shared it with campus, and promised to do something about the findings, which were not flattering; he noted that in almost every case, all of those previous administrators have left the University.

AS President Finley thanked Dr. Martin for his open forum remarks, and Senator Wilson for his additional words. President Finley stated the student leaders have been working very hard to try to resolve a lot of these issues arising that have been trumped up to "communication," and explained those issues have been met again and again with constant roadblocks put in our way to in order to get these items of business moved along accordingly.

Reports, Announcements, and Communications of the Chair

- Written report attached.

Senator Mola requested clarification regarding the capacity to abide by the submitted planning schedule in Chair Virnoche's report; he asked for confirmation that the high number of large-

scale planning processes that are essentially just getting started this semester, under less than optimal conditions, would be all wrapped up by the end of the fall semester.

Chair Virnoche clarified that the readjusted timeline for phase one of the strategic planning process lasts through Fall 2020 and also into January 2021, for wiggle room. She anticipates there will be detailed reporting out on the strategic planning process, which integrates other plans that are coming out on campus at the next Senate meeting, which will be a good time to check in with the process, see how folks are doing, and entertain whether this is feasible or not. She concluded with a reminder that the strategic planning started last year and was interrupted by the COVID-19 pandemic, so it's not the case that work has just begun.

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

Academic Policies:

- Written report attached

In addition to the written report, Senator Schnurer noted the report threads back to the themes of the senate for inclusion and justice, which is are going for.

Appointments and Elections Committee:

- Written report attached

Constitution and Bylaws:

- Written report attached

In addition to the written report, Senator Anderson noted there is a newly vacated faculty representative position on the CBC, and encouraged anyone who is interested in serving, or who knows of someone who might be interested, contact her and/or the AEC.

Faculty Affairs:

- Written report attached

In addition to the written report, Senator Wilson highlighted that members of the FAC, members of the Committee on Faculty RTP Criteria and Standards, some folks on SenEx, as well as a variety of others have developed a draft of language describing how RTP, and lecturer faculty evaluations might be handled during this time of the pandemic. He noted the previous RTP criteria and standards were set up in the time before COVID, when faculty could go to campus and research facilities and deliver talks and presentations, and now it seems likely that people are not going to be able to meet those criteria and standards through no fault of their own. He concluded, noting the language is meant to allow forward movement while faculty's progress through RTP is not delayed, and so that committees won't have to devise a new set of criteria and standards for each department, as they are given the authority to contextualize their

evaluations. He urged everyone to read the language in the report, and assured the Senate that the language draft is going to be sent out to the General Faculty for feedback, and the FAC will meet with department chairs to discuss the language before it comes before the Senate.

Senator Mola pointed out deadline to submit files for those going from Assistant Professor to Associate Professor has already closed, and cautioned that if this is something the Senate can get behind, it's important that the information be communicated to the IUPCs and Department Chairs soon.

Senator Wilson acknowledged the need for expediency, but stated his understanding, from talks with AVP for Faculty Affairs Simone Aloisio, that the candidates going up this year largely did not feel they were being disadvantaged, they had enough time to work on their files, and this language will probably be important to candidates over the next several years.

Integrated Curriculum:

- Written report attached

In addition to the written report, Senator Tremain thanked Senator Mola for pointing out the incredible constraints under which the strategic planning faculty are working. She assured the Senate, as someone working on the Academic Master Plan/Blueprint, that folks are working thoughtfully and with a lot of attention on that project. She thanked everyone who came to the Senate Meeting on Tuesday, September 15 and engaged in the activity. Senator Tremain reported that that as of today (September 29), 142 people have responded on the google form soliciting feedback about the HSU vision: 52% are students; 12% are staff; 7% are lecturers; 20% are tenure line faculty; the rest is distributed across other constituencies. She encouraged folks to complete the form and, if possible, the activity with small groups.

University Resources and Planning:

- Written report attached

In addition to the written report, Senator Woglom noted the committee is working on planning the full open forum, and asked that if anyone has any thoughts on content or format of that reporting, they'd please share.

Chair Virnoche requested clarification whether HSU's current reserve stands at 4.6% reserve, and that we're being asked to move to having 25% reserve.

Senator Woglom explained his understanding that this mandate for holding reserves at 25% was the result of the audit of the CSU system that occurred not last year, but maybe the year before last. He noted that the content of that audit suggested that the CSU system should move towards a 25% reserve. He ceded the floor to Budget Director Amber Blakeslee.

Director Blakeslee explained the CSU revised their reserve policy last year as a result of the state audit such that the minimum reserve for economic uncertainty is 25% of a university's operating budget, and the maximum is 50%, so in essence, three to six months of operations. Dir. Blakeslee explained HSU will need to revise our reserves to be in alignment with that, but reassured the Senate that she believes there's the understanding that most campuses are working towards the very aspirational goal of having 25% reserves.

Chair Virnoche requested clarification that future budgeting processes in any given annual operating budget, HSU will be setting aside more money to grow the reserves fund from what it held in the past—about 5%—to at least 25% or up to 50% of the annual operating budget.

Director Blakeslee clarified she believes that it will be part of future decision making processes, but noted there are competing budgetary priorities, and HSU's current reserve policy has a target of 10%, which makes the 25% target very aspirational in that regard. She concluded with her belief that it's a balance of supporting the needs of today with setting us up for future years while understanding the implications of system guidance being at a much higher threshold than HSU's current position.

Senator Cannon asked whether his understanding that particularly after we got budget info for this year the leg encouraged the CSUs to pay down reserves, and asked if this aspirational target is for a future time when campuses aren't dealing with multiple natural disasters at once.

Director Blakeslee stated these were put in place before COVID-19, but she hasn't heard context at a system level about changing that guidance. She noted it's a good question, but opined it's less about spending down reserves and more about leveraging them strategically to continue to maintain operations.

Senator Dunk stated his support for aspirational reserve policies, noting it may be similar to HSU's aspirational policy to be carbon neutral by 2050. He complimented Senator Woglom and Director Blakeslee's report, specifically that Director Blakeslee linked the percentages of the university budget spent in previous years, such as the note that last year 91% of the operating budget was spent; he asked that similar information continue to be supplied in future reports.

Statewide Senate (ASCSU):

- Written report attached

University Policies:

- Written report attached

Associated Students:

AS President Finley reported that AS leaders met with SenEx last week to discuss the previous resolution to restructure the UPD and the resolution to creates long term nutritional

alternatives; he noted AS leaders also met with Senate Chair Virnoche to discuss the nuances behind the resolution on the restructuring of the UPD, as well as with various departments and department chairs to make sure that the long term nutrition alternatives are pushed through the correct channels, with the proper language and support from those areas.

Senator Cuéllar reported AS Board of Directors suspended the Funded Programs Committee at their last regular meeting on September 5, 2020, noting it will be suspended until AS has need for program policies in place to support core programs and students, as well as a supported payroll system.

Senator Guerrero concluded the report, stating that next Monday, October 10, at 4:30pm, AS will hold a Town Hall meeting with Senator Mike McGuire, followed by another Town Hall meeting on Thursday, October 8, at 3pm with Representative Jared Huffman. He encouraged the Senate to share that information with colleagues and students. He concluded, reporting that the AS Board continues to solicit nominations for a two-year term and a one-year term.

California Faculty Association:

Senator Cannon reported the CFA continues to solicit nominations for Secretary, a Treasurer, and Senator At-large. He reported CFA will be doing phone-banking in support of Proposition 15 and 16 next week.

Senator Tremain pointed out the phone banking seems to be scheduled for the same time as SenEx and Senate meetings. Senator Cannon clarified that once someone is signed up to take part in phone banking, they can do so at any time.

Office of Diversity, Equity, and Inclusion:

- Written report attached

In addition to the written report, Director Reynoso reported the HSI Advisory Committee has put up the HSI website and asked for feedback. Also, in collaboration with Dr. Aloisio and Dr Hale, Dr. Reynoso wrote a grant to create an affinity group for faculty of color at HSU; so far, 29 faculty have shown interest.

Emeritus and Retired Faculty and Staff Association

Senator Thobaben reported that ERFSA had a productive meeting with Provost Capps last week

Provost's Office:

- Written report attached

Senator Dunk asked Provost Capps if she knew whether the COVID-19 relief funds will be available for faculty and staff administrators for next Spring semester. Provost Capps stated she

thinks there will be some funds available but needs to double check.

Senator Mola stated regarding the WSCUC recommendations, lots of attention had been paid to numbers one, four, and five, but opined number three (“Improve the university leadership’s communication strategies and efforts across the campus, including continued transparency about HSU’s budget challenges..”) is just as important, if not more so. He stated based on what the Senate has heard today, there’s been a lack of both on some fairly significant things going on. He reminded all the administration to please communicate plans and get feedback and consult with the folks that have vested interest in those decisions.

Administrative Affairs:

- Written report

In addition to the written report, VP Gordon thanked Chief Lofthouse for her leadership and reported Chief Scott VanScoy has joined HSU from Cal State Northridge.

Enrollment Management:

Vice President Meriwether reported his recruitment team has participated in a number of events and continues to work on recruitment, admissions, and student retention efforts, including meeting with local principals and superintendents to build relationships. He reported that yesterday, he and the admissions team presented in the CSU Community College Fair. He noted over 100 community colleges registered for HSU’s session; about 60 were there in real time and others will be able to go back and watch the video. He reported that his office, with support from OIE and ITS, continues to work to effectively provide projection information for faculty, so hopefully they will be able to make course decisions much earlier.

Next, VP Meriwether reported on structural changes to his division, including a newly codified relationship between AS and the Dean of Students Office to direct report. He congratulated Dr. Jen Sanford for stepping into the role of Executive Director for Health and Wellness Services.

Vice President Meriwether shared a brief presentation he gave to student government on September 11, which was centered on some of the conversation and philosophy around race on campus that Enrollment Management is going to be leading, and in terms of race in higher education in general. He explained that, essentially, students of color are still dealing with the fact that foundationally and fundamentally, higher education institutions were founded first for elite wealthy whites to create teachers and preachers, and then essentially shifted business.

He reported that Enrollment Management is going to continue to work to navigate conversations around race and the historical and current status of oppression, and contribute to the disruption and deconstruction of oppressive systems, partly through continued programmatically investment shifts.

VP Meriwether reported on the successful campus dialogue to discuss racism and white supremacy, where a number of staff and faculty along with 175 students, stayed all the way through the session and through breakout sessions and was engaged in the concept of deconstructing white supremacy. He reminded the Senate that white supremacy does exist on this campus, and in order to deconstruct it and successfully attack it, the university community will continue to see programmatic work from Enrollment Management, partnered with ODEI and cultural centers using *Pedagogy of the Oppressed* by Paulo Freire as a framework, to unpack and dig into themes of oppression, particularly that tool of manipulation and misinformation.

VP Meriwether reported the other foundational text will be feminist Audra Lorde's paper "The Master's Tools Will Never Dismantle the Master's house," which discusses the tools of the oppressor and will allow for robust examination both functionally and programmatically, with a number of speakers and programs that will occur through cultural centers and in partnership with ODEI.

VP Meriwether concluded that this year Enrollment Management is going to focus on having some of these deeper tough discussions around race, and addressing some of those things that exists nationally, internationally and even right here on this campus. He explained that even though it's can be uncomfortable to acknowledge and recognize it, he would fail as a leader in this position if he didn't take that on and be a part of creating a system where students of color, low income and other underserved students are able to have a line drawn under their name, rather than through their name.

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

The attached ICC Consent Calendar was unanimously approved

General Consent Calendar

It was noted there were no items on the General Consent Calendar to consider

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

Emeritus Professor Kenneth Fulgham read from the attached prepared remarks, regarding the Academic Calendar.

Professor Rich Alvarez spoke regarding the effect that changing the Academic Calendar would have on the Scuba program. His remarks are transcribed non-verbatim below:

I also wanted to address the spring break move and I appreciate the time of the Senate. Justice Ortega asked me to come and just briefly speak on how that change would directly affect the Scuba Diving Program and the classes offered through that dive program. The April date range would effectively take away the weather window that we

could get our students in the water for their certification dives. The missing certifications could have a domino effect on their ability to take the next class, if they can't get that certification.

So the current date range, even if we put a 14 day quarantine at the end of it, would still allow us a number of weekends post-spring break (that March 15 through 19th) to get them in the water. We only have two viable dive options in Humboldt County, being restricted to within county: we can dive in Trinidad Bay, or there's a hole in the Eel River that's deep enough for us to meet the standards to certify scuba divers. I don't think the Eel River is going to be dive-able due to flow and visibility and Trinidad is, historically, not going to have conditions that are safe to dive until April. So that date change gives us concern that we would then have to not certify another batch of divers, and that's problematic.

The question that I would love to see addressed is if there would be any opportunity for face to face instruction to happen after the 14 day quarantine, if the break change occurs to April 5 through the 9th. If there's a two week quarantine there still is two weeks left in the semester before commencement, and I'm wondering if face to face would be allowed then, or if all face to face would be expected to be completed by April fifth. That's what I have and I appreciate everyone's time.

Professor Steve Martin read from the attached prepared remarks, regarding the termination of the operating agreement between campus and the University Center, on behalf of himself, and Professor Armeda Reitzel and Professor Mark Rizzardi.

Chair Virnoche recognized Center Activities Supervisor Mairead Sardina, who spoke regarding the Humboldt Bay Aquatic Center. Her remarks are transcribed non-verbatim below:

Hi, my name is Mairead. I'm from the Humboldt Bay Aquatic Center; I'm the Operations Supervisor down there. I just wanted to make a comment on the URPC report about Facilities and give some insight from my position on just what we've been experiencing down at the Facility. I want to represent the students and the staff down there, but the reality is, I'm coming today to express a level of stress and frustration with the process that's been happening down at the Humboldt Bay Aquatic Center.

We've been going through a lot of change, a lot of uncertainty, and I'm sure that everyone's been informed of the back and forth that we've been going through, but I just really wanted to point out that a lot of that has been directionless, a lot of it has been things coming down the chain, but we're not really sure where they're coming from. Just kind of being told, 'Okay, well, you have a day to get out of this office,' and then finding out later that nothing went through proper channels.

Now we have that office space back, but it's been very, very hard: to run a program; to

manage staff; to keep safety on the waterfront at the forefront of what we're doing day to day. To be honest, it's just kind of cruel to your staff members. It's incredibly stress-inducing, not knowing if our positions are stable or even if we have an office place to work out of; it has been overwhelming. I don't want to make that a personal topic. I just want to point out that we're all working really, really hard to do our best for the students, and it's challenging to feel that administration on the school side has a different motivation, or, maybe are trying to pursue different avenues than what we feel is most important, which is waterfront safety. That's what we're here to do; to be ambassadors for the waterfront, while making sure students are served and our community is safe; it's incredibly challenging while we're having our resources limited.

So, we are super enthusiastic about bringing more people into the building and creating more of a shared space — that's not in any way something that we're not willing to work with, and we want to be part of this team with HSU and get that facility up to the max capacity it can be. But, there are certain things that need to be at the forefront of that, and safety, in my opinion, will always be number one. It's just really hard to be a risk management person and a safety advisor on the waterfront and feel that we're getting resources drained. I appreciate the time; I'm willing to answer any questions and I want to be able to work together as a team to come up with some good solutions, and feel like we are actually being heard and our voices being listened to. Thank you.”

TIME CERTAIN 3:15-3:30 PM – National Endowment for Arts - Big Read Humboldt:

Citizen: An American Lyric. 2014. By Claudia Rankine

"Claudia Rankine's bold new book recounts mounting racial aggressions in ongoing encounters in twenty-first-century daily life and in the media. Some of these encounters are slights, seeming slips of the tongue, and some are intentional offensives in the classroom, at the supermarket, at home, on the tennis court with Serena Williams and the soccer field with Zinedine Zidane, online, on TV -- everywhere, all the time. The accumulative stresses come to bear on a person's ability to speak, perform, and stay alive. Our addressability is tied to the state of our belonging, Rankine argues, as are our assumptions and expectations of citizenship. In essay, image, and poetry, *Citizen* is a powerful testament to the individual and collective effects of racism in our contemporary, often named 'post-race' society." — from publisher's description as noted in HSU Library Catalog.

Kumi Watanabe-Schock and Professor Janelle Adsit

DISCUSSION ITEM: Change Spring Break on 20/21 Academic Calendar from March 15-19 to April 5-9

Chair Virnoche explained briefly that she takes responsibility for this item morphing from a discussion item to an action item, then back to a discussion item. She ceded the floor to Provost Capps for background.

Provost Capps explained she is bringing the topic of the spring semester to the Senate in response to everyone's desire to have opportunities to share perspective, insights, and feedback prior to decisions being made. She noted that because it was posted as an action item at first, it may have appeared as if administration had already taken action; she assured the Senate this isn't the case, rather, she is seeking feedback so HSU is set up for success and can offer relatively the same amount or even a little less face to face instruction in the spring.

Provost Capps explained since spring break is in the middle of the semester (versus fall break, which is at the end of the semester) the University will face challenges to ensure the faculty, students, staff, and community members are safe. She noted that since lots of people will travel for the fall holiday, they will be quarantined when they return in January so that safe face to face instruction is possible. She explained facilities management and other divisions have indicated they just don't have the capacity to require students to re-quarantine again, in the middle of the semester, post spring break.

Provost Capps continued, noting there is gentle tension between the need for feedback and shared governance, and the need to decide and provide details very soon so that HSU's Emergency Operations Center, Advanced Planning Team, FITT groups etc, are able to support the courses that need to launch for face to face instruction. Provost Capps concluded, requesting the Senate provide feedback on a good course of action for the spring semester.

Senator Moyer thanked Provost Capps and Chair Virnoche for the opportunity to discuss this topic, and suggested it may be better to have non-consecutive days off, rather than a whole week, such that folks could have five strategically placed days off in the middle of the semester, which would allow students and faculty breaks, and may discourage far-flung travel. Provost Capps thanked Senator Moyer for her suggestion, noting she had not considered it before.

Senator Anderson asked why the new break dates don't mirror the fall break timing, and suggested ending face to face instruction with two weeks left of the semester. Provost Capps explained the new dates were chosen to align with the Easter holiday, and other spring breaks at other institutions, which some folks might enjoy. She noted that some students have suggested not even having a spring break and ending instruction a week earlier.

Senator Thobaben asked whether this spring break move is in coordination with CR and the local K-12 schools. Provost Capps reported they have been in contact, and at this time CR is not going to move their spring break dates, which are currently in line with HSU's dates.

Senator Guerrero noted that spring break is a long way away, and asked if the dates would be reverted back if circumstances around the pandemic change between now and then. Provost Capps responded that if dates are changed now, then it would be too difficult to adhere to internal and external operational and reporting necessities, and change the dates around again.

Senator Zerbe requested clarification on the process of this decision moving forward, given that the AAUPs statement on government of colleges makes it clear that altering the academic calendar falls primarily under the faculty's area of responsibility. He acknowledged the need for expedience, but explained he hopes this talk doesn't exhaust the shared governance process, and that the final decision would come back to the Senate for approval. Provost Capps assured the Senate that this request for feedback is in response to the need for shared governance, but noted the problem is the short timeline, because the schedule posts to students October 23, and in order to meet most requests for face to face instruction, facilities folks need enough time to plan and execute safe practices for those face to face classes. She concluded that she wants to follow process, but not so much that then facilities folks won't have enough time such that the number of face to face classes has to be cut back.

Chair Virnoche explained that since this is an Action Item, the Senate will vote on the plan most likely by the next meeting, which allows for more talk but also for expedience.

Senator Dunk noted that for classes with multiple labs in a week, it would raise havoc if days off are sprinkled throughout the semester. He reported that folks he spoke to are in favor of having the semester end a week early.

Senator Cannon asked whether the virtual and face to face instruction schedule for Spring 2021 and Fall 2020 will be the same, and whether there will really be less face to face instruction. Provost Capps reminded the Senate that if the timeline is pushed back, it may be that there will be fewer face to face instruction able to be set up. She noted the set up is two weeks of virtual instruction at the end of this Fall semester. She explained that some classes weren't face to face in the fall, and they may need to be face to face in the spring.

Resolution to Amend the *Constitution of the University Senate of Humboldt State University* to Reflect Parallel Revisions to the *General Faculty Constitution* (03-20/21-CBC - September 29, 2020 - Second Reading)

Senate vote to approve the Resolution to Amend the *Constitution of the University Senate of Humboldt State University* to Reflect Parallel Revisions to the *General Faculty Constitution* **passed without dissent**

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Gonzalez, Guerrero, Kerhoulas, Keever, McGuire, Miller, Mola, Moyer, Pachmayer, Reynoso, Schnurer, Teale, Thobaben, Tremain, Virnoche, Wilson, Woglom, Wrenn, Wynn, Zerbe

Nays: none

Abstentions: Capps, Finley, Gordon, Meriwether, Parker

Humboldt State University
University Senate Meeting Minutes
20/21:3 09/29/2020

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

M/S (Teale/Wilson) motion to adjourn

Meeting adjourned at 5:11 pm

University Senate Chair Report
September 29, 2020
Submitted to the University Senate
by Mary Virnoche
General Faculty President & University Senate Chair

Strategic Planning - Leadership is working to align the timelines and processes of strategic planning, academic master planning, and others. The [Strategic Plan](#) website [resources page](#) reflects [guiding principles](#) that have recently been revised applying an equity lens. Members of the Strategic Planning Steering Committee are leading six working groups and identifying diverse mixed-role teams that will research and draft the plan within their areas:

- Student Experience and Student Success
- Distinctive, Innovative Academic Programs Centered on Student Need
- Employee Engagement and Success
- Community Collaboration and Shared Success
- Stable and Sustainability
- Future Proof - 4 Brains & Souls

The broad timeline for drafting and vetting the plan is slated to be completed this fall. Watch the web site for more detailed timelines, updates on working group memberships, and upcoming plan drafts.

CAIFS/DEIC Collaborations on HSU Land Acknowledgement

Senator Linda Parker (Labor Council Delegate; CAIFS Member) along with Senator Edelmira Reynoso and the DEI Council, participated in a November 2019 Land Acknowledgement workshop facilitated by Dr. Cutcha Risling Baldy. The original intent was to engage in collaborating in the writing of the Land Acknowledgement Statement. However, it was advised that CAIFS would take the lead on this critical endeavor for the campus community. There is a cross-sectional representation of CAIFS and DEIC members creating a well-informed Land Acknowledgement Statement. They will continue to provide leadership on this initiative on behalf of the Senate.

Last week Senator Linda Parker met with President Jackson to discuss the progress of the HSU Land Acknowledgement statement. Senator Parker reported that the President met last spring with the Wiyot Leadership, as well as CR and HSU community members, to develop a working draft. Then attention was diverted to pandemic health and safety matters. Senator Parker reported that President Jackson prefers one institutional version for campus special events. Once that version is brought forward and announced, then other versions may emerge.

President Jackson appreciates the patience of the Senate while he collaborates this fall on this important community work.

AS/Senate Collaboration on Cultivating Student Leadership and More - AS President Jeremiah Finley and I met last week to talk through ideas and processes for AS/Senate collaboration on initiatives. We are going to work together on further outreach to students, leveraging staff and faculty networks to identify new student leaders to engage with the AS process for [applying to serve](#) on AS, Senate, and Other University Committees. I will also work with the Appointments and Election Committee to structure this partnership into the AEC Process Document that is in development. We also discussed other processes to build AS/Senate engagement early on in the policy making and initiatives processes.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, September 29, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer (mds65@humboldt.edu)

Membership: Clint Rebik, Kathy Thornhill, Kayla Begay, Matthew Derrick, Malluli Cuellar, Michael Goodman, Morgan Barker & Humnath Pantá

September 2, 2020

Introductory meeting to frame policy work for the committee for 2020-2021. Primary focus was on the disruptive student policy and beginning work for evaluation and review of the policies that guide this work. The committee met, identified research targets and will reconvene to review policy.

- Framing policy writing as a pathway for change.
- Our work is tied to the larger charge of justice inclusion and equity for the Senate
- Preview of potential work for the semester
 - Disruptive students policy
 - Syllabus and GE policy
 - Student grievance policy
 - Advising policy (work tied to several committees and initiatives)
 - Title IX changes
- Review of key documents for disruptive student policy (Barclay's, Dean of Students)
- Preview for September 16 meeting.

September 16, 2020

Members in attendance: Michael Goodman, Clint Rebik, Kathy Thornhill, Matthew Derrick, Humnath Pantá, & Maxwell Schnurer

Second meeting to frame next steps for work. Centered on the difficulties with disruptive student policies.

- Procedural check in and review
- Why focus on the disruptive student policy? Where are the breakdown points
- What is the best way to engage (Policy, culture change)?
- Shared expectations of what is acceptable / not acceptable and review of other models.
- Review of current policies (Barclays, class policies, Dean of Students documents)

- Discussion: most effective way to achieve change, Faculty affairs, Appendix J, potential threats in the grey area (hallways, social media, secondary reports), framing issue as student rights. Report back from the public forum.
- Understanding the scope of the problem - do we have data? Trends? OIE
- Report back on other models
 - CSU, evergreen,
- Report back on advising policy

Next meeting is September 30 at 10am.

Charge of the committee: Duties: “Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” ([Senate Bylaws](#), Section 11.2).

Appointments and Elections Committee:

Submitted by Kayla Begay, AEC Chair

The following call for nominations was sent by the Senate Office on behalf of the AEC on Monday, September 28, 2020:

September 28, 2020

To: HSU General Faculty

From: University Senate Appointments and Elections Committee

Subject: Call for Nominations for General Faculty Appointments, Fall 2020

Faculty members are needed to serve on the following campus committees. Committee work will begin immediately, during the Fall 2020 semester. Please self-nominate by emailing your nomination to the Senate Office (senate@humboldt.edu).

Nominations are due by Friday, October 2, 2020

Please visit the [Committee Directory](#) for more information about each committee. For general information on committees, see section 800 of the *HSU Faculty Handbook* via [this link](#).

GEAR CURRICULUM AND ASSESSMENT COMMITTEE

- At-Large Faculty Member, Fall 2020 semester

Duties: Receive and advise AAC on annual GEAR assessment schedule of work; advise and Support AAC in coordinating program participation in GEAR assessment; review Annual GEAR Assessment Report from the AAC; HSU Faculty Handbook Appendix G; convene GEAR faculty forum to discuss Annual GEAR Report; prepare and submit to the ICC a short report of the forum discussion and recommendations for GEAR curricular and instructional changes; periodically review and improve GEAR learning outcomes in conjunction with GEAR faculty

HSU Faculty Representative to the ASCSU Committee Recommending a CSU Board of Trustees Faculty Trustee

- Faculty Member

Humboldt was one of two campuses selected at random to provide a faculty representative to the ASCSU Faculty Trustee Recommendation Committee. The committee will vet nominees for the faculty trustee position on the CSU Board of Trustees, and will recommend two or more candidates for the position to the Academic Senate of the CSU.

The timeline for the recommendation process has not yet been established. We are opening the nomination process to allow time for nominations and a faculty election of a representative, as well as a possible run off vote, if no faculty member on the ballot has a simple majority of votes in the first round.

CONSTITUTION AND BYLAWS COMMITTEE

- Faculty Member, 2 year term

Please refer to [Senate Bylaws](#), Section 11.6 for committee description.

HONORARY DEGREE NOMINATING COMMITTEE

- At-Large Faculty Member, 2-year term

Duties: Serve as the campus review committee to invite, receive and evaluate campus recommendations for honorary degrees. (See Executive Memorandum [P17-06](#))

INTERNATIONAL ADVISORY COMMITTEE

- CAHSS Faculty Member, 3 year term

Duties: To support the University's mission of global citizenship and provide strategic and practical advice on programs and initiatives to the University. In addition to being a center of expertise on campus for our global engagement, the three specific goals of the committee are to: 1) Promote programs and initiatives that foster international student recruitment and create an inclusive environment for international students and faculty with appropriate infrastructure and support for retention at every level; 2) Promote study abroad by acting as a consulting body to campus on processes

relating to students (financial and academic advising), staff and faculty (program creation, approval and sustainability), and; 3) Globalize HSU as part of our mission to meet the challenges of the 21st century through the internationalization of the campus including programming and professional development designed to support diversity through intercultural exchange. The Chair of the IAC will facilitate the committee's work to support the Dean of CEEGE and the Vice Provost in the production of an annual report to the Provost on these three areas of activity. Subcommittees to include: International Education Week (IEW) and the International Program Review Committee (IPRC).

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Report of September 28, 2020 meeting

Agenda:

1. Call to Order
2. Attendance, proxies and quorum
3. Update on Resolution 03-20-21-CBC
4. Space Reallocation and Process of Communication
5. Working Plan
6. Handbook
7. Adjourn

Meeting Notes:

1. Call to Order

Meeting began at 11:03 p.m. (via Zoom)

2. Attendance, proxies & quorum

- a. Members present: Zerb (Faculty), Wrenn (Faculty), Woglam (faculty), and Anderson (Faculty) were present, Burkhalter (faculty).
- b. Quorum was not met with 5 of 5 members present.
- c. Vacancies include 1 student representative and 1 staff representative. Dr. Burkhalter will be vacating her seat upon appointment of a replacement.

3. Update Resolution to Amend the Constitution of the University Senate of Humboldt State University to Reflect Parallel Revisions to the General Faculty Constitution

Resolution going to senate floor for second reading and vote on 09/29/2020. Edit proposed by Senator Dunk to remove an extra "shall be" from section 5 was completed and included in the resolution sent to Mary Watson for the reading.

4. Space Reallocation and Process of Communication

By request of Chair Virnoche, the committee discussed recommendations for clarifying communication channels between the USFAC and URPC/Senate. The CBC recommendation to the SenEx committee will be to house the USFAC as a subcommittee of the URPC with written reports to the URPC and reports out to the full senate once a semester. As a result, Section 800 and the senate bylaws will need to be updated accordingly to bring the USFAC into alignment with university policy. Additionally, the CBC will recommend that the CBC work with the USFAC in the creation of standardized procedures for space allocation and for an appeals process.

5. Working Plan

The CBC reviewed a draft AY working plan including a calendar of events for updates to the faculty handbook and additional work for the committee this AY. The committee will review that document once more and vote on work proposal and then present the workplan to the Senate Chair and SenEX.

6. Handbook

The committee has discussed the purpose of a faculty handbook, to provide guidelines of the role of faculty within the university, and reviewed appendices for a discussion of alignment of these documents with that purpose. Based on that review, the committee has put together recommendations for retention or removal of appendices to share with the SenEx committee. Additional recommendations to the appendices are included where a document can be replaced with a link to the information housed/updated in another location. The committee is looking forward to discussion of these recommendations with the SenEx committee and then the general senate and faculty. Work on the handbook will continue with recommendations and discussions of sections 100-900.

Meeting adjourned at 11:55 a.m.

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.

RTP and Lecturer evaluation.

The global pandemic has disrupted many or most of the faculty teaching, service and creative/scholarly activities that were planned and in progress prior to the spread of the virus. It is important to develop guidelines for RTP and lecturer review during and following the global pandemic that allow for fair and contextualized evaluations, that don't penalize candidates for the pandemic, and don't delay RTP or Range Elevation progress. The FAC, in conjunction with the RTP Criteria and Standards Committee, has drafted a memorandum describing recommended approaches to evaluations in the context of the pandemic. We are seeking feedback and input on that draft.

DRAFT

Evaluation of faculty in the context of the global pandemic.

Brief summary:

The global pandemic has and will disrupt academic and personal lives in myriad ways that were not anticipated when policies related to faculty evaluations and RTP procedures were developed. Each individual's work and life has been differentially disrupted.

This memorandum outlines how these disruptions should be considered in relation to RTP candidate evaluation and lecturer evaluation. Briefly, review committees should contextualize faculty achievements, maintain an empathetic understanding of life during the pandemic, and adjust expectations rather than simply apply criteria and standards that were developed for a pre-Covid-19 world.

Introduction:

The COVID-19 pandemic may affect some or all of the teaching, service, and research/scholarship/creative activity work of a faculty member. Effects may result from the closing of campus, a mandated shift to online instruction, the closure of research sites and performance outlets, the suspension of laboratory and analysis facilities for scientific research, the inability to travel, the cancellation of conferences and performances, unanticipated childcare and home schooling commitments, new caregiver responsibilities, and so on.

To fairly evaluate a faculty member, it will be essential to consider the trajectory of the candidate's achievements prior to the COVID-19 pandemic, and specifically whether that trajectory would normally have allowed the faculty member to meet the normal evaluation standards. The effects will vary for individuals. The concerns outlined below will need to be taken into consideration by review committees for several years to come.

A. Teaching Related Considerations

1. Collegial evaluations of teaching should be the primary indicator of teaching quality. Direct peer observations should contextualize classes shifted to online learning, and give credit to faculty who made significant changes in their teaching pedagogy. Different courses face different levels of challenges in online modes; laboratory and studio courses, courses with experiential components, and large enrollment classes all present different challenges to the faculty member (and students) suddenly required to shift online. Observers should consider the challenges of a particular course, and candidates should summarize the work undertaken to convert course pedagogies in their reports.

The COVID-19 pandemic is a paramount contextual factor when evaluating teaching.

2. Carefully interpret student evaluations of teaching for courses forced online, and for all courses taught during the pandemic. Many faculty are teaching semester-long online courses for the first time. Some courses are extremely difficult to convert to an online modality and some students dislike online

modalities. For some students, online learning is very difficult, and students may submit negative evaluations that have little to do with the quality of the instructor's efforts or the instructor's ability. Review committees must contextualize the differences that faculty may see in these student evaluations relative to other similar courses taught in different modalities.

Review committees should draw no negative inferences if faculty elect to exclude Spring 2020 Student Evaluations of Teaching. Faculty are allowed (by XXXX) to exclude the results of Student Evaluations conducted during Spring 2020 from their materials submitted for performance reviews such as WPAFs.

B. Research/ Scholarship/ Creative Activities (RSCA) Related Considerations

1) Evaluators should evaluate a candidate's RSCA potential during a future career at HSU. This will require consideration of what the overall trajectory of a candidate's RSCA accomplishments would/will be apart from the effects of the COVID-19 pandemic. This impact may differ depending on where in the evaluation cycle a faculty member is (e.g., a fifth-year faculty member putting together their RTP file for tenure and promotion vs. a second-year faculty member preparing a development plan).

For example, some review committees might include statements similar to: "Although the candidate did not meet the specified requirements for Excellent in RSCA, based on their trajectory we believe that they would have if the pandemic had not intervened, and therefore we are evaluating them as Excellent in RSCA."

2) Faculty should clearly explain the impact of COVID-19 on their RSCA activities. The faculty narrative statement should explain the trajectory of the research/scholarship/creative program prior to the COVID-19 pandemic, to help review committees contextualize their work. This includes summarizing the impacts on the current activities and outlining expectations for the activities following a return to "normalcy."

3) While evaluators need to understand the impact of COVID-19 upon a candidate, they are NOT entitled to know all of the specific reasons for that impact, because such reasons could disclose sensitive personal and/or medical information.

C. Service Related Considerations

1) For some faculty, the COVID-19 pandemic created new and unexpected service loads, as they work(ed) to help the university, their departments and our students adjust. For other faculty, service opportunities may have been sharply curtailed and/or eliminated. For example, those faculty for whom face-to-face interaction in the community is an essential part of their service have been deeply affected. Such faculty must be given the same consideration as when contextualizing the impact of the COVID-19 pandemic on their professional lives. Faculty should describe the trajectory of their service activities

prior to the COVID-19 pandemic, what happened to this work during the pandemic, and plans for the future.

2) While evaluators need to understand the impact of COVID-19 upon a candidate, they are NOT entitled to know all of the specific reasons for that impact, because such reasons could disclose sensitive personal and/or medical information.

Integrated Curriculum Committee:

Submitted by Lisa Tremain, Interim ICC Chair

ICC reviewed and discussed proposals in the queue as well as consent calendar items that had been previously reviewed by the CDC. This discussion productively engaged with questions of program name changes and course numbering, which full ICC and AMP will take up in terms of reviewing policy language in future.

Ethnic Studies legislation/ AB 1460: ICC awaits further guidance from the campus Ethnic Studies Council, which includes representation on the CSU-wide ES Task Force and Council. We anticipate that the HSU ES Council will work in coordination with the GEAR Committee to consider implementation of an Ethnic Studies General Education requirement at HSU. The Chancellor's Office has released recommended Core Competencies for ES GE; so far CSUN, CSUDH, and SFSU have issued resolutions in opposition to C.O.'s proposed implementation.

AMP sub-committee

- The AMP sub-committee members are part of the AMP Working group which continues to [solicit feedback](#) from HSU constituents regarding the HSU's principles and vision for students' academic experience.
- The AMP Working Group will engage constituents in a second round of feedback that is specific to the AMP Blueprint's language.
- We continue to revisit and revise the AMP timeline for Fall 2020 in order to draft the initial iteration of the formal HSU Academic Master Plan by the end of the Fall term.
- AMP conversations and the resulting recommendations to the AMP working group and AMP sub-committee will continue to be responsive to our HSI context and grounded through diversity, equity, and inclusion frameworks, including making explicit and meaningful connections to social justice, equity and anti-racism via the plan's academic vision and principles.
- AMP engaged in initial discussion about ICC By-laws language re: membership of the AMP Sub-Committee and full ICC in relation to Dean's office representation. Discussion on this point will continue.

GEAR sub-committee:

- Continues to work via coordination with college Assessment Fellows on implementing program-wide assessment and development of student learning outcomes that respond to revised GEAR PLOs.
- The sub-committee will also work to identify and support programs to make course changes as appropriate to revised GEAR PLOs. This includes developing a process for certification and recertification of GEAR courses once the SLOs and PLOs are set, as well as the Ethnic Studies Requirement that was just mandated.
- WSCUC is coming back Spring 2021 to check up on the six “recommendations,” (ie requirements) they gave HSU, which included a general charge to establish a university wide system of assessment wherein programs align their outcomes to the institutional outcomes; HSU needs to produce a report showing evidence of progress on all six of those recommendations, so he may ask ICC to help with writing that report.

ICC and CDC (sub-committee on Course Degree Changes) continue to work through programmatic curricular shifts, particularly in response to E0 1071.

Academic Policies Committee: Please see Senate report from Dr. Maxwell Schnurer.

University Policies Committee:

Submitted by Rob Keever, UPC Chair

Committee Membership: Eboni Turnbow, Sherie Gordon, Deserie Donae, Troy Lescher, Rouhollah Aghasaleh, J. Brian Post (sabbatical)

AEC has appointed Dr. Rouhollah Aghasaleh to UPC as the Faculty Representative for the Fall semester while J. Brian Post is on sabbatical. UPC has scheduled their meetings for the Fall semester which have been posted on the Senate website. Chair Keever has sent guiding documents for policy review to UPC members in preparation of policy review for the academic year.

UPC has 2 policies up for review for the first meeting and is prepared for others in the near future based on recommendations from Associated Students and Sen-Ex. UPC will have a “Charge Back” policy from Administrative Affairs to review with a specific deadline for approval at the first meeting along with an “Email” policy from ITS. Additionally, various campus stakeholders are reviewing the Time, Place, and Manner policy which has served as the primary policy governing free speech, protests, and demonstrations on campus. UPC plans to have this vetted through various Student groups on campus before UPC reviews it to bring to Sen-Ex. UPC will also support the efforts of policing reform by reviewing policies related to it that come from leadership and the police reform task force that is being created at HSU. UPC has also been asked to review the Space Management Policy after the dialogues regarding the Humboldt Bay Aquatic Center have come to Senate.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

At our Friday, September 18th, 2020 meeting of the URPC, we began developing a timeline for annual, normal work for the URPC, discussed funding per student at HSU in relation to other schools in the CSU (document attached), received an enrollment update from Clint Rebik and Pedro Martinez, reviewed progress in regards to closing the \$3.6 million gap remaining to be addressed through budget reductions in this AY, and began to discuss the development of our Fall open forum. Feedback from community members regarding the content and format of this first forum is welcome; we very much want to tell you what you want/need to know, in the for. As part of our timeline development, we determined that, because of the enormity of the work we are addressing beyond budgetary consultation conducted in any year, it would be necessary for the URPC to develop at least one working group to address specific tasks, beginning with the formation of working group to address the Senate-approved charge to build a new budget model for the University.

UNIVERSITY RESOURCES & PLANNING COMMITTEE
September 04, 2020
1:00 PM – 2:30 PM

2020-21 URPC:

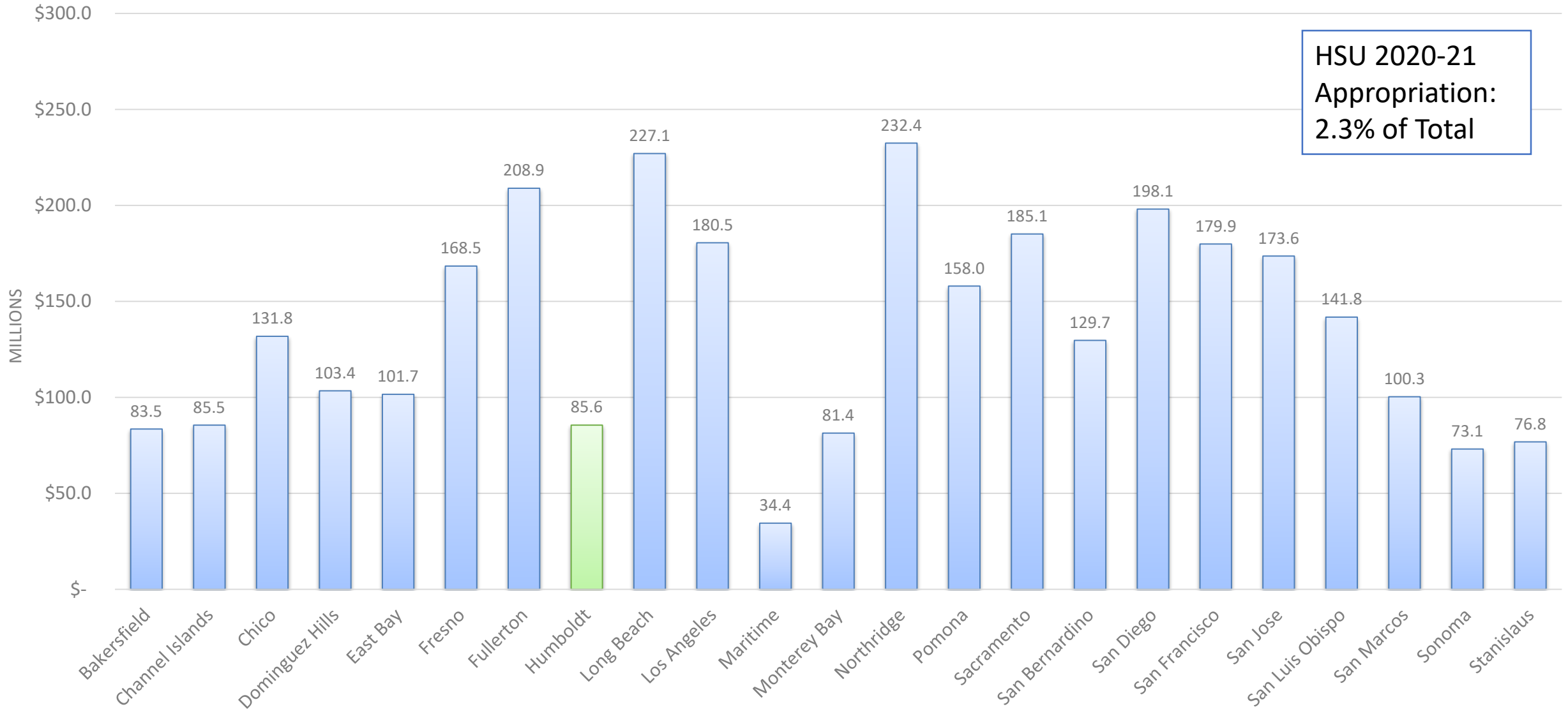
<input checked="" type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input checked="" type="checkbox"/>	Jeremiah Finley, Student (voting)
<input checked="" type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	Vacant, Student (voting)
<input checked="" type="checkbox"/>	Stephanie Burkhalter, Faculty (voting)	<input checked="" type="checkbox"/>	Amber Blakeslee, Advisor (non-voting)
<input checked="" type="checkbox"/>	Monty Mola, Faculty (voting)	<input checked="" type="checkbox"/>	Kevin Furtado, Advisor (non-voting)
<input checked="" type="checkbox"/>	Jill Pawlowski, Faculty (voting)	<input checked="" type="checkbox"/>	Holly Martel, Advisor (non-voting)
<input checked="" type="checkbox"/>	Anthony Baker, Staff (voting)	<input type="checkbox"/>	Jamie Rich, Advisor (non-voting)
<input checked="" type="checkbox"/>	Arlene Wynn, Staff (voting)	<input checked="" type="checkbox"/>	Jenessa Lund, Advisor (non-voting)
<input checked="" type="checkbox"/>	Shawna Young, Dean (voting)	<input checked="" type="checkbox"/>	Michael Le, Advisor (non-voting)
<input checked="" type="checkbox"/>	Sherie Gordon, VP (voting)	<input type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input type="checkbox"/>	Jason Meriwether, VP (voting) Proxy – Steve St. Onge	<input checked="" type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	

Meeting Minutes:

- Co-chairs' Comments
 - A thank you to everyone's hard work and commitment as we navigate through these unprecedented times
 - Discussion on URPC meetings guest attendance and participation with an intent to develop policies and procedures at future committee meetings
- Approval of Meeting Minutes for August 28th
 - Motion to approve Meeting Minutes M/S (Monty/Anthony) - Approved
- Review of Senate Presentation
 - A recognition of Amber's hard work and presentation to Senate. Going forward it is important we continue to be transparent providing contextual information to stakeholders. Doing so will further promote continuity throughout all levels of the institution helping to identify pain points and develop plans to address them collectively.
- Year-End Overview
 - Review of 2019-20 year-end operating fund [overview](#) and financial review [reports](#)
- Reserves Overview
 - Overview of campus fund balance and [reserves presentation](#)
 - [Last year the CSU updated the system reserve policy to set a minimum Reserve for Economic Uncertainty threshold of 25%, the URPC will need to revise our campus Reserve Policy to be in compliance – note our current Reserve for Economic Uncertainty \(Operating Reserve\) is at 4.6%](#)
- Budget Overview (shifted to next meeting due to time)
- Introduction and Brainstorming on Work Timeline (shifted to next meeting due to time)
- Next Steps
- Adjourn

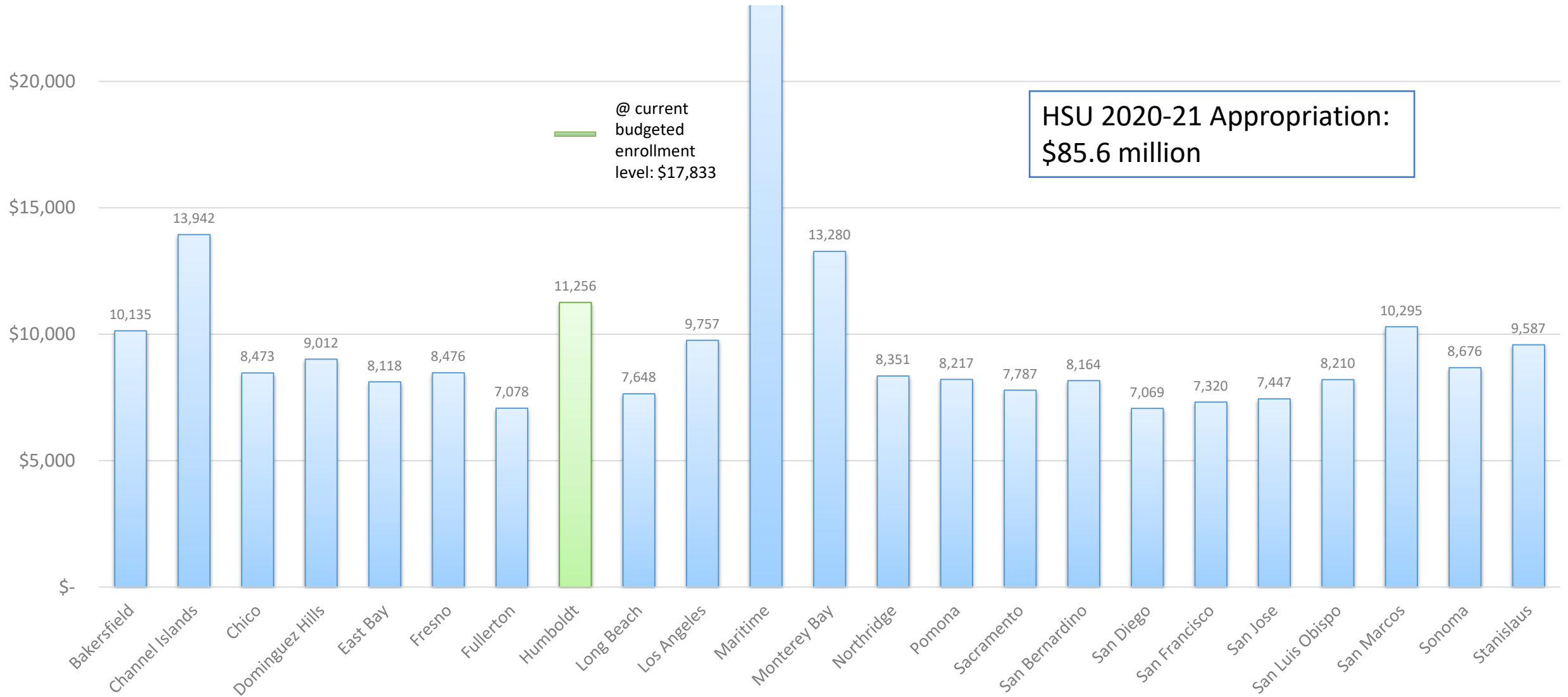
2020-21 CSU State Appropriation Funding by Campus

(Source: 2020-21 CSU Budget Memo)



2020-21 CSU State Appropriation Funding per CSU Target Resident FTES

(Source: 2020-21 CSU Budget Memo)



Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Noah Zerbe, ASCSU Representatives

The Academic Senate of the CSU met via Zoom on Wednesday, September 16 through Friday, September 18. Complete text of all resolutions mentioned below are available via the ASCSU website (<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate>).

Among two campuses selected at random during the plenary, Humboldt was selected to provide a delegate to the Faculty Trustee Nominating Committee. The committee will review candidates for the Faculty Trustee position and recommend at least two candidates for the position to the ASCSU for recommendation to the Governor.

AS-3438-20/AA passed. Outlines core competencies for the new Ethnic Studies requirement under AB 1460. The language in the learning outcomes (core competencies) was based on language originally developed by Ethnic Studies Council and were adopted following meeting with representatives from that body. However, there are concerns (as expressed most recently by the September 24, 2020 letter from the Steering Committee of the CSU Ethnic Studies Council and the response to that letter by ASCSU Senate Chair Rob Collins) over the scope and nature of that consultation as required under AB 1460. Both the Ethnic Studies Council letter and the response by Rob Collins are appended below. The Chancellor's Office has indicated that it is not willing to delay in the implementation timeline that EVC Blanchard specified in his September 10 memo.

AS-3439-20/FGA passed. Requests funding to support implementation of AB-1460.

AS-3450-20/FA passed. Requests the Chancellor's Office direct campuses to make student opinions on teaching (student teaching evaluations) and peer observations of teaching be made optional this year.

AS-3441-20/FGA passed. Expresses support for federal stimulus funding for higher education.

AS-3442-20/FGA passed. Expresses support for California Proposition 16.

AS-3449-20/FGA, which supports efforts to permit CSU student veterans to count courses taken remotely in the spring count towards Veterans' benefits.

AS-3443-20/FGA passed. Expresses support for "Get Out the Vote" efforts on campus.

A number of other resolutions were introduced for first readings. These will come back for a vote at the next ASCSU meeting in November. These are:

AS-3444-20/APEP, which affirms the role of the Board of Trustees in adopting rules, regulations and policies governing the CSU.

AS-3445-20/FA, which would provide three seats dedicated for lecturer representatives in the ASCSU.

AS-3446-20/APEP, which would accommodate changes in general education in transfer model curriculum.

AS-3447-20/FGA, which calls for ASCUS consultation on academic implications systemwide fiscal decisions.

AS-3448-20/APEP, which address the need for student transcripts to document the governing transfer model curriculum for associate degree for transfer.

ASCSU standing committee meetings are scheduled for Friday, October 9 and Wednesday, November 4. The next meeting of the full ASCSU is Thursday and Friday, November 5 and 6.

c/o The Office of the College of Ethnic
Studies
Cesar Chavez Institute
San Francisco State University
1600 Holloway Avenue, EP 103
San Francisco, CA. 94132

September 24, 2020

Dr. Loren Blanchard, Vice Chancellor, CSU
Dr. Robert Collins, Chair, ASCSU
401 Golden Shore
Long Beach, CA 90802

Dear Dr. Blanchard and Collins

After repeated invitation from the CSUCES, this is to state unequivocally that there has been no collaboration between the CSU, the CSUCES and ASCSU **to date** as required by AB 1460 (Education Code 89032c) and to urge you to facilitate this process as soon as possible. Indeed, there has not only not been any collaboration in any real sense as required by law, there has also been no formal joint meetings to plan discussion, set timelines, review documents, or discuss process. The claim in the ASCSU's Resolution 3438-20/AA, September 17-18, 2020 that "Dr. Kenneth Monteiro, chair of CSUCES met informally with the Academic Affairs Committee of the ASCSU and Chancellors office representatives and shared a sense of agreement about core competencies" is false and misleading and can in no way be construed as legally or intellectually satisfying the legislative requirement of collaboration.

This misrepresented exchange was a result of our good faith acceptance of an invitation from Dr. Robert Collins (9/1/20) "to meet for a brief half-hour zoom meeting with the Executive Committee" of the AS. He clearly stated, "the goal of the meeting is to meet and greet." Dr. Monteiro replied (9/2/20) on behalf of the CSUCES agreeing that this meeting was for only for a meet-and-greet session and "one piece of business, sharing confirmed contacts on implementation collaboration." Dr. Collins replied 9/10/20 saying "he and AS chair Schlievert "will be confirmed contacts going forward." But there was clearly no follow-up.

Thus, to invite CSUCES Steering committee members to a meet-and-greet session and to create a fictive meeting of substance out of it and pretend it was collaboration is unprofessional, unprincipled, uncollegial, and willfully dismissive of the requirements of the law and the spirit of collegiality, which serves as the foundation for effective shared governance. All of our correspondence with Dr. Robert Collins and with Dr. Susan Schlievert clearly stated we would attend the meet-and-greet simply for that purpose and they agreed. You attended that meeting and know well that Dr. Monteiro stated at the beginning we were there only to meet-and-greet and were waiting to receive responses to our invitation to meet in collaboration.

Dr. Leo Van Cleve's letter of 9/9/20 in response to the AS Resolution embraces Dr. Collins' paper narrative and claims that a non-existence collaboration process represents "the culmination of discussions". Thus, he gratuitously thanks "both groups for collaboration" which has not taken place. Clearly, there is no evidence in correspondence or verbal exchange of any process or practice of collaboration as required by law between the three designated bodies, the CSU, CSUCES and the ASCSU. Dr. Van Cleve also states that "In September 2020 further changes were suggested and approved by the Ethnic Studies Council." Again, this is a contrived exchange with an indeterminate date and no documented evidences of intentional collaboration.

The Steering Committee's sending its proposal for the five core competencies was sent to open the door to collaborative discussion, not to close it or provide an excuse for others to not open this door, and to claim all has been done and resolved. Such a misreading of our opening gesture shows bad faith and failure to rightfully recognize our deliberative process. For, like the ASCSU, such a decision by our Steering Committee still requires approval by our plenary body also. Moreover, our proposal for the core competencies was changed. And whenever there are changes, those collaborating, discuss and come to an agreement on those changes.

In conclusion, there has been no collaboration as required by law. The discussions with members of the Academic Affairs Committee were informal discussions with individual scholars as expert consultants, not formal discussions with the Council. Moreover, discussions before AB 1460 do not qualify as collaboration *ante factum*. As we noted in correspondence (9/11/20), to Dr. Schlievert, AB 1460 "supersedes previous proposals." Surely, we cannot in good faith call a meet-and-greet an appropriate venue for any serious collaboration, especially when both parties have agreed it would not be or count as such a meeting.

This is clearly a serious matter, both legally and educationally and should be addressed immediately. This pretention of collaboration has cost valuable time that could have been used for the substantive collaboration required by both the letter and intent of the law. It also risks eroding professional trust, which is critical to effective collaboration. The issue of time should not now be used when so much was wasted in not collaborating. At the meet-and-greet you noted the importance of this moment and expressed support for our collegial collaboration in moving forward. It's time we did this and together, seize the historical moment.

Moving forward, we again offer a sincere invitation to collaborate in good faith and in substantive ways. Also, we trust that we can move beyond confusing consultation with sincere collaboration. For such conceptually narrow notions of collaboration, misunderstand and miss the essentiality and generative process of genuine collegial exchange and shared governance around a shared project and goal. The law offers and requires such a substantive collaboration. For our students, the university, and the historical moment, we should embrace and pursue this promising opportunity. We look forward to hearing from you and going forward in clearly substantive and mutually agreed upon collaboration.

Sincerely yours,

The Steering Committee of the CSU Ethnic Studies Council:

Professor Melina Abdullah (CSULA)

Professor Teresa Carrillo (SFSU)

Professor Maulana Karenga (CSULB)

Professor Linda España-Maram (CSULB)

Professor Kenneth Monteiro (Chair-SFSU)

Professor Boatamo Mosupyo (CSU Sacramento)

Professor Marcos Pizarro (SJSU)

Professor Craig Stone (CSULB)

cc. Dr. Timothy White, Chancellor, CSU
Membership, CSUCES

Collins, Robert Keith <rcollins@calstate.edu>

9:53 AM (59 minutes ago)

to ascsu, Tracy

Dear ASCSU Colleagues,

I hope that all is well and you all are having a good morning. Thank you very much for the emails, information, and questions regarding the processes following in the creation of AS-3438-20/AA: Recommending Core Competencies for Ethnic Studies: Response to California Education Code 8903c. The following are the processes followed, which I encourage you to discuss and share with your campus colleagues and constituents:

The resolution includes five core competencies, developed through these conversations and informed by previous ASCSU resolutions. It is important to note that the origins of this resolution lie in the following:

1. As per AB 1460, consultation occurred between the Chancellor's Office, the ASCSU, and CSU Council on Ethnic Studies on Wednesday, September 16, 2020 at 1:00p.m.
2. The ASCSU Chair organized the meeting, in collaboration with CSU Council on Ethnic Studies Chair, between the CSU Chancellor's Office, the CSU Council on Ethnic Studies, and the ASCSU.
3. This meeting, as agreed upon between the ASCSU Chair and CSU Council on Ethnic Studies Chair, would begin with an informal meet and greet to re-establish collegial working relationships that occurred during the drafting of AS-3403 and then move to discussion of the

following central question: Were the core competencies or learning outcomes in AS-3403 still viable?

4. Prior to the meeting on 9/15/20, the CSU Council on Ethnic Studies Chair submitted the core competencies approve by the CSU Council on Ethnic Studies to Academic Affairs (AA) Standing Committee Chair for inclusion in the discussion and consideration by AA and the CSU Chancellor's Office.
5. The ASCSU Executive Committee attended the meet and greet portion of the meeting and returned to prepare for the September 17-18, 2020 after the meet and greet. An At-Large Senator to the Executive Committee and liaison to AA remained to represent the ASCSU Executive Committee in discussions of the core competencies and will continue in this role as the Executive Committee Standing Committee liaison
6. Prior to the exit of the ASCSU Executive Committee, and in answer to the Executive Vice Chancellor's question on agreement, the core competencies were approved. This approval enabled the Academic Senate to conduct its work as part of the process and lent to the creation of AS- 3438-20/AA: Recommending Core Competencies for Ethnic Studies: Response to California Education Code 8903c.

It is also important to note, that the core competencies submitted from the CSU Council on Ethnic Studies were very similar to those agreed to in AS 3403: Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement.

As the processes towards implementation progress, and as communicated to the Chair of the CSU Council on Ethnic Studies, the ASCSU looks forward to ongoing conversations to ensure the successful implementation on the CSU Ethnic Studies requirement. The Academic Affairs Committee, given that this work falls within their charge, and their effective past collaborations with representatives from the CSU Council of Ethnic Studies, has been selected by the ASCSU Executive Committee as the committee space where meetings with the council will continue on AB 1460 implementation, along with representatives from the Chancellor's Office and ASCSU.

If either of you have any questions, then please do not hesitate to contact me. Take care, onward, and please stay healthy.

Sincerely,
Rob

Robert Keith Collins, PhD
San Francisco State University
Chair, Academic Senate California State University (ASCSU)
Email: rcollins@calstate.edu

Office of Equity, Diversity, and Inclusion:

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

The President's Diversity, Equity and Inclusion Council meet for the second time of the semester on Wednesday, September 16, at 3 p.m.

Dr. Lisa Tremain, interim Chair of the ICC, came as a guest and provided the DEIC members with an opportunity to become involved in the Academic Master Planning process. Dr. Tremain spoke to the importance of hearing from all HSU constituents and provided a visionary document engaging the DEIC members in important questions: "Why should I come to HSU?" "Why would I come to HSU?" and "What does HSU offer?" The current Academic Master Plan and the feedback from a series of webinars last year is in the shared drive for the Academic Master Plan. There are eight components of the Academic Master plan. She is soliciting feedback from faculty, staff, administration, students, and the community using the Visioning Activity. HSU wants to incorporate the feedback from the questions into the new Academic Master Plan, including diversity, equity and inclusion. The Visioning Document can be shared individually or in groups.

DEIC Subcommittees

Membership: Edelmira asked about the membership process for new DEIC members. The initial members' two-year terms are up, and she asked about the best way to formalize the process for bringing in new members. DEIC is not an official committee under the Senate. Some members suggested options on the priority of membership, especially when it comes to cultural taxation and Black, Indigenous, and People of Color (BIPOC) constituent representation. Initially, faculty, staff, students self-nominated and were approved for two-year terms. There was a suggestion for possible two representatives from each college and each college center.

Subcommittee Updates: The Inclusive Teaching subcommittee meets every other Monday, starting September 21; from 2:00 p.m. to 2:50 p.m., Fernando Paz reported for the HSI subcommittee that Monday, September 14 was the start of Hispanic Heritage Month and National HSI observance week. The new HSI webpage is up and highlights resources online. The new HSU HIS address is hsi@humboldt.edu. The HSI subcommittee meets on the first Friday of the month. Additions to the webpage will include information for parents. The Professional Development subcommittee will be setting a time for the subcommittee and continue with the topic of scaffolding.

The DEIC subcommittees will be reviewing the Diversity, Equity and Inclusion Strategic Action Plan regarding timetables and deliverables. A discussion that they would like to see the student perspective.

California Gender Recognition Act: HSU does not comply with the Act signed into law, which went into effect in January 2019. Student A.S. Social Justice and Equity representative spoke to the Act and provided information along with UC San Diego's Fact sheet hoping that HSU adopts something similar.

- [Notice from the Chancellor](#)
- [Fact Sheet from Transgender Law Center](#)
- [UC San Diego Fact Sheet](#)

The question as to whether there was some compliance training on this issue and what is the Senate's role, including implementation. Concern expressed about dismissing student experiences. Information that some students have a correct name and gender identity, but students do not. The question as to

whether it is a structural programming issue. Members dialogue on how people need to be held accountable and to champion these concerns. A policy statement re transgender identity and HSU policy would help, as nothing exists currently, to specifically address the policy. Roman provided his email address for further information: res130@humboldt.edu.

Mentorship in Governance Processes

A statement that there need to be allies to bring up other concerns to people in power to make HSU better. A comment that it is of concern that people of color need to be mentored on university government processes, but there is no mechanism for this to happen. Note that some people have been on committees for an extended period, and they need to make room for new people to have a more diverse shared governance. There need to be professional development workshops for faculty, staff, students, and administrators to de-mystify the governance process for the university.

Doctoras Voices: On Friday, September 18, from 4:00 to 5:30 p.m. via zoom there was a panel of seven Latinx Ph.D.'s that discuss higher education and their path pursuing a doctorate. The Doctoras answered questions from student.

<http://zoom.us/j/93529031301>

***The next DEIC meeting will take place on October 21, 2020, at 3:00 p.m. on Zoom.**

The invitation to faculty to participate in an inaugural affinity group was sent by Dr. Simone Aloisio, Associate Vice President, Dr. Edelmira Reynoso, Interim Executive Director, and Dr. Enoch Hale, Director:

We write to invite you to participate in an inaugural affinity group dedicated and focused on creating a support structure for faculty of color at Humboldt State University (HSU). We are planning a convening to bring you and your colleagues together and get your input as to how better support your success as a faculty member at HSU.

Academic Personnel Services, the Office of Diversity, Equity and Inclusion, and the Center for Teaching and Learning collaborated to write a CSU sponsored Faculty Retention grant. HSU was awarded \$28,000 for the 2020-2021 academic year. The affinity group will serve as a space to convene and provide recommendations to Academic Personnel Services to better support you at HSU. The goal is to provide you with support, mentoring opportunities, and potential for research collaborations. Our aspiration is for these experiences to help you succeed as a faculty member, as well as leadership positions in shared governance bodies here at HSU.

If you are interested in participating, please complete this [Affinity Group Interest GoogleForm](#). You will receive an invitation to our first meeting on October 7, 2020 from 12-1pm. If we can address questions that would allow you to decide, do not hesitate to contact us.

Provost's Office:

Submitted by Jenn Capps, Provost and Vice President for Academic Affairs

Thank You and Kudos

- Thank you so much to the Emeritus and Retired Faculty and Staff Association for meeting with me last week and offering their wisdom with regards to our Academic blueprint work as well as their perspective on future directions and opportunities for HSU.
- Thanks to the EOC and FITT groups for the countless hours of work these committees have put forth toward ensuring that our campus community is safe for our faculty, staff, and students.
- A shout out to numerous faculty and staff who have wonderful grant activities and funded projects happening this year. For example- Dr. David Greene in Forestry and Wildland Resources received funding from the HSU Foundation for the Schatz Tree Farm, and Dr. Rosemary Sherriff received funding from the USDA Forest Service for her Fuel Model Mapping Assessment. These are just a few examples amongst many accomplished funded proposals.

Budget

The Academic Affairs Leadership Team worked together and identified strategies to meet the additional \$1.3 million one-time budget reduction for 2020-21. A number of potential options were explored, including leveraging EEP salary and benefit savings, vacant position salary savings, a percentage of travel and OE budget, roll forward, postponing projects, and leveraging anticipated, additional revenue. Each of the areas reviewed the proposed options, worked with their area teams, and then presented a plan back to me. In the end, the \$1.3 million was achieved by leveraging the plans areas presented and by keeping the reductions to between 1-2% in all areas directly supporting students and instruction.

Reductions as % of MBU	Decision	Original Budget	% of Original	Strategy
Academic Affairs VP	195,000	3,620,108	5%	Travel, OE, and vacancy salary savings
Academic Programs	35,000	4,222,097	1%	Travel, OE, and EEP savings
CMC	400,000	1,297,933	31%	Roll forward distribution
CAHSS	200,000	21,122,773	1%	Dean submitted proposal
CEEGE	3,000	151,040	2%	Travel and OE
CNRS	151,000	23,118,292	1%	Dean submitted proposal
CPS	140,000	14,819,449	1%	Dean submitted proposal
ITS	100,000	8,511,285	1%	Travel, OE, strategic earmarks
Univ Library	76,000	3,083,263	2%	EEP and vacancy salary savings
Recommended Total:	1,300,000	79,946,240	2%	

Reductions by Strategy	Amount
Travel	119,800
EEP Savings	33,150
OE	63,800
Roll Forward	400,000
Vacant Position Salary Savings	242,608
Revenue	140,000
Strategic Earmarks/Delay Projects	300,642
Recommended Total:	1,300,000

Campus Climate Survey

We will be launching a campus climate survey in Spring 2021 and will be using the National Assessment of Collegiate Campus Climates (NACCC) from USC Race and Equity.

WASC Senior Colleges and University Commission

We continue to make progress in responding to the WSCUC recommendations as we prepare for our virtual accreditation visit in April 2021. Here are a few highlights:

In preparation for the Special visit that will occur April 21-23, the Vice Provost's office convened a Quality Assurance Team (QAT) to steer the work of responding to the WSCUC six recommendations. As a reminder, the six recommendations are:

1. Implement and sustain appropriate responses to the increased diversity of HSU's students. The evaluation of HSU's academic and student support services, including tutoring, housing, students with disabilities programs, financial aid counseling, career counseling and placement, and multicultural centers, and the adaptation of services based on evaluation results will better meet the needs of different students. Evidence-based decisions would ensure that curricular and co-curricular programs are aligned, and are sufficiently funded and staffed by qualified faculty and staff. (CFR 1.4, 2.13)
2. Continue and advance efforts to orient prospective students from large, urban areas to HSU's rural, small city context. As HSU incorporates a more diverse student body, intensifying efforts on student grievances and complaints, safety, and life in the local community will help students to feel supported and avoid feelings of alienation and isolation. (CFR 1.6)
3. Improve the university leadership's communication strategies and efforts across the campus, including continued transparency about HSU's budget challenges. Change

management training will assist HSU in making critical choices among the myriad of campus initiatives. (CFR 1.7)

4. Implement a comprehensive university assessment plan developed by faculty so that effective assessment is consistent across the institution, and widely shared among faculty, staff, and students. Improving the assessment of GEAR and consistently embedding the expectations for student learning in the standards faculty use to evaluate student work are components of effective assessment. (CFR 2.4, 2.6)
5. Prioritize diversification of faculty and staff demographics, including the use of new hires, to align with the diversity of the student body. Engaging faculty and staff in cultural competency professional development will further the academic achievement of students and contribute to the achievement of the institution's educational objectives. (CFR 1.4, 3.1, 3.3)
6. Engage in realistic budgeting, enrollment management, and diversification of revenue sources. Strengthening fundraising and private partnerships will help alleviate the stress on the budget in the upcoming years. More detail in the 2017 Environmental Scan Visualization Plan will clarify how HSU will counter current trends and reach its enrollment, graduation, retention, and achievement gap targets. (CFR 3.4)

The QAT is comprised of the faculty assessment fellows, a representative from each division at the university, the associate director of academic assessment, and the associate director of institutional assessment. We are hoping for two student representatives to join the group as well. At the first QAT meeting, the group divided into champions for each of the recommendations. The champions will work with campus constituencies to coordinate the evidence needed to complete our pre-visit report which is due to WSCUC February 11, 2021.

The Faculty Diversity and Equity Fellowship Program

The Faculty Diversity and Equity Fellowship Program was created in the Fall of 2019 to provide HSU faculty with peer-to-peer professional development opportunities that align with institutional goals and WSCUC accreditation recommendations. Specifically, Equity Fellows designed curriculum for learning sessions that addressed WSCUC recommendations #1 and #5. Through departmental programming, Equity Fellows developed an infrastructure to support equitable learning environments for HSU students.

The Equity Fellows are:

Dr. Brandilynn Villareal, Department of Psychology, College of Professional Studies

Dr. Kimberly White, Department of Chemistry, College of Natural Resources and Sciences

Dr. Kayla Bagay, Department of Native American Studies, College of Arts, Humanities, and Social Sciences

In addition to departmental learning sessions, Fellows meet with individual faculty for consultations and have been active in various capacities on campus, including but not limited to:

- Speaking to new faculty at the New Faculty Orientation

- Attending college level meetings, department meetings and participating as facilitators in professional development opportunities
- Presenting workshops for faculty and staff at the CTL
- Involvement in the Step-up Program for RAMP
- Active membership and participation in the Diversity, Equity, and Inclusion Council (DEIC)
- Active membership in sub-committees on Inclusive Teaching Strategies and HSU as an HSI
- Participating in the CTL Faculty Learning Community on Inclusive Teaching
- Serving as eLearning Ambassadors for the CTL

The Equity Fellows were instrumental in creating and disseminating information about the newly developed Equity Ratio Report, inspired by a reflection tool used by ESCALA Educational Services. Fellows created assessment measures inspired by ESCALA educational services and gained IRB approval for a study with HSU faculty. The purpose of the assessments were three-fold:

- To encourage faculty to reflect on their values and current practices related to diversity, equity, and inclusion in the classroom
- To provide a snapshot of HSU faculty's current thinking on equitable classroom practices
- To assess any change in thinking after the learning sessions

Outcomes Summary

- A. *Number of departments:* Equity Fellows met with faculty from 28 departments through in-person or virtual meeting format during the 2019-2020 Academic Year. The primary design was two visits to departmental meetings approximately 45 minutes each, however, a 2-hour learning session on a Green Day at the beginning of Spring 2020, if requested by a department chair, was also offered; 6 departments (13 faculty) participated in this extended session. A total of 12 additional departments indicated they'd complete the curriculum during the Fall 2020 semester.
- B. *Survey results:* During the 2019-2020 Academic Year, 150 faculty participated in a self-reflection survey on their teaching practices and responsibilities to students. A total of 116 faculty completed the in-person pre-survey; 50 faculty completed the in-person post-survey; and 37 completed the in-person pre- and post-surveys. After moving learning sessions to a virtual format, 21 faculty completed an online version of the survey. Results of the survey will be presented at the Fall 2020 CSU Symposium on Teaching and Learning and at the HSU Teaching Excellence Symposium.
- C. *Perception of impact:* Through peer-to-peer programming, Equity Fellows developed an infrastructure to support equitable learning environments for HSU students. When visiting departments, Equity Fellows engaged faculty, who may not have received any professional development, on changing student demographics, equity gaps, cultural humility, or inclusive teaching strategies. Faculty gained several tools

to reflect on equity gaps at a personal and departmental level with a sustained commitment to increasing retention and graduation rates among minoritized students. Equity Fellows contribute to a campus culture of valuing and viewing the strengths of our diverse student body.

D. Number of one-on-one meetings: Equity Fellows also met with 9 faculty for one-on-one consultations.

Overall Highlights of Equity Fellows Work

- Providing peer-to-peer professional development opportunities to support equitable learning environments and increase retention and graduation rates among minoritized students
- Time spent with faculty from 28 departments during the 2019-2020 AY; plans underway to meet with faculty from 12 additional departments during Fall 2020
- 150 faculty participated in a self-reflection survey on their teaching practices and responsibilities to students
- Introduced faculty to the principles of the Cultural Humility framework for equity
- Provided faculty with three data-based methods for assessing equity outcomes in courses
- Provided faculty with several examples of empirically-based highly equitable and inclusive teaching practices

President's Office:

Submitted by Tom Jackson, President, Humboldt State University

The People of HSU

I must continue to express my gratitude to our students, staff and faculty for your determination and creativity in our distanced working, teaching and learning environments. This pandemic, and its implications and ramifications, is extending longer than many of us ever imagined. We are over six months and still counting. Each of us are asking a great deal of all of us daily to stay focused on our mission and the quality of the education of our students. This is when we truly must be incredibly focused and disciplined as we work toward completing the fall semester safely. So far, we are reaping the benefit of all of our planning and forward thinking and are able to maintain educational continuity for our students. This is no small thing in a pandemic. Thank you.

HSU Pride

Humboldt State University has an important, imperfect, and excellent story to tell. This spring our accreditors are going to return to assess how well we are doing in the areas of recommendation from their last visit. Since that visit, we have made much progress in each area and have a great deal of which to be proud. We also have continued work. Special thanks goes to Vice Provost, Mary Oling-Sisay for her

guidance of this work and for the recent formation of the Quality Assurance group whose job it is to support continued, focused work in these areas and to help us to tell our story of continuous improvement as an organization.

Community Engagement

We recently launched the President's Community Advisory Committee and spent some time at the first meeting sharing information on the safe launch of Fall instruction. This Committee is a group of local officials and leaders invested in the success of Humboldt State. Subsequent meetings will focus on opportunities for new community partnerships, including expansion of relevant, grounded teaching and learning opportunities for our students.

Campus Culture

Let's acknowledge Nancy Olson and the Human Resources Department for their recent professional development initiative focused on managers. Nancy created a series of interactive training opportunities to further strengthen our approaches to leadership, particularly in a time of distance and difficulty. We intend to continue professional development activities and support as we all discover new strengths and opportunities in our changed world of work.

Innovation & Entrepreneurship

Service to the Community

Global Reach & Tribal Relations

Sustainability

Fall, 2020 represents an unprecedented opportunity to engage with envisioning and shaping the future of our university around these themes (above). I want to thank those leading some aspect of our multi-pronged planning efforts and to encourage everyone to contribute to our planning. Our strategic planning includes the co-creation of our vision and collective goals, academic master planning, inclusive student success planning, and diversity, equity and inclusion planning. Many of you are or will be involved in the working groups bringing this to fruition. Others will participate using the opportunities for feedback through the strategicplan.humboldt.edu site or during upcoming consultation sessions. This is a very important moment for all of us and for the future of this university. Each of you are encouraged to contribute in the ways that you are able. Toward completion we will look forward to celebrating and implementing our plans as we move forward together.



HUMBOLDT STATE UNIVERSITY

Division of Administrative Affairs

University Senate Report

(Tuesday, September 29, 2020)

Office of the Interim Vice President for Administration and Finance

I would like to thank Christina Lofthouse, Interim Chief of Police, for her stellar leadership since her arrival in June. Christina has been instrumental in providing leadership on campus and among the Council of Chiefs in the CSU. She has been a catalyst in CSU policy change, enhanced training for our officers and spearheaded the redesign of the UPD website. We wish her well at Sacramento State University.

University Police Department (UPD)

Scott VanScoy will be taking over as Interim Chief of Police effective today. Chief VanScoy comes to HSU from California State Northridge where he served as the Captain. Scott is expected to serve as interim until a permanent Chief of Police is appointed.

Currently, all officers are completing de-escalation training and reviewing The California Commission on Peace Officer Standards and Training (POST) new publication regarding de-escalation. .

Cares Act Funding Update

CARES Funding (Direct Student Aid)

HSU was awarded \$5,151,499 in CARES funding for direct student aid. We have awarded 6,056 students which totals \$4,775,967. The award amounts range from \$300 to \$2,000. Currently, the Office of Financial Aid is processing about 50 requests per week.

Note: *An additional \$250,000 from CARES-institutional funding, has been allocated for direct student aid which has not been spent to-date. It will not be spent until the remaining \$375,000 is awarded to students.*



HUMBOLDT STATE UNIVERSITY

Cares Act Funding Update (Continued)

CARES Funding (Institutional & MSI Funding)

In addition to the CARES funding for direct student aid, HSU received \$5.9 million for COVID related expenses (CARES Funding - institutional portion - \$5,151,499, CARES MSI Funding - \$733,295). This funding was allocated to divisions as outlined in the July Humboldt Now article [HSU Plans for \\$5.9 Million in Federal CARES and MSI Funds](#). As of September 29, spending to date is as follows:

- CARES Institutional Funding \$5,151,499 - \$390,405 spent, \$131,124 encumbered
- CARES MSI Funding \$733,295 - \$137,639 spent, \$53,792 encumbered

More in depth spending information will be available late October following the completion of the first federal reporting requirement due October 30, 2020.

Note: We are in the process of revising spending timelines for CARES funding given new information we received regarding spending deadlines and the urgency to spend. Updated timelines and information will be shared in the coming days.

Facilities Management

The HSU Advisory Committee on Sustainability (HACS) has launched a new [dashboard](#). The HSU Advisory Committee on Sustainability (HACS), a group of students, faculty and staff who believe that continual improvement in sustainability can be achieved with transparency and accountability.

The HSU Sustainability Dashboard makes visible our progress towards meeting our sustainability goals, by featuring updated metrics for ten key sustainability performance areas, along with project descriptions, next steps and information on how you can learn more and get involved. <https://hacs.humboldt.edu>.



HUMBOLDT STATE UNIVERSITY

Human Resources (HR)

- The Common Human Resources System (CHRS) implementation is in full swing! As a reminder, CHRS is a system-wide initiative to standardize and centralize data to increase efficiency and lower costs. Currently, data across all campuses is decentralized. HSU is in “Wave 5” which is starting right now. We will be working to implement “PageUp”, the new Recruitment system, which is scheduled to go live by July 2021.
- Background checks are now occurring at the courthouse. Please be aware that this means that background checks are now being run for any position that has had their background check postponed over the past 6 months due to COVID-19 court closures.
- As part of our initiative to create efficiencies, HR is working on developing search committee debriefing videos. This will be done so our search committees no longer have to schedule time to meet with HR. Of course, we’re always available for a face-to-face meeting, but we understand how hard it is to coordinate multiple schedules.
- Open Enrollment has started and will continue until October 16, 2021. As usual, we **highly recommend** that employees do not wait until the last day to make any changes. Please make sure to engage this process as early as possible. You can find more information by following this link: <https://hraps.humboldt.edu/employee-benefits>
- CalPERS “Planning Your Retirement” Class will be held on September 29th and October 9th. A portal message was sent out on September 28th.
- One of HR’s most critical functions meeting federal, state, and CSU mandated reporting requirements. We have several reporting requirements popping up right now including IPEDS reporting and VETS-4212 Reporting.
- HR is busy continuing the development of relevant training programs for the campus community including curriculum for four-part series to support campus reorganization, including onboarding reassigned employees; reassignment process overview including union contracts; process and best practices for off-boarding employees; and retention of institutional knowledge when employees leave. This will launch the week of October 5th.
- HR is conducting a survey of HSU employees who are parents to identify their needs as they balance working and parenting demands. Please help us by encouraging fellow parents to complete this survey!

Integrated Curriculum Committee Consent Calendar
University Senate Meeting September 29, 2020

- [EC 680 20-908](#). This is an existing and active course. The department is requesting to change the course unit value from locked down at 3 units, to a variable range of 1-3 units.
- [ECON 323D 20-927](#). ECON 323 and ECON 323D are being added to the History Major core as an option in the US History Area. Econ department agreed to remove the ECON 210 pre-requisite from ECON 323D in order to make this course more accessible to History students.
- [History Change Core Requirements 19-693](#). Add ECON 323 and 323D to the list of US History Area course options. This change does not add units to the degree, and ECON 323/323D are existing courses. ECON has approved this change and agreed to remove the ECON 210 pre-req for ECON 323D.
- [International Studies - Change Concentration/Emphasis Requirements - 19-834](#). Within the International Studies major, the department would like to change a concentration name from "Third World Developmental Studies" to simply "Developmental Studies," as they feel that the phrase "third world" is dated and does not accurately reflect concentration curriculum.
- [International Studies - Change Core Requirements - 19-835](#). The International Studies Program, in consultation with the World Languages and Cultures Department, would like to change the core requirements by reducing the number of college-level language courses from 5 to 4. This change will make it easier for students to finish degrees in a timely manner and will make it easier for transfers to major in this field.
- [MUS 238 19-909](#) - updating the course to match its repeatability to all other music studio courses. Currently, the course is not repeatable for credit. This proposal is requesting to make this course repeatable for credit.

COMMENTS ON THE PROPOSED ACADEMIC CALENDAR CHANGE

I worked with Elmo Moore, Mathematics, and others beginning in AY 1996-97 on what was called the Calendar Committee. By early 2000s we had it developed. After Elmo retired and moved to France, I was designated as the Senate Calendar Czar to work with the Provost's Office staff over the ensuing decades whenever adjustments were needed. One adjustment was made to the Fall Semester when Veterans Day was observed as a State Holiday, and another was when Ceasar Chavez Day was observed as a State Holiday affecting the Spring Semester. There are very specific NORMS for AY Calendars as set by the Chancellor's Office Ex. Orders.

The principles behind the Spring Break occurring where it does in the Perpetual Calendar were twofold:

- The current break is in the middle of the semester easing the study strain for students and faculty alike; and,
- Most importantly as a diverse, ethnically balance, and inclusive University, tying the break to a traditional Christian Holiday was deemed insulting and disingenuous to our students who may be of other faiths, racial backgrounds, agnostic or atheist in their own practices.

Therefore, I think that the proposed change is not acceptable. There was no change to the 2020 Spring Semester Calendar and there was no change to the 2020 Fall Semester Calendar because of the pandemic. This proposed change to Easter Week, Easter is on April 4th, is not in keeping with the intent of the Perpetual Calendar.

Kenneth (K.O.) Fulgham, PhD (BS-HSU-1970) Choctaw
Emeritus Professor of Rangeland Resource Science
Emeritus Department Chairman
Forestry & Wildland Resources Department
Humboldt State University, Arcata, CA 95521-8299

University Senate Meeting, September 29, 2020
Reitzel & Martin Open Forum Remarks

By now we assume everyone has seen that last week the HSU administration triggered the termination clause of the operating agreement between campus and the University Center. We just wanted to clarify a few things. The UC has had a decades-long business relationship with the Community Pool under the past three university Presidents, and the Pool provides direct benefit to HSU students in the form of jobs and trainings. Everything the University Center did with respect to the line of credit we extended to the Arcata Community Pool was done above board and in public. It was discussed at a public Board meeting last fall; it was sent to the Finance committee for further analysis and consideration; the Finance Committee, chaired by the University's own Controller, recommended we approve the line of credit; and it was discussed and approved at the following Board meeting. Both university administrators on the UC Board, the Controller (who as Finance Committee Chair recommended it), and the President's designee on the Board, voted to approve it. Although the Community Pool ended up using some of that line of credit for operating expenses instead of capital improvements, which was what our agreement with them called for, that was something that they did, not something the University Center did. And the only reason they did that was because they used their own reserves to pay for the capital improvements, hoping not to have to use any of the line of credit from the UC. Had the state sent them the grant money on time that they were awarded, they wouldn't have had to use the line of credit at all. They've already paid back \$75,000 of the \$150,000 they borrowed, and the rest will be paid back shortly, as soon as the grant from the state arrives in a month or so. It's ironic that the administration would react this way to what amounts to a very small procedural error, given their own repeated failure to follow policy and process. For example: terminating the UC's Executive Director without consulting the Board; appointing an Interim Executive Director without consulting the Board; having Aladdin Food Services operate on campus for a month without a contract and without consulting the Board; hiring an outside consultant for a program review of the UC without consulting the Board; and failing to consult the University Center Board or the University Space and Facilities Advisory Committee or the City of Eureka or the State Lands Commission before moving staff from the Advancement Foundation into the Humboldt Bay Aquatic Center in violation of that facility's lease agreement. The relationship between the President and the Board deteriorated as a direct result of these actions. For the administration to pull the termination trigger on our operating agreement over such small infractions as those outlined in the President's memo is akin to using a sledgehammer to kill a mosquito. Even though the CSU Trustees delegate strong powers to campus presidents, in a collaborative and consultative environment, such issues would be collegially pointed out and corrected. For example, the President could have simply stated to the Board that the management agreement between the Pool and the UC, although seemingly fine under the previous three presidents, is not fine under his administration, so the UC should begin to work to end that agreement. Unfortunately, we find ourselves in an environment where authority seems to outweigh collaboration. A memo was sent to the UC, at the same time as to the media and the public, of a termination of contract notice. We can't help but wonder if there were ulterior reasons to motivate such a disproportionate response. Hopefully the UC can resolve the issues pointed out in the termination notice to the President's satisfaction within the provided 90-day window. We also hope that the University Center, its Board, and the President can build a trusting collaborative relationship where we can work together in achieving what we all agree is best for HSU and students.

Thank you.

Dr. Steven Martin, Professor and Faculty representative on the University Center Board of Directors

Dr. Armeda Reitzel, Professor and Faculty representative on the University Center Board of Directors

University Senate Meeting, September 29, 2020
Reitzel & Martin Open Forum Remarks

Dr. Mark Rizzardi, Professor and Faculty representative on the University Center Board of Directors

SUBJECT: ACADEMIC CALENDAR 2020-2021

FALL SEMESTER 2020

Fall semester begins	M	August 17, 2020
Fall Welcome	M	August 17, 2020
Professional Development Day	T	August 18, 2020
Meetings, workshops, testing, advising, registration	M - F	August 17-21, 2020
Instruction begins	M	August 24, 2020
Labor Day Holiday	M	September 7, 2020
Veterans Day Holiday	W	November 11, 2020
Fall Break	M - F	November 23-27, 2020
Instruction Ends	F	December 11, 2020
Final examinations	M - F	December 14-18, 2020
Evaluation day	S	December 19, 2020
Grading days	M - T	December 21-22, 2020
Grades due (by 11:59 p.m.)	T	December 22, 2020
Fall semester ends	T	December 22, 2020

SPRING SEMESTER 2021

Spring semester begins	W	January 13, 2021
Spring Welcome / meetings	W	January 13, 2021
Professional Development Day	F	January 15, 2021
Meetings, testing, advising, registration	W - F	January 13-15, 2021
Martin Luther King Holiday	M	January 18, 2021
Instruction begins	T	January 19, 2021
Spring Break	M - F	March 15-19, 2021
Cesar Chavez Holiday	W	March 31, 2021
Instruction Ends	F	May 7, 2021
Final examinations	M - F	May 10-14, 2021
Commencement	S	May 15, 2021
Grading/evaluation days	M - W	May 17-19, 2021
Grades due (by 11:59 p.m.)	W	May 19, 2021
Spring semester and Academic Year ends	W	May 19, 2021

Fall Academic Days = 86 Spring Academic Days = 85
 Fall Instructional Days = 73 Spring Instructional Days = 73

Total Instructional Days = 146

Total Academic Days = 171

Approved by University Senate on **March 27, 2018**

Approved by President Rossbacher on **April 4, 2018**

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.

SUBJECT: ACADEMIC CALENDAR 2020-2021

FALL SEMESTER 2020

Fall semester begins	M	August 17, 2020
Fall Welcome	M	August 17, 2020
Professional Development Day	T	August 18, 2020
Meetings, workshops, testing, advising, registration	M - F	August 17-21, 2020
Instruction begins	M	August 24, 2020
Labor Day Holiday	M	September 7, 2020
Veterans Day Holiday	W	November 11, 2020
Fall Break	M - F	November 23-27, 2020
Instruction Ends	F	December 11, 2020
Final examinations	M - F	December 14-18, 2020
Evaluation day	S	December 19, 2020
Grading days	M - T	December 21-22, 2020
Grades due (by 11:59 p.m.)	T	December 22, 2020
Fall semester ends	T	December 22, 2020

SPRING SEMESTER 2021

Spring semester begins	W	January 13, 2021
Spring Welcome / meetings	W	January 13, 2021
Professional Development Day	F	January 15, 2021
Meetings, testing, advising, registration	W - F	January 13-15, 2021
Martin Luther King Holiday	M	January 18, 2021
Instruction begins	T	January 19, 2021
Cesar Chavez Holiday	W	March 31, 2021
Spring Break	M - F	April 5-9, 2021
Instruction Ends	F	May 7, 2021
Final examinations	M - F	May 10-14, 2021
Commencement	S	May 15, 2021
Grading/evaluation days	M - W	May 17-19, 2021
Grades due (by 11:59 p.m.)	W	May 19, 2021
Spring semester and Academic Year ends	W	May 19, 2021

Fall Academic Days = 86 Spring Academic Days = 85
 Fall Instructional Days = 73 Spring Instructional Days = 73
Total Instructional Days = 146
Total Academic Days = 171

Approved by University Senate on 03/27/2018

Approved by President Rossbacher 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.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Amend the *Constitution of the University Senate of Humboldt State University* to
Reflect Parallel Revisions to the *General Faculty Constitution***

03-20/21-CBC – September 29, 2020 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends the attached amendments to the Senate *Constitution* be forwarded for ratification; and it be further,

RESOLVED: That implementation of these amendments shall be conditioned on passage of 03-19/20-CBC Resolution to Revise the *General Faculty Constitution* and 15-19/20-CBC Resolution to Amend the *General Faculty Constitution* as Approved in Resolution 03-19/20-CBC (Resolution to Revise the General Faculty Constitution).

RATIONALE: *These amendments will align the Senate Constitution with revisions to the General Faculty Constitution in Resolution 03-19/20-CBC. Changes have been made to:*

- *Clarify the section on elected membership (instructional vs. non-instructional; tenure-line vs. lecturer faculty) and terms of office (4.1 and 4.2);*
- *Specify a date for the beginning of the Senate year (June 1) (3.0);*
- *Specify that ASCSU reps are elected by the General Faculty At-large and may serve more than two consecutive terms (4.13, 4.22);*
- *Remove the ASCSU reps (elected to the Senate) from the list of Ex-Officio members (4.3);*
- *Indicate that the Chair of the Senate serves ex-officio as the Presiding Officer of the General Faculty (5.1);*
- *Indicate that the Vice Chair of the Senate serves ex-officio as the Second Officer of the General Faculty (5.2);*
- *Update ERFA terminology and membership to reflect ERFA vote to expand membership to staff becoming ERFSA;*
- *Specify the electorate for *Staff Delegates* (4.4).*
- *Introduce minor clarifications to wording where deemed necessary.*

Proposed Revisions with Track Changes

University Senate of Humboldt State University
Constitution

PREAMBLE

The University Senate of Humboldt State University, also called the Senate, is a deliberative body comprised of faculty, staff, students, and administrators working together to support the educational mission of Humboldt State University and committed to the principles of shared governance. The Senate is charged with formulating, evaluating, and recommending policies to the University President. In service of those duties, the Senate encourages input from throughout the University community and

works in collaboration with the University President to ensure that Humboldt State University responds to current and future challenges and maintains and furthers its position as a collection of students and professionals fostering an open and productive learning environment.

“Shall” or “shall not” shall indicate prescription or prohibition; “may” shall indicate option or ability; “should” shall indicate advice or suggestion.

1.0 Purpose and Authority

The purpose of the University Senate is to draw from the collective wisdom of the members of the University community in order to formulate, evaluate, and recommend policies that advance the mission of Humboldt State. The Senate shall be the University’s primary policy recommending body. The Senate shall have the authority to act for the faculty on matters within the scope of the faculty when the action is approved by a majority vote.

2.0 Duties

- 2.1 The Senate shall consider policies with respect to the general welfare of the University. It shall review established policies, consider new policies, and study matters of concern to the University community.
- 2.2 It shall formulate educational policy, including admissions, curricula, and criteria for the granting of degrees. It shall analyze established and proposed policies of instruction and consider variations in policy in exceptional cases.
- 2.3 It shall advise the President in the selection of administrative personnel and assist in the selection of future Presidents.
- 2.4 It shall maintain open lines of communication between the faculty, staff, students and administration. Senators shall distribute information to and solicit input from the group(s) for which they serve as delegate.
- 2.5 It shall appoint members of Senate Standing and *Ad hoc* committees and Campus committees through the Appointments and Elections Committee. It shall establish rules and procedures for Senate committees and shall establish procedures for the Senate.
- 2.6 The ultimate authority to recommend approval of candidates for graduation shall reside with the tenure-line faculty. Only members of the Senate who are elected as tenure-line faculty shall vote in the matter of approving the list of candidates for graduation.
- 2.7 The Senate shall hold the authority for censure of its members. The Senate shall follow procedures specified in the *Bylaws*

3.0 Calendar

The Senate year shall begin on June 1. ~~the day following the last day of the spring semester.~~

4.0 Membership

4.1 Elected Members:

4.10 Chair: One (1) General Faculty member who has completed at least three years of employment and will be in-residence during the term of office shall be elected by a vote of the General Faculty At-large.

4.11 Tenure-Line Instructional Faculty ~~Tenure-Line Delegates~~ Faculty: Eleven (11) ~~Tenure-Line~~ Faculty Senators shall be apportioned as follows:

4.111 Two (2) Tenure-line Instructional-unit faculty from each of the three instructional units shall be elected by a vote of the Tenure-line faculty within each instructional unit. ~~delegates from each of the three colleges (instructional units)~~

4.112 Two (2) Tenure-line Non-instructional ~~temporary and tenure-line~~ faculty (coaches, counselors, librarians) from delegates from non-instructional units shall be elected by a vote of the Tenure-line Non-instructional unit faculty. ~~in non-instructional unit (Coaches, Counselors, Librarians)~~

4.113 Three (3) Tenure-line faculty from any instructional or non-instructional unit shall be elected by a vote of the Tenure-line faculty. ~~from either instructional f"At Large" delegates (tenure line instructional faculty).~~

4.12 ~~Lecturer-Non-Tenure Instructional Faculty Delegates~~ Faculty: Three (3) Lecturer Faculty ~~(including librarians, counselors, and coaches)~~ with a time base of averaging at least .40 (or greater) of full-time shall be elected by a vote of the Lecturer faculty appointment.

4.13 Representatives to the ASCSU (Statewide Academic Senate): Two (2) Full-time ~~-Tenure-line~~ faculty shall be elected by a vote of the General Faculty At-large.

4.14 Staff Delegates: Three (3) non-Management Personnel Plan (MPP) staff shall be elected by Staff Council.

4.2 Terms of Office and Term Limits

4.21 The term of office for the Senate Chair shall be two years. The term of office for all other an-elected members shall be three Senate-years.

4.22 An elected member shall serve no more than two consecutive complete terms with the exception of the Representatives to the ASCSU who may serve more than two consecutive terms. ~~-Service for a partial term or for terms served as an ex-officio member shall not be included in this calculation. So far as feasible,~~

Senate terms shall be arranged so that approximately one-third of the membership is elected annually.

4.232 The outgoing chair of the University Senate, if in good standing, and if in good standing, and if not serving in another elected, ex-officio, or interim ex-officio position, may shall serve as an ex-officio member ~~of the Senate~~ for one year subsequent to the completion of the Chair's term.

4.3 **Ex-Officio Members:** The ex-officio members of the Senate shall be as follows:

University President

~~General Faculty President~~

Provost and Vice President for Academic Affairs

Vice President for Enrollment Management

Vice President for Administrative Affairs

~~Two (2) General Faculty Representatives to the Academic Senate CSU (ASCSU)~~

Chair, Integrated Curriculum Committee

Immediate Past Chair of the Senate (One-year term)

Delegate, HSU Chapter, California Faculty Association

Delegate, HSU Labor Council

President, Associated Students

Executive Director, Office of Diversity, Equity, and Inclusion

4.4 **Additional Members:** Additional members of the Senate include:

Two (2) student delegates from the Associated Students

One (1) any retired annuitant who is a member of HSU Emeritus and Retired Faculty and Staff Association.

4.5 **Interim Members:**

4.51 Elected members who temporarily vacate their elected Senate seat to serve in an ex-officio membership position shall be referred to as "Interim Ex-Officio" members. Interim Ex-Officio members may serve one semester or less and still retreat to their elected Senate seat without standing for re-election (as long as the term limit has not been reached by the end of the semester). Time served as an Interim Ex-Officio member will still be counted toward the term limits for the elected seat. If the Interim Ex-Officio member will serve longer than one semester, their elected seat will become vacant and will be filled by election in accordance with the Senate *Bylaws*.

4.52 Persons who have been appointed to fill a temporary vacancy in an elected Senate position shall be referred to as "Interim Elected" members. Interim Elected members shall be appointed through the Appointments and Election Committee. The Committee shall solicit nominations from the electorate for the

Senate seat that is being temporarily vacated and forward its recommendation to the Senate for approval. Any person so appointed shall serve as an Interim Elected member until such time as the originally elected member returns to their elected Senate seat or until the end of the semester, whichever comes first. Time served as an Interim Elected member shall be counted as a partial term of service in accordance with section 4.21.

- 4.6 **Voting and Procedural Rights:** All members of the Senate shall have full procedural rights. All members of the Senate, with the exception of the University President shall have full voting rights.
- 4.7 **Vacancies:** Vacancies in Senate membership shall be filled in a manner prescribed in the *Bylaws*.
- 4.8 **Recall of Senators:** Any elected member of the University Senate may be recalled following the by procedures established in by the governing documents of the electorate. ~~or, if no procedures exist, those established by those specified~~ in the *Bylaws* may be followed.

5.0 Officers and Parliamentarian

- 5.1 The Chair of the Senate shall be an elected member of the General Faculty. and shall serve as ex-officio Presiding Officer ~~President of the General Faculty shall be ex-officio Chair of the Senate.~~ The Chair of the Senate shall serve as ex-officio as the Presiding Officer of the General Faculty.

The Chair shall preside at all meetings of the Senate and may call special meetings of the Senate.

- 5.12 The Chair of the Senate shall also chair the Senate Executive Committee.
- 5.13 The Chair of the Senate shall represent the Senate at University functions and carry out other duties as necessary to the shared governance responsibilities of the Senate.
- 5.14 The Chair of the Senate shall generally direct ~~oversee~~ the work of the Senate Office.
- 5.2 The Vice Chair of the Senate shall be an elected faculty delegat~~member of the Senate and shall be~~ The Vice Chair of the Senate shall be elected annually to a one-year term of office by the members of the Senate. ~~The Vice Chair shall be an elected faculty member of the Senate.~~ The Vice Chair of the Senate shall preside as the Chair of the Senate in the absence of the Chair. Should the Chair be unable to fulfill the duties of the office, the Vice Chair shall serve as Chair until such time as the General Faculty ~~shall~~ elect a new Chair~~President~~. The Vice Chair of the Senate shall also serve as Chair of the Faculty

Affairs Committee. ~~The Vice Chair of the Senate shall serve ex-officio as Vice President of the General Faculty. The Vice-Chair of the University Senate shall serve ex-officio as the Second Officer of the General Faculty.~~

- 5.3 The Third Officer of the Senate shall be an elected faculty member of Senate and shall be elected annually to a one-year term of office by the members of Senate. The Third Officer shall preside as the Chair of the Senate in the absence of the Chair and Vice Chair and shall serve as Chair of the Academic Policies Committee.
- 5.4 Vacancies: Should any officer of the Senate be unable to serve the full term to which elected, a special Senate election shall be held to choose a replacement for the ~~period~~ ~~of~~ remainder of the term.
- 5.5 The Parliamentarian, who need not be an elected member of the Senate, shall be appointed annually by the Senate Executive Committee. The Parliamentarian shall advise the presiding officer on parliamentary issues and shall serve on the Constitution and Bylaws Committee.

6.0 Meetings and Quorum

- 6.1 The Senate shall ordinarily meet for its regular meeting every two weeks during the academic year.
 - 6.11 The agenda of each regular meeting shall be distributed to the members of the Senate and posted to the Senate website at least three academic workdays before the meeting.
 - 6.12 Documents related to action items on the agenda shall be distributed to the members of the Senate and posted to the Senate website at least three academic workdays before the meeting. If such documentation is not distributed by the deadline, no action shall be taken on the item other than discussion and amendments thereto. This rule may be suspended by a two-thirds majority (except for amendments to the Constitution or Bylaws).
 - 6.13 Documents related to announcements, reports and discussion items shall be distributed to Senators and posted to the Senate website at least one academic workday before the meeting. If such documentation is not distributed by the deadline, a hardcopy may be distributed to all members of the Senate during the meeting. Such documents shall be posted to the Senate website as an attachment to the relevant agenda item as soon as possible after the meeting.
 - 6.14 At the discretion of the Chair, certain communications received by the Chair may be distributed to members of the Senate at any time prior to or during the meeting. These communications shall be posted to the Senate website as soon as possible after the meeting.

- 6.15 All departments and offices of the University shall be notified when the agenda and documents related to the agenda have been posted.
- 6.2 Special meetings of the Senate may be called at the discretion of the Senate Chair or upon receiving a written petition of at least ten percent of the Senate membership.
- 6.21 The agenda of a special meeting, including meeting time and location, shall be distributed to members of the Senate and posted on the Senate website at least three academic workdays prior to the meeting, unless the Chair with the concurrence of a majority of the Executive Committee, decides that the urgency of the circumstances do not permit the required notice.
- 6.22 Documents related to any items on the agenda at a special meeting shall be distributed to the members of the Senate and posted to the Senate website at least three academic workdays before the meeting. If such documentation cannot be distributed by the deadline, no discussion, amendments thereto or action shall be taken on the item. This rule may be suspended by a two-thirds majority (except for amendments to the Constitution or Bylaws).
- 6.23 Any action taken at a special meeting shall require an absolute majority of the Senate. Vacant seats will not be considered when calculating an absolute majority.
- 6.3 The minutes of both regular and special meetings shall be posted on the Senate website following approval by the Senate.
- 6.4 Two thirds of the Senate shall constitute a quorum for regular or special meetings. Vacant seats shall not be considered when calculating quorum.
- 6.41 If a senator is unable to attend, a proxy may be appointed in accordance with the Bylaws. The proxy shall be counted toward quorum.
- 6.42 A senator present for a portion of a meeting shall be recorded as present for the entire meeting.
- 6.43 The members present at a duly called or held meeting at which a quorum is present may continue to conduct business until the time stated for adjournment in the call of the meeting, notwithstanding the withdrawal of enough members to leave less than a quorum.
- 6.5 **Faculty Session**
- 6.51 A faculty session of the Senate shall be comprised of all faculty members of the senate. Its function shall be to express the collective voice of the faculty or to

execute faculty responsibilities such as the approval of the graduation list or other responsibilities specific to the faculty such as changes to Appendix J in the Faculty Handbook. It may make determinations regarding any issue specific to faculty responsibilities. Only faculty senators may vote during a faculty session.

- 6.52 A faculty session shall be convened upon a majority vote of the Faculty Senators ~~the sitting Senate~~ or by a majority vote ~~by~~ of the Faculty members of the Senate Executive Committee.
- 6.53 Persons not members of the Senate who are attending a meeting may be granted the privilege of the floor by unanimous consent of the Senate or by being yielded the floor by a member of the Senate.
- 6.54 A faculty session may hold an executive session with only faculty members in attendance by two-thirds majority vote of those Faculty delegates present ~~at~~ for the Senate faculty session.
- 6.55 A faculty session shall be terminated either by a two-thirds majority vote of the convened session or by an advance stipulation.
- 6.56 When the faculty session has concluded its business or when the session has been terminated by advance stipulation, its actions shall be reported to the full Senate. All actions of the faculty session shall be included in the minutes of the Senate.

7.0 Committees of the Senate

- 7.1 The Senate shall establish Standing and other *Ad hoc* or *pro tempore* Committees as provided for in the *Bylaws*.
- 7.2 The Senate may also appoint members to Campus Committees as provided for in the *Bylaws*

8.0 Bylaws

- 8.1 The Senate shall be responsible for constructing and maintaining its own rules of operating procedure known as the *Bylaws and Rules of Procedure of the University Senate of Humboldt State University*.

9.0 Amendments

- 9.1 Proposed amendments to this Constitution shall be recommended by a majority vote of the Senate after having been presented at a previous regular meeting. Proposed amendments must be recommended by the end of the 11th week of instruction during the semester in which they are to be ratified.

- 9.2 Senate-recommended amendments shall then be forwarded to the General Faculty, Associated Students, and Staff Council for a ratification vote. Associated Students and Staff Council must receive the proposed amendments in time to have two regularly scheduled meetings left in the semester to deliberate.
- 9.3 Proposed amendments shall be adopted if approved by a simple majority of the General Faculty and approval by either Associated Students or Staff Council. If any electorate does not vote on the proposed amendments by the end of the semester, that electorate will be considered to have abstained from the vote.

10.0 Interpretation

- 10.1 Requests for interpretation of Senate actions, Senate-approved documents and Senate governing documents must be initiated by at least two voting members of the Senate.
- 10.2 Requests for interpretation shall be forwarded to the Constitution and Bylaws Committee which will formulate a written interpretation.
- 10.3 The written interpretation shall be placed on the Senate agenda as an action item within one month of the date of request. The interpretation shall be considered binding unless rejected by a majority of the Senate.

Document History:

PASSED - University Senate, 2/24/2015

APPROVED - General Faculty, 3/31/2015

APPROVED – Staff Council, 4/14/2015

APPROVED – Associated Students, 4/16/2015

Amended: 05/2016

Amended: 02/2017

Amended: 09/2017

Amended: 11/2018