

HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, February 9, 2016, 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 January 26, 2016
4. Action Item: Election of Vice Chair of Senate to Serve Remainder of Term
5. Reports, Announcements, and Communications of the Interim Chair
(Written Report)
6. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
(Written Reports)
7. Consent Calendar from the Integrated Curriculum Committee - No items at this time
(ICC Instructions for Accessing Nolij)
8. General Consent Calendar – Proposal to Correct the Minutes of Dec 1, 2015 to
Accurately Reflect Vote Count on Resolution 11-15/16-CBC-December 1, 2015
(Correction Proposal)
9. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
(Open Forum Procedures)
10. Resolution on Syllabi Policy (9-15/16-APC-February 9, 2016)
Second Reading
(Draft Syllabi Policy)
11. Resolution on Open Educational Resources (14-15/16-EX-February 9, 2016)
First Reading
(CSU Memorandum)
12. Discussion Item: CBC – Returning to an Elected Senate Seat After Interim Ex-officio
Service
13. Discussion Item: CBC – Altering Gender Specific Language in the Faculty Handbook

HUMBOLDT STATE UNIVERSITY
Interim Senate Chair's Report
Senate Meeting, February 9, 2016

I have begun assuming the responsibilities of GF President/Senate Chair, and am in the process of learning about the activities, committees, etc. that the job entails. I am especially interested in moving forward on the conversation we had at our last fall meeting – reflecting on the original intent of the University Senate structure and thinking about how we can move forward, particularly in terms of how our work can be connected to the larger goals of the Strategic Plan.

I will be attending my first ASCSU meeting on February 11th, and will have more to report on Senate activities at the system-level shortly.

Academic Policies Committee:

Andrew Stubblefield, Chair, Faculty CNRS; Paul Cummings, Faculty, CAHS; Jena' Burgess, Vice Provost; Clint Rebik, Registrar; Su Karl, Director, Learning Center; Michael Goodman, Faculty, CAHS; Zitlaly Macias, Student Representative.

Report

1. Syllabus policy - *2nd Reading today.*
 2. Priority Registration for Residence Hall staff. *-considered request from student housing staff for policy that would grant registration priority.*
 3. Policies regarding u.direct course planning software implementation. *–discussion of use of “remedial” or “developmental” vs. “pre-baccalaureate” for certain Math and English courses. We intend to bring First Reading to Senate on 2/23.*
 4. Academic honesty policy revisions - online activities. *–will begin consideration of revisions next week.*
 5. Attendance & Disruptive Behavior Policy is out of date. *– will begin consideration of revisions next week.*
 6. Faculty initiated drop policy – *will begin consideration of revisions next week.*
-

Appointments and Elections Committee:

The General Faculty Election Ballots, for terms beginning fall 2016, went out last Wednesday 2/3/16. Each of the 11 individual ballots includes the items for which each Faculty group are eligible to vote. Voting will end at noon on Wednesday, February 10, 2016. Please encourage your colleagues to participate and thank them for taking the time to cast their votes.

The Appointments & Elections Committee is concurrently reviewing the nominations received for ‘Appointed Positions.’ Committee appointments should be confirmed this coming week, with notifications going out prior to the next Senate Meeting.

There were 8 committees with vacancies that did not receive any nominations. Please inform faculty in your division that we are still looking to fill the following committees:

- ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE (1 Faculty Member, 2 year term)

The Committee is advisory to the President through the Vice President for Student Affairs for policy issues related to alcohol, marijuana, and other drug use within the University community.

- CONSTITUTION AND BYLAWS COMMITTEE (1 Faculty Member, 2 year term)

See Senate Bylaws, Section 11.6 for committee description.

- GEAR (General Ed & All-University Requirements) CURRICULUM AND ASSESSMENT COMMITTEE (1 Faculty Member (At-Large), 3 year term)

Duties: Provide ongoing review and improvement of GEAR learning outcomes in conjunction with GEAR faculty; provide guidance and coordinator for the GEAR assessment of those outcomes; collate and interpret aggregate GEAR assessment data and report results to the ICC; provide recommendations for GEAR curricular and instructional changes based on assessment results.

- INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC) (1 Faculty Member, 2 year term)

Duties: Serve as a forum for the President and Athletic Director to seek advice and refine ideas and develop or revised policies of the Athletic Department on such subjects as equity compliance, annual budget and the direction and balance of sports that constitute the program.

- STUDENT GRIEVANCE COMMITTEE (1 Faculty Member from CNRS, 3 year term)

Duties: Deals with grievances regarding academic issues and other issues not related to discrimination or misconduct.

- FACULTY AFFAIRS COMMITTEE (1 Position Available for a Faculty Senator, 3-yr. term)

Duties: "In conformance with the Unit 3 Collective Bargaining Memorandum of the Understanding (MOU), the Committee shall consider matters that involve particularly the individual or collective relationship of faculty to the university ... This committee parallels a like standing committee of the Academic Senate of the California State University. ..." (Senate Bylaws, section 11.4)

- COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS (1 Positions Available for CNRS Faculty, 3 yr. term)

Duties: To provide a mechanism for approval of department/unit criteria and standards and to provide a mechanism for the revision of existing approved standards. To ensure department/unit criteria and standards are in alignment with university standards and criteria as specified in Appendix J and that criteria and standards are not overly complex or prone to misinterpretation. (Senate Resolution #37-11/12-FAC and Senate Resolution #01-13/14-FAC)

- PARKING AND TRANSPORTATION COMMITTEE (1 Position Available, 1 yr. term)

Duties: The Committee serves as a forum for parking and transportation issues. The Committee receives input, evaluates parking and transportation strategies, develops and recommends policies and procedures for adoption, makes other recommendations for action to the President, and implements strategies as directed by the President

Constitution and Bylaws Committee:

- I. Report from 01/22/16 meeting
 - A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, Kyte and Shellhase in attendance. Abell served as Locher's proxy.
 - B. Drafted and revised a resolution for the approval of an interim GF Prez appointment. This passed Senate at regular meeting on Jan 26 2016.
 - C. Developed and unanimously approved an interpretation of the current Senate bylaws re: can an elected Senator return to their elected seat after serving in an interim ex-officio role? This interpretation was accepted by the Senate at the regular meeting on Jan 26 2016.
 - D. Placed on our agenda for the following meeting
 1. Discussion of bylaws revision to allow an elected Senator return to their elected seat after serving in an interim ex-officio role.
 2. Gender-specific language edits to various sections of the Faculty Handbook
 - E. Meeting adjourned at 9:50

- II. Report from 01/29/16 meeting
 - A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, Kyte, Locher and Shellhase in attendance.
 - B. Discussed bylaws revision to allow an elected Senator to return to their elected seat after serving in an interim ex-officio role. Committee agreed to seek Senate feedback on the following items before we put forward a draft bylaws revision:
 1. How should we temporarily fill the elected seat during the absence? (hold special election through the electorate, allow for a "representative body" to appoint, allow Appointments and Elections to appoint)
 2. How long should we allow for a member to serve "interim ex-officio" before the elected Senate seat is considered vacant? (specified number of meetings during a semester; one semester; longer than a semester)
 3. How should time spent as "interim ex-officio" count toward term limits? (any term during which an elected member serves "interim ex-officio" shall be considered a full term; or it shall not be considered a full term)
 - C. CBC agreed that the Chair would edit gender-specific language in Sections 700, 800 of Faculty Handbook and present to Senate at this meeting as Information Item. Edits are appended to this report as a table.
 - D. Meeting adjourned at 9:50.

- III. Agenda items for Fri Feb 12, 2016 and Feb 19, 2016 meetings
 - A. Produce first-reading of bylaws revisions re: allowing an elected Senator to return to their elected seat after serving in an interim ex-officio role.
 - B. Produce first-reading of Senate Constitution changes that will be needed if the GF membership changes pass
 - C. Clarify what constitutes a quorum for Senate standing and Senate-related committees
 - D. Approve revisions to Senate Standing Committee listings in Section 800 of the Faculty Handbook so that the listings are consistent with the bylaws.
 - E. Continue to provide gender-specific edits for Sections 500 and 600 of the Faculty Handbook

| List of proposed edits to gender specific language in Faculty Handbook | | | |
|---|--|---|---|
| Docu- ment | Subsection | Gender-specific Statement | Proposed Edit |
| SECTION 800 | DIVERSITY PROGRAM FUNDING COMMITTEE | “The committee will recommend funding prioritized programming to the President for his signature.” | Delete “his” |
| | PROFESSIONAL RESPONSIBILITY COMMITTEE | “... the committee member may request that the Senate Appointments and Elections Committee appoint an alternate to serve in his/her place.” | Replace “his/her” with “the member’s” |
| SECTION 700 | 705 DIRECTOR ~ NATURAL HISTORY MUSEUM | “He or she prepares and monitors an annual budget, makes periodic reports to the NHM Steering Committee...” | Replace “He or she” with “The Director” |
| | 714 VICE PROVOST...2 nd paragraph | “S/he is responsible for supporting faculty development efforts...” | Replace “S/he” with “The Vice Provost” |
| | | “S/he provides leadership on matters related to space allocation and...” | Replace “S/he” with “The Vice Provost” |
| | 714 VICE PROVOST...search committee | “One non-academic staff member selected by the President or his designee” | Delete “his” |
| | | “One or two deans appointed by the President or his designee.” | Delete “his” |
| | | “The President or his designee may select one or more members in consultation...” | Delete “his” |
| | 715 DEANS OF COLLEGES...search committee | “One non-academic staff member selected by the President or his designee.” | Delete “his” |
| | | “One or two deans appointed by the President or his designee” | Delete “his” |
| | | “The President or his designee may select one or more members in consultation with the...” | Delete “his” |
| | 717 DEAN ~ UNIVERSITY LIBRARY...search committee | “One or two deans appointed by the President or his designee. | Delete “his” |
| | | The President or his designee may select one or more members in consultation with the” | Delete “his” |

Faculty Affairs Committee:

Submitted by Stephanie Burkhalter, Acting Chair

The Faculty Affairs Committee met on 2/1/16. We discussed our agenda for the semester, which includes some items regarding the administration of student evaluations (**not** revising the questions). It is not clear that the task force on finding a new platform (vendor) for the evaluations is still in place from last semester. The FAC will contact Lisa Castellino from Institutional Research and Ana Kircher, CIO, to see where they are in the process of centralizing the administration of the student evaluations and choosing a new platform. Other ongoing issues include a need to increase response rates for validity of assessment of performance of faculty and educating personnel committees on how to interpret the averages on individual items and across items for personnel purposes. The FAC is also working on standardizing the language that introduces each course evaluation so that is clear that students should use professional and civil language in their comments. We will work with Lisa Castellino to develop a plan to evaluate findings from this year of implementation of the revised student evaluation instrument.

Several senators had voiced concerns last semester about the impact of crude, insulting and potentially violent, sexist or racist comments made by students on instructors' evaluations. There was a call for implementation of some sort of review of the evaluations for such comments and/or the implementation of a disciplinary process for students who write them. The primary challenge with initiating student discipline for making these comments is identifying the students who make them. The current CBA, Article 15.7(a) states "Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course and/or section." "Anonymous" has been interpreted by Academic Personnel Services as meaning that a student cannot be identified by their evaluation. The California Faculty Association has been willing to clarify that anonymous can mean confidential for purposes of identifying students who violate a code of discipline in the content of their written comments. Colleen Mullery, Senior Associate Vice President for Faculty Affairs and Human Resources, contacted Human Resources at the Chancellor's Office to inform them that HSU would be entering into a "side agreement" (an amendment to the CBA that pertains only to the HSU campus) with the CFA clarifying that anonymous in Article 15.7(a) could mean confidential. The Assistant Vice Chancellor for Labor and Employee Relations declined to provide AVP Mullery with authorization for a side agreement with CFA. Instead, he indicated that the anonymous/confidential issue could only be addressed at the statewide level during the next major bargaining session beginning in summer 2017.

Students whose comments are deemed a threat to an instructor's physical safety by University Police will be subject to law enforcement investigation and discipline. Comments that crudely insult or impact a faculty member's mental health due their misogyny or racism probably will not fall under the purview of law enforcement. There needs to be a remedy for these types of comments, yet it will not be possible to identify students who make such comments without amending the CBA during 2017 bargaining. One suggestion for faculty concerned about this issue is to help devise a way to measure how widespread the practice of demeaning comments on evaluations is at HSU and system-wide. If a case can be made that the experience affects a significant number of faculty, then that could be indicated on the next system-wide CFA bargaining survey in Spring 2017. Concerned faculty could also contact Kathy Sheffield at the CFA state-wide office to indicate their desire for the anonymous clause to be a part of bargaining. Joyce Lopes, VP for Administrative Affairs, suggested that faculty contact Donn Peterson, Chief of UPD, about developing some training regarding when comments on evaluations would meet the criteria for law enforcement involvement. FAC will follow up with Chief Peterson regarding developing guidelines and/or training for faculty.

AVP Mullery reported that a system-wide intellectual property policy is being developed at the Chancellor's office, but because of the vetting it must go through, it may take a year or more for it to be adopted. In the meantime, FAC has decided to recommend that the Senate adopt parts of the CSU-Chico policy as amendments to the current HSU IP policy. Specifically, we are focused on clarifying what "extraordinary support" means in determining the royalty-free license to use faculty-created materials and courses that HSU gains when it provides faculty with "extraordinary support". We are clear that "extraordinary support" should not mean the stipend that faculty are typically paid to transform a face-to-face course into an on-line course, nor does it mean using the help of instructional support faculty in designing an on-line course. A resolution on which elements of the Chico policy we seek to adopt as amendments will be forthcoming in the next few weeks after review by SenEx. If you have concerns about specific parts of HSU's current intellectual property policy (which can be found here: <http://www2.humboldt.edu/policy/PEMP09-03Intellectual-Property-Policy>) please contact the Faculty Affairs Committee.

Integrated Curriculum Committee:

The ICC continues working on:

- Curriculum Proposals
 - Revisions to the PREP process and WASC Core Competency Assessment.
-

Proposal to Change the December 1, 2015 University Senate Meeting Minutes February 9, 2016

The changes in bold below are proposed to the minutes of the 12/01/2015 meeting. These changes reflect the correct vote count on the Resolution to Amend the General Faculty Constitution to Clarify the Voting Membership of the General Faculty (11-15/16-CBC–December 12015). This vote should have been taken for only the faculty members of the Senate. However the entire Senate body voted and these votes were recorded in the minutes. Non-faculty member votes must be considered ineligible in this case. Ineligible votes are struck from the Ayes, Nays and Abstentions and listed under “Ineligible”.

Ayes: Thobaben, Abell, ~~Blake~~, Dunk, ~~Lopes~~, Alderson, ~~Kalikow~~, ~~Cervantes~~, Meyer, ~~Pence~~, Burkhalter, Wrenn, Creadon, Wilson, ~~Flynn~~, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, ~~Guzman~~

Nays: Gold, ~~Chipres~~

~~Abstentions: Karl~~

Ineligible: Lopes, Kalikow, Cervantes, Pence, Flynn, Guzman, Chipres, Karl

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Syllabi Policy

9-15/16-APC – February 9, 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 requests that faculty direct students to the new Syllabus Addendum page maintained by Academic Programs where they will find information on campus resources and links to policies on student's rights and responsibilities. Other requirements, such as providing information regarding course requirements, grading and emergency procedures were kept as they are central to student success and safety.

HUMBOLDT STATE UNIVERSITY

POLICY #: [Click here to enter text.](#)
(for President's Office use only)

POLICY TITLE: Syllabi Policy

Division Responsible for Policy: Academic Affairs

Effective Date: [Click here to enter a date.](#)
(for President's Office use only)

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: [Click here to enter text.](#)

Scope: Faculty and Staff

Approved by the University Senate on this date: [Click here to enter a date.](#)
(for President's Office use only)

Approved by the President of Humboldt State University on this date: [Click here to enter a date.](#) (for President's Office use only)

HUMBOLDT STATE UNIVERSITY

POLICY #: [Click here to enter text.](#)
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POLICY TITLE: Syllabi Policy

Division Responsible for Policy: Academic Affairs

Effective Date: [Click here to enter a date.](#)
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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.

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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.

HUMBOLDT STATE UNIVERSITY

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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

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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

Students may not be aware of their rights and responsibilities and students and the many campus resources available to help them succeed. The Syllabus Addendum website (current url listed below) has been created to house information about campus policies, procedures and resources for students centrally in one place. Faculty are required to include a link to the website in their syllabi, and are encouraged to list what is found there and describe why it might be useful. Suggested language is provided below:

A website, link below, has been created where you can find information about campus policies and procedures and resources for students. The site includes links

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such as Add/Drop Policy, Resources for Students with Disabilities, Academic Honesty Policy, Attendance and Disruptive Behavior Policy, Financial Aid, Emergency Procedures, and Counseling and Psychological Services.

<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>

Revised: *date third revision was approved by President or effective date (if different than approval date)*

Revised: *date second revision was approved by President or effective date (if different than approval date)*

Revised: *date first revision was approved by President or effective date (if different than approval date)*

Implemented initially: *date P&P was first approved by President or effective date (if different than approval date)*

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Open Educational Resources

14-15/16-EX — February 9, 2016 — First Reading

RESOLVED: That the University Senate of Humboldt State University recognizes the obstacles to student success that are inherent in the increasingly high costs associated with textbooks and other course materials; and be it further

RESOLVED: That the Senate fully supports efforts to seek and consider affordable, accessible, high-quality course materials, including open educational resources (OER), in order to reduce the costs of textbooks and supplies for students; and be it further

RESOLVED: That the HSU Sustainable Learning Group, in collaboration with faculty, students and campus administration, be charged with developing a plan which provides evidence of faculty commitment and readiness to effectively use grant funds to support faculty adoption of OER; and be it further

RESOLVED: That the HSU Sustainable Learning Group pursue funding available through the State's OER Adoption Incentive Program in order to support these endeavors.

RATIONALE: The California Legislature recently passed AB 798, the College Textbook Affordability Act of 2015. The goal of the legislation is to reduce the costs of course materials for California college students by encouraging faculty to accelerate the adoption of high-quality, no-cost and low-cost course materials, especially OER. The legislation will be implemented via the OER Adoption Incentive Program, which will provide funding for faculty development in this important area. The State of California has allocated three million dollars in funding for the OER Adoption Incentive Program. Each CSU and California Community College campus is eligible to receive up to \$50,000 for programs focused on OER.

In order to receive this funding, each campus Senate must: 1) Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students, and 2) Create and approve a plan, in collaboration with campus administration and students, which describes evidence of the faculty's commitment and readiness to effectively use grant funds to support adoption of OER.

HSU currently has an OER team in place – the HSU Sustainable Learning Group, led by Cyril Oberlander, Dean of the Library. The HSU Sustainable Learning Program has thus far been funded through the CSU Affordable Learning Solutions initiative. This Resolution is intended to further support the group's efforts to obtain OER development funding for our campus.

Academic Technology Services
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Gerard L. Hanley, Ph.D.
Assistant Vice Chancellor
Tel: 562-951-4259
Fax: 562-951-4981
Email: ghanley@calstate.edu

December 18, 2015

MEMORANDUM

To: CSU Presidents and Academic Senate Chairs

From: Steven Filling, Chair of the ASCSU
Meredith Turner, Assistant Executive Director, Chief Governmental Officer, CSSA
Gerry Hanley, Assistant Vice Chancellor, Academic Technology Services

Subject: AB 798 and the Open Educational Resources Adoption Incentive Program

RFP for up to \$50,000 to support faculty development programs for adopting free and open educational materials **Attn: Provosts**

Improving the affordability of a Cal State education continues to be part of CSU's strategy to provide "access to excellence." National and state surveys have indicated that one reason students take fewer courses is the cost of their course materials (e.g. textbooks). The CSU has been a champion of reducing the cost of course materials through its Affordable Learning Solutions Initiative (www.affordablelearningsolutions.org), and it is our pleasure to announce that the State of California has recently passed legislation that provides funding for campuses to support faculty and students choosing and using high quality, no-cost and low-cost course materials. This memo provides an overview of the funding opportunity, guidance for acquiring the funding, and upcoming support services that will help your campus be successful in acquiring the funding.

ABOUT THE LEGISLATION: The goal of the [College Textbook Affordability Act of 2015](#) is to reduce the costs of course materials for California college students by encouraging faculty to accelerate the adoption of high-quality, no-cost and low-cost course materials, especially Open Educational Resources (OER). The legislative strategy will be implemented through the OER Adoption Incentive Program which provides funding for faculty professional development focused on significantly lowering the cost of course materials for students while maintaining the quality of materials. As part of the legislation, the State of California has allocated \$3 million dollars for the program and each Cal State and California Community College campus can request up to \$50,000 for their campus program.

WHAT ARE OPEN EDUCATIONAL RESOURCES (OER) and WHAT ARE OUR CHOICES? OER are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. You can find a wealth of OER at the California Open Online Library for Education (www.cool4ed.org), though you are not restricted to this collection of materials. You may also include other resources that are legally available and free of cost to students, such as your library's ebooks and ejournals, which are freely and legally available to all students. OER include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

HOW DOES YOUR CAMPUS ACQUIRE THE FUNDING? Your campus Academic Senate must complete two (2) requirements:

1. Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students.
2. In collaboration with students and campus administration, create and approve a plan that describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of OER.

These two requirements must be completed and submitted for review by June 30, 2016. For full details, review the legislation.

HELP IS AVAILABLE! WE WANT YOU TO SUCCEED!

- Appendix A provides an overview of the suggested information to include as well as requirements for the campus plan to support faculty adoption of OER/no/low-cost course materials.
- We will be expanding the resources and support services on the California Open Online Library for Education website (www.cool4ed.org) by January 25, 2016. The resources and support services will include sample academic senate resolutions, sample templates for your proposal, easy access and discovery of OER, and more.
- We (Cal State University and the Online Learning Consortium) will be conducting a one-day conference/workshop series in Los Angeles to support Cal State University and California Community College campuses. This conference/workshop will take place **March 2, 2016** at the Crowne Plaza Hotel by LAX. Participants will learn about and discuss the following with colleagues:
 - The legislation (AB 798) and requirements for submitting proposals
 - The outcomes required for campus projects to receive the legislative funding, and many other benefits of a textbook affordability program on a campus
 - The tools, resources, and strategies for finding and adopting OER materials
 - Answers to questions that will help proposal development.

Other colleges and universities can attend the conference as well to learn about the policies, goals, and strategies for implementing a college textbook affordability initiative.

For more information about the conference, see:

<http://onlinelearningconsortium.org/attend/collaborate/losangeles-2016/>

- We will be conducting webinars in the Spring of 2016 to review the resources and services available.
- We will be distributing print and digital communications describing the opportunities and resources available.
- Members of the faculty-led [California Open Educational Resources Council](#) will be available to provide advice and guidance about OER. Leaders from California's higher education segments will also be in attendance to facilitate discussions.

- We will be sending out additional memos and communications via social media and an online community connected to the COOL4Ed website.

Thank you for your participation in this important initiative. We will continue to distribute information about support services in the spring of 2016. If you have questions about this program, please email cool4ed@cdl.edu.

cc: Timothy P. White, Chancellor
Loren Blanchard, Executive Vice Chancellor and Chief Academic Officer
Steve Relyea, Executive Vice Chancellor and Chief Financial Officer
Provosts and Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs
Chief Information Officers
Directors, Academic Technology
Council of Library Deans
Managers, Campus Bookstores
Emily Magruder, Director, CSU Institute for Teaching and Learning
Directors, Faculty Development Centers

Appendix A:

Overview of Requirements for Campus Plan for Accelerating Adoption of Free and Open Educational Resources

Campus plan must include:

- Number of departments involved in the plan's implementation.
- Number of course sections where no-cost/low-cost open educational resources will be adopted.
- A contact person who will be responsible for:
 - The allocation of awarded funds in accordance with the proposed project
 - The reporting of outcomes of the project, in accordance with the RFP requirements
- Requests for up to \$1,000 per course section along with the total amount requested. The maximum request is \$50,000.
- Calculations describing how the campus will achieve greater than 30% cost savings in at least 10 course sections.
- Background on campus readiness to implement a college textbook affordability initiative.
- Description of how the faculty will learn about the California Open Online Library for Education and other existing OER. At their discretion, faculty may utilize appropriate resources for any of the 50 strategically selected lower division courses identified by the California Open Education Resources Council. See the Course Showcase at <http://www.cool4ed.org/courseshowcase.html>.
- Description of how the campus will provide access to OER materials for students, including how the campus will make hard copies of these materials available for students who lack access to these materials off-campus and make it possible for students with such access to print hard copies.
- Estimates of the percentage of cost savings for each course section calculated as follows:
 - The percentage of cost savings shall be the estimated decrease in the costs of books and supplies for a course section in the term resulting from the adoption of OER for that course section, divided by the costs of books and supplies for that course section in the preceding academic term with the typical courses materials (before OER was adopted).

NOTE: THE RFP WILL SPECIFY ALL PROPOSAL REQUIREMENTS AND PROVIDE AN EVALUATION RUBRIC. THIS OVERVIEW DOES NOT REPRESENT A FULL ACCOUNTING OF THE REQUIREMENTS FOR PROPOSAL FUNDING.

Deadlines and key dates:

- RFP will be available before February 1, 2016.
- June 30, 2016 - the deadline for a local academic senate of a campus of the CSU or the CCC to submit its resolution and plan to an online website (to be hosted by COOL4Ed).
- Within 60 days of receiving a campus' application, if the campus has satisfied all requirements, the California Open Educational Resources Council will make its grant award recommendations.
- No later than 30 days after the Council recommends the grant awards, the recommendations will be submitted to the Chancellor of the CSU. The CSU Chancellor shall award funding for grants to recipients (AB 798 has designated the CSU Office of the Chancellor as the administrative agent of the program). Funding for the California Community College campus grants will be transferred to the California Community College's Chancellor's Office for distribution to their campuses.
- By June 30, 2018, a campus may apply for a bonus grant equal to the amount of its initial grant if there is any funding remaining after the initial awards.