

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, September 29, 2020

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer ([mds65@humboldt.edu](mailto:mds65@humboldt.edu))

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

### 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 Pant, & 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).

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## 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

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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](mailto: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](#).

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### **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).

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## **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.

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## **Faculty Affairs Committee:**

Submitted by Mark Wilson, FAC Chair

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

### **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.

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## **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.

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## **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.

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## 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

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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 28<sup>th</sup>
  - 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

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## 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.

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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

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**Collins, Robert Keith** <[rcollins@calstate.edu](mailto: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](mailto:rcollins@calstate.edu)

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## **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](mailto: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.

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## **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.

<b>Reductions as % of MBU</b>	<b>Decision</b>	<b>Original Budget</b>	<b>% of Original</b>	<b>Strategy</b>
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
<b>Recommended Total:</b>	<b>1,300,000</b>	<b>79,946,240</b>	<b>2%</b>	

<b>Reductions by Strategy</b>	<b>Amount</b>
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
<b>Recommended Total:</b>	<b>1,300,000</b>

### **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

- 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.
- 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.
- 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

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## **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](https://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.