

# HUMBOLDT STATE UNIVERSITY

## University Senate

**Tuesday, January 24, 2017, 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 December 6, 2016
4. Reports, Announcements, and Communications of the Chair
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
6. Consent Calendar from the Integrated Curriculum Committee  
(No items at this time)
7. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
8. TIME CERTAIN: 3:30-3:45 PM Information Item – HSU Climate Action Plan
9. Action Item: Curricular Item
10. Information Item: Decommissioning of HSU Web Accessibility Policy
11. Resolution on Liberal Studies Elementary Education (LSEE) Program Changes (11-16/17-ICC - January 24, 2017)
12. Resolution on Adoption of Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support (12-16/17-FAC – January 24, 2017) First Reading
13. Resolution to Amend the Bylaws of the University Senate to Alter Requirements for Notifying the President of Senate Actions (15-16/17-CBC – January 24, 2017) First Reading
14. Resolution to Add Section 10.0 Interpretation to the Constitution of the University Senate (16-16/17-CBC – January 24, 2017) First Reading
15. Discussion Item: Calendar Change Proposal
16. Discussion Item: Possible Senate Committee Related to GI2025

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, January 24, 2017

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Mary Virnoche, APC Chair

December 6, 2016

Members: <http://www2.humboldt.edu/senate/academic-policies-committee>

**Present:** Joice Chang, Paul Cummings, Mary Glenn, Michael Goodman, Zach Kihm, Michael Le, Mary Virnoche (Chair)

**Absent:** Brandon Dolfi, Heather Madar, Clint Rebik

**Guest:** Sarah Fay Phillips

**Golden 4 by 60** (See APC Report November 29, 2016 for Discussion & Action Items)

New faculty advising training was one of the ideas that APC wanted to explore related to increasing the completion of the the Golden 4 by 60 units. With the dissolving of CELT some years back, the APC was aware that the scheduling of new faculty development time often falls through the cracks. Sarah Fay Phillips joined APC in her capacity as the current Faculty Development Coordinator. We decided that we should create a formal policy that establishes a practice of time set aside for new faculty development. We also discussed that advising training should probably not come until late in the second semester, if at all for first year faculty. As many new faculty do not do advising their first year (we would need to find that out), it would be better to do a “just in time” training so that new faculty could immediately solidify any training in advising real students. In the meantime, as the new faculty development director has not yet been hired, Mary V. will work with George (FAC) and Julie (Senate Chair) to request that the Provost ask chairs to set aside new faculty development time: Sarah thought 11 am to 1 pm in Fall 2017 would be best based on her experience.

### Excess Enrollment Policy

We agreed that before we move it further, we (Mary V.) should run this past the Deans, FAC, and Colleen with Academic Personnel. The resolution should probably be joint with FAC given implications for student support and faculty compensation. Issues around using census numbers given lecturer contracts. Also given the “may” language in the policy, we need language about decision making (Deans). But the “may” language also sets us up for inequity across units.

### UDirect

There was a miscommunication with Andy Stubblefield and he did not join us as noted on the agenda. We will continue at a later date that discussion about establishing a policy for UDirect implementation, oversight and implications for attaining/missing milestones. Mary will confirm a meeting date when both Clint Rebik and Andy Stubblefield can be present.

## Post Meeting Updates

### **Meeting Time for Spring 2017**

Everyone can make the Noon, Tuesdays meeting time again except for Heather Madar who teaches 11-3. We will meet at the same day/time at least for the first meeting and see if there is another block that would work for everyone for subsequent meetings.

### **New Faculty Development**

Mary Drafted a Joint Resolution and shared it with George, Julie and Sarah Fay. Julie sent the email to the Provost on 1-17-17 asking him to email chairs to set aside the 11-1 Friday slot for new hires.

### **Excess Enrollment Policy Change**

Mary edited and sent to Deans and Academic Personnel and FAC for input. Noah Zerbe replied and asked to keep “may” language and noted that using census enrollment has been the practice. FAC and others shared more input. Policy in revision stages.

### **Next Meeting: January 24, 2017**

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## **Appointments and Elections Committee:**

Submitted by Jennifer Corgiat, AEC Chair

The General Faculty Call for Nominations, for terms beginning Fall 2017, went out 1/13/17 with a subsequent 2nd notice sent on 1/17/17, and a 3<sup>rd</sup> notice sent on 1/20/17. Faculty members are needed to serve on numerous campus committees. There are approximately 50 positions open, and we have received around 33 nominations. The notice on 1/20/17 also included a call to fill a vacated Lecturer Faculty Delegate Senate seat for the current spring 2017 semester.

Please encourage other faculty members to consider getting involved in one of the available committees. You may nominate a colleague or self-nominate by emailing the University Senate Office ([senate@humboldt.edu](mailto:senate@humboldt.edu)). Nominations are due by midnight tonight, **Tuesday, January 24, 2017**.

Ballots will be sent out the week of January 30th.

Please visit the Committee Directory <http://www2.humboldt.edu/senate/committees> for more information about each committee. For general information on committees, see section 800 of the *HSU Faculty Handbook* via the following link:  
<http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/Section800.pdf>

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## **Faculty Affairs Committee:**

Submitted by George Wrenn, FAC Chair

The Committee held its tenth and eleventh meetings of 2016-17 on Wednesday, December 14 and January 18th.

Meetings will occur in spring on February 1, 15, March 1, 15, 29, April 12, 26, May 10. Meetings are open to the campus community. The Committee currently meets in Library 118 at 8 a.m.

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

Unless otherwise noted, all members were present.

January 18:

Absent: Rob Cliver; Guests: Rich Boone, Noah Zerbe, Julie Alderson

Agenda:

- 1) Excess Enrollment Resolution (APC/FAC joint resolution)
- 2) Revisions to Guidelines on Extraordinary Support
- 3) Lab Evaluation Instrument
- 4) Cultural Competency in RTP (with Guests Rich Boone, Noah Zerbe, and Julie Alderson)

- 1) Excess Enrollment Resolution (APC/FAC joint resolution)

Mary Virnoche asked for FAC input on a Resolution on Excess Enrollment Policy. We have forwarded suggested revisions to Mary.

- 2) Revisions to Guidelines on Extraordinary Support

The following additions, reflecting discussion in FAC and SenEx, were made to the Guidelines subsequent to its initial inclusion in the Senate packet:

Intro:

*The Sponsored Programs Foundation has its own intellectual property procedures; the SPF Administrative Manual should be consulted for policies followed by the Foundation.*

Written Agreements:

*Separate individual agreements are public information and are subject to public records requests pursuant to the California Public Records Act.*

*All separate individual agreements involving the sharing or transfer of intellectual property rights under these guidelines shall be finalized in writing and signed by the President or designee and the staff member(s), student(s) and/or faculty member(s). Faculty agreements shall comply with the review provisions of the Collective Bargaining Agreement.*

Students:

*Graduate Teaching Assistantships and Tuition Waivers shall not be considered extraordinary support. Use of specialized University facilities shall not be considered extraordinary support unless identified as such by a written agreement enacted prior to student's involvement in work.*

3) Lab Evaluation Instrument

Mark Wilson introduced a draft Lab Evaluation instrument. Discussion focused on the value of having a question on scientific inquiry, which may not be a focus in some labs. The instrument will next be shared with CNRS faculty for additional feedback.

4) Cultural Competency in RTP (with Guests Rich Boone, Noah Zerbe, and Julie Alderson)

Rich Boone and Noah Zerbe are considering how to require some form of professional development for faculty in the area of cultural competency, to be reflected in probationary faculty PDPs. They are asking FAC to develop a Senate resolution instructing the RTP Standards and Criteria Committee to ensure that departmental RTP standards embed this training as a necessary part of teaching excellence. The goal is to address cultural competency in a more systematic and thorough way through departmental standards.

Discussion was wide-ranging. Some of the areas touched upon: Academic freedom, the nature and prevalence of the problem to be addressed through this change to RTP; the value of covering this area in RTP standards; the value of signaling its importance to the University through RTP; the need to include lecturers; the need for appropriate terminology; the importance of providing continuing education and ongoing training in this area.

Currently, Appendix J standards for teaching effectiveness include this language (B.1.a.6):

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students.

George Wrenn asked that the topic be brought to SenEx for further discussion.

December 14:

Absent: Rob Cliver

Agenda:

- 1) Lecturer assigned time and participation in shared governance (guest Kerri Malloy)
- 2) Postponed: Assigned time for department chairs (guest Monty Mola)

1) Lecturer assigned time and participation in shared governance (guest Kerri Malloy)

Kerri Malloy joined the committee for a discussion of lecturer faculty participation in shared governance. The group reviewed information provided to lecturer faculty in the CFA's [Lecturers' Handbook](#), the 2014-15 CSU Senate Resolution on AS-3199-14/FA *Non-Tenure Track Faculty and Shared Governance in the California State University: A Call to Campus Senates* (<http://calstate.edu/acadsen/Records/Resolutions/2014-2015/documents/3199.shtml>), and Faculty Affairs meeting notes pertaining to shared governance.

Points touched upon in the discussion included:

- Lecturers form a majority of the faculty;

- The importance of recognizing the faculty status of lecturers (CBA does not make a distinction);
- The importance of institutionalizing and recognizing the role of lecturers in shared governance;
- That it is important to provide opportunities for lecturers to be involved in shared governance, including Senate Standing Committee work;
- That slippages in tenure-track density mean that some departments rely on lecturers for departmental work, but that departmental incentives and recognition vary, and that lecturers may feel pressured to do more without compensation;
- That lecturers who take on non-contractual, uncompensated, volunteer service outside of their work assignments are not evaluated on, or adequately credited with, this service;
- That retired lecturers are not entitled to the benefits of emerita/emeritus status;
- That the professional “pay-offs” of service will be different for different lecturers; it is important to recognize that some lecturers choose not to be involved and that distance education also impacts opportunities for involvement;
- That incremental solutions will likely be necessary to address existing disparities.

ACTION: To better understand how lecturers are involved in shared governance at HSU, Faculty Affairs will develop a survey of department chairs that will solicit information on the extent and types of service/shared governance that lecturers engage in.

2) Postponed: Assigned time for department chairs (guest Monty Mola)

This topic will be picked up again in January/February.

## Constitutions and Bylaws Committee:

Submitted by Jeff Abell, CBC Chair

### January 24, 2017 Senate Meeting Report

- I. This semester the CBC will be meeting every other Thursday from 3-4 pm in NHE 120.
- II. CBC meeting attendance for Fall 2016 is summarized in table below. All meetings during the semester would have met the quorum requirement proposed in Senate Resolution #1-16/17-CBC (which calls for a majority of membership with at least one member from faculty and one member from either staff or students in person or as proxy).

Date	Quorum Required	# of Faculty Present	# of Staff Present	# of Students Present	Quorum Met Under New Rules?
08/29/16	3	2 + 1 proxy	1	1	yes
09/06/16	3	3	1 proxy	1 proxy	yes w/proxy
09/26/16	3	3	1	1	yes

10/10/16	3	3	0	1	yes
10/24/16	3	3	0	1	yes
11/14/16	3	3	1	1	yes
11/28/16	3	2	1	1	yes
12/12/16	3	3	1	1	yes

III. Report from Mon Dec 12, 2016 Meeting

- A. Meeting called to order at 16:00 in NHE 116 with Abell (Chair), Chang, Guzman, Shellhase and Watson.
- B. Committee reviewed draft amendment to the Senate Constitution which transfers the CBC’s “interpretational power” from the Senate Bylaws to the Senate Constitution. CBC unanimously agreed to forward the draft amendment to Senate. It is on today’s agenda as a first-reading.
- C. Committee developed draft amendments to the Senate Bylaws which remove stipulations requiring the President to respond to Senate action and modified stipulations for notifying the President of Senate actions. CBC unanimously agreed to forward these draft amendments to Senate. They are on today’s agenda as a first-reading.
- D. Committee initiated discussion on whether non-tenure-track faculty who meet General Faculty eligibility requirements should be guaranteed voting rights in departmental decision making processes. There seems to be variability across departments in the degree to which non-tenure-track faculty are included in decision making. CBC would like to address whether membership in the General Faculty, which grants the faculty member a vote in University wide faculty decision making, should supersede voting rules established in the college bylaws or individual departments. Committee will bring forth findings as a discussion item at a future Senate meeting.

IV. Agenda for next meeting on Thursday Jan 26, 2016 from 3-4 pm in NHE 120

- A. Edit Senate Constitutional Amendment and Senate Bylaws amendment based on first-reading discussion at today’s Senate meeting.
- B. Review college bylaws, General Faculty Constitution and AAUP Statement on Shared Governance for guidance on whether non-tenured faculty who meet General Faculty eligibility requirement should have guaranteed voting rights in departmental decision making.
- C. Continue discussion of whether committees should have agenda notification and document posting deadlines. Propose bylaws amendments if necessary.
- D. Initiate discussion on whether posting of vote tallies with election results is mandated by our governing docs. Recommend appropriate practice to AEC or Senate Office or propose bylaws amendments if necessary.

## **University Resources and Planning Committee:**

Submitted by Mark Rizzardi and Alex Enyedi, URPC Co-Chairs

The URPC reconvened for the first time in 2017 last Friday. The agenda focused on the Governor's 2017-18 Budget Proposal, HSU's preliminary 2017-18 deficit, and planning for a 5% reduction.

### **Governor's Budget Proposal**

The Governor's Budget Proposal included an effective 2% overall budget increase to the CSU; however, funding is \$167.7 million short of the CSU's Support Budget Request to the State. The Governor emphasized the need for prudence due to the State's volatile revenue sources, the current longer than average economic recovery, uncertainty regarding federal funding, and the need to build reserves.

### **HSU's Budget Deficit**

HSU's preliminary 2017-18 deficit, including existing college deficits and ongoing one-time funded activities, is estimated at close to \$5 million, with deficit growth largely attributable to unfunded compensation increases and an anticipated 3% decline in enrollment. HSU's current spending per full-time equivalent student (FTES) is significantly higher than similar sized CSU peers; at almost \$1,500 higher per FTES than the average. There are still many unknowns for this budget cycle, including a potential tuition increase, final HSU enrollment in Fall 2017, and possible new compensation commitments under negotiation.

### **Strategic Budgeting Under the 5% Reduction Planning Scenario**

Given the anticipated 2017-18 deficit, the President's Cabinet is focusing on developing a plan to reduce HSU's general fund budget by 5%, rather than producing -5% and +5% scenarios as initially requested. Cabinet is recommending a three-phase, multi-year approach to allow time to meaningfully engage the campus in the process. The three phases are essentially: (1) Relatively simple quick changes, (2) Big strategic changes that require broad discussion, and (3) Strategic investment. Great effort is being taken to think holistically about the reductions being made rather than simply taking across-the-board cuts.

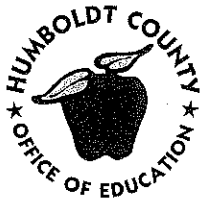
The URPC reviewed the initial Phase 1 recommendations for implementation, totaling \$2.4 million in on-going reductions, savings, and new revenue sources and \$1.8 million in one-time reductions. Phase 1 recommendations protect student access to classroom instruction, student services, and support GI 2025 goals. However, these reductions will affect University operations, so many areas of HSU will feel the impact of these proposed reductions. At the next meeting on January 27, the URPC will be discussing strategies for how the committee can best communicate and engage the campus in this process and also will be reviewing initial Phase 2 concepts. These austerity measures are necessary to ensure a sustainable budget for HSU.

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## **Integrated Curriculum Committee:**

Please see the attached letter submitted by ICC Chair, Dale Oliver, in support of Resolution 11-16/17-ICC.





GARRY T. EAGLES, Ph.D., Superintendent

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7143

www.humboldt.k12.ca.us

January 3, 2017

Julia Alderson, Chair, University Senate  
Humboldt State University  
1 Harpst Street  
Arcata, CA 95521

Dear Ms. Alderson:

**SUBJECT: ELEMENTARY EDUCATION LIBERAL STUDIES FOUR-YEAR PROGRAM OPTION**

Thank you for the opportunity to provide input into the current discussions regarding the proposed Liberal Studies in Elementary Education (LSEE) four-year program option.

The importance of the relationship between Humboldt State University's (HSU) Elementary Education Program and schools throughout Humboldt County cannot be overstated. These relationships go back decades to the early days of the founding of Humboldt State as a Teachers College. It is not a stretch to say that the quality of instruction in Humboldt County's 1200+ classrooms is directly related to the preparation that prospective teachers receive in the Teacher Preparation Program at HSU. In fact, the majority of Humboldt County teachers teaching today have received their education and training at HSU.

Nevertheless, Humboldt County has seen its share of teachers who, nearing completion of their credential when they begin fieldwork or following a few years in the profession, find that teaching is not what they had envisioned. Those individuals then leave education for another career. This issue is not limited to graduates from HSU. Many early career teachers have commented that they wish they had known what the teaching profession was like much earlier in their education. Nationally and statewide, attrition from the profession is significant during the first 3-5 years of employment. The proposed four-year combined BA with Credential option to HSU's LSEE program addresses this issue head on.

Encouraged by the California Commission on Teacher Credentialing and CSU's Office of the Chancellor, the four-year combined BA with Credential structure is a welcomed option in preparing teachers for the realities of today's classrooms. Clinical experiences will begin much earlier and continue through the entire four-year program resulting in closer working relationships between HSU Fieldwork Supervisors and Mentor Teachers in local school districts.

In addition, early and continued involvement with local districts and mentor teachers will allow teacher candidates to engage in ongoing high quality professional development at the county and

Elementary Education Liberal Studies Four-Year Program Option

January 3, 2017

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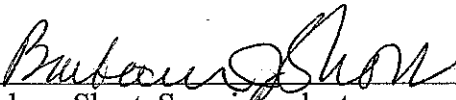
school site levels. This will help ensure new teachers to the profession will be knowledgeable and aligned with the latest techniques, issues and trends in this rapidly changing profession.

Current challenges many new teachers face is understanding the world of education today and the importance of school cultures, learning environments, classroom management techniques and working with parents and community partners as part of the learning process for children. The proposed model will help significantly with those factors and enable a new teacher to be more confident and experienced for a successful transition into the profession.

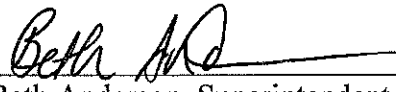
There is a strong desire and capacity among Humboldt County School Districts to partner with HSU's LSEE program with this new option for preparing future teachers. Observation, individual instruction and tutoring, small group and large group instruction opportunities will be strengthened by the proposed model. More time and experiences with mentor teachers in designing lesson plans and developing specific instructional strategies and activities will be beneficial to teacher candidates.

This proposed model meeting California's elementary education credential standards and requirements for the Multiple Subject Teaching Credential is a positive step forward in addressing many of the current shortcomings with the existing "4 + 1" system, though the five-year program will still be available for those students who decide to pursue teaching as an option later in their collegiate career. We urge HSU and HSU's University Senate to approve the recommended BA with Credential option for the Liberal Studies in Elementary Education Program.

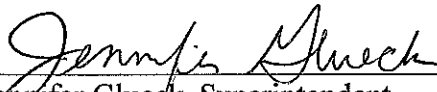
Sincerely,



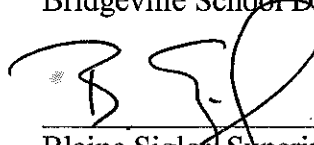
Barbara Short, Superintendent  
Arcata School District



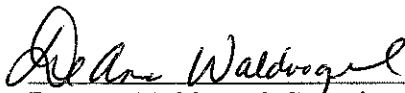
Beth Anderson, Superintendent  
Bridgeville School District



Jennifer Glueck, Superintendent  
Big Lagoon School District



Blaine Sigler, Superintendent  
Cuddeback School District



DeAnn Waldvogel, Superintendent  
Blue Lake School District




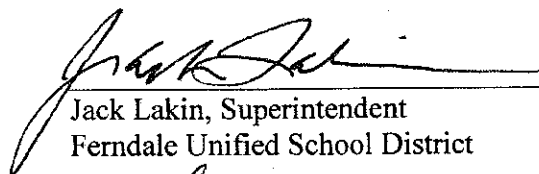
Julie Osborne, Superintendent  
Cutten School District

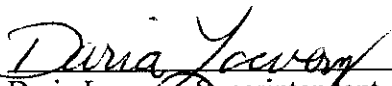
Elementary Education Liberal Studies Four-Year Program Option

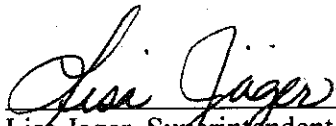
January 3, 2017

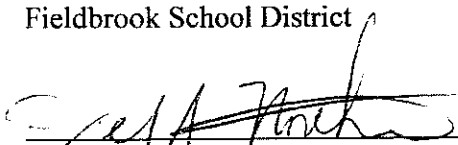
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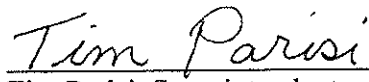
  
Fred VanVleck, Superintendent  
Eureka City Schools

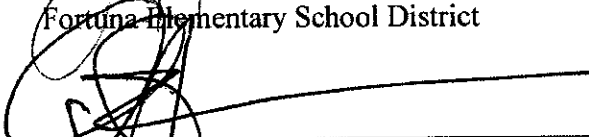
  
Jack Lakin, Superintendent  
Ferndale Unified School District

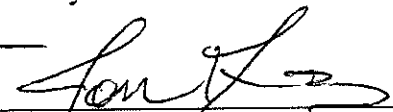
  
Daria Lowery, Superintendent  
Fieldbrook School District

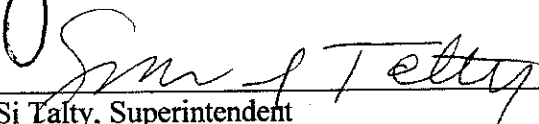
  
Lisa Jager, Superintendent  
Hydesville School District


  
Jeff Northern, Superintendent  
Fortuna Elementary School District


  
Tim Parisi, Superintendent  
Jacoby Creek School District

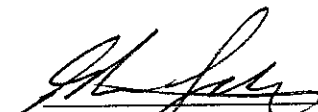
  
Glen Scenestraro, Superintendent  
Fortuna Union High School District

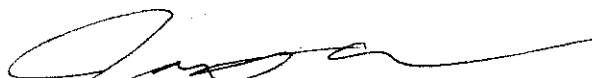
  
Jon Ray, Superintendent  
Klamath-Trinity Joint Unified School District

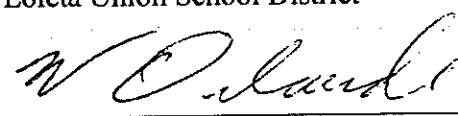
  
Si Talty, Superintendent  
Freshwater School District


  
Justin Wallace, Superintendent  
Kneeland School District

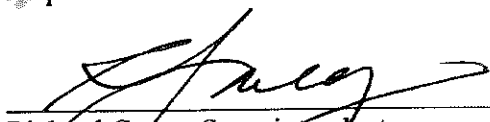
  
Michael Quinlan, Superintendent  
Garfield School

  
John Suttler, Superintendent  
Loleta Union School District

  
Justin Wallace, Superintendent  
Green Point School District

  
Wendy Orlandi, Superintendent  
Maple Creek School District

  
Garry T. Eagles, Superintendent  
Humboldt County Office of Education

  
Richard Graey, Superintendent  
Mattole Unified School District

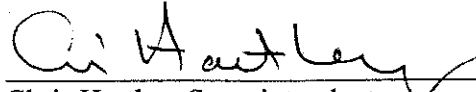
Elementary Education Liberal Studies Four-Year Program Option

January 3, 2017

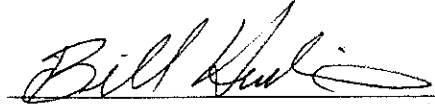
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Jan Schmidt, Superintendent  
McKinleyville Union School District



Chris Hartley, Superintendent  
Northern Humboldt Union High School District



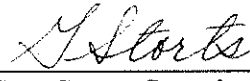
Bill Hawkins, Interim Superintendent  
Orick School District



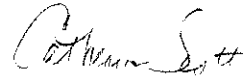
Chris Cox, Superintendent  
Scotia School District



Karla Darnall, Superintendent  
Pacific Union School District



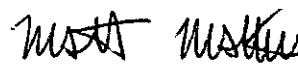
Gary Storts, Superintendent  
South Bay Union School District



Catherine Scott, Superintendent  
Southern Humboldt Unified School District



Leslie Yale, Superintendent  
Rio Dell School District



Matt Malkus, Superintendent  
Trinidad School District

- c Mary Glenn, Vice Provost, Academic Programs
- Mary Dingle, Chair, Education
- Dale Oliver, Chair, Integrated Curriculum Committee
- Chris Hopper, Dean, Professional Studies

## **Curricular Item Pulled from 12/6/16 ICC Consent Calendar**

15-370

GEOL 103 The Water Planet NEW COURSE PROPOSAL

(An exploration of the processes that control water supply to ecosystems and to human civilizations.) The Water Planet will provide students with another Area B (Physical Universe) GE option. Instead of two sections of GEOL 106 each semester, there will be one section of GEOL 106 and one section of GEOL 103 each section.

EM:P07-02 Humboldt State University Policy on Web Accessibility was formulated in the first year after the CSU launched its Accessible Technology Initiative (ATI). Its primary policy statement is that all official HSU web pages shall be made accessible to users with disabilities. The guidelines referenced in the policy statement are no longer kept current; everything else in this document describes procedures that the university does not, and never has, followed.

In researching other CSU campuses, a similar policy was not found. One campus has a draft policy written in 2006, but not a final or published version of that policy. On other campuses, web sites that describe their ATI program simply refer to the Executive Order(s) issued by the Chancellor's Office as context for campus efforts.

Ideally, procedures and guidelines don't belong in a policy document. At minimum, this policy needs to be re-crafted as a simple confirmation of HSU's commitment to follow the Executive orders.

The CO Audit and Advisory Services office has announced that it will conduct audits regarding the status of Accessible Technology on all 23 CSU campuses, and has thus far conducted those audits on six campuses with HSU's audit in either 2017/18 or 2018/19. Experience with audits in general tells us that having a policy that isn't followed is likely to result in an audit finding. This request to remove a policy is the first of many steps being taken to prepare HSU for its inevitable audit.

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## **EM:P07-02 Humboldt State University Policy on Web Accessibility**

2007-09

Policy Number: EM:P07-02 - Humboldt State University Policy on Web Accessibility

### **The Purpose**

The California State University (CSU) has an ongoing commitment to provide access to information resources and technologies to individuals with disabilities. This commitment is articulated in the January 2005 Executive Order 926, the CSU Board of Trustees Policy on Disability Support and Accommodations (see <http://www.calstate.edu/eo/EO-926.html> [1]).

The purpose of the Humboldt State University Policy on Web Accessibility is to affirm our commitment to accessibility.

### **Scope**

This policy applies to all official University web pages. Web pages published by students, employees, or non-university organizations that are hosted by the University but do not conduct University related business are encouraged to adopt the University's policy and standards.

### **Policy**

All official Humboldt State University web sites shall conform to the HSU Guidelines for a Reasonably Accessible Web Site (see <http://www.humboldt.edu/~wag/guidelines.html> [2]). The guidelines will be maintained by the Advisory Committee on Services to Students with Disabilities (ACSSD) in collaboration with the campus web manager. Each work unit responsible for web page design and publication shall ensure that

its web pages are in compliance with this policy. The University shall support and enforce this policy in accordance with the specific timelines stated in the Chancellor's coded memo AA-2007-04 (see <http://www.calstate.edu/AcadAff/CodedMemos/AA-2007-04.pdf> [3]).

### **Implementation and Enforcement**

The vice presidents shall identify an individual from their division who will be responsible for implementation and enforcement of this policy and provide these names to the web manager. In cases of divisional overlap regarding accountability for a specific web page, questions about which division is responsible should be referred to the ACSSD.

### **Requests for Exceptions**

All requests for exceptions to this policy must be made to the divisional representative in their area. The divisional representative will review the request and if he/she endorses the request, it must be submitted to the web manager for authorization. Biannual reports of exceptions granted shall be submitted by the web manager to the ACSSD. Appeals concerning the web manager's decision shall be made to this committee for a final decision. An annual report of exceptions granted shall be submitted by the web manager to the Executive Committee.

### **Policy Violations**

The web manager will notify the divisional representative, the web page owner and the web page owner's supervisor of all policy violations.

The web page owner will be given six weeks to correct the policy violation or request from the web manager a formal extension that includes a completion date. If neither of these steps is completed in this time frame, the web manager has the authority to remove from service web pages that do not meet accessibility guidelines.

### **Exceptions**

Web sites and pages that are no longer actively linked to the campus web site but are records that must be retained are considered to be in archive status and are not subject to this policy unless specifically requested by the ACSSD.

Where compliance is not technically possible or may require extraordinary measures due to the nature of the information and the intent of the web page, exceptions to this policy may be granted. Requests for such exceptions must be based on issues other than cost or time alone, and they must provide an equally effective alternate form of access as defined in Coded Memo AA-2007-04.

### **Reporting**

An annual status report summarizing the progress toward accessibility of HSU's official web pages including identification of goals for the upcoming year (as specified in the Chancellor's coded memo AA-2006-41) shall be submitted at the end of each spring semester by the web manager to the Executive Committee, with a copy to the ACSSD.

### **Review**

The ACSSD will review this policy and the associated guidelines and will recommend necessary revisions at least once every three years.

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

**Resolution on Liberal Studies Elementary Education (LSEE) Program Changes**

11-16/17-ICC - January 24, 2017

**RESOLVED:** That the University Senate of Humboldt State University recommends to the Provost that the Liberal Studies Elementary Education (LSEE) Program changes, as outlined in curriculum forms 14-259 through 14-277; 15-227 through 15-230, and 15-323 be approved.

**RATIONALE:** *In order to reduce the time and expense for elementary teacher preparation, and to ground that preparation in early and consistent participation in elementary classrooms, The California Commission on Teacher Credentialing and the CSU office of the Chancellor are encouraging universities to create academic programs which blend undergraduate and credential programs. Accordingly, the School of Education has proposed a sweeping change to the LSEE curriculum so that prospective elementary teacher may earn a BA and a Multiple Subjects Teaching Credential in 123 units over four years. The current LSEE BA and credential program requires 120 undergraduate units and 30 post-baccalaureate units.*

*To accomplish a blending of content and professional preparation, and to draw on the expertise of faculty who have substantial experiences in elementary schools, the proposed program change replaces one in which the majority of coursework is offered by departments across campus with one in which coursework is offered by the School of Education. Thus, there are 14 new courses proposed for the LSEE program.*

*PreK-5 teachers (representing schools in McKinleyville, Arcata, and Fortuna) who have been a part of pilot coursework for the new program have welcomed the opportunity to mentor future teachers in their classrooms. A representative from the Humboldt County Office of Education assured the ICC that the elementary schools throughout Humboldt County are eager to participate in the new program, recognizing that greater participation in the education of future teachers will positively impact the quality of those future teachers and the learning of their students.*

*The summaries of the curriculum change forms appear below. After the summaries are tables which show the four-year and transfer student plans, the alternate pathway for students who opt out of earning the teaching credential in their final year and the transition from the old to new coursework.*

14-259  
LSEE PROGRAM CHANGE

(Please refer to the most recent documents under this proposal number.)



14-260

LSEE 115: Foundations of Teaching: Observation and Seminar NEW COURSE PROPOSAL

An introduction to education and teaching including ongoing observations in a classroom, the study of philosophical, theoretical, social and historical educational foundations and the role of education in democratic societies.

14-261

LSEE 211: Developmental Literacy NEW COURSE PROPOSAL

This course provides students with an analysis of developmental theories and approaches to emergent literacy, children's literature, assessment, lesson design and intervention strategies including fieldwork activities in elementary classrooms.

14-262

LSEE 212: Language and Literacy NEW COURSE PROPOSAL

Foundational language and literacy skills are studied including linguistics and language conventions. Students observe and apply course content with elementary school students to expand their pedagogical content knowledge and skill.

14-263

LSEE 307: Number and Operations in the Elementary Classroom NEW COURSE PROPOSAL

This course is designed to complement LSEE 308 to build a solid foundation for elementary school teaching with a focusing on development of number sense.

14-264

LSEE 308: Algebra, Geometry, and Data in the Elementary Classroom NEW COURSE PROPOSAL

This course is designed to complement LSEE 307 to build a solid foundation for elementary school teaching focusing on the development of symbol sense (algebra), spatial (geometry) and data sense (probability and statistics).

14-265

LSEE 313: Science for Elementary Education NEW COURSE PROPOSAL

Survey content course of the four science domains taught to K-8 public school students. Topics in life, physical, earth and space science as well as engineering and design are explored.

14-266

LSEE 315: Social Studies for Elementary Education NEW COURSE PROPOSAL

This course provides a comprehensive theoretical and practical understanding of the social studies content for diverse K-8 learners including World, US and California History including related geography and economics content.

14-267

LSEE 316: Language Arts for Elementary Education NEW COURSE PROPOSAL

This course is designed to support students in the development of content knowledge in the major descriptions of literacy needed to become effective teachers in the area of language arts.

14-268

LSEE 333: English Language and Bilingual Development NEW COURSE PROPOSAL

Students develop content knowledge regarding the foundations of language acquisition and English language/Bilingual programs. Students develop effective teaching strategies to meet the academic needs of linguistically and culturally diverse students.

14-269

LSEE 377: Education of Exceptional Individuals NEW COURSE PROPOSAL

Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.

14-270

LSEE 413 Integrated Elementary Science and Mathematics Methods I NEW COURSE PROPOSAL

Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Students experience activities/materials, planning lessons, using technology, evaluating learning, integrating math and science with other content areas through fieldwork placement.

14-271

LSEE 414 Integrated Elementary Science and Mathematics Methods II NEW COURSE PROPOSAL

Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom including activities/materials, planning lessons, technology, evaluating learning, and teaching math/science lessons with other content areas through fieldwork placement.

14-272

LSEE 415 Integrated Art, Language Arts and Social Studies I NEW COURSE PROPOSAL

Content knowledge from Art, Social Studies and Language Arts is reviewed and analyzed while exploring pedagogies to teach an integrated curriculum. Methods and strategies to teach integrated lessons are investigated.

14-273

#### LSEE 416 Integrated Art, Language Arts and Social Studies II NEW COURSE PROPOSAL

This course focuses on integration of Art/Language Arts/Social Studies through the demonstration of content knowledge and the development and implementation of integrated lesson plans for fieldwork placements in elementary classrooms.

14-274

#### LSEE 421 Critical Multicultural Education NEW COURSE PROPOSAL

This course supports students to recognize and understand the social, cultural, economic, and historical factors affecting teaching and learning. Critical reflection is facilitated through an examination of multicultural children's literature.

14-275

#### LSEE 423 School, Student and Social Development NEW COURSE PROPOSAL

Foundations of teaching and learning of the school-age child; understanding development, learning, theory and practice; application of human development theories, approaches to discipline, and classroom management.

14-276

#### LSEE 400 Senior/Credential Capstone NEW COURSE PROPOSAL

This course supports the growth and development of reflective educators and lifelong learners through the demonstration performance assessment and fieldwork competencies, self-reflection and completion of course assignments.

14-277

#### LSEE 475 Health and Physical Education NEW COURSE PROPOSAL

This course provides prospective teachers with the content knowledge and skills to develop, teach and evaluate Health/Physical Education programs for elementary classrooms while observing and participating in classroom activities.

15-227

#### LSEE 400A Senior Seminar II NEW COURSE PROPOSAL

(For the non-teaching alternative) Students synthesize knowledge, skills, and interests developed through their education and design a portfolio highlighting their course learning, continued community participation with youth, action research and growth as a professional.

15-228

#### LSEE 453 Senior Seminar I (NEW COURSE PROPOSAL)

(For the non-teaching alternative) Students synthesize the knowledge, skills, and interests developed through their education and, in concert with participation in community youth organizations, develop focus areas from which to develop action research projects.

15-229

LSEE 444 Action Research II (New Course Proposal)

(For the non-teaching alternative) Students apply interpersonal and research skills to conduct action research with focus on social justice in partnership with a community/school youth organization with whom they collaborate. Course includes fieldwork.

15-230

LSEE 443 Action Research I NEW COURSE PROPOSAL

(For the non-teaching alternative) This course examines central tenets, methods and procedures of action research while engaged in community/school-based projects with youth and developing an action research proposal with a focus on social justice.

15-323

LSEE Program Re-design - GEAR Proposal

Proposal for LSEE student to satisfy the upper division area C and D, and area E through course of study. (Area B is satisfied through LSEE 307 or LSEE 308).

## LSEE MAJOR ACADEMIC PLAN

Major: Liberal Studies. Option: Elementary Education. Degree: BA

First Semester	Units	Second Semester	Units
ENGL 104 (LD GE Area A)	3	COMM 100 (LD GE Area A)	3
GEOL109/Phys/Chem (LD GE Area B-Phys)	3	WS 107; ES 106 or ES 107(LD GE Area C, DCG)	3
HIST 110 (LD GE Area D, Am. Inst)	3	ART 104J (LD GE Area C)	3
COMM 103 (LD GE Area A)	3	EDUC 285: Tech for Teachers	3
<b>LSEE 115: Foundations of Teaching: Observ/Participation</b>	4	<b>LSEE 211: Developmental Literacy</b>	4
Semester total	16	Semester total	16
Third Semester	Units	Fourth Semester	Units
TA/DANC (LD GE Area C)	3	Bio 104 w/lab (LD GE Area B- Life forms)	3

PSCI 110 (LD GE Area D Am. Inst.)	3
CRGS 108 (LD GE Area D-DCG)	3
Math 108 (LD GE Area B- Math)	3
<b>LSEE 212: Language and Literacy</b>	4
Semester total	16

CD 256 Child Development	3
<b>LSEE 307: Number and Operations</b>	4
World HIST 104, 105, 107, 108, 109, or 109B (LD GE Area D)	3
Semester total	13

Fifth Semester Units	
LSEE 308: Algebra, Geometry, and Data	4
LSEE 315: Soc Studies for Elem ED	4
MUS 322: Music in K-8	3
LSEE 377: Exceptional Individuals	4
Semester total	15

Sixth Semester Units	
LSEE 316: Language Arts for Elem Ed	4
LSEE 313: Science for Elem Ed	4
Art 358: Art Structure	3
LSEE 333: EL & Bilingual Development	4
Semester total	15

Seventh Semester	Units
LESS 421: Critical Multicultural Ed	4
LSEE 415: INTEG. ART, LA, SOC STUD I	4
LSEE 413: INTEG. ELEM SCI & Math 1	4
LSEE 475: Health and Physical Ed	4
Semester total	16

Eighth Semester	Units
LSEE 423: School, Student/ Social Dev.	4
LSEE 416: INTEG. ART, LA, SOC STUD II	4
LSEE 414: INTEG. ELEM SCI & Math II	4
LSEE 400: Senior /Credential Capstone	4
Semester total	16
Total Units: 123	

### ALTERNATE MAP – Non-teaching (120 units for BA)

Seventh Semester		Eighth Semester	
<b>UDGE Area C</b>	3	<b>UDGE Area D</b>	3
<b>Depth of Study</b>	3	<b>Depth of Study</b>	6
<b>LSEE 443 Action Research I</b>	4	<b>LSEE 444 Action Research II</b>	4
<b>LSEE 453 Senior Seminar I</b>	3	<b>LSEE 454 Senior Seminar II (Area E)</b>	3
Semester total	13	Semester total	16

### Community College TRANSFER MAP- Spring Semester Bridge

Spring Semester BRIDGE	
<i>(Working with feeder community colleges so that the BRIDGE may</i>	
LSEE 115: Foundations of Teaching: Observation/Participation	4
LSEE 211 Developmental Literacy	4
LSEE 307 Number and Operations	4

*Be accomplished through lower division coursework.)*

EDUC 285 Tech for Teachers 3

Semester Total 15

Fifth Semester		Sixth Semester	
LSEE 308 Algebra, Geometry, and Data	4	LSEE 316 Language Arts for Elem.Ed.	4
LSEE 315 Social Studies for Elem. Ed.	4	LSEE 313 Science for Elem.Ed	4
Music 322 Music in the K-8 Classroom	3	Art 358 Art Structure	3
EDUC 377 Exceptional Indiv. SPED	4	LSEE 333 EL & Bilingual Development	4
LSEE 212 Language and Literacy	4		
Semester Total	19	Semester Total	15

Seventh Semester		Eighth Semester	
LSEE 421 Critical Multicultural Education	4	LSEE 423 School Student/ Social Development	4
LSEE 415 Art/Language Arts/Social Studies	4	LSEE 416 Art/Language Arts/ Social Studies	4
LSEE 413 Science/Math	4	LSEE 414 Science/Math	4
LSEE 475 Health & Physical Education	4	LSEE 400 Senior Credential/Capstone (Area E)	4
Semester Total	16	Semester Total	16

Appendix J: Transition Timeline for LSEE Revision

	Fall	Spring	Affected courses-current program
2015-2016		LSEE 380 (pilot to become LSEE 421): Critical Multicultural Education LSEE 380: Math (pilot to become LSEE 308): Algebra, Geometry, and Data	ENGL 323 MATH 308C
2016-2017	LSEE 380 (pilot to become LSEE11): Foundations of Teaching	LSEE 380 (pilot to become LSEE 421): Critical Multicultural Education LSEE 380 (pilot to become 211): Developmental Lit	ENGL 323
2017-2018	LSEE 115: Foundations of Teaching LSEE 212: Language and Literacy LSEE 308: Algebra, Geometry, and Data	LSEE 421: Critical Multicultural Education LSEE 307: Number and Operations LSEE 211: Developmental Literacy	ENGL 323 MATH 308 B & C ENGL 326
2018-2019	LSEE 115: Foundations of Teaching LSEE 212: Language and Literacy LSEE 308: Algebra, Geometry, and Data LSEE 315: Social Studies for Elementary Education	LSEE 421: Critical Multicultural Education LSEE 307: Number and Operations LSEE 211: Developmental Literacy LSEE 316: Language Arts for Elem Education LSEE 313: Science for Elementary Education LSEE 333: EL and Bilingual Development	ENGL 323 MATH 308 B & C ENGL 326 HIST 311 GEOG 470 ECON 320 SOC 303 ES/GEOG 304

	LSEE 377: Exceptional Individuals		AIE 330 SCI 331 & 431 COMM 422/CD 355
2019-2020	LSEE 115: Foundations of Teaching LSEE 212: Language and Literacy LSEE 308: Algebra, Number, and Operations LSEE 315: Social Studies for Elementary Education LSEE 377: Exceptional Individuals LSEE 421: Critical Multicultural Literacy LSEE 415: Integrated Art, Language Arts, History LSEE 413: Integrated Science/Math I LSEE 475: Health and Physical Education LSEE 443: Action Research I LSEE 453: Senior Seminar I	LSEE 307: Number and Operations LSEE 211: Developmental Literacy LSEE 316: Language Arts for Elem Ed LSEE 313: Science for Elem Ed LSEE 333: EL and Bilingual Development LSEE 423: School and Society LSEE 416: Integrated Art, Language Arts, History II LSEE 414: Integrated Science/Math II LSEE 454: Senior/Credential Capstone LSEE 444: Action Research II LSEE 454: Senior Seminar II	ENGL 323 MATH 308 B & C ENGL 326 ENGL 424 HIST 311 GEOG 470 ECON 320 SOC 303 ES/GEOG 304 AIE 330 SCI 331 & 431 COMM 422/CD 355 KINS 475 THEA 322/DANC 484

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

**Resolution on Adoption of “Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support”**

12-16/17-FAC – January 24, 2017—First Reading

**RESOLVED:** That the Academic Senate of Humboldt State University recommends to the President adoption of the attached document: “Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support”; and be it further

**RESOLVED:** That these Guidelines shall take effect upon the date of their approval by the President, shall be shared appropriately with the CFA and the HSU community, and shall be made accessible through the University’s Intellectual Property policy web page.

**RATIONALE:**

A definition of “Extraordinary University Support” was intentionally omitted from the interim Intellectual Property Policy adopted in 2009 through Senate Resolution #05-08/09-FA (Revised).

These Guidelines were created: 1) to provide a framework for defining Extraordinary University Support for those entering into intellectual property agreement, and 2) in response to the CSU Collective Bargaining Agreement 2014-2017, Section 39.6, which stipulates that Extraordinary University Support “be addressed by separate individual agreements at the campus.” They represent an effort to address long-standing uncertainties and questions about Extraordinary University Support and how it is defined through intellectual property agreements and in University policy.

These Guidelines were written to conform to CBA language on intellectual property (Article 39). The HSU faculty are the principal audience for these Guidelines; Extraordinary University Support as it relates to staff and students is addressed only in brief. The principal function of these Guidelines is to set boundaries on what should be considered Extraordinary University Support; this is evident in the section that indicates what *does not* constitute extraordinary support for Faculty. These Guidelines are intended for use until such time as the CSU and/or HSU adopt permanent policies addressing this aspect of intellectual property.

**Additional Background:**

Extraordinary University Support has been addressed by the Senate through resolutions, debate, and policies going back more than ten years.



In 2004, Resolution #20-04/05-EP, *General University Policy on Distance Learning*, was introduced and approved by the Senate in 2005-06. It states:

*Extraordinary institutional support is defined by situations wherein the institution incurs actual resource costs associated with the creation or delivery of a DL course that go above and beyond the normal costs of mounting traditional courses delivered without DL. Extraordinary support includes, but is not limited to, release time for the development of the course, time invested by other HSU employees, and equipment purchased exclusively to support the course in question. Extraordinary support does not include support that would be given towards traditional classes in the normal course of university business, for example: use of Blackboard or Moodle, technical support and equipment for smart classrooms, or the use of campus computer labs to write papers or perform calculations.*

In 2009, the Senate recommended revision of HSU's Intellectual Property Policy (*Resolution on Draft HSU Intellectual Property Policy #05-08/09-FA (Revised)*) upon successful CSU/CFA negotiation of a definition of "extraordinary support":

*That the Academic Senate of Humboldt State University recommends to the President that the interim period shall end when the CSU Administration and the California Faculty Association (CFA) successfully negotiate the definition of "extraordinary support" in the Collective Bargaining Agreement (CBA), at which time the policy must return to the Academic Senate for revision and ratification as a permanent policy.*

Subsequently, the CSU Collective Bargaining Agreement 2014-2017, Section 39.6, stipulated that the Agreement "does not apply to those materials created with extraordinary University support, which shall be addressed by separate individual agreements at the campus."

On April 21, 2015, the question of extraordinary support was again addressed in Senate discussion of draft eLearning policy. Senate minutes indicate:

*The College of eLearning and Extended Education Associate Vice President, Alex Hwu, spoke on behalf of the eLearning Policy, stating that the intention of the policy is to support the needs of faculty and students, to protect faculty's Intellectual and Property Rights and to support faculty's Right of First Refusal.*

Comment on the policy draft included: "Needs to be a specific list and clear language about what defines extraordinary support."

Faculty Affairs was charged in 2015/16 with drafting a revised Intellectual Property policy that would include a clear definition of extraordinary support.

In spring 2016, a revised Intellectual Property policy (24-15/16-FAC) passed the Senate unanimously but was not approved by the President, who cited CSU legal counsel and development of a system-wide policy in declining to approve the new policy.

## Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support <sup>1</sup>

These guidelines provide a framework for individual agreements between the University and individual faculty, staff, and students regarding intellectual property rights resulting from Extraordinary University Support.

The Sponsored Programs Foundation has its own intellectual property procedures; the SPF Administrative Manual should be consulted for policies followed by the Foundation.

### Relationship to Faculty Collective Bargaining Agreement <sup>2</sup>

The 2014-17 Collective Bargaining Agreement (CBA) strongly supports faculty intellectual property rights and the principle that alteration of those rights must be acknowledged and demonstrated through written agreement with the University.

The CBA recognizes a distinction between materials created as part of the **ordinary** activity of faculty in their role as teachers, scholars and researchers and materials created with **extraordinary** University support.

The CBA stipulates that faculty do not waive their intellectual property rights to “any materials created without extraordinary University support (...) in the course of normal bargaining unit work (...)” (39.2).

The CBA also stipulates that materials created with extraordinary University support “shall be addressed by separate individual agreements at the campus” (39.6).

Consistent with the CBA, these guidelines provide a framework for written agreements acknowledging extraordinary University support. This framework consists of: 1) guidelines on written agreements, and 2) guidelines for defining extraordinary University support in written agreements.

Article 39.2 of the CBA specifies that: “nothing contained herein shall be interpreted to be a waiver of the right of either party to assert use rights to, or to assert ownership rights of, any materials created without extraordinary University support by faculty unit employees in the course of normal bargaining unit work pursuant to Article 20 of the Agreement, regardless of whether that party has ever asserted a right of use or ownership in the past.”

Faculty seeking to clarify or contest University claims to intellectual property created as the result of what may be considered “work made for hire,” should contact the California Faculty Association. <sup>3</sup>

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<sup>1</sup> These Guidelines are based upon, and adapt language from, CSU Fresno’s *Guidelines on Intellectual Property Agreements Resulting from Extraordinary Support By The University* (APM 541). Access at: [http://www.fresnostate.edu/mapp/documents/apm/541\\_Guidelines\\_intellectual\\_prop\\_agmts.pdf](http://www.fresnostate.edu/mapp/documents/apm/541_Guidelines_intellectual_prop_agmts.pdf)

<sup>2</sup> These guidelines do not supersede or establish an alternative to terms of employment established in the Collective Bargaining Agreement (CBA). Intellectual property produced in the normal course of activity with ordinary University support, or as personal work without any University support, is likewise governed by the CBA.

<sup>3</sup> In the academic context, federal case law indicates that much of the work faculty do, such as write scholarly articles or create new course materials, can be excluded from “work for hire,” whereas work done by staff in their regular capacity as an employee, is typically included as “work for hire.” (See American Association of University Professors, “Defending the Freedom to Innovate: Faculty Intellectual Property Rights after *Stanford v. Roche*” (2015). Access at: <http://www.aaup.org/report/defending-freedom-innovate-faculty-intellectual-property-rights-after-stanford-v-roche>).

## **Written Agreements**

Written agreements about intellectual property ownership, other rights and royalty sharing (net proceeds) should be made prior to accepting a sponsored award or contract or beginning work on a project in which the University or member of the University community in addition to the creator/inventor seeks to claim an equity interest or license. This includes all contracts in which the University or member of the University community claims to be providing extraordinary support to a member of the University community for purposes of establishing an intellectual property right. The absence of an agreement implies that extraordinary support has not been provided.

If it is not possible to establish terms in writing before the contract or award is accepted by, or extraordinary support is provided to, the faculty, staff or student, such agreement should be made before beginning the work expected to lead to the creation of intellectual property. When such written agreements have not been made prior to the creation of the intellectual property, such a written agreement should be prepared immediately following the creation and disclosure as required by other provisions of this policy and any sponsor agreements.

Collaboration on creations/inventions between members of the University Community promotes innovation and student success. Co-creation of a scholarly paper establishes joint copyright of the work presented in that paper, absent University or sponsor agreements that alter those rights. Publication of work co-authored between members of the University Community, including attribution of work contributed to the project, is governed by the ethical guidelines of authorship adopted by their professional societies and the scholarly publishers in their field. Typically, absent a University or sponsor agreement, a single collaboration between members of the University community, for example between faculty and students, will not require establishing terms of co-creation and co-publication in a written agreement. If the project is ongoing and/or has the potential for development of copyrightable or patentable intellectual property, the terms of relative contribution of each creator/inventor should be established early in the project through a written agreement.

Separate individual agreements are public information and are subject to public records requests pursuant to the California Public Records Act.

All separate individual agreements involving the sharing or transfer of intellectual property rights under these guidelines shall be finalized in writing and signed by the President or designee and the staff member(s), student(s) and/or faculty member(s). Faculty agreements shall comply with the review provisions of the Collective Bargaining Agreement.

## **Defining Extraordinary University Support**

Extraordinary University Support means resources not usually available to all members of the University community in a similar employment or classification or otherwise obvious by the individual's job description and duties.

### **Faculty**

For faculty, extraordinary support does not include such resources as:

- Academic year salary;
- Office space and office furniture and equipment, including a personal computer;
- Usual services of University support staff including technology support from ITS;
- Common library resources;
- Usual laboratory space and equipment and its common usage unless the intent of providing such resources is specifically to support the development of intellectual property for acquisition by the University.

In addition to the foregoing, absent a written agreement acknowledging receipt of University extraordinary support, the following resources do not, in and of themselves, constitute forms of extraordinary support:

- Mini-grants such as CSU Research, Scholarly, and Creative Activities, Faculty Development awards, Diversity Development awards, and Incentives Funding;
- eLearning instructional support and eLearning Course Development Grants. It is understood that online teaching has become a part of a faculty member's expected workload and that use of any equipment such as laptops or tablets, or acceptance of any stipends or assigned time to prepare a face-to-face course or new course for on-line delivery do not constitute provision of extraordinary support;
- Sabbatical or difference-in-pay leaves;
- Startup funds or startup assigned time;
- Advising/academic program Chair assigned time.

### **Staff**

For staff, most work resulting in intellectual property is considered within the scope of the job duties of the individual unless there is a written agreement to the contrary. Therefore, the usual situation for staff employees is that creations or inventions that may result from an individual's work does not result from extraordinary university support and, thus, is work for hire (see footnote 3 above). Some exceptions to this general situation may result, which the staff employee should bring to the attention of appropriate individuals to insure agreement about intellectual property rights and ownership.

### **Students**

For students, extraordinary university support means the use of resources that are not ordinarily available to University students in the course of their academic programs.

Graduate Teaching Assistantships and Tuition Waivers shall not be considered extraordinary support. Use of specialized University facilities shall not be considered extraordinary support unless identified as such by a written agreement enacted prior to student's involvement in work.

HUMBOLDT STATE UNIVERSITY  
University Senate

**Resolution to Amend the *Bylaws of the University Senate* to Alter Requirements for Notifying the President of Senate Actions**

15-16/17-CBC – January 24, 2017 – First Reading

**RESOLVED:** That the University Senate of Humboldt State University approves the attached amendments to the *Bylaws of the University Senate*; and be it further

*Proposed Amendments with Track Changes (these assume Agenda Notification Constitutional Amendment passes)*

**2.7 Voting:**

2.71 Voting on motions to approve resolutions, sense of the senate items and other action items that do not require general consent will be taken by calling the roll of the Senate.

2.72 A roll call vote on any other motion not listed in 2.71 shall be taken if requested by a member of the Senate.

2.73 The terms “unanimous” or “without dissent” shall be used in the minutes when all votes are affirmative. Unanimous shall mean an affirmative vote without abstentions. Without dissent shall mean an affirmative vote with abstentions.

~~2.74 Policy recommendations adopted by the Senate shall be recorded in the minutes of the meeting at which they were adopted and shall be formally presented to the President of the University after approval of the minutes.~~

~~2.75 The Senate, upon a two-thirds majority vote, may declare that an emergency exists and that a given policy recommendation or other matter before it requires immediate presentation to the President of the University or other appropriate agent.~~

**9.0 PRESIDENTIAL APPROVAL-NOTIFICATION OF SENATE ACTIONS**

**9.1** Resolutions and policy recommendations of the University Senate shall be transmitted to the University President by the Friday after the meeting in which they were approved. ~~within one week following the Senate meeting in which the minutes containing said recommendations are approved. Reactions of the University President to the policy recommendations adopted by the University Senate shall be forwarded to the Chair of the Senate within two weeks of the President’s receipt of the recommendation. A Senate action approved by the President shall become official university policy at the time the President~~

~~approves the action and shall be implemented as soon as is practical, which may precede its appearance in the university policy file.~~

~~2.75~~9.2 The Senate, upon a two-thirds majority vote, may declare that an emergency exists and that an approved resolution or given policy recommendation or other matter before it requires immediate presentation~~be transmitted~~ to the President of the University or other appropriate agent~~the same day.~~

9.29.3 The Chair of the Senate shall ensure that the President is informed promptly notified of Senate approved resolutions and policy recommendations actions by the appropriate deadline. At each Senate meeting, the Chair of the Senate shall report the status of resolutions and policy recommendations that were transmitted to the President. ~~that would require implementation in fewer than two weeks after Senate action, in order that such action is not unduly delayed.~~

~~9.3~~ ~~In the absence of official communication from the President of the University regarding policy recommendations adopted by the University Senate, presidential approval of the recommendations shall be presumed.~~

**RATIONALE:** *The Policy on Policies (recommended by Senate Resolution 06-16/17-UPC and approved by President Rossbacher on mm/dd/yy) stipulates a timeline for the President to respond to Senate action and a procedure that policy must follow after it has been recommended by the Senate. Language related to these issues is also present in the Senate bylaws. Since the language is now encoded in University Policy and since the bylaws cannot obligate the President to action outside of their participation as a member in Senate and Senate Standing committee meetings, this amendment removes that language from the bylaws.*

*This amendment also changes the deadline to notify the President of Senate-approved resolutions and policy recommendations. Notification will normally take place at the end of the week in which the action was taken (rather than two weeks later when the minutes in which the action was recorded are approved). There is no parliamentary basis to wait for minutes to be approved before notification of an action can be sent to the President. Emergency items would be forwarded the same day as approval. Under this amendment (and the four-week timeline for the President's response now encoded in the Policy on Policies) the Senate could wait up to five weeks after recommending a proposal before it receives word on the President's response; up to six weeks before it reconvenes to discuss the President's response. For emergency items, the maximum wait time could be reduced by two weeks.*

*Lastly, this amendment explicitly requires the Chair of the Senate to report on the status of resolutions and policy recommendations which are pending Presidential approval.*

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

**Resolution to Add Section 10.0 Interpretation to the Constitution of the University Senate**

16-16/17-CBC - January 24, 2017 – First Reading

**RESOLVED:** That the University Senate recommends the attached amendment to the *Constitution of the University Senate* be forwarded to the Senate electorates for ratification in Spring 2017.

*Amendment*

**10.0 Interpretation**

10.1 Requests for interpretation of Senate actions, Senate-approved documents and Senate governing documents must be initiated by at least two voting members of the Senate.

10.2 Requests for interpretation shall be forwarded to the Constitution and Bylaws Committee which will formulate a written interpretation.

10.3 The written interpretation shall be placed on the Senate agenda as an action item within one month of the date of request. The interpretation shall be considered binding unless rejected by a two-thirds majority of the Senate.

***RATIONALE:*** *The power to interpret Senate actions and Senate approved documents is vested in Section 14.0 of the Senate Bylaws. In this section, the Constitution and Bylaws Committee (CBC) is delegated the authority to develop interpretations and forward it to the Senate for consideration. An issue arises if the interpretation involves the Constitutionality of the Senate action or Senate approved document. Historically, CBC has developed interpretations even if Constitutionality is called into question. However, CBC technically does not have the power to interpret the Senate Constitution because the power of interpretation is vested in the Senate Bylaws, which is subordinate to the Senate Constitution.*

*This amendment effectively moves the interpretation language from the Senate Bylaws to the Senate Constitution. With this amendment, CBC could continue to make interpretations that relate to Constitutionality as it has done in the past. By moving the language to the Constitution, control over who should be responsible for interpreting Senate actions would also be placed squarely into the hands of the Senate electorates.*

*This amendment also specifies the minimum bar for requesting an interpretation (two Senators) and the timeline in which CBC should produce the written interpretation (four weeks).*



Professor Beth Wilson  
Proposed Calendar Change  
Senate Discussion Item, 1/24/17

**Proposal:**

I propose a change to the calendar to include a short fall break in week 8 of the semester – either on a Mon/Tues or Thurs/Fri depending on how we make up for the days.

**Rationale:**

Because we state that student success is our top priority, it is essential that the calendar be conducive to reaching this goal. Holding classes for 13 weeks with no break is not consistent with effective student learning (classes on TR have zero days off this year). At this point in the semester, our students are overwhelmed, exhausted, falling ill and in no shape to learn. A short fall break during week 8 of the semester would help students rejuvenate and get caught up so that they are ready to tackle the second half of the semester.

**To make up for the new fall break:** I have several proposals for make up this time. They are not in any order of importance or preference.

- 1) Start the semester two days earlier on a Thursday. (There is no reason that we need to start the semester on a Monday). In this case the fall break would be on Thurs and Fri.
- 2) End the semester two days later – have regular classes on Monday and Tuesday of what is currently finals week. Start finals on Wednesday and go through Saturday (which is already a green day). This proposal would require us to reconfigure finals week to have all finals in four days rather than five days. If that is not possible, we might have to have finals extend through the following Monday. Note that many faculty hold review sessions on the last day of class anyway, thus a review session on a Mon or Tues before finals might lead to better outcomes. With this configuration, the fall break would be on Mon and Tues.
- 3) Take two days from the current Thanksgiving break. Classes would meet on Monday and Tuesday of Thanksgiving week and we'd have Wed-Fri off for the holiday. It is my understanding that we once had this configuration, thus we should revisit it. With this configuration, the fall break would be on Mon and Tues.
- 4) Ask for an exception to be able to open campus on Labor day and Veteran's day and "move" those holidays to week 8 of the semester. Several private schools hold classes on labor day since it is right in the beginning of the semester and hence an unneeded break for their student-centered agenda. Of course, as a State school, that may be impossible to do.