Humboldt State University
University Senate Meeting Minutes
14/15:15 5/12/2015

Tuesday, May 12, 2015, 3:00-5:00 pm, Goodwin Forum (NHE 102)

Chair Noah Zerbe called the meeting to order at 3:00 pm on Tuesday May 12, 2015
Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Abell, Alderson, Blake, Burkhalter, Dinzes, Geck, Gold, Hernandez, Ingerson, Karadjova, Karl, McGuire, Meyer, Mola, Moyer, Ortega, President Rossbacher, Stubblefield, Thobaben, Wrenn, Zerbe, Zorn

Members Absent

Bruce, Creadon, Eschker, Flynn, Lopes, O'Neill, Shaeffer, Tillinghast

Guests

Ken Ayoob, Jená Burges, Lisa Castellino, Martin Flashman, Volga Koval, Abigail Petersen, Steve Smith, Janet Winston, Craig Wruck

Announcement of Proxies

Karl for Bruce, Mola for Creadon, Moyer for Eschker, Blake for Lopes

Approval of and Adoption of Agenda

M/S (Gold/Ortega) to approve and adopt the agenda
Motion carried unanimously

Approval of Minutes from the May 5, 2015 Meeting

M/S (Stubblefield/Karadjova) to approve the Minutes of the May 5, 2015 meeting
Motion carried, 1 abstention

Humboldt State University
University Senate Meeting Minutes
14/15:15 5/12/2015

Year-end Report from Noah Zerbe, Senate Chair

First, I want to thank everyone for another amazing year. It's been a pleasure working with folks from across campus. Thank you to the Senate officers, Julie Alderson and Monty Mola, and to the Senate committee chairs, Cindy Moyer, Erick Eschker, all of whom put in many hours of work and too rarely receive the gratitude they deserve. Thanks to all of the Senators—students, staff, and faculty—who go above and beyond to help articulate an all-university vision for the campus. Thanks also to Paula Petersen for the outstanding work she does in support of the Senate. Without her contributions, the Senate would grind to a screeching halt.

We accomplished a great deal as a Senate this year—a particularly impressive feat given the transitions taking place on campus. We welcomed a new President, Lisa Rossbacher, and helped to develop a new strategic plan that articulates a future vision for Humboldt State. We developed policies that streamlined administrative processes and clarified governance processes on campus, approved freestanding majors in International Studies and Critical Race, Gender, and Sexuality Studies, and were able to deal with potentially divisive and controversial topics in a manner that reinforced the positive vision of shared governance at the heart of the University Senate. As I noted in my comments at the reception for the University Senate last week, our ability to disagree without being disagreeable, to maintain a sense of collegiality and recognize the best intentions in each other even when we differ strongly, and our ability to move beyond the narrow silos that often confine our work here and instead work towards a shared vision in the best interests of the institution as a whole, is our greatest achievement as a University Senate. Thank you all for that.

Year-end Reports from Standing Committees, Statewide Senators, and Ex-officio Members

Constitutions and Bylaws Committee Year-end Report – Richard Bruce, Committee Chair

The Constitution and Bylaws Committee (CBC) had an intense fall semester, producing four (4) resolutions forwarded to the Senate, as well as consultation on one Appointments and Elections resolution to establish the voting procedures on amending the University Senate Constitution this spring semester (Resolution #18-14/15-AEC), all summarized below.

Resolutions Forwarded to the Senate:
1.   Resolution to Update Bylaws Text (Resolution #15-14/15-CBC). This resolution was housekeeping for the Bylaws.
2.   Resolution to Require Roll Call Votes in Bylaws (Resolution #16-14/15-CBC). As best practice of holding elected representatives accountable, this resolution allows for

establishing procedures in the Senate's Standing Rules for holding roll call votes. The resolution also outlined when it's appropriate to hold a roll call vote in the Senate.

3.   Resolution to Reduce Immediate Past Chair Duties (Resolution #19-14/15-CBC). To alleviate the potential time a past chair serves on the Senate, the term length of a past chair was established for a year to provide mentoring to new chairs. This resolution unintentionally reduces the number of faculty on the Senate.

4.   Resolution to Amend the Constitution of the University Senate of HSU to Establish an Amendment Procedure (Resolution #20-14/15-CBC). The Constitution required the Appointments and Elections Committee to annually review of the amendment process, which then must be approved in the Senate prior to any proposed Constitutional amendments; this resolution codified the amendment process, following inclusive procedures used during the spring 2014 and spring 2015 amendment approval processes.

Resolution Consulted:

Resolution to Establish Voting Procedure on Proposed Amendments to the Constitution of the University Senate of HSU for Spring 2015 (Resolution #18-14/15-AEC). Following last spring's procedures, this resolution established spring 2015 amendment voting guidelines. These procedures were then proposed as an amendment to the Constitution in Resolution #20-14/15-CBC.

In its 2013-2015 deliberations on separating the GF President from the University Senate Chair, the CBC has created drafts of the GF Constitution and the Senate Constitution that, after advice from Senate Executive Committee, are held for a future discussion. Tasks to be addressed in 2015-2016 include 1) reviewing who votes for which Senator positions (e.g., do 0.40 lecturers vote for faculty college representatives or do they vote only for the lecturer senator?) and 2) deliberating on adding another lecturer or another at-large senator to replace the ratio of faculty-to-non-faculty (formerly 20:11, now 20:11 or 19:11) with the loss after the first year of the past-chair faculty seat.

As chair of the Constitution & Bylaws Committee, I'd like to officially thank the committee members for their engaging discussions on power, traditions, history, logic, and visioning: Jeff Abell, Jeremy Shellhase, and Steve Tillinghast. Their attention, interest and collegiality allowed for discussions on difficult subjects this year. I believe that their careful deliberation and care in predicting future problems by our text has led to a 100% resolution approval in the Senate with minor-to-no revisions between the first and second readings.

Integrated Curriculum Committee Year-end Report – Cindy Moyer, Committee Chair

In the 2014-15 Academic Year, the ICC
- Responded to over 400 Curriculum proposals

- Offered feedback to many policy proposals from the Academic Policies Committee
- Approved new Stand-alone Majors in Recreation Administration, CRGS, and International Studies.
- Approved a new BFA degree in Fine Arts.
- Approved new on-line, self-support Geospatial Certificate programs
- Approved a New Credential in School Social Work Pupil Personnel Services
- Revised the ICC Constitution for clarity and updates reflecting changes to the University and current ICC practice
- Created Guidelines for New Concentrations
- Approved two new Native American Studies Minors
- Offered Feedback to the GEAR committee

Work still in progress
- Curriculum Proposals
- Revisions to the PREP Process

Appointments and Elections Committee Year-end Report – Justus Ortega, Committee Chair

Over the course of the 2014-2015 academic years, the Appointments and Elections committee (AEC) in partnership with the University Senate Office conducted two rounds of appointments and elections (Fall and Spring). In Fall 2014, the AEC made 14 appointments to 10 committees with two vacancies on two committees left unfilled. In addition, the general faculty elected 20 faculty to 12 elected positons. In Spring 2015, the AEC made 33 appointments to 19 committees with seven vacancies on six committees left unfilled. One of the key issues that came to light this last academic year was the lack of faculty available to serve on committees. This appears to be related the smaller number of tenure track faculty available to serve on committees across the HSU campus. As a result of this circumstance, several key committee positions were left unfilled. On such key position was the chair of the Institutional Curriculum Committee (ICC). Because no faculty member was nominated for the ICC Chair position, no one was elected to this position by the General Faculty. Moreover, because a process for filling this position in an "emergency/ interim" was not previously established, the University Senate appointed the current Chair (final term ending in Spring 2015) back to the position until the general faculty is able to vote someone into that position.

Based on coordination with the University Senate Office, it was observed that the process of determining committee position that were vacant was cumbersome and not as organized as efficiently as possible. It is the recommendation that the AEC is coordinating with the University Senate Office work on developing a more "systematic" process for determining committee vacancies.

Also in this last academic year, the AEC worked with the Constitutions and Bylaws Committee to develop a resolution titled "Resolution to Establish Voting Procedure on the Constitution of the University Senate of HSU for Spring 2014". For this resolution the AEC worked to establish procedures for voting on amendments to the University Senate Constitution that are then approved by the Senate. With no clearly defined electorate listed in the Constitution, the AEC, in consultation with the Constitution and Bylaws Committee, addressed this in the procedure. This resolution was passed by the University Senate.

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

Appointments and Elections Committee –
- The committee has been working on filling open positions on committees; appointments are forthcoming. The committee would like to thank the college offices for their help in encouraging faculty nominations. AEC strongly encourages students to be represented on all campus committees and is pleased that Associated Students will be working on filling student vacancies for the 2015/16 academic year.

University Resources and Planning Committee –
- The URPC has forwarded their recommendation for a five year plan to President Rossbacher.

Associated Students –
- AS held their final council meeting for the academic year where they formally transitioned in their new council.

Student Affairs –
- Final preparations are being made for Saturday's Commencement ceremonies and the celebratory events that have been planned; details for the special events are posted on the Events Calendar.

President Rossbacher –
- The New Provost Search Committee has been selected and is tasked with having a Provost in place by the first of January.
- With an ongoing goal for open communication and keeping the campus community informed, there will be a blog used as a source for campus communication during the summer.

- President Rossbacher thanked the current senators for all of their work this year and noted that she is looking forward to welcoming the new 2015/16 members of Senate.
- President Rossbacher gave special thanks, expressing her sincere gratitude to Jenny Zorn; she is looking forward to seeing Jenny thrive in her position as the Provost and Vice President for Academic Affairs at Cal State Bakersfield.

Emeritus and Retired Faculty Association –

- ERFA thanked Provost Zorn and President Rossbacher for their interest in and for their involvement with ERFA during this academic year.

Consent Calendar from the Integrated Curriculum Committee (ICC)

The ICC Consent Calendar was unanimously approved by the Senate. A copy of the approved calendar is attached.

TIME CERTAIN: 3:15-3:30pm – Open Forum for the Campus Community (Open Forum Procedures)

Professor Janet Winston from the Department of English addressed the Senate regarding Revision to the Student Rating of Instruction Form. A copy of Professor Winston's statement is attached.

Professor Emeritus Martin Flashman from the Department of Mathematics addressed the Senate with a list of concerns for what HSU should be working on in the coming 2015-2016 academic year. A copy of Professor Flashman's statement is attached.

Undergraduate Biology major, Abigail Petersen, addressed the Senate regarding Resolution 22 – Decoupling Drop/Add from Census. Abigail presented the following statements:

- With the exception of registering for classes, HSU has been, for her, a wonderful experience
- Without any priority registration, getting the classes she needs, when she needs to take them, has been problematic and will delay her date of graduation
- She is speaking on behalf of herself and fellow students when saying that the current policy is unfavorable to dedicated students who are motivated and serious

about staying on track for graduation

- She is in favor of the resolution as she feels that, moving forward, it will be a difference maker and especially beneficial when wait listing for lab based science classes

Resolution on the Unmanned Aircraft Systems (UAS) Policy (30-14/15-EX – May 12, 2015) Second Reading

During the first reading of the original proposed policy, the Senate made recommendations for clarification on a few specific points. With modifications and clear language in place, HSU's Policy on the Use of Unmanned Aircraft Systems returned to the Senate for a second reading. Further clarification was specified: Under this policy UAS cannot be privately owned. Senators spoke in favor of the Policy, noting the benefits it will provide for students and faculty to move forward with summer research projects.

The Senate voted; the Resolution on the Unmanned Aircraft Systems Policy was unanimously passed.

Zerbe yielded the chair to Alderson for consideration of Resolution 33-14/15-EX.

Resolution on the Strategic Plan (2015-2020) (33-14/15-EX – May 12, 2015) Second Reading

During the first reading of the Resolution on the Strategic Plan, the Senate provided feedback to the Strategic Planning Committee regarding the draft of the policy presented. With consideration given to the recommendations of the Senate as well as feedback that was still coming in from the University community, the Strategic Planning Committee worked to finalize the plan. The Senate was pleased with the revisions made and unanimously in favor of the new Strategic Plan. The Senate gave thanks to the committee and all involved for the tremendous amount of work that went in to creating the Strategic Plan.

The Senate voted; the Resolution on the Strategic Plan (2015-2020) was unanimously passed.

Humboldt State University
University Senate Meeting Minutes
14/15:15 5/12/2015

Zerbe resumed chairing the meeting.

Resolution on New Teaching Evaluation Instrument (31-14/15-FAC – May 12, 2015)
Second Reading

After a first reading, much discussion and many recommendations, the Faculty Affairs Committee worked to address the specific concerns that had been raised. Keeping in mind the idea that this revamping is about getting data that will be universal, university wide, the committee tried to find middle ground through the restructuring of questions, adding clarification and making changes. It was noted that although this seems to still be a work in progress, what is being presented, is an improvement upon what is currently being used and is a step in the right direction.

After having been widely vetted, the committee's attentive time spent making significant improvements and with the understanding that there will be reevaluations at the end of the year to identify a finer degree of accuracy for what needs to be added and/or revised, it was suggested that the Senate move forward with approval.

The Senate voted; the Resolution on Revision to Student Course Evaluation Questions passed with 1 nay and no abstentions.

Resolution on Decoupling Drop/Add from Census (22-14/15-APC – May 12, 2015)
Second Reading

Due to an oversight the Senate will revote on the Decoupling Drop/Add from Census resolution.

A statement was made regarding the potential negative impact verses the positive result the change would bring about for students. A request was made that the Senate vote down the proposed policy. It was suggested that a new more flexible policy be brought forward or that the proposed policy be amended. After a hand vote of 14/7 to proceed to vote, there was a motion on the floor to vote by roll call vote.

M/S (Ingerson/ Hernandez) vote by roll a roll call vote

The Senate voted by Roll Call Vote; Resolution on Decoupling Drop/Add from Census passes with 15 ayes, 9 nays and 2 abstentions.

Ayes –
Alderson, Blake, Bruce, Creadon, Gold, Karadjova, Karl, Lopes, McGuire, Mola, Moyer, Ortega, Stubblefield, Wrenn, Zorn

Nays –
Abell, Burkhalter, Dinzes, Eschker, Geck, Hernandez, Ingerson, Meyer, Thobaben

Abstentions –
Flynn, O'Neill

M/S (Ingerson/Hernandez) to reconsider the vote

Garcia spoke in favor of the motion to reconsider.

M/S (Gold/Mola) calls the question to reconsider the vote
By show of hand the motion to reconsider the vote fails. Resolution on Decoupling Drop/Add from Census Passes.

Resolution on Revision of the ICC Constitution (28-14/15-ICC – May 12, 2015)
Second Reading

Senators stated small concerns regarding the listing of membership and prior issues concerning the committee chair, and wondered if revisions should be postponed until the fall.

M/S (Thobaben/Abell) to postpone revision of the ICC Constitution until the fall
Meyer opposed the motion on the floor
By show of hand the motion to postpone revision of the ICC Constitution fails.

The Senate voted; the Resolution on Revision of the ICC Constitution passed with 4 abstentions.

Resolution on Revision to Form 320 (Sabbatical Leave Application) (29-14/15-FAC – May 12, 2015) Second Reading

Senators agreed that changes made to the Sabbatical Leave Application Form were minor but very beneficial for applicants and will improve the overall application process.

The Senate voted; the Resolution on Revision to Form 320 (Sabbatical Leave Application) passed with 3 abstentions.

M/S (Thobaben/Ortega) to make all resolutions emergency items for immediate transmission to Provost Zorn and President Rossbacher as appropriate.

Meeting adjourned 4:41pm

Consent Calendar from 2/3/15 ICC meeting

13-486
IS-International Studies Program Change form
The International Studies Option under Interdisciplinary Studies wishes to make the following changes to the varying pathways students can take [NOTE: as these are all simply changes to lists of "take x of the following" courses, there is no change in overall units]. The department wants to add the one unit courses International Education Week and Career Workshop [see New Course Proposal 13-494] to all 5 of the pathways available to students. In the pathways of Europe, China, Latin America, and Third World Development the department wants to add the 2 unit PSCI 376 Multilaterlalism and the United Nations System and the 1 unit PSCI 377 Model United Nations (which has PSCI 376 as a pre-req). In the Third World Development pathway, the department is adding ANTH 316 (4 units) and SOC 305 Modern World Systems. In the Europe pathway: HIST 315 (4) History and Civilization of Rome; HIST 343 (4) French Revolution and Napoleon, HIST 349 Renaissance and Reformation (4), HIST 350 History of the Soviet Union, HIST 353 Modern Britain (4), PSCI 360 Political Economy (4), PSCI 441 International Law (4), ENGL 465C Multicultural Issues in Literature/Languages.

The department says that adding these options in the pathways will provide students with more choices (particularly in the previously anemic European pathway) and thereby speed time to graduation.

14-131
RS 107: Religion in America - change from LD to UD - (from RS 107 to RS 301). This is a relatively new Area C GE/DCG course (new to the 14/15 catalog). It was developed and taught as an UD Special Topics, but then was erroneously proposed as a LD GE course. This change would restore the course to UD in accordance with the original vision.

14-132
MUS 107T: String Chamber Music - change from 1-2 units to only 1 unit to more accurately reflect the course work load.

14-133
MUS 407I: Intermediate Orchestra - change from 1-2 units to only 1 unit to more accurately reflect the course work load.

14-134
MUS 407T: String Chamber Music - change from 1-2 units to only 1 unit to more accurately reflect the course work load.

14-135
MUS 107I: Intermediate Orchestra - change from 1-2 units to only 1 unit to more accurately reflect the course work load.

HSU University Senate Open Forum

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

Re: Revision to the Student Rating of Instruction Form drafted by the Faculty Affairs Committee in Consultation with the Director of the Office of Institutional Research and Planning

May 12, 2015

We at Humboldt State University have an opportunity to be leaders in transforming campus climate in light of current research on best teaching practices for a diverse student body. I urge the University Senate to include not one but three questions in the new University-wide Student Rating of Instruction Form that recognize the experiences of underrepresented groups in our classrooms I also ask that the process be slowed down so that we can ensure that our instrument for course evaluation is in alignment with the strategic plan, particularly regarding student success and diversity.

A recent Ford Foundation study (2013) confirmed that students of color on college campuses experience hostile campus climates "along multiple social identities (e.g. race, class, gender, age, sexual orientation)" and "perceive lower levels of academic and interpersonal validation than white students." Not surprisingly, a climate of outright hostility and, more subtly, of lack of validation creates "barriers to academic success" for underrepresented students. Fortunately, this same study found that particular kinds of "interaction with faculty" and "greater curriculum of inclusion" could potentially "mediate the effects of a negative campus climate on students' sense of belonging" and thus contribute to student success (Hurtado et al. 2013).

Studies have found that even in STEM disciplines "in which the content does not appear to be directly related to issues of diversity, there are opportunities to teach in culturally sensitive ways" ("Helping"). In response to the NSF and NIH campaign to "transform and innovate undergraduate education to increase production of STEM graduates for the science workforce" (Hughes et al.), researchers found that faculty attitudes and behaviors in the classroom play an important role in perceptions of classroom environment for students of color, as do pedagogical approaches to learning, and course structure. For example, collaborative learning approaches and making learning relevant to students' lives increased success rates for students of color and white women in STEM fields (Landgraf; Hughes et al.; Hurtado et al. 2012, 2013).

In making these recommendations to slow down the process and to include questions about classroom climate, diversity of curriculum, and instructors' proficiency in handling difficult dialogues, I speak for myself as well as on behalf of the Departments of Critical Race, Gender, and Sexuality Studies and Native American

Studies, and in consultation with a larger coalition of faculty and staff. Adding well-crafted questions on issues of diversity based on current research signals to ourselves and to our students that we take seriously our role in this transformation of our classrooms and the larger campus environment

Proposed Course Evaluation Questions
1. The course content (materials, lectures, assignments) reflected awareness of culturally diverse experiences and perspectives

2. The instructor demonstrated respect for students from diverse backgrounds

3. Instructor was skilled at facilitating difficult dialogues among students from differing backgrounds and perspectives

Works Cited

"Helping Faculty Teach Diverse Students and Diverse Topics Effectively: Principles and Guidelines" (2008). San Diego State University, University Committee on Diversity, Equity and Outreach.

Hughes, B., Hurtado, S., & Eagan, M. K. (2014). "Driving Up or Dialing Down Competition in Introductory STEM Courses: Individual and Classroom Level Factors." Washington, D.C.: Association for the Study of Higher Education.

Hurtado, S., Eagan, K. & Hughes, B. (2012). "Priming the Pump or the Sieve: Institutional Contexts and URM STEM Degree Attainments." New Orleans: Association for Institutional Research Annual Forum.

Hurtado, S., & Guillermo-Wann, C. (2013). *Diverse Learning Environments: Assessing and Creating Conditions for Student Success - Final Report to the Ford Foundation.* University of California, Los Angeles: Higher Education Research Institute.

Landgraf, Kurt (2013). "Increasing the Supply of Underrepresented Persons of Color in Science and Engineering Occupations." *Pan-Organizational Summit on the U.S. Science and Engineering Workforce: Meeting Summary.* Washington D.C.: The National Academies Press.

I am Martin Flashman, Professor Emeritus, on FERP in residence this term.

In light of the consideration of the Strategic Plan on the agenda for today's meeting, I bring my own short list of concerns for what HSU should be working on in the coming year- what I call

The Flashman HSU Fix-It List for 2015-2016

- Correct the imbalance in the university personnel and as related, the budget:
  - More regular faculty. [This is the first item on the Chancellor's list]
  - Buttress departments where programs are in jeopardy due to inadequate regular faculty level. Current regular faculty members in these small programs are reticent to engage in some university service that would require them to leave some of the teaching responsibilities which they consider the core of their responsibilities.
  - Less high salaried administrators.
  - Less professionals who replace faculty functions. With more regular faculty performing these functions, this reduction can refocus the major connection for learning between faculty and students.
  - More qualified staff who support faculty and students directly. Increases are still needed for **qualified** staff who directly assist faculty - student connections.
  - No new programs (academic/student service/ administrative) without open public review and recommendation from a new committee of the University Senate, a University Planning Committee. This will continue to improve shared governance at HSU.

- Reestablish the personal faculty-student connection model for learning. HSU should continue to be known as an institution where students know and work with faculty to learn and grow.

- Faculty, Staff and Administrators should model good citizenship by respecting the rule of law: Either follow the rules or change the law.
    - In particular, don't disrespect rules and policy by openly ignoring and/or contradicting them.
    - **Be accountable for actions**. When an individual or body takes some action, this should be acknowledged and individuals and groups should be accountable for their actions.
    - Be **faithful** to principles of being "student centered". When actions are taken, it is important to examine the question of how the action is intended and may otherwise affect students.
    - **Be transparent in process and decision making**. Matters that are of interest and importance should be made public and discussed openly, not held from the public till some last minute crisis takes the opportunity for reasoned open discussion and decisions almost impossible..

HUMBOLDT STATE UNIVERSTIY
University Senate

Resolution on the Unmanned Aircraft Systems (UAS) Policy

30-14/15-EX—May 12, 2015—Second Reading

RESOLVED: That the Humboldt State University Senate recommend to the President the attached Policy on Unmanned Aircraft Systems be approved.

RATIONALE: Humboldt State University currently lacks a policy governing the use of unmanned aircraft systems as required by the Chancellor's Office. Consequently, several researchers who use such technology are awaiting approval of the policy so that they can continue their research programs. The policy was drafted by Office of Sponsored Programs in consultation with the Dean of the College of Natural Resources and Sciences, and has already been vetted by legal counsel.

HUMBOLDT STATE UNIVERSITY
POLICY ON THE USE OF
UNMANNED AIRCRAFT SYSTEMS (UAS)
MAY 1, 2015

PURPOSE
To provide guidance concerning the appropriate use of Unmanned Aircraft Systems (UASs; http://www.faa.gov/uas/) related to research endeavors at Humboldt State University (HSU).

BACKGROUND
Unmanned Aircraft Systems offer great potential as tools for research and teaching. The use of UASs offer faculty, staff, and students at HSU valuable opportunities to acquire data inexpensively in a wide range of disciplines including, but not limited to, Applied Physics, Computer Science, Forestry and Wildland Resources, Wildlife, Global Spatial Analysis, Geology, Geography, Environmental Science, and Mathematics. In addition to experience associated with programming/flying UASs, student researchers benefit from the design, selection, and operation of data sensors and from the post-processing and analyses of sensor data. The use of UASs provides student researchers and faculty access to data that may enhance research projects within existing courses (e.g. environmental monitoring, image processing, pattern recognition, electronic instrumentation), enable undergraduate capstone and Master's thesis projects, and permit research that answers significant questions.

POLICY

Accountability
The Provost / Vice President for Academic Affairs is responsible for the implementation and enforcement of this policy.

Applicability
This policy applies to powered aircraft operated without a human pilot onboard, by HSU faculty, staff, university volunteers, or students, in the course of scholarly endeavors. Commercial use of these aircraft on and off campus by those who represent HSU during the use of the aircraft is expressly prohibited.

Unmanned Aircraft Systems

Unmanned Aircraft Systems used under the provisions of this policy must be public aircraft as defined by the Title 14 Code of Federal Regulations Subchapter 1.1

Protocol

Prior to deployment of any UAS by HSU faculty, staff, students, or volunteers, operators must have an HSU approved *Flight Operations Plan*. To obtain the Flight Operations Plan, operators submit a Flight Operations Proposal to the UAS Review Committee (see below). Once approved, the Flight Operations Proposal serves as the Flight Operations Plan. Operations involving UASs without a Flight Operations Plan are in violation of this policy; approval for flight operations cannot be made retroactively. Operating a UAS without a Flight Operations Plan may result in administrative action in accordance with the HSU Policy on Research Misconduct.

UAS Review Committee

The UAS Review Committee is a presidentially-appointed committee composed of the Director of Risk Management (or designee), the Director of Envionmental Health & Occupational Safety (or designee), the Dean of Research (chair, ex officio or designee), and the University Chief of Police (or designee)., one Academic Dean, one faculty member from each of the academic colleges, and one member from the campus community who holds a pilot's license. In addition, the UAS Review Committee will have one elected faculty member from each academic college. Lastly, the Provost will appoint one academic Dean, and one member from the campus community who holds a pilot's license.

The UAS Review Committee is responsible for the review, approval and oversight of UAS operations at HSU. An approval from the UAS Review Committee provides a minimum level of assurance that the operators are aware of the additional permitting requirements (i.e., FAA), and are prepared and capable of operating the UAS safely and responsibly. Only approved UAS Review Committee operations are covered in this policy.

Flight Operations Proposals.— Submission of a Flight Operations Proposal should be the first step in any instructional, research endeavor or other project using UAS (e.g. before submission to Research and Sponsored Programs, Curriculum Committee, IRB, etc.). Similarly, a Flight Operations Proposal must be submitted by the Principal Investigator (PI) or faculty member to the UAS

Review Committee prior to any acceptance of materials or funding for any operations of UASs. The Flight Operations Proposal must be approved by the UAS Review Committee as a Flight Operations Plan before the aircraft can be deployed.

Operations Logs.--Operations logs must include launch and landing dates, flight times, locations, approximate flight paths, altitudes, a brief qualitative description of the data collected, and the names of HSU staff, faculty, student researchers, volunteers, and administrators involved. Pilots must possess the Flight Operation Plan, operation logs, and any documentation which the law may require during the deployment of the UAS. The UAS Review Committee may review this material at any time.

All accidents that result in vehicle repair, property damage or injury must be documented in operations logs for each UAS. Accidents involving injury and/or property damage (excluding the UAS) ***must*** be reported to the UAS Review Committee within 24 hours of the incident.

Summary Report.-- A summary report at the conclusion of an approved UAS Flight Operations Plan must be filed with the UAS Review Committee within 30 days of the expiration date. UAS operators who fail to file a summary report will not be approved for new Flight Operations Proposals until their summary reports are current.

Data Storage and Use
Data collected by HSU UASs will be limited. The use of UASs will be largely related to research activities such as, but not limited to, flora and fauna inventories and identification; hyperspectral vegetation mapping; tracking mobile telemetry affixed to animals; tracking of anonymous vehicle counts/activity on public lands/waters; geological and geophysical mapping. Only approved research and educational projects may collect data under the auspices of HSU. Furthermore, the UAS, and all data collection instruments installed on each must have university property tags for tracking purposes, and designated campus storage locations identified in the Flight Operations Plan. Data collected using UASs that don't adhere to these guidelines, are in violation of any federal, state, or local law, or that are not approved by the UAS Review Committee cannot be published with an HSU affiliation. Collection of such data without prior approval may be construed as research misconduct. Any data sharing or distribution is the responsibility of the PI or faculty member and should generally be publically available within one year of the data collection flight or termination of the data

collection project.

This policy prohibits the unlawful photography and surveillance on public or private property. As such, the PI or faculty member for a project will perform due diligence to ensure proper use of the data as specified by this policy and local, state, and federal regulations. This includes data review by an individual designated by the PI or faculty member to eliminate sensitive, compromising, or otherwise inappropriate material (e.g. attributes that identify individuals such as, but not limited to, recognizable faces, license plate numbers on vehicles, etc.) before data are distributed for analysis, stored on a server with broader access, or made public in any way. When a UAS is operated in conjunction with a partner agency (e.g., County, State, Federal or NGO), and the agency has first access to the data, the agency will perform the prescribed due diligence.

Maintenance and Storage of Equipment and Instrumentation
The maintenance, storage and preparation of UASs operated and owned by HSU or the Sponsored Programs Foundation will be conducted by an academic program area. This responsibility rests with the faculty, staff, student researchers, or volunteers, named in the Flight Operations Plan.

Aside from any fixed, onboard systems (i.e., temperature loggers, GPS, barometers, navigation cameras), the maintenance (including calibration) of any sensor instrumentation is the responsibility of the PIs or faculty who filed the Flight Operations Plan.

The Provost or designee may review and modify assignment of responsibilities for the maintenance and storage of UASs and UAS equipment as needed. Any university-owned UAS and related support equipment will be stored in appropriate facilities designated in the approved Flight Operations Plan.

Compliance with Applicable Regulations and Law
The UAS Review Committee and UAS operator are responsible for compliance with all relevant FAA regulations. When required, *A Certification of Agreement* from the FAA for operation of UAS must be obtained prior to flight operations.

Flight Operation Procedures
Prior to commencing flight operations, the UAS operator must have in possession the appropriate procedures and any documentation to ensure safe, legal and appropriate operation. During flight operations of the aircraft, pilots must have in their position documentation that includes but may not be limited to the

following:

    a. Flight Operations Plan approved by the UAS Review Committee Review
    b. Current operations logs of all flights and all data files collected
    c. Proof of access to public or private property associated with flight operations

References

Federal Aviation Administration Unmanned Aircraft Systems FAQ page - http://www.faa.gov/about/initiatives/uas/uas_faq/

Federal Aviation Administration Unmanned Aircraft Systems fact page - http://www.faa.gov/news/fact_sheets/news_story.cfm?newsId=14153

State Unmanned Aircraft Systems (UAS) Legislation http://www.ncsl.org/research/civil-and-criminal-justice/2014-state-unmanned-aircraft-systems-uas-legislation.aspx

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on the Strategic Plan (2015-2020)

33-14/15-EX—May 12, 2015—Second Reading

RESOLVED: That the Humboldt State University Senate endorse the Humboldt State University Strategic Plan (2015-2020); and be it further

RESOLVED: That the University Senate extend its gratitude to all those who participated in the strategic planning process.

RATIONALE: The Humboldt State University community has been engaged in a year-long process of reflecting on our strengths and opportunities as an institution and drafting a document that outlines our priorities over the next five years. The plan will be used to inform budgeting and university decision making through 2020.

Strategic Plan
Humboldt State University 2015-2020

Introduction from the co-chairs

Over the last year, many voices and perspectives have contributed to developing this plan. We have heard about the importance of quality academic programs, the importance of building relationships, and how the University's values are expressed in our daily operations and our interactions with each other. We heard about the importance of building community and of linkages with all the communities around us. We heard broad support for the goal of student success - and a variety of ways in which success can be defined. We heard about the fiscal challenges to the University and the need for more faculty, more staff, more housing, more and better instructional space, and more equitable compensation. We heard about interest in a stronger focus on writing, advising, and peer mentoring. Overall, the major areas of focus are student success and academic excellence, supporting diversity, building resources, and strengthening community.

Many of these ideas were included in previous strategic plans, and some have been part of these plans for 45 years. This consistency is evidence of the central nature of these ideas, as part of Humboldt State University. In comments on the draft plan, we heard comments that the document was too detailed—and not detailed enough. A few people observed that it is more tactical than strategic.

But here is the strategic vision: We must build on Humboldt State's uniqueness. No other university in the world is quite like us. Humboldt is different. As our mission states, we are committed to social and environmental justice. We share a passion for exploration, for action, and for making the world a better place. We believe in diversity, in all its forms, and in how a diverse community enriches the educational experience of all students. We have a special niche in higher education, and we need to communicate, market, and capitalize on this.

Our uniqueness presents challenges. Solutions that work for other colleges and universities may not work for us. Sometimes we need to work harder to find the best answers. The goals described in this plan will help us maintain, reinforce, and leverage our unique qualities to become a destination university.

Here's what else is different about this strategic plan: It is a dynamic document. We will be accountable for progress, and information about this progress will be reported regularly. The plan will adapt as our environment changes and as goals are achieved, modified, revised, and replaced.

This process also highlighted some topics that constitute lessons learned. We heard over and over again the desire for greater transparency in decision making, including budgeting, for clearer communication, for having a campus culture that is welcoming and supportive of all members, and for seeing the strategic plan implemented. We heard that, in order to do new things, we have to let go of some old ones. This need for focus is also one of the reasons that some of the great ideas that were proposed in this planning process aren't mentioned here. Strategic planning is about prioritization, and this process requires making hard and difficult choices. The principles of

transparency, communications, inclusiveness, prioritization, and follow-through are central to the usefulness of this strategic plan, and they also transcend any individual initiative. These guiding principles will remain central as we implement the strategic plan.

Ultimately, the goal of this strategic plan is sustainability, in a definition that goes far beyond recycling and composting. This plan will lead HSU toward becoming a sustainable organization. This will be reflected in academic programs that are adequately funded and staffed for the future, meeting student interests and providing the skills and knowledge required for graduates to obtain meaningful jobs. A sustainable governance structure will enable the University community to focus on making decisions, rather than figuring out the processes by which decisions are made. Having sustainable programs means that we cannot grow by simple addition, but rather by prioritization through data-driven decisions. Sustainable relationships, both internal and external to campus, must be based on trust. And a sustainable budget will enable HSU to implement this strategic plan and support key priorities such as higher salaries, more tenure-line faculty positions, and increased reserves, which will be critical for future building plans. This strategic plan will move Humboldt State toward a more sustainable position over the next five years.

This process and resulting plan have benefitted greatly from the input of faculty, staff, students, alumni, and members of local communities. The insights, perspectives, and feedback from these individuals have been—and will continue to be—invaluable. Thank you all for your participation.

Now: Let's do it.

Looking forward to HSU's second century,

Lisa A. Rossbacher   Noah Zerbe
President   Professor and Chair of Politics and Chair of the University Senate

Preamble

To improve our service to our students, our communities, our region, state, and the world, we will implement and integrate the Humboldt State University vision, values, and mission into the operations of the University. To be successful, full implementation of the 2015-2020 Strategic Plan will require:

- Alignment of resources to achieve ultimate goals
- Transparent and effective communication, process, progress, and outcomes
- Evidence-based decision making
- Accountability through evaluation of designated outcomes

Mission, Vision, and Values

The strategic planning process took Humboldt State's existing mission, vision, and values as our point of departure. They have been in place since the 2004 strategic plan was drafted. While they have not been altered as part of this process, we have heard calls to review and update them. The need for this assessment will be considered during the 2015-16 academic year. The implementation committee will recommend the best approach to this revision process.

Assumptions in this planning process

For the purposes of this strategic planning process, the University community made the following assumptions for the five-year time frame of this plan:

- Continued commitment to the existing mission, vision, and values of Humboldt State (i.e., no changes in these underlying principles, which are noted above).
- Small but limited growth in resident (in-state) enrollment.
- Limited, if any, increase in funding allocations from the state.
- Commitment to diversifying the University's revenue stream.

Context for HSU planning within the California State University System

The California State University System provides a larger context for the efforts of an individual institution's planning. This process at Humboldt State is driven by the goals and directions of the CSU. Although the last strategic plan for the System expired in 2013, Chancellor White outlined seven priorities for the System in January 2014, as part of his State of the CSU address:

- Hiring tenure-track faculty
- Enhancing advising both through hiring additional staff, as well as increasing the use of technology
- Expanding the University's efforts to alleviate curricular bottlenecks with more fully online concurrent enrollment courses in CSU CourseMatch
- Increasing student preparation by expanding Early Start
- Expanding high-impact practices that enrich the educational environment in areas including service learning, applied research, and study abroad
- Expanding of data-driven decision making to improve program quality and advance student success
- Bolstering degree completion for transfer students

The Board of Trustees of the CSU will begin developing a new strategic plan for the System during summer 2015. Future iterations of HSU's strategic plan will be able to align HSU's strategies with the System's goals and priorities.

Mission, Vision, and Values

Mission

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

Vision

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

Values

Humboldt State University values the following academic principles that represent attributes of an academically integrated university, and provide a framework for accomplishing our collective vision and mission.
- We believe our primary responsibility is to provide the best possible education for today's world.
- We believe that teaching excellence is of paramount importance as is learning excellence.
- We believe in an environment of free inquiry where learning occurs both inside and outside the classroom. As a community of learning, the campus curricular and co-curricular environment encourages intellectual discourse, aesthetic creativity and appreciation, and significant opportunities for involvement and service. We prepare students to take on the commitments of critical inquiry, social responsibility and civic engagement necessary to meet the challenges of the 21st century.
- We believe in intellectual growth through scholarship, creative activities and research. We prepare individuals to be successful in advanced academic and professional degree programs; to be in positions of leadership; and to be proactive and productive members of society.
- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.
- We believe in collegial dialogue and debate that leads to participatory decision-making within our community of student, staff, administrator, and faculty learners.

Goals of 2015 - 2020 Strategic Plan

After extensive discussions with a broad representation from both the campus and surrounding communities, four primary goals have been identified as priorities for the campus over the next five years. These goals are:

Goal 1: Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Goal 2: Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Goal 3: Strengthen partnership with local communities.

Goal 4: Serve as effective stewards of the natural and built environment and the University's financial resources with a focus on sustainability.

Ultimately, by focusing on the four goals above, Humboldt State University will improve our ability to fulfill our ultimate mission to educate *all* of our students. Measures of this success will be: improving the four and six-year graduation rates for first-time freshmen, improving the two and four-year graduation rates for transfer students, and reducing the achievement gaps. Performance indicators for these measures are included on the table below are the baseline, action items, and goals for each indicator.

CSU Graduation Initiative Targets

The strategic plan is also being undertaken in the context of 2025 goals and targets established by the CSU system as part of the Graduation Initiative. The table below identifies the graduation rates that have been assigned to HSU in the CSU initiative.

Performance indicator	Baseline (2012)	Target (2020)	Graduation Initiative (2025)
Increase the six-year graduation rate for first-time full-time freshmen	41%	50%	53%
Increase the four-year graduation rate for first-time full-time freshmen	14%	20%	22%
Increase the four-year graduation rate for transfer students	62%	67%	69%
Increase the two-year graduation rate for transfer students	20%	26%	28%
Improve the six-year URM/non-URM graduation rate gap	7%	4%	3%
Improve the six-year Pell/non-Pell graduation rate gap	7%	4%	3%

If we are successful in implementing our strategic plan, we will make progress in meeting the CSU Graduation Initiative targets.

Throughout the rest of this document, each of the four primary strategic goals will be supported by specific objectives, and each objective will have a number of performance indicators with baselines and targets. The purpose of this structure is to outline broad areas of priority and identify specific, measurable outcomes and responsible parties.

Implementation of the Strategic Plan

A broadly representative committee will set priorities, set specific timelines, monitor progress toward achieving targets, and report progress to the University community annually. This implementation committee will facilitate the important University-wide conversations on such topics as appropriate size of the institution, programs mix, enrollment targets, support services, and coordinated planning. As the committee establishes priorities, they will help identify which programs needs to be started, expanded, reduced, stopped, or continued in their current form. As part of their oversight of the implementation of the strategic plan, the committee will determine the details of how the goals and action plans will be pursued.

For 2015-16, the group will include faculty (some of whom will be members of and liaisons with the University Senate), staff, students, and administrators, as follows:

- Five faculty members appointed by the University Senate, of whom two will be Senators
- Two staff members recommended to the President by Staff Council

- Two students recommended to the President by Associated Students
- Director of Institutional Research and Planning
- Faculty co-chair of the University Resources and Planning Committee
- The four vice presidents of the University
- The deans of the three academic colleges

Ex officio:

- Chair of the University Senate
- University President

Additional members may be appointed by the Senate Chair and University President, as needed.

The implementation committee will necessarily draw on expertise from across the University in their deliberations. In addition to developing priorities and more specific timelines and sequences for the action steps, the implementation committee will also add additional benchmarks, targets, metrics, and action items.

Goal 1. Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Objective 1.1 Enable an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.

Performance indicator	Baseline	Action Item	Responsibility
Provide a consistent and coherent support, mentoring, and advising experience for *all* HSU students that builds connections with faculty, peers, and discipline area, with a special focus on supporting student access, self-efficacy, self-actualization, and empowerment	(A) Graduation plans are departmentally-based and no technology package exists to support their use (B) Advising is in a period of transition, with professional advising in some majors (C) There is little coordination of student class selection after the advising appointment is completed (D) RAMP provides mentoring for many first-year students (E) MapWorks has been used by RAMP to support mentoring but no university-wide program exists, particularly at the course or curricular levels	(A) Ensure that each student has a curricular map supported by technology alerts for students who fall off course (B) Provide excellent, customized, proactive academic advising and resources for all students in order to facilitate their success and degree completion (C) Utilize technology to facilitate appropriate class choices and timely progression toward degree as a complementary resource to personal advising (D) Develop and enhance first-year, transfer, and graduate programs to connect students to faculty, peers, staff, curricula, and communities (E) Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success at course and curricular levels	Lead: AA (especially CAEs, ACAC, RAMP) Support: IRP Support: EMSA

Co-locate or ensure collaboration among similar and related campus resources while continuing to ensure program effectiveness	Resources are distributed across campus and can result in confusion and misinformation	Promote faculty and staff awareness of existing campus resources to provide more cohesive responses to student inquiries	Lead: EMSA Support: AA (RISS)
Ensure policies support student progress towards degree completion	There is sometimes a disconnect between the goals of supporting student progress towards graduation and policies that have evolved over time	Review policies as part of the new Academic Strategic Plan to ensure that these are creating a smooth pathway for students in their programs	Lead: AA Support: IPR

Objective 1.2 Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.

Performance indicator	Baseline	Action Item	Responsibility
Clarify and assess the relationships among all student support programs and to all academic units to increase effectiveness and collaboration	Support programs are still evolving in structure and relationship	(A) Complete implementation plan that evaluates and specifically addresses operational needs for collaborative academic, co- curricular, and student support programs, including the Centers for Academic Excellence (B) Clarify as a community what it means to HSU to be an Hispanic Serving Institution and seek opportunities to realize this vision	Lead (A): EMSA Support: AA (RISS) Lead (B): AA Support: EMSA

Increase outreach and support for families whose first language is not English	Some orientation sessions and materials are available in Spanish.	(A) Provide orientation sessions, web page information, recruitment materials, etc. in Spanish, adding other languages as needed (B) Provide student support services in Spanish, adding other languages as needed	EMSA
Ensure that academic programs are accessible to all populations	Inconsistent accessibility, largely based on individual faculty initiatives	(A) Develop and use universal design for learning through coordinated support for instructional design (B) Professional development for faculty and staff will support UDL (C) Half of all faculty will be able to define UDL and can demonstrate their course materials meet UDL principles (D) Implement ATI	AA (IT, CEEE)
Support a safe and inclusive campus environment	Climate-assessment and other surveys provide some feedback on perceptions of campus climate	Develop a plan to support diversity informed by campus climate assessments	Lead: ODI Support: IRP

		Develop goals, benchmarks, and action items for areas critical to supporting student needs, such as Counseling and Psychological Services, the Student Disability Resource Center, the Bias Education Initiative, the Student Health Center, and the Recreation and Wellness Center	Lead: EMSA
Ensure student support services address the needs of our students	Services exist but are not always able to reach the students who need them		

Objective 1.3 Incorporate environmental and social responsibility throughout the curriculum.

Performance indicator	Baseline	Action Item	Responsibility
Encourage and reward cross-disciplinary activities that engage staff and faculty in their role to support intercultural competency, engaging pedagogy, writing and oral communication skills, and social and environmental responsibility	Limited opportunities and support for interdisciplinary programs; Sustainability-related and focused courses have been noted in the catalog	(A) Include expanded interdisciplinary programs and incorporation of environmental and social responsibility as part of the Academic Strategic Plan (B) Provide resources and tools so that all faculty and administrators can become culturally competent and can incorporate that competency into curriculum	AA
Integrate institutional learning outcomes with those defined by regional and professional accrediting agencies	Institutional learning outcomes mapped onto curriculum at programmatic level	(A) Provide professional development to support the incorporation of WASC core competencies and the outcomes identified by other accrediting agencies into the curriculum (B) Establish a long-term and coordinated assessment strategy for evaluating the extent to which the core competencies are being developed	AA

Ensure that General Education is integral to students' developing a well-rounded education that prepares them for world citizenship	GE learning outcomes exist, but are independent of major learning outcomes	(A) Develop a scaffolded approach to GE that moves students into their major area of study, advancing core competencies along the way	AA
		(B) Integrate the development of speaking, writing, problem solving, and teamwork skills into the curriculum	
		(C) Expand and deepen linkages among sustainability, diversity, and social justice in the curriculum	

Objective 1.4 Engage students in the classroom, the life of the institution, and in the communities beyond.

Performance indicator	Baseline	Action Item	Responsibility
Connect education and campus life with career/life mentoring that helps students apply what they learn and experience at HSU to what they will do after graduating	The Developmental Academic Advising model is currently being implemented by ACAC	By 2020, all graduating students will have participated in some form career/life mentoring	Lead: AA Support: EMSA, IRP, Athletics
Expand opportunities for students to participate in undergraduate research	Top students are often selected by faculty for participation in undergraduate research, and not all students have the opportunity to participate	Increase participation in undergraduate research opportunities across all levels, programs, and general education classes; detail and targets to be included in the Academic Strategic Plan	AA (including SPF)
Ensure the viability of graduate programs	Graduate programs are relatively small; State funding does not recognize the unique costs of graduate programs	Recognize the value of graduate programs as part of the overall educational mission and address support for graduate programs as part of the Academic Strategic Plan	AA

Increase the number of students participating in semester or year-long study abroad programs	During AY 14/15, there were 51 unduplicated students enrolled in International Program or Study Abroad	Details and target numbers to be included in the Academic Strategic Plan	AA (especially CIP)
Increase hands-on learning opportunities	Opportunities for hands-on learning exist based on individual faculty interest or student-driven initiatives	(A) Ensure that every academic program has at least one hands-on learning opportunity for majors (B) Work with tribal nations and other regional communities to strengthen internship, mentoring, service-learning, and job opportunities that foster students' professional development.	Lead: AA Support: EMSA

Objective 1.5 Expand and support a diversified, globalized, and culturally expanded campus by increasing the enrollment of international and nonresident students.

Performance indicator	Baseline	Action Item	Responsibility
Increase out-of-state student enrollment by 10 per year	Fall 2014 out-of-state enrollment was 512 students	By Fall 2020 total out-of-state student enrollment will increase to 549.	EMSA
Increase matriculating international student enrollment by 10 per year	Fall 2014 international student enrollment was 91 students	By Fall 2020 total international student enrollment will increase to 131.	CIP
Improve year-round housing and dining infrastructure and ensure sufficient capacity to accommodate international and out-of-state students.	Facilities and services limited or unavailable during breaks	Facilities and services available to students throughout breaks	Lead: EMSA Support: Admin Affairs

Ensure relevant student support services are available to international students	Limited services targeted at international students	Expanded student services to address the needs of international students	Lead: EMSA Support: AA

Goal 2. Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Objective 2.1 Recruit, retain, and support faculty, staff, and administrators from diverse backgrounds that reflect our student and state demographics.

Performance indicator	Baseline	Action Item	Responsibility
Improve the overall density of tenure-track faculty in each college	54.1% for HSU per CSU HR Data (1/30/15)	Expand the proportion of tenure-track faculty to reach at least 65% FTEF tenured and tenure-track faculty in each college	AA
Address salary equity, including inversion, compression, and market adjustment, for faculty and staff	Clear examples of inequities but no systematic plan to correct them	Assess salary inequities and develop a multi-year plan to address them	Human Resources and Faculty Affairs Target: Begin implementation in July 2015
Develop and implement strategies to improve the retention of faculty and staff of color	The Action Plan for Workplace Diversity has been developed but has not fully been implemented.	Update and complete the implementation of the Action Plan for Workplace Diversity	Lead for Faculty: AA Lead for Staff: Human Resources Support: ODI

Coordinate and expand ongoing training efforts for search committees and hiring authorities to ensure that hiring processes take steps to address and remedy bias and foster a supportive, welcoming, and diverse campus	All search committees participate in unconscious- bias training	(A) Develop additional training for search committees and departments on recruitment and campus climate (B) Expand strategies for developing diverse applicant pools	Lead: Human Resources and Faculty Affairs Lead: ODI Support: AA Support: EMSA
Acknowledge and amend the disproportionate impacts and expectations ("cultural taxation") on our faculty, staff, and administrators from underrepresented groups	No reassigned time acknowledging exceptional service to students and the University	(A) Expand awareness of and participation in the Assigned Time for Exceptional Service to Students program (B) Assess diversity-related service and any necessary workload adjustments in annual review process	Lead for Faculty: AA Lead for Staff: Human Resources

Objective 2.2 Ensure that diverse perspectives, identities, and communities are acknowledged and taught throughout curriculum and provide a safe environment for everyone to explore a broad range of viewpoints and ideas.

Performance indicator	Baseline	Action Item	Responsibility
Improve knowledge, awareness, and capacity on diversity-related topics among all students by ensuring that diverse perspectives are a key component of the curriculum and co-curriculum	Students are required to complete two Diversity and Common Ground courses as part of the GE package. Co-curricular opportunities exist but are voluntary and fragmented	Include a plan for integrating high-impact, diversity-related practices and content in the new Academic Strategic Plan, including curricular and co-curricular transformation, knowledge about the dynamics of power and privilege, and intercultural communication skills	Lead: AA Support: EMSA

Reduce bias on campus	Bias Education Initiative exists and anti-bias training is required for all search committees	Provide resources and training for faculty, staff, and administrators that draw on best practices	ODI
Explicitly recognize that knowledge of and experience in diversity-related topics are professional competencies that are expected of all HSU employees	Inconsistent expectations about cultural competencies	(A) Recognize professional competency in equity and diversity-related topics in RTP and staff evaluation standards (B) Ensure that training on equity and diversity-related topics is widely available for faculty, staff, and administrators	Faculty Lead: AA Staff Lead: HR
Expand and enhance the impact and value of professional development offerings around inclusive student success, including the Institute for Student Success	The ISS impact is largely focused around a single day and implementation of strategies occurs at the individual level	(A) Provide follow-up training and implementation help year-round for the Institute for Student Success topics and initiatives (B) Draw topics for the ISS based on assessment and input from Institutional Research and Planning	Lead: AA Support: IRP Support: EMSA
Ensure that instructional pedagogies reflect and respond to the diverse experiences and backgrounds of our students	Curricular focus on cultural competency individualized to specific faculty members	Provide cohesive ongoing professional development for faculty, staff, and administrators in the areas of experiential learning, intercultural competence, anti-racist education, engaging pedagogy, written and oral communication, social and environmental responsibility, and other areas of learning and teaching aligned with campus needs and coordinated through a dedicated center	Lead: AA Support: EMSA Target date: center established by Fall 2016

Goal 3. Strengthen partnership with local communities.

Objective 3.1 Strengthen relationships and engage with local Tribal Nations and communities through authentic actions, specific planning, accountability, and true collaboration.

Performance indicator	Baseline	Action Item	Responsibility
Establish a meaningful, iterative process for collaboration based on reciprocal engagement that identifies and addresses needs and strategies	This Advisory Council has met in the past, but no meetings have been held for more than a year	(A) Work with local tribal governments and HSU faculty, staff, and students to develop a mission statement and membership for a President's Native American Advisory Council; hold meetings at least once a semester (B) Create a Tribal Liaison who will work with tribes on behalf of the President and University	PO (A) Target date: No later than Fall semester 2015 (B) Target date: by Fall 2016
Increase recruitment of and provide support for Native American students from local tribal communities	HSU recruitment efforts in Native American communities are decentralized	(A) Evaluate current recruitment efforts and develop a coordinated plan (B) Continue to support programs that are designed to enrich the academic, co-curricular, and professional lives of Native students on campus (NACAE, ITEPP, INRSEP, and several student organizations)	Lead (A): EMSA Target date: Fall 2016 for plan and initial implementation Lead (B): AA Support: EMSA
Increase employee and student awareness and education about local tribal history and current affairs	Some content about local tribal nations included in new student orientation	(A) Integrate tribal history and current affairs into new faculty and staff orientation incorporating input from campus-based resources and regional tribal communities	Lead (A): Human Resources and Faculty Affairs Lead (B): EMSA

		(B) Increase local tribal information provided in the new student orientation program incorporating input from campus-based resources and regional tribal communities	

Objective 3.2 Collaborate with the local communities to support students' intellectual, emotional, ethical, and spiritual development and well- being.

Performance indicator	Baseline	Action Item	Responsibility
Cultivate a strong and healthy relationship between the university and local communities	Partnerships are driven more by individual engagement than strategic institutional involvement	(A) Expand engagement and develop additional partnerships with local governments and nonprofits to serve the mutual interests of the regional population

(B) Utilize athletics programs to strengthen visibility and community relations | PO |
| Support the financial health of students and help students minimize their debt on graduation | In AY 13/14, the debt for average undergraduate borrower at the time of graduation from HSU was $24,675 | (A) Expand opportunities for paid internships

(B) Reduce time-to-degree and number of units at graduation

(C) Support the development of student financial literacy through curricular and co-curricular programs | Lead (A): EMSA

Lead (B & C): AA

Support (C): EMSA |

Increase the number of students from our geographic service area on the North Coast who enroll at HSU	In Fall 2014, 1,004 undergraduates and 278 graduates, for a total of 1,280 (14% of HSU's total student population) came from our geographic service area	(A) Partner with College of the Redwoods and local high schools to ensure students receive college-ready preparation, building on the innovations that have already been recognized (B) Establish a target enrollment number for North Coast students	EMSA

Objective 3.3. Ensure a safe and welcoming off-campus environment for students, staff, and faculty by partnering with local communities.

Performance indicator	Baseline	Action Item	Responsibility
Establish culturally appropriate community engagement strategies	Community engagement opportunities are decentralized and largely driven by individual initiatives	(A) Appoint specific faculty and staff to collaborate with the leaders of tribal nations and other local communities to create a work plan that addresses issues of discrimination in our communities (B) Provide more campus-community social and cultural activities and experiences by fostering new and existing partnerships with tribal nations and other local communities (C) Partner with local communities to develop a plan to transform the culture surrounding diversity and inclusion in order to create a safer, more welcoming off-campus environment	Lead: EMSA Support: ODI

Engage with local Communities of Color to draw on existing knowledge, expertise, insights and local projects already underway	Community engagement is currently fragmented and decentralized	(A) Ensure Communities of Color are represented in any ongoing projects (B) Support multicultural community programming off campus that increases awareness and fosters positive connections between students and community members	EMSA

Goal 4. Serve as effective stewards of the natural and built environment and the University's financial resources with a focus on sustainability.

Objective 4.1 Develop and implement a unified, transparent, and evidence-based budget model that reflects institutional priorities and the actual cost and size of programs.

Performance indicator	Baseline	Action Item	Responsibility
Link the budget-planning process to evidence and institutional priorities	Institutional research has not historically been engaged in the budget process. Budgeting has been decentralized and reactive.	(A) Integrate the Office of Institutional Research and Planning into the budget and planning process (B) Evaluate budget priorities with a focus on student success, the overall mission of the University, and this strategic plan (C) Identify sustainable funding sources prior to approval	PO Support: IRP
Incorporate relevant data in evidence-based decision making and continuous improvement	The mission of IRP changed in Fall 2014 to more clearly focus on providing data for decision making	(A) Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment (B) Hold budget managers accountable for data-driven decisions	Lead: AA Lead: EMSA Lead: Admin Affairs Lead: Advancement Support: IRP
Ensure the optimum mix of programs to provide students with the best educational experience	This has been a topic of considerable discussion in the past	Create an Academic Strategic Plan that optimizes program mix and size	Lead: AA Support: EMSA Support: URPC

Objective 4.2 Reduce operational costs and reallocate funds to areas as defined by the strategic plan.

Performance indicator	Baseline	Action Item	Responsibility
Utilize appropriate efficiencies in allocations and expenditures of all funds	Efficiencies were identified on a relatively ad hoc basis. An invitation for suggestions in the 2014-15 academic year generated some excellent ideas	(A) Create incentives for efficiencies (B) Utilize "suggestion box" approach to finding new ideas for efficiencies (C) Identify and eliminate campus services that are provided by the community where appropriate (D) Partner with local communities to connect students with resources that are not provided on campus	PO AA EMSA Admin Affairs Advancement
Coordinate resources as a "whole campus" instead of individual units	Historically decentralized processes have resulted in silos and decisions that are made outside of the context of the University perspective	(A) Ensure the effective, efficient, and equitable use of space as a university-wide resource (B) Develop a coordinated effort to purchase and support computational and IT resources, including a central computer refresh strategy (C) Develop a revised Facilities Master Plan for the University (D) Develop a process which includes the University Senate in reviewing and recommending university-wide policies (E) Utilize the annual budget book to communicate the overall picture of the budget with the university community	Lead (A, C) Admin Affairs Lead (B): ITS Lead (D): PO Lead (E): Admin Affairs

Campus-wide consultation before purchasing new enterprise software	Software purchases have not been consistently reviewed for compatibility with platforms and University-wide needs	(A) Establish greater use of PeopleSoft and other programs through programming and modules (B) Reduce reliance on 3rd party software vendors and consultants (C) Reduce customization of purchased software (D) Support training for end users	Lead: AA Support: EMSA Support: Admin Affairs Support: Advancement Support: ITS
Seek opportunities to expand access to education through distance learning	Online education reduces demand for brick-and- mortar instructional space. Student support services are currently geared towards on-campus students. In AY 14/15, online courses generated 820 FTES. By AY 14/15, 47% of HSU students had taken at least one online course.	(A) By 2020, increase fully online student full-time equivalents (FTES) by 30% (B) By 2020, 50% of on-campus students will have taken at least one online course by the time they graduate (C) Review and support the specific support needs of students taking online classes	Lead: AA (CEEE) Support (C): EMSA
Ensure the efficient utilization of instructional space.	Instructional space is under growing demand and the system is unlikely to provide state funding for additional buildings in the near future	Incorporate data from space utilization analysis into decisions that will maximize use of available space	Lead: AA Support: Admin Affairs

Objective 4.3 Expand resources to support the University's mission, including identifying new resources, finding efficiencies, and being good stewards of existing resources.

Performance indicator	Baseline	Action Item	Responsibility

Maximize revenue from self-support programs	Self-support programs were expected to increase revenue with no clear targets and no clear connection between targets and investments	Establish metrics, incorporating return on investment, for evaluating the viability and success of self-support programs	AA Target date: January 2016
Develop a campus-wide focus on externally funded research, scholarship, and creative activities through the Sponsored Programs Foundation and foster supportive collaborations for grant writing, management, and research	(A) Between AY11/12 and AY13/14, faculty and staff brought in an average of $15.2 million per academic year in grants and contracts (B) Between AY11/12 and AY13/14, faculty and staff submitted an average of 242 grant and contract proposals per year (C) Between AY11/12 and AY13/14, faculty and staff submitted an annual average of 72 grant and contract proposals larger than $25,000	(A) Increase by 25% external funding for scholarly work (B) Increase by 25% the number of grant and contract proposal submissions (C) Increase the number of contract and grant submissions totaling more than $25,000 by 30% (D) Continue to streamline application and paperwork processes (E) Develop a research computing strategy to support faculty, staff, and students who have computational needs in carrying out their research (F) Develop a research portal that provides access to research data to other qualified researchers as required by funding agencies	Lead (A-D): SPF Target date: Fall 2020 Lead (E, F): ITS

Continue to develop through the Advancement Foundation a rich fund-raising environment that builds a campus-wide climate for philanthropy, welcomes donors as partners in the mission of the University, and demonstrates the impact of philanthropic contributions	Humboldt State boasts a high rate of alumni participation and external fundraising presents an outstanding opportunity to increase resources for the University	(A) Plan for a successful University-wide comprehensive advancement campaign (B) Increase awareness of the "Forever Humboldt" initiative (C) Build on existing support from alumni, particularly by partnering with academic departments on a regular basis for outreach (D) Develop the new engagement model to increase donor involvement	Lead: Advancement Support (C): AA
Ensure the utilization of University facilities year- round emphasizing revenue-enhancing events and activities and the development of partnerships with community stakeholders	Limited utilization of campus facilities during summer months	Develop a plan to expand utilization of campus facilities that includes pricing, costs, potential revenues, coordinated logistics, and a financial structure to ensure appropriate revenues are available to support the core academic mission	Lead: EMSA Support: Admin Affairs Support: AA
Identify and pursue potential sources of revenue	Efforts have been decentralized	(A) Develop research collaborations, increase the number of patent applications, and expand technical and professional services (B) Collaborate with the business community in the establishment of a business/research incubator	AA (ORECD)

Capitalize on the HSU brand to create diversified revenue streams	Efforts to capitalize on the HSU brand have been useful but centralized	(A) Leverage the HSU brand and geographic location to expand awareness and activities, such as developing educational ecotourism/adventure sports joint ventures (B) Leverage the brand for licensing, marketing opportunities, and increased visibility for the University (C) Expand athletics marketing to increase support for that area (D) Trademark HSU logos and branding	Lead (A): EMSA Support: Advancement Lead (B): Advancement Support: PO (Athletics) Lead (C-D): PO
Incorporate HSU's focus on environmental sustainability fully into the operations of the university	Strong progress has been made, and additional focus will increase the University's reputation in this area	(A) Produce a campus sustainability plan (B) Create a climate action plan (C) Explore becoming a signatory in the American College and University Presidents' Climate Commitment (D) Coordinate with local communities to integrate HSU's sustainability efforts with larger regional environmental efforts (E) Establish a formalized and recognized locus for sustainability activity on campus extending beyond facilities to incorporate and integrate curriculum and programs	Lead (A-B): Amin Affairs (Sustainability) Lead (C): PO Lead (E): AA Support: EMSA

Appendix A. List of Appendices

Appendix B.   Acronyms
Appendix C.   Glossary of Terms
Appendix D.   Strategic Planning Committees
Appendix E.   History of Strategic Planning at Humboldt State University
Appendix F.   Documents from Previous Planning Efforts at Humboldt State University
Appendix G.   Strategic Planning Process Timeline (2014-15)

Appendix B. Acronyms

AA	Academic Affairs
ACAC	Academic and Career Advising Center
AY	Academic Year
CAE	Centers for Academic Excellence
CEEE	College of eLearning and Extended Education
CIP	Center for International Programs
CSU	California State University
EMSA	Enrollment Management and Student Affairs
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Student(s)
GE	General Education
HR	Human Resources
INRSEP	Indian Natural Resource, Science, and Engineering Program
IRP	Institutional Research and Planning
ISS	Institute for Student Success
ITS	Information Technology Services
ITEPP	Indian Tribal Education and Personnel Program
NACAE	Native American Center for Academic Excellence
ODI	Office of Diversity and Inclusion
ORECD	Office of Research, Economic, and Community Development
PO	President's Office
PREP	Program Review, Evaluation, and Planning
RAMP	Retention through Academic Mentoring Program
RISS	Retention and Inclusive Student Success
RTP	Retention, Tenure, and Promotion
SPF	Sponsored Programs Foundation
UDL	Universal Design for Learning
URM	Under-Represented Minority
URPC	University Resources and Planning Committee
WASC	Western Association of Schools and Colleges

Appendix C. Glossary of Terms

Humboldt State University is committed to fostering the growth of the whole student, including intellectual, emotional, cultural, social, ethical, physical, and spiritual development that prepares students to be environmentally and socially responsible global citizens.

> **Student Success** is academic achievement, engagement in educationally purposeful activities, pursuit of required and desired knowledge, skills and competencies, attainment of educational objectives, intercultural competence, career preparation, and a commitment to lifelong learning and personal development.

> **Academic Excellence** is the demonstrated ability to individually and collectively perform and excel in scholastic activities.

> (These definitions are influenced by the work of The National Post-¬Secondary Education Cooperative, Joe Cuseo at Marymount College, Fresno State, and others).

CourseMatch. The CourseMatch program provides an opportunity for eligible fully matriculated CSU students to enroll in one fully-online course per term offered by another CSU campus. The program is aimed to facilitate access to high-demand, high success courses as part of the continuing effort of providing students with access to the courses needed to expedite graduation.

Early Start. The Early Start Program requires incoming freshmen who do not demonstrate readiness for college-level math and/or English to participate in Early Start math and/or Writing courses during the summer before coming to HSU. The goals of Early Start are to better prepare students in math and English before their first semester, thereby improving their chances of completing a college degree. Early Start Math is designed to help students score higher on the Entry Level Math (ELM) exam, possibly testing out of remediation. Early Start Writing is designed to help students learn the skills needed to write at the college level. It will also help with "directed self-placement" for English at HSU.

First-time freshmen. https://humboldt.datacookbook.com/institution/terms/82527

Full-Time student. https://humboldt.datacookbook.com/institution/terms/82528

Graduation Rate. https://humboldt.datacookbook.com/institution/terms/87488/versions/104750

Pell. https://humboldt.datacookbook.com/institution/terms/82585

Under-Represented Minority.
https://humboldt.datacookbook.com/institution/terms/87487/versions/104749

Appendix D. Strategic Planning Committees

Strategic Planning Steering Committee
Lisa A. Rossbacher (co-chair), President
Noah Zerbe (co-chair), Chair, University Senate, and Chair and Professor of Politics
Julie Alderson, Chair, University Senate Faculty Affairs Committee
Richard Bruce, Chair, Constitution and Bylaws Committee and staff, College of Arts,
Jerry Garcia Dinzes, President, Associated Students, Inc.
Erick Eschker, Professor of Economics and co-chair, University Budget and Planning Committee
Kay Libolt, Administrative support
Monty Mola, Chair, University Senate Academic Policies Committee and Chair, Physics
Cindy Moyer, Chair, Integrated Curriculum Committee
John Panting, Admissions Counselor, Admissions, Staff
Benjamin Shaeffer, CFA/HSU Chapter President
Maria-Elena Whaples, Assistant Director, Financial Aid, Staff
Jenny Zorn, Interim Provost and co-chair, University Budget and Planning Committee

Increasing Student Success and Academic Excellence Task Force
Beth Eschenbach (co-chair), Faculty Environmental Resources Engineering
Scott Paynton (co-chair), Associate Dean, CAHSS
Ramona Bell, Faculty CRGS
Peg Blake, VP Enrollment Management & Student Affairs
Juan Cervantes, Student
Conor Handley, Student Dale Oliver, Faculty Math
Paula Petersen, Administrative support
Kristen Stegeman-Gould, Creative Director, MarCom, Staff
Paula (Pimm) Tripp-Allen, Advisor, ITEPP, Staff
Nancy Vizenor, Faculty Business
Rhea Williamson, Dean of Research, MPP

Supporting an Inclusive and Diverse Community Task Force
Mary Glenn (co-chair), Associate Dean, CPS
Kris Patzlaff (co-chair), Faculty Art
Joice Chang, Faculty Department of Politics
Graciela Chipres, Student
Joseph Dieme, Faculty, World Languages
Jennifer Eichstedt, Chair, Sociology
Vincent Feliz, CARE Services Coodinator, Staff
Lauren Hennes, Student Assistant
Lura Holtkamp, Administrative support
Tsolak Kirakosyan, Student
Joyce Lopes, VP Administration & Finance
Susan Marshall, Faculty Forestry & Wildland Resources
Jayne McGuire, Faculty Kinesiology & Recreation

Melissa Meiris, Associate Director, Diversity and Inclusion, Staff
Stephen St. Onge, Director Housing, MPP
Naomi Waters, Student
Reggie Williams, Student Assistant

Ensuring Resources to Fulfill the University's Mission Task Force
Hari Singh (co-chair), Chair, School of Business Rick Zechman (co-chair), Associate Dean, CNRS
Carlos Diaz, Buyer, Contracts & Procurement, Staff
Steve Hackett, Chair Economics
Shih-Hsung (Alex) Hwu, AVP, College of eLearning and Extended Education
Evan Johnson, Student
Volga Koval, Director Academic Resources
Jasmine Servin, Student
Amy Sprowles, Faculty Biological Sciences
Julie Tucker, Administrative support Sarah West, Student
Craig Wruck, VP University Advancement

Appendix E. History of Strategic Planning at Humboldt State University

Humboldt State University has a long history of strategic and long-range planning. In 1968, the President's Commission on the Future of Humboldt State College focused on the characteristics of undergraduate education at Humboldt, plans for implementing graduate programs and teaching assistantships, creating a "climate of innovation," and creating a "free hour" to facilitate meeting times and community development. This report also identified several areas for additional study, including the reward system for faculty, general education, and financial support for interdisciplinary instruction and research.

In 1977, the Report of the President's Commission on the Nature and Potential of Humboldt State University offered several comprehensive recommendations: increase financial resources, increase opportunities for research and creative activity, affirm the liberal arts nature of the institution, and capitalize on the University's location and small size to enhance the sense of community, both internally and with external communities. Specific recommendations in that report included providing more systematic academic advising, offering more effective orientation for new students, encouraging students to delay declaring a major until the end of their first year, and streamlining the University's committee structure.

In 1993, a study group completed a report titled "Vision and Promise: The Humboldt State University Charter Campus," which explored the possibility of HSU proposing a new organizational model that would have provided increased autonomy for the University in exchange for reduced state support.

The 1997 strategic plan was organized around the themes of curriculum, human resources, information technology, the out-of-classroom experience, the physical campus, and resource development. These concepts were closely aligned with preparations for a 1998 accreditation visit by the Western Association of Schools and Colleges, which was organized around the themes of a student-centered campus, education for social and environmental responsibility, and diversity. The 1997 strategic plan included some consistent themes: curriculum, human resources, information technology, out-of-classroom experiences, the physical campus, and resource development. Action steps, as subsets of these themes, included general-education reform, enhancing professional development for faculty and staff, increasing institutional assessment, applying technology to improve business processes and student services, improving advising and mentoring, considering one hour per week with no scheduled classes to facilitate meetings, developing a plan for deferred maintenance, and increasing resources.

The strategic plan for 2004-09 included six major themes, resulting from the work of the nineteen focus groups: academic excellence, community of student scholars, cultural richness, fiscal resources and processes, infrastructure, and intellectual underpinnings.

This strategic plan was followed in 2010 by the work of the Cabinet for Institutional Change, which identified a series of goals including significant focus in the areas of institutional vision, campus governance, student success, having a collegial, respectful, and responsive community, and creating a culture of evidence-based decision-making. Many of the plans identified in the Change Steering Committee's report were implemented, including the creation of the new University Senate.

Building on the work of the Cabinet for Institutional Change, the University established priorities for the period 2012-16. These priorities included student success (measured by increasing graduation rates, decreasing time to degree, and closing the achievement gap), enhancing revenue (including through

grants and contracts, internationalizing the campus, increased philanthropy, expanding self-support programs and distance education, and enterprise opportunities), and advancing HSU's vision (with a particular focus on diversity and sustainability).

The process of developing the new strategic plan for 2015-2020 builds on these previous efforts. The structure of this planning process utilized the key themes that consistently appeared in previous efforts, and the major areas of focus were organized around the themes of 1) increasing student success and academic excellence, (2) ensuring resources to fulfill the University's mission, and (3) supporting an inclusive and diverse community. The ultimate strategic goals for 2015-2020 that have evolved from this process weave together aspects of these organizing themes, and they are presented in this document.

Appendix F. Documents from Previous Planning Efforts at Humboldt State University
(all document available in the HSU library)

- The 1968 Report of the President's Commission on the Future of Humboldt State College (September 1, 1968)
- Report of the President's Commission on the Nature and Potential of Humboldt State University (April 1977)
- Report of the President's Commission on Ideals, Concepts, and Strategies for Humboldt State University, 1982-2002 (October 1982)
- Report of the President's Commission on the Future Directions and Mission of Humboldt State University (April 1990)
- Report of the Humboldt State University Charter Campus Study Group, "Vision and Promise: The Humboldt State University Charter Campus" (March 31, 1993)
- Humboldt State University Strategic Plan: A Commitment to Excellence and Shared Vision (June 1997)
- Humboldt State University Strategic Plan, 2004-2009: Changing Visions, Enduring Values (2004)
- Building the Capacity for Change: Improving the structure and Culture of Decision-making at HSU: Report and Recommendations of the Cabinet for Institutional Change (2 February 2010)
- Humboldt State University Priorities 2012–2016 (2012) (http://www2.humboldt.edu/president/sites/president/files/priorities1216.pdf)

Appendix G. Strategic Planning Process Timeline

(2014-15 Academic Year)

Strategic Planning Process Begins (September)

University Senate consulted on process and guiding questions (September)

Task Forces appointed with a membership intended to provide broad inclusion and representation across disciplines across the university community (October)

Task Forces and Steering Committee began meeting (October) Campus Q&A Session (November 19)

- Feedback sought on three questions: What do you think is the most important distinctive characteristic of HSU that will differentiate the University from other campuses in the Cal State System (and beyond)? What do you think is the single most important issue that HSU must address in the next five years to ensure the University's success? What questions or issues are you most interested in seeing the strategic plan for 2015-20 address?
- Ongoing feedback on the questions via the Strategic Planning website

Task Forces Consulting with Campus Community (Oct-Feb), hosting more than 20 focus groups and soliciting ongoing feedback via the Strategic Planning website.

Community Workshop (February 11)

- Feedback and suggestions collected and integrated into strategic planning recommendations

Campus Workshop (February 13)

- Feedback and suggestions collected and integrated strategic planning recommendations in three sessions organized around the three task forces: Student Success, Diversity and Inclusion, and Resources (February)

Task Force recommendations to Steering Committee (February 28)

Steering Committee integrates the task force recommendations into a draft report (March) Draft

Strategic Plan shared with University Senate for feedback (March)

Steering Committee Draft Strategic Plan shared with campus community for feedback (March 23)

University community provides comments and feedback to Steering Committee (late March and early April)

Final Strategic Plan to University Senate for Approval (May 5)

Strategic Plan priorities incorporated into final decision in AY15-16 budget (May)

Additional supporting plans to follow, including planning for enrollment, budget, facilities, academics, athletics, housing, student life, and other aspects of the institution

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revision to Student Course Evaluation Questions

31-14/15 FAC – May 12, 2015 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that the attached set of questions be adopted for use in a revised Student Course Evaluation instrument; and be it further

RESOLVED: That the University community recognizes that student evaluations of instruction are a supplement to the primary method of evaluating teaching effectiveness, as outlined in Appendix J: "Teaching effectiveness is assessed   primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes" (Appendix J, Section IX.B.1.a)(4); and be it further

RESOLVED: That use of the new Student Course Evaluation questions begin in the Fall of 2015, with a review date of one year from implementation to allow for any needed changes to be made by the University Senate.

RATIONALE: The current course evaluation instrument has been in place for approximately a decade.   In AY 13-14, the Faculty Affairs Committee established a task force to review the survey and to suggest changes as necessary. Faculty Affairs brought forward Resolution #40-13/14-FAC (Resolution on Revising the Standard Course Evaluation Form) at the end of the spring semester. The Resolution and proposed revised survey questions were voted down.

Faculty Affairs took up the issue again this year. Building off the work that had previously been completed, and assisted by the Director of the Office of Institutional Research and Planning, the Committee created two versions of a new instrument, which were vetted across campus this spring. The committee received a great deal of very valuable feedback and commentary, and using that information, revised the document accordingly. The questions presented here are the result of this considered work.

Revised Student Course Evaluation Questions

1 The amount of time per week I spent preparing for this course was:

1	2	3	4	5
Less that 1 hour	1-3 hours	4-6 hours	7-9 hours	9+ hours

2 The activities used in class (like group work, discussions, presentations) helped me better understand the course content.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

3 The materials used in class (like readings, articles, textbooks, videos) helped me better understand the course content.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

4 The instructor clearly demonstrated how each topic fit into the course.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

5 I received feedback on things like tests, assignments and projects that helped me improve.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

6 The instructor was available to help me when they said they would be.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

7 I felt encouraged to explore materials outside of class to improve on what I was learning.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

8 The instructor was able to create an atmosphere that was respectful of diversity (for example, diversity based on ethnic, racial or gender identity).

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

9 The instructor set goals that challenged me to do my best work.

1	2	3	4	5	N/A
Hardly Ever	Occasionally	Sometimes	Frequently	Almost always	

10 The course syllabus clearly outlined class objectives, policies and expectations.

1	2	3	4	5	N/A
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	

11 After taking this course, I am able to apply what I learned to improve on my thinking, problem solving, or decision making.

1	2	3	4	5	N/A
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	

12 Overall, the moments in this course when I was the most engaged, excited, and involved as a learner were when…

13 Reflecting on your experience in this class, what changes would you recommend to the instructor?

14   My Class Standing is

1	2	3	4	5
Freshmen	Sophomore	Junior	Senior	Graduate/Other

15 This course applies to (check all that apply):

1	2	3	4	5
Major	Minor	GE	Elective	Don't Know

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Humboldt State University
University Senate

Resolution on Decoupling Drop/Add Dates from Census

22-14/15-APC – 5/12/15 –Second Reading

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RESOLVED: That the University Senate of Humboldt State University recommends to the President that the date before which students may change their course schedule without penalty, known as the *Drop/Add* date, be decoupled from the *Census* date; and be it further

RESOLVED: That the Drop/Add date be moved to 11:59 PM on the Monday after the second week of classes of the regular semester term; and be it further

RESOLVED: That the decoupling of the Drop/Add date and Census be implemented during the 2016/2017 Academic Year; and be it further

RESOLVED: That faculty members be encouraged to provide feedback to their students early and often to help students assess their ability to succeed in their courses; and be it further

RESOLVED That the Academic Policy Committee reports back to the University Senate on the efficacy of this change annually for the first three years of its implementation.

RATIONALE: The Census date, set by the Office of the Chancellor at the beginning of the fifth week of classes, is the point in the semester at which the university's enrollment numbers become official and are submitted to the system. Currently the census data also serves as the deadline for dropping courses and the deadline for adding courses at Humboldt State. This resolution moves the deadline for dropping or adding a course to the beginning of the third week of classes of the regular semester.
Currently, when a student drops a class at the deadline, it is often too late for that student to add another course, five weeks into the term. This inability of students to add courses late can cause financial aid difficulties. Likewise, students who are able to add a course late are at an incredible disadvantage as they have likely missed nearly a quarter of the class meetings, making success in that course difficult.

An earlier deadline will force students to decide earlier in the term to either drop a course or commit to putting in the effort to be successful. It will also allow faculty to know that their class roster is not going to change significantly earlier in the term, allowing for earlier roll assignments for group work, etc. Finally, 77% of the Drops and 76% of the Adds during the Spring 2015 term were completed before the proposed deadline. This indicates that the majority of Drop/Add activity already takes place before the proposed deadline and making such a change will likely affect a relatively small number of students.

After the Drop/Add deadline, students would need a "Serious and Compelling" reason to either drop or add a course. Criteria and procedure for late Drops exist and would continue to be followed. Although procedures exist for late Adds, appropriate criteria will need to be developed prior to the implementation of this resolution.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revision of the ICC Constitution

28-14/15-ICC – 5/12/15 Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost the attached revised version of the Integrated Curriculum Committee Constitution be approved, and be it further

RESOLVED: That use of the revised Constitution shall begin in Fall 2016.

RATIONALE: Recently, it became clear that the duties of each ICC member were difficult to ferret out from the present structure of the ICC Constitution. This revision was precipitated by a desire to remedy that problem. In the process we also updated titles of people and offices as well as making revisions to reflect personnel and structure changes on campus. In addition, we made some revisions to reflect current ICC practice as it has evolved over recent years.

INTEGRATED CURRICULUM COMMITTEE CONSTITUTION

1. **Institutional Location**
   The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of Humboldt State University.

2. **Spirit of the ICC Constitution and Relationships to the University Senate & Campus Communities**
   The HSU University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the HSU mission and strategic plan. Given this expectation, the University Senate will accept most ICC recommendations without further deliberation. Still, any recommendation may be further deliberated by the full University Senate. Mechanisms for moving an item for deliberation are described below in the section on "Post ICC Decision Processes."

   The University Senate further notes that while the ICC is charged with developing and applying Academic Planning and Curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of this new body. Testimony received during the deliberations on the ICC indicated a desire for more curricular collaboration and sharing. The University Senate encourages the appropriate bodies such as college councils of chairs and cross-college affinity groups to structure regular conversations to facilitate collaboration and sharing of ideas regarding change. These conversations should be conceived as mechanisms that foster creativity, sharing and collaboration. The ICC as outlined in this constitution will be the only campus body with the authority to forward recommendations on academic planning and curriculum proposals to the University Senate and the Provost's office.

3. **Membership**
   In order to benefit from expertise in a range of curriculum-related roles, the committee will include the following members

   Elected Members
   - **Chair, Integrated Curriculum Committee,** faculty, elected by the General Faculty for a three-year term, also serves on the University Senate Executive Committee and as Chair of the Academic Master Planning Subcommittee)
   - **One (1) Faculty from CAHSS**, elected by CAHSS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
   - **One (1) Faculty from CNRS**, elected by CNRS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
   - **One (1) Faculty from CPS**, elected by CPS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee

- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Academic Master Planning Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves as Chair of the GEAR committee

Appointed Members
- **Chair, Academic Policies Committee** also serves on the University Senate Executive Committee, does not serve on an ICC subcommittee
- **One (1) Department Chair from CAHSS** selected by the CAHSS Chairs for a two-year term, also serves on the Academic Master Planning Subcommittee
- **One (1) Department Chair from CNRS** selected by the CNRS Chairs for a two-year term, also serves on the Academic Master Planning Subcommittee
- **One (1) Department Chair from CPS** selected by the CPS Chairs for a two-year term, also serves on the Academic Master Planning Subcommittee
- **One (1) Graduate Council Faculty Representative,** also serves on the Academic Master Planning Subcommittee.)
- **Librarian,** appointed by the Dean of the Library, also serves on the Academic Master Planning Subcommittee
- **Vice Provost,** also serves on the Academic Master Planning Subcommittee
- **Associate Dean from CAHSS**
- **Associate Dean from CNRS**
- **Associate Dean from CPS**
- **Dean from CEEE**
- **Coordinator of Teaching and Assessment,** also serves on the GEAR Committee
- **Registrar or designee,** also serves on the Academic Master Planning Subcommittee.
- **Curriculum Coordinator (**or related position in the Academic Programs office), also serves on the Course and Degree Changes Subcommittee
- **Office of the Registrar Staff Member,** also serves on the Course and Degree Changes Subcommittee.)
- **Two (2) Students** as determined by Associated Students, do not serve on an ICC Subcommittee

13 Faculty, 7 Administrators, 2 Staff, 2 Students

Faculty (12)
- Chair, Integrated Curriculum Committee
(Also serves on the University Senate Executive Committee)
- Chair, Academic Policies Committee
(Also serves on the University Senate Executive Committee)

- **Nine (9) Faculty Members**
  ~~One faculty member from each college Chair from each collegeand three additional faculty members elected at large from any college)~~
- **One (1) Graduate Council Faculty Representative**

~~Membership cont.~~

~~Administration (6)~~
~~**Vice Provost**~~
~~**Three (3) deans (or designees)**~~
~~**Dean, Library** (or designee)~~
- ~~**Coordinator of Teaching and Assessment**~~

~~Staff (2)~~
- ~~**ICC Staff Member** (ASC or related position in the Vice Provost's office)~~
~~**Catalog Editor** or **Degree Audit Report Staff Member**~~

~~**Students (2)**~~
~~(As determined by Associated Students)~~
~~**Registrar or designee (1**)~~

4. **Subcommittees and Standing Committees**
   The ICC Chair, in consultation with the ICC members, will coordinate the allocation of tasks to the sub-committees and standing committees (See Section 8 on Agenda Constitution and Task Assignment).

   Subcommittee on Course and Degree Changes (CDC)

   Membership (committee elects a Chair from the CDC faculty members)

   - One faculty member from each college
   - One additional faculty member elected at large from any college
   - ~~Catalog Editor or DARS~~Office of the Registrar Staff Member
   - ~~ICC Staff Member~~Curriculum Coordinator

   Scope of Work

   - Evaluate and respond to assigned course and degree change proposals, including GEAR (General Education and All-University Requirements) course approval requests, using specific decision making criteria (i.e. 120 unit limit; plans for appropriate course rotation; and comparative data on similar programs)

3

- Develop and update as needed a template for reporting out of Subcommittee to the ICC the evaluation criteria and related recommendations on a proposal

Subcommittee on Academic Master Planning (AMP)

Membership
- ICC Chair (*also serves as AMP Chair*)
- One faculty department chair representative from each college Council of Chairs
- One additional faculty member elected at large from any college
- Graduate Council Faculty Representative
- (Only during review of Graduate Program Plans)
- Associate Dean (or Dean) of each college (or designee)
- Dean, Library (or designee)Librarian
- Vice Provost
- Registrar (or designee)

Scope of Work
- Annually review and update the *Academic Master Plan*
- Develop and update process, proposal formats and evaluation criteria for Pre-proposals ofLetters of Intent for New Programs and New Program Full Proposals including a template for reporting out of Subcommittee to the ICC recommendations on proposals *
- Develop and update the *HSU Curriculum Handbook* and related web resources
- Review and comment upon PREP (Program Review, Evaluation and Planning) MOUs
- Oversee the PREP Process, including reviewing PREP MOUs and developing and updating PREP protocols

*Proposals that constitute changes to the *Academic Master Plan* include new major, minor and option proposals, as well as proposals based on approved pilot projects.
Through the "Pre-proposal" process, units will seek permission to develop a Full New Program Proposal. The pre-proposal process serves two functions: It initiates an early university-wide conversation on a new program idea. Also, in cases where a unit is denied permission for further planning, considerable resources may be saved.

Standing Committee on GEAR Curriculum and Assessment

Membership

- Chair (also an elected member of the ICC)
- 3 Faculty (who are not members of the ICC), one from each college, appointed by the Senate Appointments and Elections Committee
- 1 additional Faculty member, appointed by the Senate Appointments and Elections Committee, ideally someone who teaches in at least one~~in~~ of the GEAR areas: A, E, DCG, Institutions, and who is not a member of the ICC
- 1 Student representative (as determined by Associated Students)
- Coordinator of Teaching and Learning Assessment
- Vice Provost

~~Standing Committee on GEAR Curriculum and Assessment cont.~~

Scope of Work
- Provide ongoing review and improvement of GEAR learning outcomes in conjunction with GEAR faculty
- Provide guidance and coordinator for the GEAR assessment of those outcomes
- Collate and interpret aggregate GEAR assessment data and report results to the ICC
- Provide recommendations for GEAR curricular and instructional changes based on assessment results

5. **Related Senate Committee – Academic Policies Committee**

   Institutional Location
   The Academic Policies Committee (APC) is a standing committee of the University Senate of Humboldt State. APC membership is defined in the University Senate's Bylaws. The APC Chair serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6. **Nominations, ~~and~~ Elections, and Qualifications**
   The ICC Chair will be elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct the nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. Candidates for ICC Chair must be faculty with previous experience serving on the ICC, the University Senate, the Academic Policies Committee, the GEAR Committee, or as a department chair.

   The ~~ICC Chair and~~ six (6) elected~~additional~~ ICC faculty members are elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct all nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. The faculty members elected by the General Faculty will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on the subcommittee. When a faculty

member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution and University Senate Bylaws.

The Chair of the Course and Degree Changes subcommittee will be selected annually by the membership of the subcommittee. The chair of the GEAR Curriculum and Assessment committee will be elected directly to that position as described above.

A Department Chair Representative from each college will be elected by the college Council of Chairs for a two-year term on the ICC Academic Master Planning Committee.

A Graduate Council Faculty Representative will be elected by Graduate Council to serve a one-year term.

The Chair of the Academic Policies Committee is determined as noted in the Bylaws of the University Senate.

7. **Meeting Schedules**
The ICC and its Subcommittees meet in alternating weeks during a two-hour time block designated prior to the scheduling of Fall classes. There is no expectation for meetings outside this time block. The Chair of the ICC may also cancel meetings. The Academic Policies Committee and the GEAR Curriculum and Assessment Committee will meet at times other than the regularly-scheduled ICC meeting times.

8. **Agenda Construction and Task Assignment**
All academic planning, curricular change proposals and policy items are submitted to the ICC via the Vice Provost's Academic Programs Office. The ICC Chair builds the agenda for each ICC meeting in consultation with the Vice Provost and assisted administratively by the ICC Staff Curriculum Coordinator person from located the Office of Academic Programs in the Vice Provost's Office. The ICC staff person will screen materials submitted and return incomplete proposals to the originating unit.   The ICC weekly agenda is posted on the Web and built around four areas:

Consent Calendar
This calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: Any member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate.

Consent Calendar Items
- Deleting Course from catalog
- Requesting change in course #
- Requesting change in course title
- Requesting change in grading mode
- Catalogue copy corrections or changes not related to curricular proposals

<u>Assignment Action Calendar</u>
These are new items for the ICC that were not appropriate for the Consent Calendar and require Subcommittee or Committee attention (Table 1).

<u>Voting Action Calendar</u>
The Voting Action Calendar includes items requested by a Subcommittee, the Academic Policies Committee, or the GEAR Curriculum and Assessment Committee for ICC decision. In some cases, the ICC may agree that immediate deliberations of assignment action calendar items were sufficient and may immediately move an item to the Voting Action Calendar.

<u>Information Calendar</u>
This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress.

Table 1: Subcommittee and Committee Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	Course Changes including approval for GE, Institutions and DCG designation Program Changes New Courses -- unless they are in a package with a new program for which AMP is responsible
Standing Committee on GEAR Curriculum and Assessment	Assessment Plans for GEAR Curriculum Revisions to GEAR SLOs
Subcommittee on Academic Master Planning (AMP)	Pre-proposals Program Proposals Pilot Programs Program Elimination Academic Master Plan Curriculum Handbook

Academic Policies Committee (APC)	Policies

9. **Decision Making Processes and Voting**
    The ICC is a consensus-building body facilitated by the Chair of the ICC. The ICC makes recommendations to the University Senate.   In cases where more than one ICC member is in disagreement on an item, the Chair of the ICC will call for a vote. All members of the ICC, except the Vice Provost, may vote.

    The ICC Chair in consultation with the ICC will assign items to a subcommittee lead or committee as noted above, though a Subcommittee without work may assist another Subcommittee.   As items are assigned as part of the ICC general meeting, ICC members may provide immediate input and raise questions. ICC members are not expected in preparation for the meeting to read all materials passing through the body, though Deans (or designees) are expected to more carefully monitor items central to their college. In addition, College Chair representatives communicate with their respective bodies regarding items of particular salience to their college.

    The Subcommittee or Committee member assigned to lead an item through the ICC process will note questions and input raised by the ICC at introduction of the item. He or she also compiles the formal record on a proposal based on Subcommittee or Committee processes and report formats or templates. This formal record provides a mechanism for answering possible future questions regarding proposal recommendations and rationale. While one Subcommittee/Committee member leads any inquiry pertaining to a proposal, all Subcommittee members are expected to carefully read materials assigned to their group and contribute to any deliberations.   In the case of items from the Academic Policies Committee or the GEAR Committee, items will always be brought to the ICC by the committee chair.

    When a record of the recommendation is ready, the Subcommittee/Committee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The Subcommittee lead reports that item to the ICC. If critical new information is introduced during voting action item discussion, the lead is responsible for updating the record and delivering a final e-copy of any required record to the ICC staff person.

    In the event that the ICC concludes that a Curriculum proposal cannot be approved, that information will be communicated to the University Senate as an information item. Proposers of denied curriculum proposals have the right to appeal to the University Senate.

    The ICC staff person will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate.

10. **Reporting Items out of ICC**
    The Chair of the ICC presents items for the University Senate agenda to the University Senate Executive Committee without deliberation. The Executive Committee, following

recommendations of the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

<u>Consent Calendar of the University Senate</u>
The ICC will schedule most items on this calendar.

<u>Business Calendar of the University Senate</u>
Policy resolutions and Academic Master Plan Changes will appear on this calendar.

11. **Post ICC Recommendation Processes**

    Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for deliberation. As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12. **ICC Constitution Review Changes**

    Changes to this constitution will be vetted through the ICC and introduced to the University Senate for consideration.

13. **Release Time**

    The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related workload requires it.

14. **Appendices**
- Appendix 1: Diagram of ICC Work Flow
- Appendix 2: Diagram of ICC Membership and Intersections with the University Senate

Approved: Vote of the General Faculty, May 5-6, 2009
Proposed Revision: Integrated Curriculum Committee, April 17, 2012
University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)
Provost Snyder: Revision Approved 05/02/12

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revision to Form 320
(Sabbatical Leave Application)

29-14/15-FAC – 5/12/15 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost the attached revised version of Form 320 (Sabbatical Leave Application) be approved, and be it further

RESOLVED: That use of the revised Form 320 shall begin in AY 2015/16.

RATIONALE: These revisions to the first two pages of the application are being made in an effort to bring more clarity and transparency to the sabbatical leave application process.

HUMBOLDT STATE UNIVERSITY APPLICATION FOR SABBATICAL LEAVE
(As provided by Title 5 of the California Code of Regulations Sections 43000-43008)

> **All applications for Sabbatical Leave shall be submitted by the deadline established in the given academic year. The Professional Leave Committee will not consider any applications submitted after the deadline. No faculty member will be awarded a sabbatical leave without review and recommendation from the Professional Leave Committee.**

PART I: BACKGROUND INFORMATION

NAME: (Last, First, Middle, Suffix)	HSU ID:	EMAIL:

ACADEMIC RANK & DISCIPLINE	COLLEGE & DEPARTMENT OR EQUIVALENT UNIT:

EMPLOYED BY HSU SINCE:	DATE OF LAST SABBATICAL LEAVE: (If applicable)	DATE OF LAST DIP LEAVE: (If applicable)

ACADEMIC YEAR OF PROPOSED LEAVE: _____

Type of leave requested: (Check one)
Be sure to accurately indicate on your application form the time period during which you would like to be on sabbatical leave.

_____ **One semester at full pay – Select term:** _____ **Fall semester**   _____ **Spring semester**

_____ **Academic Year – two semesters at one-half pay**

I will file a report on the professional activities undertaken during the leave pursuant to the Sabbatical Leave Proposal in accord with the standards for preparation of such reports. I understand that future requests for sabbatical leaves may not be considered unless such a report is filed. (Please note: The *Standards for Preparation of Sabbatical Leave Report* document is available on the Academic Personnel Services website.)	_____ I agree
I have appended a copy of my most recent sabbatical and DIP leave report(s) along with the letter(s) of response by the President (or his/her designee – currently the College/Library Deans) acknowledging receipt.	_____ Included _____ N/A
I have attached supplementary materials in support of my application (e.g., letters of invitation, contracts, accepted manuscripts, etc.)	_____ Included _____ N/A

Applicant Signature	Date

PART II: SABBATICAL LEAVE PROJECT PROPOSAL

Description of Sabbatical Proposal (1250 words maximum):

Please write a description of the project in language that can be understood by an educated lay-person. Describe the purpose and goals of the project and how you intend to achieve the described goals. Avoid the use of specialized or technical language unless the terms are clearly explained.

Proposals must address the following:

Benefits to CSU:
Please describe, according to *CBA Article 27.1*, the benefits that will accrue to the University and its students; "**A sabbatical leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining.**"

Resources:
Please itemize, according to the *CBA Article 27.3*, what CSU resources, if any, will be necessary to carry out the stated purposes of this sabbatical leave, and provide a statement of the time requested, which should not exceed one (1) year.

Supporting Materials:
In support of the Sabbatical Proposal, please provide appropriate materials, such as invitations, letters or correspondence of support (up to four) from colleagues at HSU or elsewhere showing the relevance, significance, and/or feasibility of the project(s), contracts, letters, or correspondence indicating interest from publishers, etc. If you have received a sabbatical in the past, please include your previous sabbatical report. Do not submit copies of publications, creative works, etc.

Evaluation of Proposals:
The CSU and the HSU Professional Leave Committee consider the articulation of benefits to the CSU to be **primary** in evaluating proposals for sabbatical leave. The Professional Leave Committee also considers the **likelihood of achieving the goals of the proposed project** to be a significant factor in evaluating the proposal. Proposals shall be identified as highly recommended, recommended, or not recommended and subsequently forwarded to the appropriate administrator.

PART III: SUBMITTING YOUR APPLICATION

Routing and copies required: *To be received no later than 5:00 p.m. on the first Monday in October of the year prior to the academic year of requested leave.*

Application Parts I & II (including documentation)	
Electronic PDF copy, including all supporting evidence	*Email to:* academicpersonnel@humboldt.edu, College/Library Dean, and Department Chair

All application materials must be received in all three offices by the October deadline to be considered on time. No late applications will be considered.

Applicants are asked avoid emailing large file attachments such as textbooks, art work, original papers, etc.

If approved, applicants will be required to submit a signed and notarized Certification Page with a list of assets guaranteeing a return to service at the rate of one semester of service for each semester of leave. In lieu of a list of assets, the applicant may submit a signed and notarized Promissory Note. Both documents are available on the Academic Personnel Services website.

If you expect to engage in additional and/or outside employment while on sabbatical leave, prior approval from the Provost is required (prior approval is not required for recipients of Fulbright fellowships).