

HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, December 1, 2015, 3:00-5:00 pm, Goodwin Forum (NHE 102)

1. Announcement of Proxies
2. Approval of and Adoption of Agenda
3. Approval of Minutes from the Meeting of November 10, 2015
4. Reports, Announcements, and Communications of the Chair
(Written Report)
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
(Written Reports)
6. Consent Calendar (11/17/15) from the Integrated Curriculum Committee
(ICC Instructions for Accessing Nolij)
Please Note: The Final Consent Calendar will be electronically approved by Senate
7. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
(Open Forum Procedures)
8. TIME CERTAIN: 3:30-3:45 PM - Resolution on Anthropology Program Course Changes
(13-15/16-ICC-December 1, 2015)
9. Resolution to Amend the General Faculty Constitution to Clarify the Voting Membership
of the General Faculty (11-15/16-CBC-December 1, 2015)
Second Reading
10. Resolution on Syllabi Policy (9-15/16-APC-December 1, 2015)
Second Reading
11. DISCUSSION ITEM: Humboldt State University Senate Structure and Process Retrospect
Suggested Reading: Building the Capacity for Change (pgs. 3, 9-12)
12. TIME CERTAIN DISCUSSION ITEM: 4:40 PM – Move to Canvas

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

December 1, 2015

Strategic plan implementation continues to move forward. The Strategic Planning Oversight Committee (SPOC) is meeting on November 30. The agenda for that meeting includes review of institutional priorities for the year and outlining the work of the SPOC group.

This year we are conducting our self-study for the WASC reaccreditation process. This process will require extensive participation by faculty, staff, students, and administrators across campus. Please consider participating.

I'll be attending the meeting of the Campus Senate Chairs in Long Beach on December 3. The current agenda includes updates on current presidential searches at Chico State, Channel Islands, San Jose State, and Sonoma State, the evaluation of course transfer agreements, and departmental prerogative vs. faculty freedom in the selection of textbooks. We are also expecting briefings from EVC for Academic and Student Affairs Loren Blanchard and a report from ASCSU Senate Chair Steven Filling. If there are any items you would like me to raise, please let me know.

The call for nominations for elected positions on the University Senate and other key faculty leadership positions should be coming out soon, with elections scheduled for the start of the spring semester. Please encourage your colleagues to consider running for open positions.

Finally, as this is our last meeting before the winter break, thank you all for your service this semester. I hope you all enjoy some time away, and look forward to starting refreshed in the spring semester.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports - December 1, 2015

Standing Committees, Statewide Senators and Ex-officio Members

California Faculty Association:

On Monday, 16 November 2015 the HSU Associated Students passed Resolution 2015-16-2: Resolution to Support California Faculty Association Actions for a Fair Wage. On 17 November 20, 2015 the HSU Student Labor Union organized a rally in support of fair faculty salaries. The HSU chapter of CFA gratefully acknowledges our solidarity with these student organizations, and is very happy to note that rising student activism is a powerful force for change.

On Tuesday, 17 November 2015 CFA members from all 23 CSU campuses held a march and rally at the Chancellor's office in Long Beach during the November CSU Board of Trustees's meeting. The rally was well attended. Members of the CFA board of directors and others delivered statements to the CSU Board of Trustees urging the Collective Bargaining Committee to accept the CFA bargaining team's demands for a 5% GSI for all faculty and a 2.6% SSI for eligible faculty. The Speaker for the California Assembly Toni Atkins and Assembly member Anthony Rendon both addressed the rally and expressed support for the CFA's position.

The HSU chapter of CFA is holding weekly meetings to discuss campus strategies in the Fight-for-Five campaign. Meetings are on Mondays from 12:00-12:30 PM. Locations vary depending upon room availability—please contact CFA if you want to attend these planning sessions, or look for weekly email announcements that list that week's meeting room. All faculty are invited, and lunch is provided for attendees.

Departments that would like a CFA representative to visit faculty meetings to discuss bargaining and upcoming events should contact the CFA office at union@humboldt.edu. An executive board officer will arrange to visit your meeting and will answer questions.

Constitutions and Bylaws Committee:

Membership:

Jeffrey Abell (Chair), Kathryn Guzman, Brian Kyte, Mary Locher, Jeremy Shellhase

Meeting Time and Location:

Wednesday from 09:00-10:00 in NHE 113.

- No meetings since last Senate Report
- Update on past agenda items
 - Revision to Senate Bylaws to allowing “designees” for ex-officio members passed the Senate at 11/10/15 meeting
 - Revisions to membership and “in-residence” language of the General Faculty Constitution come to Senate today as second reading.
 - Various sections from the ICC Constitution have been identified as “appropriate” for inclusion in ICC Bylaws. A justification is included for each item. ICC Bylaws do not currently exist, but if they did the ICC would be able to modify Bylaws without approval from Senate or Provost.
 - Section 4 (Subcommittees and Standing Committees) with the exception of language defining membership. ICC should be able to adjust the “Scope of Work” for its subcommittees as necessary to stay flexible and to efficiently process curriculum proposals and program changes.
 - All items in Section 7.0 (Meeting Schedules) – Committees are generally granted control over meeting times to optimize their completion of tasks.
 - All items in Section 8.0 (Agenda Construction and Task Assignment) -- Committees are most effective when they can adjust work assignments and establish internal committee processes as necessary to complete tasks.
 - Section 9.0 (Decision Making Processes and Voting) with the exception of paragraph 1 and paragraph 5 – These sections deal with the internal handling of tasks before they come to University Senate for consent or vote. ICC should be able to adjust this handling as necessary to most effectively complete its work.
 - If the ICC decides to adopt Bylaws, CBC recommends that any amendments be proposed at a previous ICC meeting; and a majority vote of the ICC membership be required at the following meeting for approval)
 - Review of Senate Standing Committee listings in Section 800 of the Faculty Handbook is ongoing. Info item will be presented to the Senate at the next meeting
 - Minor edits to the structure of the General Faculty Constitution will come to Senate pending today’s vote on proposed changes to GF Constitution
 - No progress on: aligning Staff Council bylaws with University Senate Bylaws
 - No progress on clarifying quorum for Senate Standing Committees and other senate related committees
 - No progress on determining appropriate body to interpret and rule on Senate actions whose constitutionality has been called into question.

Next CBC Meeting: December 2, 2015

Faculty Affairs Committee

The Faculty Affairs Committee met on Friday, 20 November, at 8:00 in NHE 119.

After much discussion regarding the Resolution Establishing a Task Force on Student Evaluations which came to the Senate on 11/10/15, the committee determined to pull the resolution and not bring it forward for a second reading. We will draft a list and schedule of tasks regarding student evaluations to be dealt with over the spring semester, and FAC will oversee the project, with consultation as needed with relevant offices and individuals. We anticipate that these activities will constitute our main work for the spring.

Integrated Curriculum Committee

The ICC continues working on:

- Curriculum Proposals – Only the complex ones are left. All proposals to be included in the Fall 2016 catalog must be approved by the Senate this semester. Once again, the ICC expects to submit a final Consent Calendar for approval either by email or at a Senate meeting during Finals week.
- Revisions to the PREP process and WASC Core Competency Assessment.

Recommendation to end the Probationary Status for Computer Science: After the Computer Information Systems and Computer Science degrees were combined into one revised program, the Dean and Department established a number of benchmarks concerning the number of majors, the number of graduates, and the program student-faculty ratio. The program was to be in a probationary status until Fall of 2015, at which time the program's success at meeting those benchmarks would be evaluated (and the program elimination process begun if the benchmarks were not met).

Computer Science is now a thriving program that has substantially exceeded the benchmarks in all areas. For example, for Fall of 2014, they had targets of 80 majors, 12 graduates, and an SFR of 18.5. Their actual numbers were 117 major, 14 graduates, and an SFR of 27.3. Furthermore, all these numbers have consistently increased over the past five years.

Computer Science has clearly met the standards for viability, and the ICC recommends that the program's probationary status should end.

University Policies Committee

The University Policies Committee met at 9:00am on Nov. 18, 2015

In attendance: Gregg Gold, Joyce Lopes, Mary Ann McCulloch, John Myers

The charge the committee was given by the Noah and the Senate was reviewed.

The Committee is charged with reviewing the existing policy processes on campus and recommending to the Senate for its approval a policy process that address the campus need for a transparent, efficient, and clear policy process rooted in principles of shared governance.

- I. Begin a review of existing committees on campus, beginning with those on the Senate website. We're interested in knowing:
 - a) What their current charge is; that is, what are they working on, which may or may not be what it says on the Senate website;
 - b) How often they meet;
 - c) What their membership is (this may be a matter of confirming what's on the Senate website).

Discussed: What's policy, what's procedure, what's process or a guideline?

Decided: Clearly define the difference between policy and implementation

Discussed: Would be nice if we had an order of importance for what we wish to do.

Decided: Policy should be a last resort, only write policy if we need one.

Decided: To define the difference between policy, procedure, and process, and identify paths.

John:

A document exists from 5 years ago, that details information on Committee rules and procedure. Survey from Cabinet on Institutional Change.

Decided: See if the assets from URPC are replicated in committees, same with overall strategic plan.

John:

See which committees have overlapping responsibility so we can group them together.

To Do:

John will get list of committees from Noah.

Joyce will assign someone to collate all committees into spreadsheet, and forward asset list from URPC, forward all materials cabinet collated around policy.

We all look document from Cabinet for Institutional Change, look at policy versus implementation description.

Next Meeting: Dec. 2, at 9:00 AM in the office of Joyce Lopes, SBS 345

**University Senate
ICC Consent Calendar
12-1-2015**

15-190

GSP 318: Geospatial Programming - add GSP 101 and 101L as pre-requisites because students will be able to do more advanced work in the course if they have first had the fundamental concepts introduced in GSP 101 and 101L.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Anthropology Program Course Changes

13-15/16-ICC – December 1, 2015

Resolved: That the University Senate of Humboldt State University recommends to the Provost that Anthropology program course changes in curriculum forms 14-236, 14-239, 14-300, 14-301, 14-302, and 14-304 be approved.

Rationale: *These proposals were removed from the Consent calendar because of concerns about the removal of STAT 108 from the curriculum.*

Presently STAT 108 is one of three courses that students may choose that provide training in Anthropological Methods. (The other two courses are ANTH 318: Ethnography and ANTH 350: Method & Theory in Archeology.) This curriculum change removes STAT 108 from the list of Methods Training courses, and replaces it with a new course, ANTH 330: Methods and Theory in Bioanthropology.

Anthropology is an holistic discipline with tremendously diverse possibilities for research and Anthropology majors rely on both Quantitative and Qualitative Methods to support their core anthropological studies and their sub-disciplinary focus (in Cultural, Bio-anthropology or Archaeology). Many of our students pursue advanced degrees or employment in Applied Anthropology fields and faculty advisers routinely recommend courses in other disciplines which align with or directly support a student's intellectual and career interests. These range from Chemistry to CRGS and regularly include courses in GIS, Biology, Native American Studies, Art, Politics and WLC.

Given the scope of the discipline anthropologists use a wide variety of methods for collecting, analyzing, representing and making distinctions about data. In relation to Statistics specifically - each of the following is considered in at least one of our Methods courses: p-values, Correlation, Linear regression models, T-tests, ANOVA, Distributions, Descriptive Statistics (mean, median, mode, variance ,standard deviation), Percentiles, Significant figures, scientific notation, unit conversions and graphical representation of results.

This curriculum change removes STAT 108 from the list of Methods Training courses, and replaces it with a new course, ANTH 330: Methods and Theory in Bioanthropology.

STAT 108 has not been a requirement for an Anthropology degree. It has been an option; thus none of the Anthropology courses require STAT 108 knowledge, and many students successfully complete the degree without taking STAT 108. Completion of LD Area B is in place to ensure that students demonstrate the overall competency required for the BA.

In evaluating their students' performance, the Anthropology faculty have determined that students would be more successful in upper division Anthropology courses if they all had TWO methods courses that were specifically-focused on Anthropological Methods. Thus, they wish to remove the STAT 108

option and require all students to take two Anthropological Methods courses, which provide students with more exposure to concepts needed for success in research and applied work.

The summaries of the curriculum change forms are as follows:

14-236

Anthropology Program Change form

The department proposes to remove STAT 108 as a core option as the LDGE Area B provides sufficient preparation for majors. They want to add a new core option ANTH 330: Method and Theory in Bioanth (14-239). As ANTH 330 covers the material, the department also wants to remove ANTH 338 Biological Anthropology Lab (1 unit) as a major requirement. In addition the department is proposing a number of new Archeology courses which have previously been offered as special topics (14-300 to 304). The catalog copy contains slightly revised outcomes as well.

ANTH 374 previously changed to ANTH 354 - will be effective 8/1/16.

14-239

ANTH 330 Method & Theory in Bioanth New Course Proposal

Anthropology proposes this new C-2 4 unit course which will be part of their Anthropology Methods choices. It has recommended preparation but no required preparation. The course will replace ANTH 111 and 338 and was previously offered as a special topics. The department intends to offer it annually in the spring. It is designed to facilitate advanced topical coverage and introduce topics students can explore further with science electives. The department says resources are either already available or being added/upgraded through MSF funds. The department notes that it also requires fewer WTUs than the replaced 338 which was offered more frequently thereby saving the college money.

14-300

ANTH 351 Archaeological Material Analysis NEW COURSE PROPOSAL

The department proposes this new C-2 4 unit course to serve as a hands-on introduction to interpreting artifacts and will be offered once every two years.

14-301

ANTH 352 Experimental Archaeology NEW COURSE PROPOSAL

Anthropology proposes this new C-2 4 unit course designed to introduce student to experimental archaeology. The course will be offered once every two years.

14-302

ANTH 353 Archaeology of Warfare

The department proposes this C-2 4 unit course which will explore the origins, causes, and consequences of warfare. The course will be offered once every two years.

14-304

ANTH 394 Archaeology of North America

The department wants to change the name to Regional Survey of North American Archaeology (appropriate 30 character abbreviation provided) and update the course description to indicate that the course will now be offered as a changing topics course by regional area because covering the whole of North America at once is too much.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Amend the *General Faculty Constitution* to
Clarify the Voting Membership of the General Faculty**

11-15/16-CBC- December 1, 2015 – Second Reading

RESOLVED: That a Faculty Session of the University Senate of Humboldt State University recommends the attached amendments to the *Constitution of the General Faculty* be forwarded to the General Faculty for ratification in Spring 2016.

RATIONALE: *The Constitution of the General Faculty currently restricts voting in General Faculty elections to “faculty in-residence” – which is defined as faculty with a current teaching assignment. This restriction essentially disenfranchises faculty on sabbatical, FERP faculty who are not teaching during the semester in which an election is held, and administrators with retreat rights. Strict interpretation of the “faculty in-residence” definition would also disenfranchise faculty without teaching assignments such as librarians, counselors and coaches. In practice, all of the aforementioned faculty are forwarded general faculty election announcements and are given the opportunity to log-in to the voting system to cast a vote.*

The attached amendments make the General Faculty Constitution consistent with what has been done in practice by: (1) re-defining the term “in-residence”; (2) striking the “in-residence” qualifier from a number of sections of the General Faculty Constitution; (3) formally recognizing voting membership for administrators with retreat rights; and (4) formally excluding voting membership for professors emeriti since historically they have not been granted the right to vote in general faculty elections.

The “in-residence” qualifier is maintained in any sections that relate to a member’s eligibility to hold office or to establishing quorum for meetings of the General Faculty.

Proposed Revisions with Track Changes

2.0 MEMBERSHIP

2.1 ~~Membership — The voting m~~Membership ~~in of~~ the General Faculty shall consist of:

~~(1) 2.11 Full-time faculty unit employees (including tenures faculty, probationary faculty, librarians, counselors and coaches) members of the university faculty who hold academic rank of assistant professor or above in an instructional unit; (2) full-time librarians; (3) full-time coaches; (4) full-time counselors;~~

~~(5) 2.12 Part-time faculty unit employees (including -lecturers, librarians, counselors, coaches, and rehired annuitants) , -and counselors -~~holding at least a one-year appointment with a time base averaging at least .40 of full time

- ~~(6)~~2.13 FERP faculty

2.14 Administrators with academic retreat rights

~~;~~ ~~and (7) professors emeriti.~~

2.2 The non-voting membership of the General Faculty shall consist of:

2.21 professors emeriti who are neither: rehired annuitants fitting the conditions of section 2.12 or FERP faculty

~~2.32-2~~ The term “in residence” shall be defined as a faculty unit employee with a current assignment. — Faculty members with a current teaching assignment are considered “in residence.” Faculty members on sabbatical or other type of leave are not considered “in residence.”

2.4 Other individuals may be admitted into membership ~~Upon recommendation of by a faculty session of the University Senate and ratification by a two-thirds majority of General Faculty votes cast upon two-thirds approval of the voting~~ General Faculty in residence, other individuals may be admitted into membership.

4.11 – The General Faculty President and the Secretary/Treasurer shall be elected by a majority of General Faculty votes cast ~~of the General Faculty members in residence.~~

4.2 Members Eligible to Hold Office – Any member of the General Faculty ~~in residence~~ is eligible to ~~be serve as~~ President if they have completed after three years of employment by the University prior to taking office and they will be “in-residence” during the term of office. Any member of the General Faculty ~~in residence~~ is eligible to serve as Secretary/Treasurer if they have completed after one year of employment by the University prior to taking office and they will be “in-residence” during the term of office.

5.4 Policy Matters, voting – The General Faculty shall consider such policy matters as are brought before it by the University Senate. The final vote on any matter referred by the University Senate shall be taken by secret ballot with provisions for proxy voting by the General Faculty ~~in residence~~. Such voting does not require the calling of a meeting.

8.5 Secret Ballot and Voting – All elections shall be conducted by secret ballot with provision for proxy voting by the General Faculty ~~in residence~~.

9.3 Ratification – Amendments to this Constitution shall be ratified by a majority of General Faculty votes cast ~~of the General Faculty in residence~~, consistent with the provisions in section 8.0.

Proposed Language with Revisions Accepted

2.0 MEMBERSHIP

2.1 The voting membership of the General Faculty shall consist of:

2.11 Full-time faculty unit employees (including tenures faculty, probationary faculty, librarians, counselors and coaches)

2.12 Part-time faculty unit employees (including lecturers, librarians, counselors, coaches, and rehired annuitants) holding at least a one-year appointment with a time base averaging at least .40 of full time

2.13 FERP faculty

2.14 Administrators with academic retreat rights

2.2 The non-voting membership of the General Faculty shall consist of:

2.21 professors emeriti who are neither: rehired annuitants fitting the conditions of section 2.12 or FERP faculty

2.3 The term “in residence” shall be defined as a faculty unit employee with a current assignment. Faculty members on sabbatical or other type of leave are not considered “in residence.”

2.4 Other individuals may be admitted into membership upon recommendation by a faculty session of the University Senate and ratification by a two-thirds majority of General Faculty votes cast.

4.11 – The General Faculty President and the Secretary/Treasurer shall be elected by a majority of General Faculty votes cast.

4.2 Members Eligible to Hold Office – Any member of the General Faculty is eligible to serve as President if they have completed three years of employment by the University prior to taking office and they will be “in-residence” during the term of office. Any member of the General Faculty is eligible to serve as Secretary/Treasurer if they have completed one year of employment by the University prior to taking office and they will be “in-residence” during the term of office.

5.4 Policy Matters, voting – The General Faculty shall consider such policy matters as are brought before it by the University Senate. The final vote on any matter referred by the University Senate shall be taken by secret ballot with provisions for proxy voting by the General Faculty. Such voting does not require the calling of a meeting.

8.5 Secret Ballot and Voting – All elections shall be conducted by secret ballot with provision for proxy voting by the General Faculty.

9.3 Ratification – Amendments to this Constitution shall be ratified by a majority of General Faculty votes cast, consistent with the provisions in section 8.0.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Syllabi Policy

9-15/16-APC – December 1, 2015 - Second Reading

Resolved: That the Humboldt State University Senate recommend the HSU Policy on Content of Syllabi, (VPAA 07-02) be modified to include the attached revisions; and be it further

Resolved: That the proposed changes be effective at the start of the Fall 2016 semester.

Rationale: *The advent of on-line learning has introduced new issues that should be addressed in course syllabi. For example, violations of the Family Educational Rights and Privacy Act (FERPA) may take place if instructor grading or comment of student work takes place on publicly accessible websites. There are examples of students who for safety reasons do not want their whereabouts posted on publicly searchable websites. After consultation with various committees of the Senate, the APC felt that, due to the extraordinarily public nature of internet posts, students should be allowed to use an alias if they wanted. Additionally students posting personal writings on the internet as part of a course may not have considered all of the ramifications, personal and professional of self-disclosure in a public venue. There is a need for additional guidance on these topics in the syllabus. A statement clarifying that all courses offered for academic credit toward a degree should comply with the Syllabi Policy will avoid confusion. Emergency evacuation procedures are not relevant for 100% online courses and don't need to be in the syllabi. Another change is that faculty are authorized to post syllabi information on the course web page rather than a document that is handed to students. However it was felt that it was still necessary for the faculty members to provide a document version of the syllabi to their department office, for compliance purposes, developing articulation agreements, PREP reports, and other purposes where access to the information is needed by people not enrolled in the course.*

Where appropriate, the syllabi policy has been modified from the First Reading make some syllabi elements at the discretion of the faculty rather than required. The Second Reading version also removes some of the mandated statements regarding campus policies that were not felt to be directly relevant to syllabi. Faculty are directed instead to the Syllabi Help page maintained by Academic Programs and a Frequently Asked Questions Wiki on the Office of Enrollment Management and Student Affairs website (expected to be in place by Fall 2016) where they may find updated links and suggested language to put in syllabi. Other requirements, such as providing information regarding course requirements, grading and emergency procedures were kept as they are central to student success and safety.

SYLLABI POLICY

POLICY #

Effective Date:

Definition

A syllabus helps enable students to better understand and fulfill their responsibilities as learners in a course. It is a necessary tool in higher education to enable students to take part in the learning process through knowing what is expected of them and what they can expect from the course. Student success may be enhanced when students know in advance as much as possible about the course requirements so that they can plan their study time and coordinate work on assignments from multiple courses. In addition, student success may be aided by encouraging students to contact their professors, by providing information about key University policies to which they are subject, and by presenting information in a format that is accessible to all students.

Authority

Include references to Executive Orders, Coded Memos, State Codes, etc.,

Scope

Faculty and Staff

Approved by the University Senate on this date: _____

Approved by the President of Humboldt State University on this date: _____

I. General Syllabus procedures

A. Applicability

Each member of the faculty at Humboldt State University shall create a syllabus meeting the requirements of this policy for every course that they teach with a C-classification, this includes any course taught for academic credit leading toward a degree at Humboldt State University, including face-to-face, online and hybrid courses. This syllabus must be made available to each student no later than the first class meeting. Fully online courses do not need to provide the Emergency Evacuation statement. Continuing education courses, for example certification courses, or Osher Lifelong Learning Institute courses, do not need to meet the syllabus requirements. The syllabi may be presented to the students as information on the course's home page, but a document version should be prepared so that it can be shared with others that are not enrolled in the course.

B. Syllabi Website

The Office of Academic Affairs will maintain a website with information about syllabus requirements, accessible templates, links to relevant campus policies and other resources. The office will keep links updated and remind Deans and Department chairs of this policy before the start of each semester. Syllabi information will be incorporated into new faculty orientation and added to the faculty, administrative, and Department Chair handbooks. Informing faculty (including lecturers) of this policy and other relevant policies will be a responsibility of department chairs.

C. Changes to syllabi

The syllabus is an agreement to provide certain classroom experiences to students. While it may be changed as the semester develops, any changes must be communicated to the students appropriately in advance, preferably in writing. Changes to the syllabus are not allowed after the semester ends.

D. Compliance

The faculty member shall provide an electronic and/or hard copy of the syllabus to the department office for department files, by the end of the first week of instruction. As part of the program review process, all departments and programs will be required to provide evidence of the department's compliance with syllabus policy. Information about the syllabus policy will be appended to all Program Review policies.

E. Co-listed Courses

Course syllabi for courses listed for both undergraduate and graduate credit must be different. The general expectation is that a student receiving graduate credit should be required to perform at a higher level than an undergraduate student. As such, the graduate syllabi should reflect specific learning outcomes appropriate for graduate level students.

F. Accessibility

Faculty are required to provide all syllabi and other class materials in a format that is accessible to individuals with disabilities. All new course/curricular proposals and program reviews shall explicitly discuss the accessibility of syllabi for individuals with disabilities.

G. Third Party Software

Faculty should be aware that storage of grades, enrollment, or other protected data with third party or public software may be a violation of student rights under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). Furthermore, third party software might not be accessible to students with disabilities. It is recommended that if faculty wish to use third party software they confer with the Office of Academic Affairs and the Chief Information Officer regarding correct procedures until such time as an HSU policy regarding third party software is in place.

H. Public Internet Posting

If faculty will require students to post course assignments publicly on the internet outside of official campus learning systems requiring an HSU login, they should inform the students in the syllabus and provide alternate arrangements (for example use of an alias, or an alternate assignment) for students that are uncomfortable with public posting. Students should be cautioned to consider the long-term personal professional ramifications of any information they post on the internet. Please note that publicly viewable faculty review of student work may constitute a FERPA violation, and should not be undertaken without careful consultation with the Registrar.

II. Each syllabus shall include, at a minimum, the following items**A. Basic Course Information**

1. Course title, number, and section; days and times taught, location of class
2. Semester and year course is being taught
3. Professor's name, office number and location
4. Professor's contact information: including office phone and email address
5. Identification of any University Curricular Requirement (Institutions, DCG, specific area of GE, etc.) that the course fulfills

B. Course calendar

1. Include assignment due dates, exam dates, and date of final exam
2. Faculty may want to include a "subject to change with fair notice" statement

C. Course or section information

1. Description of the course consistent with the description in the University Catalog
2. Description of the format of the course – lecture, lab, activity, discussion, etc.
3. Pre- and co-requisites
4. If relevant, minimum grades needed for this course to count towards major or minor requirements
5. Required and recommended texts, tutorials, readers, or other reading materials and how to access them
6. Any other necessary equipment/materials/fees

D. Grading information

1. A statement of how you will determine the letter grades for the course, including +/- grades if you use them
2. Extra credit options, if available
3. List of the percentage weight assigned to various class assignments
4. Policies on late or missed work, including exams
5. Policies on attendance, tardiness, and class participation, including an explicit statement of terms and/or penalties which pertain to student participation in co- and extracurricular activities

E. Office hours and days

1. Include a statement if additional time is available by appointment
2. If the professor's schedule contains too many TBA activities to make scheduling office hours possible prior to the first class meeting, this section of the syllabus should have a blank space to be filled in by students
3. Professors will announce their office hours to the class as soon as regular times are established

F. Student learning outcomes

1. Course, GEAR, program and HSU student learning outcomes that are relevant for the course

G. Course requirements

1. Papers, projects, exams, quizzes, homework, laboratory work, fieldwork, fieldtrips, class participation, etc.
2. Faculty may want to include a statement about the expected time that students will need to spend studying/doing coursework outside of class
3. Include specific information regarding academic integrity relevant to your course, as well as information about whether collaboration is allowed and in what form
4. Faculty may want to include a statement regarding classroom and online conduct and professional etiquette

H. Emergency Procedures

1. Review the evacuation plan and emergency procedures for the classroom

I. Referral to relevant policies and resources

1. Students may not be aware of their rights and responsibilities and students and the many campus resources available to help them succeed. Particularly in courses taken by freshman and transfers, it may benefit students to be reminded of where they can access this information. Faculty are encouraged to include specific referrals to relevant resources.
2. For faculty interested in providing this information, a list of useful links and suggested language is available on the Syllabus Help page on the Academic Programs website. Furthermore, the Division of Enrollment Management and Student Affairs is developing a Frequently Asked Questions Wiki pertaining to student rights, responsibilities and resources. A list of some of the policies and resources that might be useful for students is listed here.
 - a) *Academic Honesty Policy,*
 - b) *Attendance and Disruptive Behavior Policy*
 - c) *Complaints against Faculty Staff or Administrators*
 - d) *Campus Emergency Procedures*
 - e) *Counseling and Psychological Services*
 - f) *Students Disabilities Resource Center*
 - g) *Schedule Adjustment Procedures*
 - h) *Financial Aid Office*
 - i) *Campus Advising Resources*

THE BIG PICTURE

A key source of tension and confusion on this campus is the lack of clarity about the appropriate roles for university administrators and faculty, staff, and student leaders in a shared governance process. There are numerous dimensions to this problem that impact many aspects of campus decision-making and culture. We learned from campus leaders at both San Diego State University and CSU-Long Beach that where campus decision-making is effective, there is a widely shared understanding of the distinction between policy recommendations and their implementation: Matters of university policy must be subject to broad campus consultation through university shared governance structures – operating under the auspices of a Senate. There must be a clear process for such policy recommendations to be made, and made in a timely manner. Once a policy recommendation is adopted by the President, its implementation is the responsibility of university administration acting at the direction of the President.

We find such a distinction absent on this campus. The result is that even with the best of intentions, both administrators and faculty (and to a lesser extent staff and students) often feel that the other has overstepped their bounds. Without a clear and reliable channel for formulating policy through governance committees and the Senate, administrators can precipitate conflict when they make policy decisions without appropriate consultation. Conversely, faculty, staff, and students can foster conflict with university administrators when they devote energy to detailed questions of policy implementation.

No shared understanding of the distinction between policy and implementation will wholly alleviate tension or confusion. Indeed, no bright line consistently distinguishes the two. Nonetheless, we believe that by working toward such a shared understanding, university decision-making can be substantially improved.

We conclude, therefore, that the *power* to recommend university policy should be much more consistently vested in a reconstituted University Senate and related shared governance committees. With such power comes the need for greater *responsibility, accountability, and perspective*. Responsibility requires that decisions be made in a timely manner. Accountability requires all decision-makers to draw upon the best available evidence in arriving at recommendations. Finally, perspective requires that the Senate be structured to include voices – and votes – from all campus constituencies: students, faculty, staff, and administrators, all focused on promoting the good of Humboldt’s students. Administrative actions must then be aligned with the policies and priorities that are adopted and reflect an abiding commitment to the University’s vision. Numerous recommendations in the following sections aim to advance these conclusions.

2. Campus Governance:

The WASC Visiting Team Preparatory Review report noted, “governance and decision-making processes at the University are complicated, cumbersome, and difficult to understand. HSU seems to take a fragmented approach to institutional decision-making which creates internal confusion and sometimes unclear results.” The report by Keeling and Associates emphasized the difficulty faculty and administrators have working together toward common goals. In its words “the campus is ‘stuck’, lacking in trust and resistant to change, mired in a culture largely of its own making.” The report also noted that while all constituencies were “fatigued, if not demoralized” there was “a perceptible hunger for renewal. . . We heard far more evidence of willingness to move forward than of intentions to obstruct growth and renewal. Humboldt has the ability and the will to change its institutional culture.”

We believe that the campus governance structure must be changed significantly in order to change our institutional culture. The campus needs a clear message that administrators, faculty, staff and students are ready to work collaboratively toward common goals.

In order to help us think about how to restructure the university decision-making process, the Cabinet asked representatives from two sister campuses, San Diego State University and CSU Long Beach, to come to Humboldt to describe their governance structures. We also consulted extensively with existing campus governance groups. Our recommendations are based on a combination of those presentations and consultation.

The campus needs to acknowledge and promote a shared vision. The University has a vision statement and a well-defined commitment to student success. These should guide our actions. The CSU Long Beach team emphasized that in their deliberation they asked “Is it good for students?”

Both San Diego and Long Beach drew a strong contrast between recommending and implementing policies, a distinction we emphasized above. Like those universities, we believe that all constituencies should be directly involved in developing policy that reflects shared goals, and that policy proposals should be fully developed by the time they reach the full Senate for review and recommendation to the President. The Administration should approve and implement policy, and while the Senate can take up any matter it chooses, it should not become entangled with implementation. Moreover, we recommend that all constituencies communicate regularly, have access to the same information and work cooperatively toward common objectives that are good for the University.

Recommendations:

2.1 *Restructure the existing Academic Senate into a University-wide Senate.*

We believe the best way to encourage a new cooperative institutional culture is to create a *university* senate that bring students, faculty, staff and administrators together to develop and recommend all major policy to the President. Faculty should continue to be the majority group on the Senate but all four constituencies should have voting representation. This is the governance model utilized effectively at San Diego State. This Senate should be action oriented rather than primarily a

debating body. Policy details should be hammered out and vetted at the Council level (see below) to ensure broad support for recommendations before they reach the Senate floor. Senators themselves must be represented, and active, at this level.

Specifically:

- 2.1.1 *Establish a policy file: a comprehensive collection of all policies recommended by the Senate and approved by the President. This file should include all revisions as well as past policy decisions.*
- 2.1.2 *To encourage broader participation among faculty and staff, Senators should be limited to two terms of three years each with a minimum of one year separation before they run for election again (except for ex officio seats – held by virtue of one’s position).*
- 2.1.3 *Senators’ terms should be staggered to ensure that a mix of experienced and new representation.*
- 2.1.4 *The Senate should designate a person or a committee to be in charge of recruitment, with specific attention to recruiting new associate professors.*
- 2.1.5 *All student, faculty, staff, and administrative members of the Senate should have voting rights. It is important that all constituencies are participants in the process of developing and recommending policy.*
- 2.1.6 *The Senate should not allow proxies.*
- 2.1.7 *All new senators should receive an orientation.*
- 2.1.8 *Faculty representatives from the Senate should attend meetings of the Associated Students.*
- 2.1.9 *A parliamentarian should be designated to assist the Senate Chair at every meeting and parliamentary procedures should be used to expedite the decision-making process.*
- 2.1.10 *The amount of time spent on reports at Senate meetings should be limited.*
- 2.1.11 *Action items should appear first on the agenda.*
- 2.1.12 *The Senate should take responsibility for communication to campus and should employ a standard operating procedure for communication to and from the Senate with all constituencies. A blog and contact links should be established for the Senate webpage.*
- 2.1.13 *A first- and second-reading structure for all resolutions should be utilized.*

2.1.14 *Meetings should continue until the agenda is completed, and if necessary, meetings should be extended to another day during the same week.*

2.2 ***Restructure the university committee system.***

A new committee structure should be developed at the same time that the Senate is restructured and the bylaws revised in order to create a coordinated university governance structure. During the development and transition of this new governance structure, essential committees should be retained but all committees should be reexamined to determine if they should continue, be revised, combined, or disbanded. The Cabinet called for a similar review of all committees this year. That process should be a basis for the recommendation made here. All committees must have clear charges, reporting lines and duties. Membership should reflect the commitment to bringing all constituencies together to develop policy recommendations. Committees should provide annual or semi-annual reports and be regularly assessed to determine if they are effective and still necessary. Whenever possible, committees should be action oriented rather than informational; they identify specific issues, gather and analyze data to address the issue and create report(s) or make recommendations. Committee membership should be staggered so that there are always experienced individuals on committees. Committee chairs should have clear responsibilities and be held accountable by the Senate for the work of the committee.

The new organization of committees should consist of:

- 2.2.1 *Councils.* Councils are the primary policy and oversight bodies for the University and will report directly to the Senate, replacing its current standing committees. The Senate can create standing committees that report to Councils. As noted above, Councils should draft and vet policy recommendations before they reach the Senate floor. These Councils should each have Senate representation (e.g., San Diego State requires every Senator to be a member of at least two Councils or committees). Placing Senators on Councils involves them in the development of policy before it reaches the Senate floor and helps to ensure that policy is well understood when it reaches the Senate floor. Examples of these Councils would include the Integrated Curriculum Committee and Faculty Affairs.
- 2.2.2 *Standing administrative committees.* Standing committees report to an appropriate administrator and are primarily informational or advisory, often helping to implement approved policy. The Senate, in consultation with the appropriate administrator, will establish these committees, developing the charge, membership, and method of selection. The Senate should ensure that the number of standing committees is kept at a minimum. Examples include the Professional Leave Committee, the University Executive Committee and the Student Affairs Council.
- 2.2.3 *Temporary committees (task forces).* Task forces can report to either the Senate or an appropriate administrator. They can address issues as needed. All policy recommendations must go to the Senate for recommendation to the President. They

are formed in consultation between the Senate and the appropriate administrator. These temporary or 'disappearing' committees should be used whenever possible because they are task focused and of limited duration.

2.3 *Eliminate the General Faculty Association.*

The General Faculty Association predates the creation of the Academic Senate and its function has not been clear since the Senate's formation. No other campus in the CSU has both. Representatives from San Diego and Long Beach noted that having an Academic Senate structure and a General Faculty Association, with a Senate Chair and a General Faculty President, created confusion. The General Faculty President is elected by the faculty but has no clearly defined responsibilities or governance structure independent of the Academic Senate. And although the General Faculty President sits on the Senate and takes part as a voting member in its deliberations he or she is not bound by Senate recommendations and can take independent action that is contrary to the Senate's recommendations. This is a clear example of Humboldt's "fragmented approach to institutional decision-making which creates internal confusion and sometimes unclear results." Historically, the General Faculty Association has also served as a benevolent association; in Section 4, we recommend that this function be incorporated into a university-wide group.