

HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, May 10, 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 April 26, 2016
4. Reports, Announcements, and Communications of the Chair
5. Year-end Reports of Standing Committees, Statewide Senators and Ex-officio Members
(Written reports will be posted on the Senate website by June 1, 2016)
6. Consent Calendar from the Integrated Curriculum Committee
(ICC Instructions for Accessing Nolij)
7. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
(Open Forum Procedures)
8. Resolution on University Intellectual Property Policy (24-15/16-FAC – May 10, 2016) Second Reading
9. Resolution on Revisions to Policy on Faculty-Initiated Drop for Non-Attendance (27-15/16-APC – May 10, 2016) Second Reading
10. Resolution on Revisions to the Academic Honesty Policy (28-15/16-APC – May 10, 2016) Second Reading
11. Resolution to Amend Section 6.0 of the Constitution of the University Senate to Alter Agenda Notification and Clarify Quorum Requirement for Meetings (31-15/16-CBC - May 10, 2016) Second Reading
12. Resolution to Amend the Bylaws of the University Senate to Maintain Consistency with Changes to the Constitution of the University Senate Relating to Agenda Notification Deadlines (30-15/16-CBC - May 10, 2016) Second Reading
13. Action Item: Evaluation of University Policies Ad Hoc Committee
14. Discussion Item: Process by which a Constitutional Amendment will be Passed
15. Update on the Affordable Learning Initiative
16. Update on WASC and the Strategic Plan

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Items Approved in an ICC Meeting

15-242

Program Change Criminology & Justice Studies

This Program Change makes several changes to the Criminology & Justice Studies major, which are all changes to restricted electives currently in the major.

In the Core Requirements, SOC 372 (Proseminar) is changed to a restricted elective of either SOC 372 or SOC 472 (Graduate School Planning). SOC 472 was recently created and according to 15-251 (Program Change to Sociology major), which has an identical change, the addition of SOC 472 will allow students to better explore career options.

The major contains four Knowledge Based Requirement areas (Inequalities, Identities, & Crime; Law; Justice & Policy; Social Research & Action Skills), where students are required to take one course in each area. Changes are made to the course lists in each area.

Inequalities, Identities & Crime area: Remove SW 431 (Juvenile Delinquency)

Law area: Add ES 306 (Narrating Genocide) and remove NAS 365 (Federal Indian Law II)

Justice & Policy area: Remove both SW 442 (Advanced Social Work Methods) and SOC 370 (Environmental Inequality & Globalization)

Social Research & Action Skills area: Add ANTH 318 Ethnography.

Justification: Social Work courses are impacted making enrollment difficult for students in this major. The other courses were added or removed to help the course list meet program SLOs. Minimal impact on out-of-department courses.

These changes do not change the number of units in the major.

15-246

Course Change - CRIM 487 Community Action Research

This proposal seeks to change the prerequisites for CRIM 487, which is a capstone course. The only change is the addition of "or SOC 472 (Graduate School Planning)" as a prerequisite (to the SOC 372 requirement)

15-251

Program Change: Sociology

This Program Change changes one of the Core Requirements from SOC 372 (Proseminar) to a restricted elective of either SOC 372 or SOC 472 (Graduate School Planning). SOC 472 is a recently added course and making this an alternative to SOC 372 allows students to explore career options and helps prepare them for graduate school.

15-294

Program Change: History major (add course to World Areas course list)

Adding new course HIST 319 - Emergence of the Modern Middle East (see proposal #15-296) to the World Area course list for the History major. Does not change total unit requirements for the major - simply adding an additional course to the World Areas course list. The World Areas list has fewer course offerings

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to choose from than either the Europe or US areas so this will support a more balanced and diverse curriculum.

15-295

Program Change: History minor

Increase upper division requirements to three courses (12 units) to provide greater variety and depth. This will bring the minor more in line with history minors at other CSU campuses. Also adjusting requirements at the lower division level as follows to accommodate and balance this change: now take HIST 110 or 111 instead of requiring both; choose one course from lower division HIST 10x list instead of requiring two.

Total units for the minor will now be 22 units: 10 lower division, 12 upper division.

15-296

New course proposal: HIST 319 Emergence of the Modern Middle East

This proposal is for a new 4-unit upper division course that was previously offered as a special topic. This will be an interdisciplinary offering exploring the Middle East through the disciplines of history and geography (cross listed with GEOG 319, see #15-298). HSU currently has limited course offerings focused on the Middle East. The cross-listed course will apply to the GEOG & HIST majors (see #15-297 & #15-294). The syllabus provides SLOs for course, department & university.

15-297

Program Change: Geography major (add courses to Regional Synthesis course list)

Adding new course GEOG 319 - Emergence of the Modern Middle East (4 units, see proposal #15-298) and GEOG 375: Geography of Tibet & the Himalaya (3 units, see proposal #15-299) to the Regional Synthesis course list. This leads to an optional increase of 1 unit in the major, but it does not require an increase in overall units because students still have other 3 unit courses in the Regional Synthesis course list to choose from instead. This will increase available regional course offerings to Geography majors and adding the cross-listed course GEOG 319 to the major will lead to greater efficiency across departments and the college.

15-298

New course proposal (GEOG 319 Emergence of the Modern Middle East)

This proposal is for a new 4-unit upper division course that was previously offered as a special topic. This will be an interdisciplinary offering exploring the Middle East through the disciplines of history and geography (cross listed with HIST 319, see #15-296). HSU currently has limited course offerings focused on the Middle East. The course will apply to the GEOG & HIST majors (see #15-297 & #15-294). The syllabus provides SLOs for course, department & university.

15-299: New course proposal (GEOG 375 Geography of Tibet & the Himalayas)

This proposal is for a new 3-unit upper division course that expands on content previously taught as GEOG 472 China & Tibet. This new course offers more detailed and comprehensive content. This course will apply to the Geography major (see #15-297) in the Regional Synthesis course list and increase available regional course offerings to majors. The syllabus provides SLOs for course, department & university.

Fast Track Items

15-210: FOR BS Program Change - Change EMP course pre-fixes to ESM because Environmental Science and EMP have combined and now all their courses use the ESM prefix.

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15-285

ANTH 330: Method & Theory in Biological Anthropology - revise course description to better reflect course content

15-300

JMC 338: Mass Media Internship: Change course # to 482 because 482 is the number used for internships

15-301

Art Museum and Gallery Practices program change - to renumber 456 to 482.

15-302

ART 456: Museum & Gallery Practices Internship - change course # to 482 because that is the number that is used for Internships.

15-303

ENVS 230 Environmental Methods - add GEOG 106 as a choice of pre-req so Environmental Studies students have several options for preparation for this course.

15-304

GSP 570: Geospatial Modeling - change pre-req from GSP 470 to GSP 370 because 370 is adequate preparation from 570. (570 and 470 have sufficiently different content that 470 is not needed to understand the 570 material.)

15-306

ANTH 111: Lab in Physical Anthropology - delete course - hasn't been offered for many years

15-308

ANTH 110: Physical Anthropology - delete course, hasn't been offered in many years.

15-312

COMM 499: Directed Study - change from 1-4 units S-36 to 1-4 units C-78. The program and Dean have agreed (via MOU) that faculty will receive 0 WTU for the course.

15-313

GEOG 499: Directed Study - change from .5-4 units C-8 to .5-4 units C-78. The program and Dean have agreed (via MOU) that faculty will receive 0 WTU for the course

15-316

Music Major - Music Studies Concentration - Add MUS 301: Rock: An American Music to the list of Upper Division electives

15-317

SOC 320: Social Ecology: Change course title to Environmental Sociology and revise course description. Both changes are being made to clarify the course content; there are no changes to content or learning outcomes.

15-318

15-318: CRIM 225: Inequalities and Crime: Change course title to Inequalities/Criminalization to better reflect course content.

15-319

15-319: CRIM 225S: Inequalities and Crime: Change course title to Inequalities/Criminalization to better reflect course content.

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on University Intellectual Property Policy

24-15/16-FAC – May 10, 2016 - Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends adoption of the attached University Intellectual Property Policy in place of current policy P09-03.

RATIONALE: The current University Intellectual Property Policy, P09-03, passed by the Academic Senate in April 2009, is outdated and contains several ambiguities regarding the University's ownership interest in faculty creations such as course material and inventions. The 08/09 Senate resolution indicates that P09-03 was supposed to be an *interim* policy predicated on the idea that the CFA and CSU in bargaining the CBA would resolve differences in definitions of what constitutes faculty, staff, and student use of "extraordinary resources," which allows the University to claim a stake in faculty and staff creations. The CFA and the CSU agreed in Article 39 of the current CBA that each campus was tasked with creating policy for what constitutes extraordinary resources (called "extraordinary support" in the CBA). The HSU Senate never revisited what constituted "extraordinary support," so HSU has no current definition, which affects faculty, staff and students whose intellectual property activities are covered by P09-03.

Given the expansion of HSU's on-line educational offerings since 2009, HSU faculty object to Section 2.A.2.d of P09-03, which states, "In distance education courses the faculty owns the copyright but the University will receive a royalty free license to use the material". This clause could be interpreted as meaning when a faculty member creates an on-line course, she no longer owns the course, and if she cannot teach the course, the University can simply assign the course and all its materials to another instructor. This is not clear to faculty when they develop their on-line course materials, and discussion within Faculty Affairs Committee and the Senate indicate that faculty would like a separate agreement for each on-line course they develop specifying the rights they retain and the conditions under which the University is granted a royalty-free license to use the course and its materials. Further, any royalty-free license should be contingent on acknowledgement by faculty of receipt of "extraordinary support" for the development of the on-line course or materials. The College of eLearning and Extended Education (CEEE) Advisory Council is currently crafting a revision to the University e-Learning policy and it is important that the intellectual property rights groundwork be established in an up-to-date intellectual property policy before the University Senate considers the revised e-Learning policy.

Some of the key patent provisions pertaining to faculty in P09-03 are problematic. For example, section II.A.2.c of P09-03 states, "In the case of a patent, the title to an invention shall be assigned to the University. The University will share royalties from inventions assigned to the University with the inventor". This automatic assignment of patent to the University based on the employment status of the faculty member contradicts current patent law regarding faculty inventions, Article 39.2 of CBA, and Section II.B.2.b of P09-03, which states, "Patents will be assigned to the University regardless of the source of funding when there is extraordinary use of University resources".

Section III.A.2 of P09-03 establishes an Advisory Board for Research and Creative Projects, but this Board is no longer operational because it was suspended in 09/10 and no longer appears in Section 800 of the Faculty Handbook. Further, the composition of the Board established in P09-03 includes titles of positions that do not currently exist; for example, the Dean of Research, Graduate Studies & International Programs and Faculty Development Coordinator. The Faculty Affairs Committee recommends the re-instatement of a re-configured Board so that a dedicated committee is responsible for keeping the University's Intellectual Property Policy current and fair and that disagreements that are not grievable under current collective bargaining agreements can be heard in a process for resolution that involves faculty input. We also recommend that where applicable in P09-03, the position of "Dean of Research, Graduate Studies & International Programs" be replaced with the current "Dean of Research, Economic and Community Development".

In Spring and Fall semesters 2016, Faculty Affairs Committee researched and reviewed several CSU campus intellectual property policies, looking specifically for those that had been most recently updated. The Academic Senate of CSU-Chico passed a revised intellectual property policy in April 2014 that contained text and substance that FAC used to guide revisions of HSU policy. The Faculty Affairs Committee also consulted with relevant administrators such as Provost Enyedi, Dean of Research, Economic and Community Development, Rhea Williamson, and Associate Vice-President for eLearning and Extended Education, Alex Hwu in drafting the policy to replace P09-03.

5/2/16 draft for 5-10-16 Senate

Key to changes:

Black = Text that remains the same as version put forward for 4/26 Senate

Other = track changes since 4-26-16

EXECUTIVE MEMORANDUM

May 2016

P16-

Supersedes P09-03

SUBJECT: INTELLECTUAL PROPERTY POLICY

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I. GENERAL PURPOSE AND SCOPE

A. Purpose.

The University is committed to providing an intellectual environment in which all members of the academic community – whether they are faculty engaged in life-long professional development, students pursuing educational objectives, or staff dedicated to their own career goals – learn to the fullest extent possible. The University also recognizes and values creativity and innovation as part of the learning process. Similarly, the University recognizes the importance of, and wishes to encourage, the transfer of new knowledge, generated in the University, to the private sector for the public good. At the same time, as a publicly funded institution, the University must be a good steward of the public resources provided to it, and must safeguard against the use of public funds for private gain.

B. Scope.

This policy addresses the rights to, interest in, and protection and transfer of intellectual property created by University faculty, staff and students. Issues not directly considered in this policy, including disagreements concerning its application or interpretation, will be addressed and resolved through the University Intellectual Property Committee consistent with applicable law and collective bargaining agreements. In the event of a conflict between this policy and the collective bargaining agreements, the bargaining agreements shall prevail. Policies affecting the use of the University's names or symbols are not addressed in this document.

C. Governing Principles.

The following principles underlie this policy and should guide its application and interpretation:

- 1. Academic Freedom and Preeminence of Scholarly Activities.** The missions of teaching and scholarship have preeminence over that of the transfer and commercialization of research results. The University's commitment to its educational mission is primary, and this policy does not diminish the right and obligation of faculty members to disseminate the results of research and creative activity for scholarly purposes.
- 2. Equity and Fair Play.** This policy sets forth general principles and procedures, and it has not been designed to address every conceivable circumstance. Under principles of fair play, the inventor(s)/creator(s) and the University mutually operate so that no one will unfairly exploit inadvertent errors or omissions in this written policy. If the need for a correction and/or exception to this policy is identified, appropriate recommendations shall be made to the President through the University Intellectual Property Committee.
- 3. Mutual Trust and Goodwill.** Throughout all phases of the creation and implementation of this policy, it is assumed that all members of the University community will be guided by a sense of mutual trust and goodwill. In the event of future controversies regarding the rights to intellectual property, the commercialization of particular property, or in the interpretation of this policy, all parties should recognize that mutual trust and goodwill were fundamental tenets in the forging of this policy.

4. Faculty Governance and Review. University faculty, through the University Intellectual Property Committee (see III.A.2), shall play a primary role in the establishment and periodic revision of this policy, and in the review and recommendation of resolutions to disputes arising under it. This committee shall have a majority of members who are faculty.

5. Transparency. The principle of openness promotes both the disclosure and avoidance of actual and apparent conflicts of interest associated with external commercial activities.

6. Reasonableness in Licensing. When the University owns intellectual property under this policy, the inventor or creator shall normally play an active role in the entire licensing process, including consultation and ~~or~~ approval of licensing decisions, particularly where the inventor/creator has no financial interest in the licensee. Otherwise, such participation shall be consistent with conflict of interest regulations or University policy.

7. Extraordinary University Support. It will be presumed that extraordinary support has not occurred in the absence of a written agreement between the University and the particular creator(s) or inventor(s) that acknowledges the provision of extraordinary support.

D. Policy Application.

This policy takes effect immediately and supersedes all prior intellectual property policies.

E. Key Terms.

For purposes of this policy, the following key terms are defined as follows:

1. **“Auxiliary Organization”** means any nonprofit organization affiliated with the University and recognized in good standing by the CSU Chancellor. This includes the Sponsored Programs Foundation, University Advancement, and Associated Students.
2. **“Copyright”** is a bundle of property rights that legally protect the owner(s) from others copying, distributing, otherwise communicating or making substantive derivative works from copyrighted works which are “original works of authorship fixed in a tangible medium of expression” (from U.S. copyright law) without the permission of the owner(s). “Tangible media” include, but are not limited to, books, periodicals, manuscripts, phono-records, electronic recordings, web based materials, films, tapes, and works of art. The doctrine of “fair use” does allow for some use of an unsubstantial portion of the copyrighted material without the creator(s)’ permission. Copyrighted work may include literary works; musical works, including any accompanying words; pantomimes and choreographic works; pictorial, graphic, and sculptural works (photographs, prints, diagrams, models and technical drawings); motion pictures and other audiovisual works; sound recordings; computer software (may be patented as well) and architectural works.
3. **“Disclosure Statement” aka “Disclosure”** means a written general description of an invention, discovery or innovation by the creator used to help assess the nature, extent and likely intellectual property interests in and development potential of the invention, discovery or innovation.

4. **“Equity interest”** refers to beneficial rights (such as royalties) derived from intellectual property owned by another.

5. **“Extraordinary University Support”** generally means resources not usually available to all members of the University community in a similar employment or other classification or otherwise obvious by the individual’s job description and duties. Extraordinary support is demonstrated through a separate, individual work for hire agreement between the University and the member of the University Community.

a. 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. Consistent with section I.C.7. of this policy, all cases in which the University claims it is providing or has provided extraordinary support must be acknowledged in a written agreement signed by the appropriate University administrator and the faculty member in which receipt of extraordinary support is acknowledged.

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 automatically constitute provision of extraordinary support.
- Sabbatical or difference-in-pay leaves.
- Startup funds or startup assigned time
- Advising/academic program Chair assigned time.

b. 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. 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.

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

6. **“Faculty”** means members of Collective Bargaining Unit 3.

7. **“Intellectual Property”** is unique, tangible products brought about through the creative endeavors of human beings. These products can be protected by a variety of legal means

including those embodied in such mechanisms as copyrights, patents, trade secrets, know-how and other proprietary concepts. In most cases, to use intellectual property one must be the owner of the property or have permission from the owner by obtaining a license or a legitimately procured original or copy of the property.

8. **“Inventions, discoveries, or innovations”** include tangible or intangible inventions, whether or not reduced to practice and tangible research products whether or not copyrightable or patentable. Such research products include, for example, computer software/programs, integrated circuit designs, industrial designs, databases, technical drawings, biological materials and other technical creations.

9. **“License”** is an agreement by one party, usually the owner of intellectual property, to another party to use the intellectual property for some purpose, commercial or otherwise, with terms and conditions as to the use. Compensation often is part of the licensing agreement.

10. **“Materials Transfer Agreement”** is a contract that grants the limited use of one party’s material to another for research and educational purposes but not for commercial purposes. No ownership rights are transferred nor any right to commercial use.

11. **“Members of the University Community”**, as used in this policy, means faculty, staff, students, auxiliary organization employees and contractors.

12. **“Net proceeds or income”** means the net amount received in the form of royalties or other fees related to licensing or selling intellectual property in any fiscal year after deduction of all accrued costs reasonably attributable to such intellectual property. Although this list is not exhaustive, such costs may include patent or other intellectual property prosecution, protection or litigation, and commercialization. Specific items of costs may include legal filing fees, patent application costs, insurance and maintenance charges, transfer and licensing costs and product development costs.

13. **“Non-Disclosure Agreement”** is a contract to maintain the confidentiality of specified information. Such an agreement limits the receiving party’s rights to disclose the information to others for any purpose.

14. **“Owner”** is a person(s) or organization(s) that has a property title to intellectual property. An owner of intellectual property may be a creator, author or inventor of the intellectual property, an organization employing the creator, author or inventor, or a person or organization that has obtained title from the owner(s). Intellectual property owners have the right to restrict others from using the intellectual property, may license its use to others or may outright sell or assign all or part of the rights to others. Full or partial ownership can be transferred or shared among various individuals and/or organizations.

15. **“Patent”** is a bundle of property rights giving the owner(s) the right to exclude others from making, using or selling an invention for a specific period of time. Patents can be granted by the U.S. Patent and Trademark Office for inventions or discoveries which constitute any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof; new and ornamental designs for any useful article and plant patents for the asexual reproduction of any new and distinct variety of plant.

16. **“Royalties”** mean payments made, based usually on a license agreement, for the use of intellectual property.

17. **“Software”** means computer instructions (algorithms, source, and object codes), data and accompanying documentation.

18. **“Sponsor”** means any external individual or entity, whether public or private, that enters into a formal agreement or awards a grant with or to the University or an auxiliary organization of the University (such as the Sponsored Programs Foundation), whereby the sponsor provides support for a project to be carried out by faculty, staff and/or students of the University community.

19. **“Staff”** means all non-faculty employees of the University or one of its auxiliary organizations.

20. **“Student”** means any individual enrolled in the University, or working in a student capacity under the auspices of the University or an auxiliary organization.

21. **“Trade Secret”** and/or **“Proprietary Information”** involve confidential information that may give someone or some entity a competitive advantage. Such information can include an unpatented invention, a formula, a method, a process, a customer list, plans, financial data, etc. Generally, as long as such information is kept secret, it can be licensed to others. Once it is disclosed or discovered, the secret is considered destroyed and, therefore, no longer protected intellectual property.

22. **“University”** means Humboldt State University and associated self-support organizations, such as Extended Education.

23. **“Work for Hire”** is a legal concept whereby work created by an employee, absent any other agreements to the contrary, becomes the intellectual property of the employer at the time of the work’s creation or invention.¹

24. **“Written Agreement”** is a document, either electronic or paper, which the parties concerned with intellectual property rights sign to indicate their consent to the stipulations described in the text of the document. An electronic written agreement may be transmitted by email, but aAn email exchange, by itself, is not a written agreement. A written agreement is

¹ 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>). Article 39 of the collective bargaining agreement between the California Faculty Association and the CSU, concerns intellectual property that is the result of what is determined by the CFA and the CSU to be faculty “work for hire”. When faculty seek to clarify or contest University claims to intellectual property created as the result of what may be considered to be work for hire, they should contact the California Faculty Association.

considered to be executed when all parties have submitted official signatures. These signatures can be demonstrated through original written ('wet') signature, a scanned signature (an electronic copy of an original written signature), or an electronic signature that is in a format recognized as official by the University's electronic signature policy.

II. OWNERSHIP AND OTHER INTEREST

A. General

1. Intellectual property created without University resources

The University recognizes the right of members of the University community to create intellectual property on their own time and with non-University/auxiliary organization resources. In such cases, the employee shall have sole ownership of such property and any proceeds derived from it.

2. Sponsored funding

When the University or one of its auxiliary organizations receives funding from a sponsor, the funding agreement typically contains terms and conditions that grant some or all of the intellectual property rights that may result from the project to the awarding entity, a third party, and/or the University/auxiliary organization. The terms and conditions of any funding agreement (e.g., grant or contract), from an external sponsor will be paramount in determining intellectual property ownership, obligations, and other rights (including sharing net proceeds) that may accrue as a result. The Dean of the Office of Research, Economic and Community Development has the final authority to negotiate and accept all sponsor agreements, including materials transfer agreements. The Dean of the Office of Research, Economic and Community Development has the final authority to negotiate and agree to terms and conditions concerning intellectual property, including materials transfer agreements, in the form of sub-agreements to individuals and entities external to the University that may conduct a portion of the project or work under a special intellectual property agreement. ~~In doing so, the Dean of the Office of Research, Economic and Community Development will see input from the project director and the dean of his/her college. The Dean of the Office of Research, Economic and Community Development will work directly and collaboratively with the inventor/creator, the dean of the inventor/creator's college, attorneys, the grant agency, grant partners, and/or subcontractors to negotiate and accept sponsor and/or license agreements.~~

Following the requirements of CSU Chancellor's Office Executive Order 890, the University and its auxiliary organizations will endeavor to do the following: Any sponsor agreement that provides for ownership or license of resulting project work products such as intellectual property to any person or entity other than the University or one of its auxiliary organizations shall provide the University with a free-of-cost, nonexclusive license to use the work product and any resulting intellectual property and the right to access and use the results (data, material(s), knowledge, etc.) for purposes consistent with the educational mission of the University at the originating campus only and not at other CSU campuses without consent and compensation consistent with normal licensing at non-CSU institutions. Where such limited rights cannot be obtained, the Dean of the Office of Research, Economic and Community Development, in consultation with the project director, will determine if the campus should

proceed with accepting the award due to other benefits outweigh obtaining the limited rights set forth in E.O. 890.

3. Written agreements

~~Whenever possible, w~~Written agreements about intellectual property ownership, other rights and royalty sharing (net proceeds) shall 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. 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. 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 must 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.

B. Copyright

1. Faculty Creations.

a. Faculty own the intellectual property and any resulting copyrights that originate from normal faculty bargaining unit work and work through extended degree programs (those University entities governed by EO 1099), namely instructional, scholarly and creative works each individual creates. These include such works as syllabi, learning modules, tests and quizzes, course content (assignment materials in any medium, lectures, websites, etc.), online instructional materials, scholarly publications and presentations, works of art (including musical scores and recordings, video works, various mediums of visual arts like paintings, prints, sculpture, pottery, photography, dance choreography and the like). Faculty retain the right to use these learning materials for profit through other institutions both while employed by the CSU and after separation.

Faculty may voluntarily share their copyrighted intellectual property with other instructors or the University (including their home departments). A faculty member may withdraw his/her voluntarily shared intellectual property from circulation at the conclusion of each semester by providing written notice to their department chair or immediate supervising administrator (typically the Dean of the College). If a faculty member agrees to share materials with another instructor or with the University, that faculty member cannot revoke the permission to use those materials within a semester if the materials are currently being used by another instructor or by the University.

When a faculty member officially indicates to Academic Personnel Services that the faculty member intends to separate from the University, Academic Personnel Services (APS) shall inform the faculty member of their rights under this policy. Specifically, in the official documents that accompany separation APS must notify the faculty member that once the faculty member separates from the University, the faculty member ~~will no longer be able to use this policy to withdraw consent from use of their intellectual property by the University or other member of the University Community~~ will retain intellectual property rights as outlined in this policy, but, as they are no longer Unit 3 employees, will not be able to withdraw previously granted access to intellectual property or utilize the appeals process as outlined in Appendix A.

b. If the University provides extraordinary support to a faculty member toward the creation of copyrightable property, the faculty will own the copyright but the University will be entitled to a license to use the property and an equity interest in the profits derived from any commercialization of the intellectual property, according to the provisions in section II. E. A written agreement, signed by the faculty member and the University, preferably prior to initiation of the project, will be executed to acknowledge the University's license and equity interest and the faculty member's commitment to cooperate with the University. This written agreement must specify the term (length of time) during which the University's interest extends and whether or not its interest extends to only original materials or future (new or revised) materials as well.

c. If the University initiates a creative project for purposes of developing intellectual property that the University plans to copyright, the University will own the intellectual property rights developed through the project unless the University agrees to share ownership. These projects may include faculty participation remunerated through faculty compensation/assigned time, but faculty may be restricted from a claim property rights over the product. A written agreement, signed by the faculty member and the University prior to initiation of the project, will be executed to acknowledge the University's ownership, or sharing arrangement, and the faculty member's commitment to cooperate with the University, at University expense, on the project and to help commercialize the intellectual property. In this agreement, the University may opt to share with the faculty any net proceeds that result from the intellectual property created from the project.

Issues that arise with faculty-created copyrightable intellectual property that are not resolved through written agreement shall be referred to the Dean of the Office of Research, Economic and Community Development and the University Intellectual Property Committee for further review.

d. If the University/Sponsored Programs Foundation and an outside sponsor enter into an agreement to carry out research or other creative activity involving faculty, the faculty who participate in the project shall comply with the conditions of the agreement regarding ownership, protection and licensing of intellectual property developed under the agreement, and may be required to agree in writing that they will so comply. Copyright terms of such agreements will be negotiated with the sponsor by the Dean of Research, Economic and Community Development, with the consent of the faculty involved and the appropriate College Dean(s). In such circumstances copyright terms may deviate from the provisions of this policy.

2. Staff Creations.

a. The University owns the copyright to works created by University staff in the course and scope of their employment.

b. Staff persons own the copyright to all works created by them without the use of University resources and developed outside the course and scope of their employment, and the University has no equity interest in any proceeds derived from them. If staff utilize University or auxiliary resources to develop works outside of the scope of their employment, the University or auxiliary organization will be entitled to an equity interest in the royalties or sale proceeds derived from the commercialization of the intellectual property. Staff persons are advised to notify their union representatives and/or Human Resources staff about their external activities if they have concerns that the University might claim ownership interests in any intellectual property resulting from those activities.

c. The University or Sponsored Programs Foundation (SPF) may employ or engage individuals under specific contractual terms that allocate copyright ownership rights between the parties in a different manner than specified above. Such agreement(s) shall supersede this policy to the extent that any provisions are in conflict.

d. There may be occasions when University staff also serve as faculty for the University. Under these circumstances, written agreements should be entered into in advance of undertaking any research or creative activity to clarify whether the individual is acting in their staff or faculty capacity in carrying out the activity. Unresolved questions on ownership may be directed to the University Intellectual Property Committee and a recommendation regarding ownership rights will be made to the President. Such agreement(s) shall supersede this policy to the extent that any provisions are in conflict.

3. Student Creations.

a. Students will normally own the copyright to the scholarly and creative publications they develop, including works fulfilling course requirements (term papers and projects), Senior or Capstone Projects, and Masters Theses/Projects. Students retain copyright ownership ~~as long as they are not paid for the work that results in the creation and do not receive extraordinary University support toward the creation of the work~~ except in the conditions outlined in sections 3.b., 3.c., and 3.d. below. ~~Nonetheless~~ By enrolling at the University, the student grants the University a nonexclusive, royalty-free license to modify, publicize and retain the work as may

be agreed upon by the faculty, department, or the University. The University is not entitled to an equity interest in any proceeds (net or otherwise), except in the circumstances covered below.

b. When the student is employed by the University and the creation falls within the scope of that employment either the University or the faculty member (when the student is hired specifically to work on a faculty project) owns the copyright.

c. When the student receives extraordinary University support that furthers the creation and development of their creative work, then the student owns the copyright, but the University retains an equity interest in the work and any royalties earned from commercialization of the work according to the provisions of Section II.E. of this policy. 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.

d. If the student works on a project subject to the terms of a sponsor's agreement (usually a grant or contract) or a special intellectual property agreement, and the creation falls within the scope of that work, then the student is bound by the written agreements governing the allocation of copyright ownership. Generally, absent an agreement to the contrary, any student paid work or internship on a project governed by a sponsor's agreement and/or special intellectual property agreement, student creations will be considered work for hire and ownership will be with the University or auxiliary organization that is employing the student.

C. Patents.

1. Patentable intellectual property

This section addresses the ownership of patentable intellectual property, including potentially patentable inventions, trade secrets or proprietary information, created by faculty, staff, and students. The University shall share royalties from inventions assigned to the University with the inventor(s). If the University cannot or decides not to proceed in a timely manner to patent and/or license an invention, it will reassign ownership to the inventors upon request to the extent possible under the terms of any agreements that support or are related to the work.

2. Disclosure

A potentially patentable invention conceived or first reduced to practice in whole or in part by members of the faculty, staff and student employees of the University in the course of their University responsibilities or with extraordinary use of University support shall be disclosed on a timely basis to the University. Faculty who are working under a sponsored project, who have agreed to act in a work for hire situation, or who have used extraordinary University support that creates or leads to the development of non-copyrightable intellectual property, must disclose such intellectual property to the Dean of Research, Economic and Community Development. Staff and student employees of the University, or one of its auxiliary organizations, who conceive of or first reduce to practice a potentially patentable invention or discovery, or develop other intellectual property that may be considered a trade secret or proprietary information in the course of their job duties or as part of an externally funded project secured through a campus contract or grant, will disclose the discovering in a timely manner to the Dean of Research, Economic and Community Development. Ownership of such

inventions shall be assigned to the University or appropriate auxiliary organizations except as noted in the following sections.

3. Faculty Inventions.

a. Faculty own the intellectual property and any resulting patents that originate from normal faculty bargaining unit work, namely instructional, scholarly, and creative works each individual creates. Such works may also include inventions, discoveries, trade secrets or proprietary information, computer software programs and their underlying algorithms and codes, and such other intellectual property that does not fall clearly under what might be legally protected by copyright.

b. If the University provides extraordinary support to the creation of intellectual property, then the faculty will own the intellectual property rights, but the University will be entitled to an equity interest in the profits derived from the commercialization of the intellectual property, according to the provisions in section II.E.

c. If the University initiates a creative project, solicits voluntary faculty participation in the project, and provides funding for the project, including compensation/release time for the faculty member, the University will own the intellectual property rights developed through the project unless the University agrees to share ownership. A written document created through the Office of Research, Economic and Community Development signed by the faculty member prior to initiation of the project, will be executed to acknowledge the University's ownership, or sharing arrangement, and the faculty member's commitment to cooperate with the University, at University expense, to protect and commercialize the intellectual property. Should the parties agree, the University may opt to share with the faculty involved any profits that result from the intellectual property created on the project. Such agreement, and the details of profit-sharing arrangements, shall be recorded in a written agreement, signed by the faculty involved and the University's designee. If the agreement conflicts with portions of this policy, the parties must explicitly agree to supersede this policy.

d. If the University/Sponsored Programs Foundation and an outside sponsor enter into an agreement to carry out research or other creative activities involving faculty, the faculty who participate in the project shall comply with the conditions of the agreement pertaining to the ownership, protection and licensing of intellectual property developed, and may be required to agree in writing that they will so comply. The intellectual property terms of such agreements, will be negotiated with the sponsor by the Dean of Research, Economic and Community Development, with the consent of the faculty involved and the appropriate College Dean(s). Any agreements about ownership of intellectual property, and the details of profit-sharing arrangements, shall be recorded in a written document, signed by the faculty involved, the outside sponsor and the University's designee. If the agreement conflicts with portions of this policy, the parties must explicitly agree to supersede this policy.

4. Staff Inventions.

a. The University shall own all intellectual property rights in works created by University staff in the course and scope of their employment.

b. The University has no equity interest in any proceeds derived from intellectual property that is created by staff without the use of University resources and that is developed outside the course and scope of employment. If staff utilize University or auxiliary resources to develop intellectual property outside the scope of their employment, the University or auxiliary organization will be entitled to an equity interest in the royalties or sale proceeds derived from the commercialization of the intellectual property. Staff persons are advised to notify their union representatives and/or Human Resources staff about their external activities if they have concerns that the University might claim ownership interests in any intellectual property that results from those activities.

c. The University or Sponsored Programs Foundation may employ or engage individuals under specific contractual terms that allocate intellectual property rights between the parties in a different manner than specified above.

d. There may be occasions when University staff also serve as faculty for the University. Under these circumstances, written agreements should be entered into in advance of undertaking any research or creative activity to clarify whether the individual is acting in their staff or faculty capacity in carrying out the activity. Unresolved questions on ownership may be directed to the University Intellectual Property Committee and a recommendation regarding ownership rights will be made to the President. Such agreement(s) shall supersede this policy to the extent that any provisions conflict.

5. Student Inventions.

Students enrolled at the University may create valuable intellectual property while fulfilling course requirements, in conjunction with University employment, and/or through the use of University resources. The ownership interests in such intellectual property depend on the particular circumstances surrounding the creation. In particular, students must be careful to differentiate their own creative contributions from those of their faculty instructors and mentors. The following parameters apply:

a. Students in most instances will own the intellectual property developed from their individual scholarly and creative works, including works fulfilling course and academic program requirements (term papers, projects, masters theses/projects). Students retain ownership except in the conditions outlined in sections 5.b., 5.c., 5.d. and 5.e. below. as long as they are not paid for the work that results in the creation and do not receive extraordinary University support toward the creation of the work. Nonetheless, bBy enrolling in the University, the student grants the University a nonexclusive, royalty-free license to mark on, modify, publicize and retain the work as may be required by the faculty, academic department or University. The University is not entitled to an equity interest in any ownership proceeds (net or otherwise), except in the circumstances described below.

b. When the student is employed by the University and the creation falls within the scope of that employment, either the University or the faculty member (when the student is hired specifically to work on a faculty-conducted project) owns the intellectual property according to the same standards that apply to staff creations under section II.C.4.

c. When the student receives extraordinary University support that further the creation or development of the intellectual property, the student owns the intellectual property, but the University retains an equity interest. 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.

d. When the student works on a sponsored project or under a special intellectual property agreement and the creation falls within the scope of that work, then the student is bound by the written agreements governing the allocation of intellectual property rights.

e. When the student is employed by an outside entity (not the University or Sponsored Programs Foundation) and the creation falls within the scope of that employment, the student normally will be bound by a contract with the outside entity, including provisions intended to protect and allocate intellectual property rights, and the University will have no rights to the intellectual property developed.

f. Unresolved issues of ownership and other intellectual property rights may be directed to the University Intellectual Property Committee. The Dean of Students should be consulted on a case-by-case basis about appropriateness of using established student grievance procedures.

D. Software.

1. The proprietary protection available for software is unique in that both copyright and patent are available. Copyright protection may cover the expression of the software ideas in a tangible medium, while patent protection may cover algorithmic inventions. Due to this dual approach, software should first be considered under the patent provisions of this policy at II. C., and is therefore subject to disclosure of any underlying algorithms that appear to have commercial value. After consideration of patent protection for valuable software algorithms, copyright (see II.B.) should be considered as additional or alternative protection.

2. In accordance with section I.C.1, and absent a specific agreement to the contrary, the University favors the copyright and publication of source code as well as its underlying object code. (This is in contrast with the common commercial practice that utilizes trade secrecy for source code in order to prevent the dissemination and discussion of any innovative ideas it reveals.) As with the underlying algorithms that, if patented, must be published so that they may be studied and discussed by other researchers, the University believes that source code should be published in a form that is amenable to research and will promote scientific progress. The object code is similarly subject to copyright.

E. University Equity Interests.

If the University provides extraordinary support to the creation of intellectual properties, it enjoys an equity interest in the net proceeds derived from those properties. The University's equity interest is determined by the extent of use and the value of these extraordinary support. The amount of the University's equity interest in a particular intellectual property will be agreed upon in a written agreement before pursuing protection/commercialization. In no case will the University's share be greater than 50 percent. (The distribution of any monies garnered is

detailed in Section IV.B.) When the amount of net proceeds received from an intellectual property subject to University equity interest is equal to or less than \$25,000 in a fiscal year, then the University is not entitled to any portion of the net income derived from that intellectual property. When the amount of net proceeds received from an intellectual property subject to University equity interest is greater than \$25,000 in a fiscal year, the net proceeds (in excess of \$25,000) will be allocated as described in Section IV.B., or based on a previously determined equity interest agreement.

The University/Sponsored Programs Foundation is entitled to recoup expenditures from gross proceeds derived from those intellectual property interests that are successfully commercialized.

III. ADMINISTRATIVE PROCEDURES

A. The University.

1. University Administration.

The University President is responsible for policy matters relating to intellectual property and affecting the University's relations with inventors and creators, public agencies, private research sponsors, industry, and the public. The Dean of Research, Economic and Community Development, in cooperation with the Sponsored Programs Foundation and University officials, shall implement and administer this policy, including the negotiation of intellectual property terms in agreements with sponsors, evaluation of patentability and other forms of intellectual property protection, negotiation of use rights (licenses) and royalties and pursuit of infringement actions. The Dean of Research, Economic and Community Development in cooperation with the Sponsored Programs Foundation and University officials shall develop, document, implement and maintain on a current basis, appropriate procedures and practices to carry out this policy, including the process for evaluating and determining the allocation of net proceeds derived from intellectual property, subject to Section IV. of this policy. The Dean of Research, Economic and Community Development shall consult with the University Intellectual Property Committee (see III.A.2) on any significant procedural or policy changes associated with this policy. **All changes to this policy must be approved by the University Senate.**

2. University Intellectual Property Committee

The University President shall confirm through appointment by the University Senate, a University Intellectual Property Committee. The Committee shall be composed of seven members, four of whom are faculty. One faculty member shall represent each college and the Chair of the Faculty Affairs Committee shall also serve. The other members shall include the Vice President for Academic Affairs (Provost) or his/her designee, the Associate Vice President for College of eLearning and Extended Education and the Dean of Office of Research, Economic and Community Development, who shall chair the committee. Faculty appointees will serve three-year terms.

The duties of the Committee shall be:

- To review implementation of current university intellectual property policy and develop changes to the policy as needed. All proposed changes must be approved by the University Senate.

- To make recommendations for the allocation of the University's net proceeds from intellectual property.
- To act as an appellate body, advisory to the President, to help determine the relative contribution of the University, sponsors, and members of the University community to the development of particular intellectual properties for purposes of helping parties reach an agreement within the framework of this policy (when the issues concerned are not covered by relevant collective bargaining agreements). The scope and procedure of the UIPC appeals process is described in Appendix A of this policy.

The Committee shall meet at least once a year, preferably in Fall semester. At the meeting, the Dean of Office of Research, Economic and Community Development will provide a written report of the intellectual property activities in which the University has been involved in the prior academic year, including a summary statement of income and expenses from intellectual property in which the University has an interest and an accounting of income and disbursements of a dedicated fund (see Section IV.B).

3. University Assistance.

The protection and commercialization of intellectual property requires close attention to relevant laws. For example, for a patentable invention, one must carefully and properly document all activities involved in developing the invention from conception to reduction to practice. In addition, there are reasons to preserve secrecy for certain time periods so that the invention can be adequately protected. These considerations often run counter to the typical academic approach of quickly sharing knowledge in the form of presentations at professional meetings and publications in scholarly journals.

Even when the University does not own intellectual property under this policy, or enjoy an equity interest in it, the Office of Research, Economic and Community Development can provide guidance to members of the University community about the basic process for, and issues regarding, protection of intellectual property. Further, under certain circumstances in which the University holds an equity interest, legal, financial and business assistance may be provided to faculty who wish to protect or commercialize their intellectual property. The University's decision to provide such assistance would be made on a case-by-case basis. When the University/Sponsored Programs Foundation provides legal, financial, business and/or other extraordinary services to support intellectual property interests, they are entitled to recoup expenditures from-gross proceeds derived from those intellectual property interests that are successfully commercialized.

4. Inactivity.

If a determination has been made that the University owns or has an equity interest under this policy in a particular intellectual property, a decision to pursue protection and commercialization of that property normally will be made within six months of a request by the inventor/creator for such a decision. If the University decides to pursue protection and commercialization, it must then act diligently in this regard. If the University fails to act diligently, the inventor/creator may request reconsideration of the decision to pursue. Alternatively, if the University determines not to pursue protection/development of the intellectual property, it will renegotiate its ownership and/or equity rights with the creator/inventor.

B. The Sponsored Programs Foundation (SPF)

The Humboldt State University Sponsored Programs Foundation (SPF) is a non-profit, public benefit corporation serving as a qualified auxiliary organization in support of the University. The SPF functions in several roles relating to the perfection, protection, transfer and development of intellectual property held by the faculty, students, staff, or the University. Among these are:

1. Perfection of Rights.

The perfection of legal and equity interest in intellectual property generally involves exacting documentation and compliance with statutory and regulatory procedures. The Sponsored Programs Foundation typically acts as the contracting agency for externally sponsored research and development projects on behalf of the University and the principal investigator. Sponsored agreements may have specific invention or creation disclosure requirements and patent/copyright and licensing provisions requiring compliance through the SPF.

2. Protection.

At the request of the Dean of Research, Economic and Community Development, or in satisfaction of sponsored agreement requirements, the Sponsored Programs Foundation shall initiate action to further evaluate the need for and practicality of securing appropriate statutory protection over any intellectual property subject to this policy. Results of any such evaluations shall be reported to that Dean and the inventor or creator.

3. Transfer and Development.

At the request of the University, the Sponsored Programs Foundation may serve as the transfer and development agent for those with legal and/or equity rights to intellectual property under this policy. Actions to evaluate protection typically also involve the assessment of commercial viability, and may require the SPF to negotiate among the interested parties appropriate assignment and collateral agreements to settle those interests and obligations, and to assure property protection and development opportunities. In its role as agent, the SPF will involve both the inventor/creator and the University (through the Dean of Research, Economic and Community Development) in all negotiations with potential buyers or licensors.

4. Fiscal Agent.

The Sponsored Programs Foundation also serves as the designated fiscal agent of the University in the administration of transactions involving University interests in such intellectual property. In providing the above services the SPF shall be entitled to recover its direct costs.

C. The Creator/Inventor.

1. Required Disclosures.

This policy addresses circumstances in which the University owns intellectual property created by faculty, staff and students, or enjoys an equity interest in it. When these circumstances exist, the faculty, staff or students who create the intellectual property shall file a disclosure statement with the Dean of Research, Economic and Community Development (see Section II.C.2). At the appropriate time, that Dean may refer the disclosure to the University Intellectual Property Committee, which will assess rights of all interested parties consistent with other sections of this policy. Disclosures of intellectual property having real or potential as inventions,

discoveries, innovations or proprietary information shall be treated by all parties as confidential to the extent legally possible.

2. Protection and Commercialization.

When the University owns, or enjoys an equity interest in, intellectual property under this policy, and has elected to pursue protection and commercialization of that intellectual property, the inventor/creator is expected to cooperate with the University and Sponsored Programs Foundation (at the University/ SPF's expense) in the protection and development of the intellectual property including executing appropriate written instruments to perfect legal and equity rights. It is anticipated that the inventor/creator, if he/she so chooses, will be an active participant in decisions regarding the further development, commercialization and/or licensing of the intellectual property

D. Assignments of Interest.

Any transfers of ownership between those with any interest in specific intellectual property shall be documented through appropriate legal instruments, such as assignment agreements, in a form consistent with applicable law and regulations.

IV. INCOME ALLOCATIONS

A. General Objectives.

In the transfer of intellectual property and allocation of net proceeds derived from intellectual property, the general objectives are to direct funds toward the inventor(s)/creator(s), assure the transfer and development of these discoveries for the public benefit, and provide for the funding of future creative effort by University faculty, students and staff.

B. Intellectual Property Funds.

When the University owns intellectual property or enjoys an equity interest in it, the University's share of net proceeds derived from that intellectual property generally will be allocated among the inventor's college (25 percent), department (25 percent), and University division (25 percent) (Office for Academic Affairs or other University division) and the Sponsored Programs Foundation (25 percent). Consistent with the definition of "net proceeds" in section I.E.12., the net proceeds shall be determined after costs related to establishing the intellectual property claim incurred by the Principal Investigator, University and/or Sponsored Programs Foundation have been deducted from the gross proceeds. The net proceeds funds are to be used to support research or scholarly activity, technology transfer, and administrative activities and overhead expenses associated with research, development and protection of intellectual property, and technology transfer.

University Intellectual Property Policy Appendix A University Intellectual Property Committee Appeals Process

I. PURPOSE

One of the duties of the University Intellectual Property Committee (UIPC) is to provide a recommendation to the President when there are disagreements between the University and a member

or members of the University Community, or between members of the University Community, regarding the ownership and distribution of rights that result from the creation of copyrightable or patentable intellectual property. The purpose of the University Intellectual Property Committee Appeals Process is to provide a means by which a member of the University Community may pursue a complaint against the University and/or another member of the University Community for an alleged violation of the University Intellectual Property Policy (UIPP). The recommendation of the University Intellectual Property Committee to the President is advisory and does not preclude the parties from subsequent legal action. [The University is provided legal advice on intellectual property issues by CSU counsel. Members of the University community involved in intellectual property creation and assignment of rights can consult with their own legal counsel at any stage.](#) Any recommendation made by the [Committee-UIPC](#) or the President must be consistent with current intellectual property law and collective bargaining agreements.

A. Matters Covered by the Appeals Process

Matters covered by this process pertain only to University actions or actions by member(s) of the University Community under the UIPP, such as cases in which there are differences in parties' interpretation of written agreements covered by the UIPP, and cases in which no written agreement was executed before the start of work on patentable or copyrightable property, resulting in competing interpretations of rights and equity interest. This process also covers cases in which a party claims the University violated the UIPP or did not apply the UIPP properly.

B. Matters Not Covered by Appeals Process

1. Faculty "work for hire" that is covered by Article 39 of the collective bargaining agreement with the California Faculty Association or staff "work for hire" that is covered by the relevant staff collective bargaining agreement.
2. Agreements between members of the University Community and sponsors and/or faculty and staff not employed by the University not negotiated through the Office of Research, Economic and Community Development or Sponsored Programs Foundation.
3. Agreements made by a member or members of the University Community with a third party for purposes of commercialization of intellectual property.
4. Agreements made by a member or members of the University Community with a third party for external consulting work or business development.

C. Confidentiality

The evidence presented in the appeals process shall remain confidential. When the University Intellectual Property Committee issues its recommendation in writing to the President, the parties shall receive a copy with references to proprietary materials redacted. At the resolution of the appeals process, the parties can share information in the recommendation with third parties, unless the parties named in the appeal have agreed in writing to maintain confidentiality.

D. Questions or Concerns about the University Intellectual Property Policy

The appeals process applies to existing UIPP, and is not a vehicle to change existing or create new University policy. Any member of the University Community at any time may contact the University Intellectual Property Committee regarding questions and concerns about, and/or suggestions for,

the University Intellectual Property Policy. These communications should be made in writing to the Chair of the committee (the Dean of Research) who shall forward the communication to the members of the UIPC at the next scheduled meeting (if not before).

II. TIMELINESS AND PROCEDURE

A. Written Appeals

Appeals must be directed to the Chair of UIPC in writing within **one calendar year of the unresolved disagreement that the party is asking the committee to review** (Note that because the appeals process was suspended for six years under P09-03, members of the University community whose intellectual property disagreements have not been resolved under P09-03 may bring an appeal within one year of the formation of the UIPC under this policy). The appeal should explain the issues at stake in the case, list the parties in disagreement, and specify the disagreement(s) that the party is asking the UIPC to review in the appeal. In cases in which a party claims the University violated the UIPP or did not apply the UIPP properly, the party must cite the section(s) of the UIPP that were violated and describe the activity that constitutes the violation.

Upon receipt of the written appeal, the Chair of the UIPC will forward it electronically to the other UIPC Committee members **within seven working days** (working days are defined as Monday through Friday excluding all official holidays and campus closures).² The UIPC members will independently review the written appeal and communicate to the Chair whether they think the disagreement(s) described in the appeal falls under the purview of the UIPP, and whether they think the appeal has been submitted within the **one-year** time limit. Note that if any member of the UIPC is an interested party in a disagreement within an appeal they must recuse themselves from all decision making (see II.B. below).

If a majority of the UIPC agrees that the appeal qualifies for review, the appeal will move forward to the full review stage. The party who submitted the appeal and any party to the disagreement named in the appeal will be notified of the UIPC's decision regarding full review of the appeal within **twenty working days** of filing the appeal with the UIPC Chair.

B. Recusal and Substitutions of Committee Members

For purposes of decision-making regarding the qualification of an appeal for full review, or for contributing to the UIPC's full review of an appeal, if any member of the UIPC, including the Chair, is named as a party to a disagreement in an appeal s/he must recuse her/himself ~~and nominate a replacement member. Administrators on the UIPC who recuse themselves should recommend someone close in rank to serve in their place, and faculty members of the UIPC should enlist a fellow faculty member to serve.~~ Recusal means that the member shall play no role in the decision-making process, including discussion of the appeal. When a member recuses her/himself the University Senate Chair is charged with recruiting a replacement member to serve on the UIPC, and the Senate Executive Committee must approve by a majority vote the appointment of the replacement member. The Senate Chair may take up to fourteen working days beyond the initial notification of appeal to fully constitute the Committee. A full review cannot proceed until the UIPC is fully constituted with seven members, a majority of whom must be faculty.

² For purposes of the entire appeals process timeline, 'working days' are defined as Monday through Friday, excluding official holidays and campus closures.

C. Full Review of Appeals

After the parties bringing the appeal and the parties named in the appeal (respondent(s)) have been notified that there will be a full review of the appeal by the UIPC, they have ~~twenty~~ **thirty working days** to provide any evidence that they would like to be considered in the appeal. As part of this evidence, the party bringing the appeal and the respondent(s) must provide a written narrative regarding the evolution of the dispute that includes a timeline of events from their perspective. Additional evidence can include executed written agreements (including relevant legal documents), representation of intellectual property (via electronic files, such as recordings, films, pictures, scanned blueprints) and correspondence between parties involved in the dispute.

Within forty-five working days of the end of evidence period, the UIPC will review the evidence and make its recommendation in writing to the President.

D. Report

Following the full review, the UIPC shall submit a report to the President and the interested parties in the appeal that includes the UIPC's findings of fact and a recommendation regarding an outcome. The UIPC should try to come to a unanimous recommendation; however, if only a majority of the UIPC's members agree on a recommendation, they can submit that recommendation in their report to the President provided that the report contains a section for dissenting members' views.

E. Appeal of Appeals Process

If a party to an appeal has evidence that the appeals process described herein was not followed properly, s/he may appeal in writing to the President. This appeal may concern the appeals process only and not the UIPC's recommendation to the President. If the President finds that the appeals process was not followed properly, then a new appeal may be heard by the UIPC. In all other cases, the party is not entitled to an appeal of the appeals process or a UIPC review of the same case.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revisions to Policy on Faculty-Initiated Drop for Non-Attendance

27-15/16-APC – May 10, 2016 – Second Reading

RESOLVED: That the Academic Senate of Humboldt State University recommends to the President that the following revisions to the “Faculty-Initiated Drop for Non-Attendance Policy” be adopted and implemented by Fall 2016:

**Faculty-Initiated Drop for Non-Attendance Policy to Take Effect Fall ~~2011~~
2016**

Students who have been absent from a class or lab session within the first week of instruction, ~~without notifying the instructor before the absence,~~ may be dropped from the course by the instructor no later than the end of the second week of instruction. ~~The instructor would instigate this process by notifying the registrar.~~ Any student dropped by the instructor during this period will be notified of the action by an e-mail from the Registrar ~~until an automated process is developed.~~ A student who wishes to be reenrolled in a course from which they have been dropped must receive a permission number from the instructor and reenroll in the course prior to the semester census date.

Not all instructors will drop students on the basis of non-attendance. Students are responsible for making sure the correct courses are on their schedules prior to the census date. If they do not properly drop a course, they will receive a "WU" (withdrawal unauthorized), which counts as an "F" in their grade point average. Faculty are encouraged to remind students about this policy and if feasible, warn students before dropping them from the course.

RATIONALE: An issue has emerged with the 2011 Faculty Initiated Drop for Non-Attendance Policy. The initial purpose was to allow faculty to formally drop students who did not attend the first week of classes. However the phrase “without officially notifying the instructor before the absence” was too vague. According to one possible interpretation, a student, simply by notifying the instructor would be immune to being dropped, even if they did not have a valid excuse. Removing this phrase leaves it up to the discretion of the faculty member to hold the seat if a valid reason for absence is presented.

The policy was initially created because, prior to its implementation in 2011, faculty could give away an absent student's seat in the first week, however faculty could not formally drop the absent student, resulting in overenrollment. A great deal of time goes into dealing

with retroactive withdrawals as a result of students enrolling, and forgetting to withdraw from classes. This creates time consuming and costly petitions for retroactive withdrawal. The policy was adopted to encourage faculty to add students in courses once the non-attending students had been dropped. In the fall of 2016 the new add/drop policy will go into effect. Students will have only the first two weeks to add and drop courses. Faculty electing to drop a student for non-attendance in the first week should do so quickly so that the student still has time to add a replacement course, if needed, before the end of the add/drop period.

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HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revisions to Academic Honesty Policy

28-15/16-APC – May 10, 2016 – Second Reading

Resolved: That the University Senate of Humboldt State University recommends to the Provost that the attached revisions to the Academic Honesty Policy be adopted.

Rationale: *The Academic Honesty Policy was last revised in 1998. The existing language does not require instructors to remove penalties for plagiarism if the student is exonerated of the charge by due process. Furthermore, the Mission and Vision statement referenced in the policy is no longer current, and the possibility of inappropriate use of electronic devices in the classroom is not addressed. The revised version should address these concerns.*

Revised Academic Honesty Policy

~~April 14, 1998~~ March 2016

Academic Honesty Policy

Academic honesty is of serious concern at Humboldt. ~~It is integral to all six principles for building successful campus community, especially to the maintenance of a "just" and "disciplined" campus.~~ Students are expected to maintain high standards of academic integrity. Acting in good conscience is integral to our vision statement.

Academic Dishonesty

Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain credit for work or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to:

Taking information

1. Copying graded homework assignments from another student.
2. Working together with others on a take-home test or homework when specifically prohibited by the instructor.
3. Looking at another student's paper or screen during an examination.
4. Looking at text, ~~or~~ notes or electronic devices during an examination when specifically prohibited by the instructor.
5. Accessing another student's ~~computer~~ electronic device and taking information from the device. and using his/her program as one's own.
- ~~5.6. Hiring~~ Allowing another person to complete assignments or an on-line course.

Providing information:

1. Giving one's work to another to be copied or used in an oral presentation.
2. Giving answers to another student during an examination or for a take-home test.

3. After having taken an exam, informing another person in a later section about questions appearing on that exam.
4. Providing a term paper to another student.
5. Taking an exam, writing a paper, or creating a computer program or artistic work for another.

Policy on Cheating

At faculty discretion, cheating may result in an "F" grade on the assignment or examination, or in the course. If a student denies the charge of cheating, s/he will be permitted to remain in the class through the formal hearing process (as outlined in [Executive Order 1098](#)) ([PDF, req. Adobe Reader](#)).

The instructor shall contact the student with evidence of the cheating in writing within one week of discovery of the event. The Academic Dishonesty Referral form will also be submitted to the Office of Student Rights & Responsibilities with copies to the student and to the student's major department. Student's rights shall be ensured through attention to matters of due process including timeliness of action.

The Student ~~Discipline Coordinator~~ [Conduct Administrator](#) located in the Office of Student Rights & Responsibilities shall determine if any further disciplinary action is required.

Disciplinary actions might include but are not limited to: requiring special counseling, loss of membership in organizations, ~~suspension or dismissal from individual programs~~, or disciplinary probation, suspension or expulsion from the University and the CSU system.

Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving proper credit to the sources. Such actions include but are not limited to:

1. Copying homework answers from the text to hand in for a grade.
2. Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or part thereof.
3. Submitting a paper purchased from a "research" or term paper service [or downloaded from the internet](#).
4. [Retyping Copying another student's a friend's](#) paper and handing it in as one's own.
5. Giving a speech or oral presentation written by another and claiming it as one's own work.
6. Claiming credit for artistic work done by someone else, such as a musical composition, photos, a painting, drawing, sculpture, or design.

7. Presenting another's computer program as one's own.

Policy on Plagiarism

Plagiarism may be considered a form of cheating and therefore subject to the same policy as cheating which requires notification of the Office of Student Rights & Responsibilities and disciplinary action. However, as there may be plagiarism as a result of poor learning or inattention to format, and there may be no intent to deceive, some instructor discretion is appropriate. Under such circumstances, the instructor may elect to work with the student to correct the problem at an informal level. In any case that any penalty is applied, the student must be informed of the event being penalized and the penalty.

Within one week of discovery of the alleged plagiarism, the instructor will contact the student and describe the event deemed to be dishonest. If this is a first violation by the student, this initial contact may remain at an informal level. In this contact, the student and instructor shall attempt to come to a resolution of the event. The instructor may assign an "F" or "O" on the exam or project, or take other action within the structure of the class as deemed appropriate to the student's behavior. A report of this contact and resolution might be filed with the Office of Student Rights & Responsibilities for information only purposes. Such a report will be witnessed by both instructor and student. If no resolution can be reached within a week of initial contact, the case could be referred to the Office of Student Rights & Responsibilities using the Academic Dishonesty Referral form.

If the violation is repeated, the instructor will contact the student within one week of discovery, describe the event deemed to be dishonest, and notify the student that the Academic Dishonesty Referral form has been filed with the Office of Student Rights & Responsibilities.

When a case is referred to the Office of Student Rights & Responsibilities, the consequences might be severe. Disciplinary actions might include but are not limited to: requiring special counseling, loss of membership in organizations, suspension or dismissal from individual programs, or disciplinary probation, suspension or expulsion from the University ~~and the CSU system~~. If the Office of Student Rights and Responsibilities determines that no violation has occurred, the instructor will comply with the decision, and refrain from issuing penalties, or remove those already on the student's record.

Other Forms of Academic Dishonesty

Other forms of academic dishonesty include any actions intended to gain academic advantage by fraudulent and/or deceptive means not addressed specifically in the definition of cheating and/or plagiarism. These actions may include but are not limited to:

1. Planning with one or more fellow students to commit any form of academic dishonesty together.
2. Giving a term paper, speech or project to another student whom one knows will plagiarize it.
3. Having another student take one's exam or do one's computer program, lab experiment, or artistic work.
4. Lying to an instructor to increase a grade.
5. Submitting substantially the same paper or speech for credit in two different courses without prior approval of the instructors involved.
6. Altering a graded work after it has been returned, then submitting the work for regrading, without the instructor's prior approval.
7. Removing tests from the classroom without the approval of the instructor, or stealing tests.

The policy on these and other forms of academic dishonesty is the same as that described above for cheating.

Student Responsibility

The student has full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will be happy to explain what is and is not acceptable in their classes.

For further information on the disciplinary process and sanctions, see the Office of Student Rights & Responsibilities, Siemens Hall Room 211, (707) 826-3504, or [Associate Dean of Students, Student Rights & Responsibilities](#). ~~the Dean for Undergraduate Studies, Siemens Hall Room 216G.~~

An [Academic Dishonesty Referral Form \(PDF, req. Adobe Reader\)](#) is provided for use.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend Section 6.0 of the *Constitution of the University Senate* to Alter Agenda Notification and Clarify Quorum Requirement for Meetings

31-15/16-CBC - May 10, 2016 – Second Reading

RESOLVED: That the University Senate recommends the attached amendments to Section 6.0 of the *Constitution of the University Senate* be forwarded to the Senate electorates for ratification in Fall 2016.

Amendments with Track Changes

6.0 Meetings and Quorum

6.1 ~~Regular Meetings.~~ The Senate shall ordinarily meet for its regular meeting every two weeks during the academic year.

6.11 The agenda of each regular meeting shall be distributed to the members of the Senate and posted to the Senate website at least ~~two three~~ academic workdays before the meeting. ~~and be posted on the Senate website.~~

6.12 Documents related to action items on the agenda shall be distributed to the members of the Senate and posted to the Senate website at least three academic workdays before the meeting. If such documentation is not distributed by the deadline, no action shall be taken on the item other than discussion and amendments thereto. This rule may be suspended by a two-thirds majority (except for amendments to the Constitution or Bylaws).

6.13 Documents related to announcements, reports and discussion items shall be distributed to Senators and posted to the Senate website at least one academic workday before the meeting. If such documentation is not distributed by the deadline, a hardcopy may be distributed to all members of the Senate during the meeting. Such documents shall be posted to the Senate website as an attachment to the relevant agenda item as soon as possible after the meeting.

6.14 At the discretion of the Chair, certain communications received by the Chair may be distributed to members of the Senate at any time prior to or during the meeting. These communications shall be posted to the Senate website as soon as possible after the meeting.

6.15 All departments and offices of the University shall be notified when the agenda and documents related to the agenda have been posted.

~~6.12 A senator present for a portion of a meeting shall be recorded as present for the entire meeting.~~

6.2 Special Meetings. Special meetings of the Senate may be called at the discretion of the Senate Chair or upon receiving a written petition of at least ten percent of the Senate membership in a manner prescribed by the Bylaws.

6.21 The agenda of a special meeting, including meeting time and location, shall be distributed to members of the Senate and posted on the Senate website at least three academic workdays-days prior to the meeting, unless the Chair with the concurrence of a majority of the Executive Committee, decides that the urgency of the circumstances do not permit the required notice.

6.22 Documents related to any items on the agenda at a special meeting shall be distributed to the members of the Senate and posted to the Senate website at least three academic workdays before the meeting. If such documentation cannot be distributed by the deadline, no discussion, amendments thereto or action shall be taken on the item. This rule may be suspended by a two-thirds majority (except for amendments to the Constitution or Bylaws).

6.23 Any action taken at a special meeting shall require an absolute majority of the Senate. Vacant seats will not be considered when calculating an absolute majority.

6.3 Records—The minutes of both regular and special meetings shall be posted on the Senate website following approval by the Senate.

6.4 Quorum—Two thirds of the Senate shall constitute a quorum for regular or special meetings. Vacant seats shall not be considered when calculating quorum. ~~The members present at a duly called or held meeting at which a quorum is present may continue to conduct business until the time stated for adjournment in the call of the meeting, notwithstanding the withdrawal of enough members to leave less than a quorum. If a senator is unable to attend, a Proxy may be appointed in accordance with the Bylaws.~~

6.41 If a senator is unable to attend, a pProxy may be appointed in accordance with the Bylaws. The proxy shall be counted toward quorum.

~~6.12~~6.42 A senator present for a portion of a meeting shall be recorded as present for the entire meeting.

6.43 The members present at a duly called or held meeting at which a quorum is present may continue to conduct business until the time stated for adjournment

in the call of the meeting, notwithstanding the withdrawal of enough members to leave less than a quorum.

RATIONALE: *These amendments move the agenda notification deadline from two business days to three academic workdays prior to regular or special meetings of the Senate. They also shift the language regarding documentation posting deadlines from the Senate Bylaws to the Senate Constitution. These changes improve the communication of Senate business to our Senators and to the campus community. They also provide more time for Senators to get feedback from the campus community before discussion and action is taken. By moving the language for the documentation posting deadlines from the Bylaws into the Constitution, control over amendments to these deadlines is placed squarely into the hands of the Senate electorates.*

Amendments to the language on quorum are being undertaken in this same resolution because they appear in the same section of the constitution. These changes clarify the already existing practice that vacant seats are not counted toward quorum. They also specify that a proxy is counted toward quorum. This was not clear in our current governing documents. The remaining changes to this section are structural.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the *Bylaws of the University Senate* to
Maintain Consistency with Changes to the *Constitution of the University Senate*
Relating to Agenda Notification Deadlines

30 - 15/16 – CBC - May 10, 2016 – Second 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

RESOLVED: That these changes shall go into effect only if Resolution 31-15/16-CBC-May 10, 2016 - Resolution to Amend Section 6.0 of the *Constitution of the University Senate* to Alter Agenda Notification and Clarify Quorum Requirement for Meetings - is ratified by the University Senate electorates in Fall 2016.

Proposed Revisions with Track Changes

2.1 ~~Regular meetings~~Meeting Time and Location: The Senate shall ~~ordinarily~~ meet for a regular meeting every two weeks through the academic year ~~from~~ 3:00-5:00 pm on Tuesdays in Goodwin Forum, Nelson Hall East 102. The Senate may meet for a special meeting at any time or location as long as proper notification has been provided in accordance with Section 6.21 of the Constitution.

2.2 ~~Special Meetings:~~ ~~The Senate Chair shall call a special meeting of the Senate either at the Chair's discretion or upon receiving a written petition of ten percent of the Senate membership. A written notice and agenda shall be distributed to members of the Senate at least three days prior to the meeting unless the Chair, with the concurrence of a majority of the Executive Committee, decides that the urgency of the circumstances do not permit the required three day notice. Any action taken at a special meeting shall require an absolute majority of the Senate.~~

2.32.2 Change of Meeting Place: *text remains unchanged*

2.42.3 Order of Business: *text remains unchanged*

2.52.4 Modification of Order of Business: *text remains unchanged*

2.62.5 Agenda Items: *text remains unchanged*

2.72.6 ~~Materials to Accompany~~Documents Related to the Agenda: Documents related to action items on the agenda. Materials, reports or resolutions to accompany the agenda are ~~to~~ shall be furnished to the Senate office by noon on the Thursday prior to at least three academic workdays before the meeting. Documents related to announcements, reports and

discussion items shall be furnished to the Senate office by noon at least one academic workday prior to the meeting.

~~2.8 Distribution of Agendas and Accompanying Materials:~~ ~~Copies of the agenda for a regular meeting are to be made available prior to the meeting and posted on the Senate website.~~

~~2.81 The agenda for a regular meeting shall be made available to all departments and offices of the University prior to that meeting.~~

~~2.82 Members of the Senate shall be provided, prior to a regular meeting, with such documentation relating to the agenda as is feasible.~~

~~2.83 At the discretion of the Chair, certain communications received by the Chair may be copied and distributed to members of the Senate with the agenda. Normally communications will be brought to the attention of the Senate by announcement from the Chair.~~

~~2.92.7 Final Discussion and Voting:~~ ~~Final discussion and voting on policy matters and/or committee recommendations shall be preceded by specific notice of such pending action in the published agenda of the Senate meetings.~~

~~2.91 No action shall be taken on a substantive proposal other than amendments thereto at a meeting of the Senate unless that proposal and supporting information have been circulated in writing to members of the Senate at least three working days before that meeting. This rule may be suspended by a two-thirds majority.~~

~~2.92.71~~ 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.

~~2.93.72~~ A roll call vote on any other motion not listed in ~~2.92-81~~ shall be taken if requested by a member of the Senate.

~~2.94.73~~ 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.

~~2.95.74~~ 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.

~~2.96.75~~ The Senate, upon a two-thirds majority vote ~~of the membership of the Senate present~~, 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.

RATIONALE: *Proposed amendments to the Constitution of the University Senate are being considered in Resolution 31-15/16-CBC-May 10, 2016. These amendments will change the agenda notification deadline for Senate meetings from two business days to three academic workdays. They will also move sections of the Bylaws which relate to agenda notification and materials notification into the Constitution. The changes specified here delete those sections of the Bylaws which are being moved into the Constitution and alter the numbering of the Bylaws accordingly.*

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution Establishing Ad Hoc Committee on University Policies

05-15/16-EX—September 29, 2015—Second Reading

RESOLVED: That the Humboldt State University Senate authorize the establishment of an ad hoc Committee on University Policies for the current academic year; and be it further

RESOLVED: That the Committee be chaired by a faculty senator, who shall be elected by the Senate and shall attend the meetings of the Senate Executive Committee; and be it further

RESOLVED: That the Committee include in its membership in addition to the chair two faculty members appointed by the Appointments and Elections Committee, one non-MPP staff member appointed by Staff Council, and one student appointed by Associated Students; and be it further

RESOLVED: That the Committee include as ex officio, non-voting members the Vice President for Enrollment Management and Student Affairs (or designee) and the Vice President for Administrative Affairs (or designee); and be it further

RESOLVED: That the Committee be responsible for reviewing policy items addressing all university policies that do not fall under the purview or charge of the other Senate standing committees; and be it further

RESOLVED: That the Committee be charged with reviewing the existing policy processes on campus and recommending to the Senate for its approval a policy process that address the campus need for a transparent, efficient, and clear policy process rooted in principles of shared governance; and be it further

RESOLVED: That the Committee report back to the Senate on its work regularly as part of the standing committee reports delivered at each meeting; and be it further

RESOLVED: That the University Senate evaluate the need for a standing University Policies Committee at the end of the current academic year.

RATIONALE: As the primary policy recommending body of the University, the University Senate has been asked to consider a wide-range of policy items that do not fall under the purview of any of the existing Senate standing committees. In the absence of a committee to handle these items, the Senate Executive Committee has assumed this responsibility. As the number of such policies has increased, it has been difficult for the Senate Executive Committee to provide the kind of review expected. Further, without a committee to review and consult widely on proposed policies, the Senate has become the venue of first review and consultation on such policies, making the Senate

less efficient in its work. The new University Policies Committee, proposed on an ad hoc trial basis for this year, would resolve this situation.

Senate Meeting, May 10, 2016

Discussion Item: Process by which a Constitutional Amendment will be passed

CBC discussed Section 9.0 of the Constitution with the intention of developing a formal interpretation for the Senate.

The issue: must all three electorates vote on proposed amendments to the Senate Constitution in order for those amendments to be approved? Or are amendments considered approved once the GF votes yes and any other electorate (AS or Staff Council) approves?

1. On a vote of 4-1 the committee interpreted Section 9.0 as follows: all electorates must be given the opportunity to vote on proposed amendments to the Constitution before they can be considered approved.
2. CBC felt that this interpretation was more in the spirit of shared governance than allowing an amendment to pass without one of the electorates expressing its viewpoint.
3. The committee also cited the second clause of Section 9.0 as requiring a vote of all electorates. That clause states: "Senate-approved proposals to amend this Constitution shall then be forwarded to the General Faculty, Associated Students, and Staff Council for a vote." The term "Shall" is prescriptive in our Constitution and therefore requires the proposed amendments be voted on by all three electorates.
4. The committee acknowledged that this interpretation leaves open the possibility that an electorate could delay a proposed amendment to the Constitution by never taking up the proposed amendment in their agenda. Thus we recommend that the Senate consider amending Section 9.0 to establish a timeline for voting on amendments.

Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

"HSU should take the work of the prioritization process to its logical conclusion in decisions about resource allocations."

"HSU has a record of finding ways to avoid hard decisions and failing to complete initiatives."

- WASC Visiting Team Recommendations, 2010

HSU's WASC Steering and Self-Study Committee (SSSC), using the "Review under WSCUC Standards and Compliance with Federal Requirements Worksheet," evaluated HSU's performance relative to the previous WASC recommendations (see 2010 WASC Site Visiting Team Report and April 7, 2014 letter to President Richmond here: <http://www2.humboldt.edu/wasc/>). The SSSC identified "High Priority" and "Low Performance" Criteria for Review (CFR); these criteria were then connected to HSU's Strategic Plan Blueprint (SPB) (see Table 1). SSSC priority recommendations to the Strategic Plan Coordinating Committee are presented below.

Overarching recommendations:

1. In collaboration with the head of the division, every unit* will articulate a clear function and purpose and will participate in the process of ***continuous improvement*** using these steps:
 - a. *Step 1:* Develop your outcomes (student learning and/or program). (What are you trying to accomplish?)
 - b. *Step 2:* Determine criteria to demonstrate you met those outcomes. (How will you know you were successful?)
 - c. *Step 3:* Based on those criteria, identify how you will meaningfully measure activity. (Measures need to align with the criteria and the outcome.)
 - d. *Step 4:* Collect and analyze your data. (The evidence)
 - e. *Step 5:* Based on that evidence, make specific improvements to your work and document what you did. (Plan your work.)
 - f. *Step 6:* Work your revised plan by developing new/revising existing outcomes.
2. The Cabinet and President, in consultation with other stakeholders and in alignment with the Strategic Plan, will take the lead on:
 - a. Clarifying the priority and sequencing of campus activity with tracking, timelines and accountability measures,
 - b. Developing robust and transparent processes that use the continuous improvement processes outlined above to allocate resources in alignment with identified priorities, mission, and vision,
 - c. Removing barriers to collaboration and communication across campus (removing silos),
 - d. Reconfiguring existing councils and committees for transparent and efficient decision making, and
 - e. Making the hard decisions to ensure positive, sustainable change for improvements in ***student learning***.

Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

Specific recommendations:

1. Establish an Institutional Effectiveness Office and Council.
 - a. Develop a sustainable, comprehensive, multi-year assessment plan for all units across campus.
 - b. Conduct a comprehensive review and assessment of early alert and support programs that will produce "meaningful and substantial results" (WASC Visiting Team letter to President Rollin Richmond, 2014) of student success from under-represented groups, and will result in systemic changes.
 - c. Create a coherent plan to effectively assess student learning.
 - d. Clarify curricular alignment of course, major program, general education program, and baccalaureate degree with WASC core competencies.
 - e. Incorporate assessment data into the process for proposing and approving curricular decisions.
 - f. Hire an Academic Assessment Coordinator to design, implement, and evaluate campus assessment tools/processes in collaboration with a faculty committee and/or IE Council to review and summarize assessment results for the campus community to use in planning faculty development and address curricular issues.
 - g. Connect results of student learning assessment to ongoing, campus-wide discussions that will define the "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees.
 - h. Use student learning assessment data to make recommendations for resource allocations.
2. Establish a Professional Development Office and committee that reports to the Institutional Effectiveness Council.
 - a. Incorporate the development of inclusive pedagogies, applied learning approaches, core competency instruction, learning assessment, curriculum development, and other campus needs into the programming for the new professional development initiative currently underway.
3. Implement strategies for improving retention of underrepresented students, and for increasing the recruitment, hiring, and retention of underrepresented staff and faculty, in order to increase their proportion of the total population.
4. Determine and implement assessment processes that facilitate the definition of "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees at both the undergraduate and graduate level.
 - a. Evaluate curricula, and revise as necessary, to improve learning, retention and graduation and to reduce units to degree.
 - b. Identify, evaluate and increase the various aspects of diversity embedded in curricula.
 - c. Evaluate the role of HSU's General Education. Establish, support, coordination and leadership of General Education as a program.
5. Develop and strengthen connections among campus, alumni, and community to increase improve student learning and success.
6. Examine campus culture to improve collegiality and transparency across campus.

**Unit definition: Any campus office or department with a budget and a leader, or any standing committee or working group.*

Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

Table 1. Priorities for the Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
<p>1.1 All HSU students' experiences are impactful and purposeful through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.</p>	<p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p> <p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p> <p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of</p>	<p>Specific Recommendations 4a, 4b, 4c.</p> <p>Specific Recommendations 1a, 1c, 1d, 1e, 1f, 1g</p> <p>Specific Recommendations 4, 4a, b, 5</p> <p>Specific Recommendations 1e, 1f, 2, 2a</p>

Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
	<p>student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p>	
<p>1.2.D.1 Develop a plan to support diversity informed by campus climate assessments</p> <p>1.2D.2 Clarify as a community what it means to HSU to be a Hispanic Serving Institution and seek opportunities to realize this vision.</p> <p>2.1 HSU's workforce is reflective of the populations we serve.</p> <p>2.2 Diverse perspectives, identities, and communities are acknowledged, respected, and taught throughout curriculum</p>	<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.</p>	<p>Specific Recommendation 3, 4b, 5</p>
<p>1.2F.1 Reduce time-to-degree and number of units at graduation.</p>	<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.</p> <p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction,</p>	<p>Specific Recommendation 3, 4a</p> <p>Specific Recommendations 1, 4a, 4b</p>

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	<p>and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	
<p>1.3A.6 Establish a dedicated professional development center for faculty and staff that provides year-round resources and training in areas such as experiential learning, intercultural competence, anti-racist education, engaging pedagogy, written and oral communication, social and environmental responsibility, and other areas of learning and teaching aligned with campus needs.</p>	<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>	<p>Specific Recommendations 1f, 2, 2a</p>
<p>1.3B Institutional learning outcomes are aligned with those defined by regional and professional accrediting agencies.</p> <p>1.3C General Education is a coherent program, contributing to a balanced baccalaureate degree that prepares students for a changing world</p>	<p>2.4 The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p>	<p>Overarching Recommendation 1 Specific Recommendation 1</p> <p>Specific Recommendation 1c, 1g, 4, 4c</p>
<p>1.3D Graduate programs are viable and of high quality.</p>	<p>2.2b The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster</p>	<p>Specific Recommendations 4, 4a, 4b</p>

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	students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.	
<p>3.2 HSU and the local community collaborate to enhance students' intellectual, emotional, ethical and spiritual development, and well-being.</p> <p>4.3C.3 Build on existing support from alumni, particularly by partnering with academic departments on a regular basis for outreach.</p>	4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	Overarching Recommendation 2 Specific Recommendation 5
4.1 HSU's Budget model is unified, transparent, and evidence-based; reflects institutional priorities and program allocations reflect actual costs.	1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.	Overarching Recommendations 1, 2 Specific Recommendation 6
4.1B Evidence based decision making and continuous improvement are cornerstones of resource considerations.	<p>3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.</p> <p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.</p>	<p>Overarching Recommendations 1, 2 Specific Recommendations 1g, 1h</p> <p>Overarching Recommendations 1, 2</p>

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<p>4.1.B1 Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment.</p>	<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.</p> <p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p> <p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p>	<p>General Recommendation 1 Specific Recommendations 1, 2, 4, 5</p>
<p>2.2A.1 Ensure that everyone on campus has knowledge, awareness, and capacity on</p>	<p>4.7. Within the context of its mission and structural and financial realities, the institution considers changes that</p>	<p>Overarching Recommendation 2 Specific Recommendations 2, 3, 6</p>

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<p>4.1C diversity-related topics. An optimal mix of programs exists to provide students with the best educational experience.</p> <p>4.2B Resources are utilized and allocated with a “whole campus” perspective including auxiliaries rather than from individual units' perspectives'.</p> <p>4.3 Resources are adequate to support the University’s mission.</p>	<p>are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.</p>	
<p>4.4D The overall density of tenure track faculty in each college has been increased.</p>	<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<p>Overarching Recommendation 2 Specific Recommendations 1h, 3</p>