

Tuesday, April 12, 2016, 3:00-5:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:05pm on Tuesday, April 12, 2016 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Abel, Alderson, Blake, Burkhalter, Camann, Chipres, Creadon, Dunk, Enyedi, Eschker, Flynn, Frye, Gold, K. Malloy, N. Malloy, McGuire, Moyer, Ortega, Pence, Rossbacher, Stubblefield, Thobaben, Wilson

Members Absent

Cervantes, Guzman, Karadjova, Karl, Lopes, Meyer, Tillinghast, Wrenn

Guests

Ken Ayoob, Jená Burges, Lisa Castellino, Ken Fulgham, Morgan King, Michael Le, Jennifer Maguire, Cyril Oberlander, Dale Oliver, Mark Rizzardi, Mary Virnoche, Craig Wruck, Rick Zechman, Noah Zerbe

Announcement of Proxies

Chipres for Guzman, Gold for Karadjova, Flynn for Karl, Ortega for Meyer, Burkhalter for Wrenn

Approval of and Adoption of Agenda

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

Approval of Minutes from the March 29, 2016 Meeting

M/S (Wilson/Flynn) to approve the Minutes of the March 29, 2016 meeting
Motion carried without dissent; one abstention

Reports, Announcements and Communications of the Chair

Chair Alderson reported that she had attended the CSU Senate Chairs' meeting in San Francisco the previous week. She was pleased that the conversations around budgeting and Presidents' Cabinets across the system indicated that many other campuses do not have the level of shared governance that we do here at HSU.

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

Academic Policies Committee:

- Written report attached

Appointments and Elections Committee:

- Written report attached

Constitutions and Bylaws Committee:

- Written report attached

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

In addition to the written report, the ICC reports that the committee finished the proposal of revisions to the PREP process.

Labor Council:

- Written report attached

University Resources and Planning Committee:

- Written report attached

Statewide Senate:

- Written report attached

California Faculty Association:

On April 8, the CSU reached a tentative agreement with the California Faculty Association. The tentative agreement includes:

- A 5% General Salary Increase on June 30, 2016 for all faculty on active pay status or on leave
- A 2% General Salary Increase on July 1, 2016 for all faculty on active pay status or leave
- A 3.5% General Salary Increase on July 1, 2017 for all faculty on active pay status or leave
- A 2.65% Service Salary Increase (step increase) during Fiscal Year 2017/18 for eligible faculty
- Effective July 1, 2016, the minimum increase upon promotion will rise from 7.5% to 9% for tenure-line faculty who are promoted from assistant to associate professor, and associate professor to full professor.
- The creation of a working group to study the problem of lecturer range elevation
- Adjustment of the bargaining calendar so that salary negotiations take place prior to the

establishment of the CSU's budget process and their request for funding from the legislature

On Thursday, April 14, there will be an open Q&A meeting for all faculty.

The tentative agreement will be submitted for a ratification vote in mid-May. More information on when and how to vote will be forthcoming.

Standing Committees, Statewide Senators, and Ex-officio Members reports were interrupted for a 3:30 PM Time Certain.

Update on the University's Climate Action Plan

Sustainability Coordinator, Morgan King, provided information on the draft campus plan for Climate Action. Morgan explained about the goal to reach climate neutrality and the plan's connection to the CSU's Sustainability Policy, HSU's Strategic Plan, and President Rossbacher's Climate Commitment.

Please see the attached Climate Action Plan Strategies document and the overview of HSU's Climate Action Planning. Two Open Forums will take place on Wednesday, April 20 in Goodwin Forum; the working group is asking for participation, feedback and input.

Standing Committees, Statewide Senators, and Ex-officio Members reports continued.

Student Affairs Report:

Vice President Blake reminded Senate that the Outstanding Student Awards will be presented during a ceremony starting at 3:00pm on Thursday, April 14 in the Kate Buchanan Room.

Campus interviews are being planned for the vacant AVP of Enrollment Management position.

Peer Educator, Celene Lopez, will be traveling to Washington DC to be recognized by Vice President Biden for her work on HSU's Check It program. The Vice President will be presenting Celene with the "It's On Us Champions of Change" award at the White House.

University Advancement:

The HSU Brand is representative of HSU and what sets us apart. Please find out more about why the HSU Brand matters and take the opportunity to provide feedback via the following link: <https://brand.humboldt.edu/>

Provost's Report:

Provost Enyedi reports that the LMS Working Group will be completing their evaluation of the Canvas LMS. He asks for continuing participation in the process and to please provide feedback. There will be two evaluation opportunities on April 26th, from 11:30am – 1:00pm in the UC Banquet Room and on April 29th, from 11:30am – 1:00pm in Goodwin Forum. More information about the evaluation process can be found via the following link:

<http://gsp.humboldt.edu/lms/Home.html>

The CNRS Dean Search Committee hopes to have finalists on campus for visits during the last week in April and the first week in May. There will be an open session with each candidate and opportunity to provide feedback.

The Provost announced news of the upcoming retirement of Dean Ken Ayoob. The Provost will be meeting with Department Chairs from the College of Arts, Humanities and Social Sciences to discuss a plan for moving forward.

Provost Enyedi continues to actively seek feedback from members of the campus community about their views on the strategic direction of ODI. He is in the process of forming a search committee who will be charged with finding a new director.

Standing Committees, Statewide Senators, and Ex-officio Members reports were interrupted for a 4:00 PM Time Certain.

Seating of Newly Elected Senators

The following newly elected Senators were formally seated; they will begin serving a three year term with the start of the 2016/17 Academic Year:

- Chair, Integrated Curriculum Committee - Dale Oliver (Mathematics)
- Tenure-line (Instructional) Faculty, At-Large Delegate - Mark Rizzardi (Mathematics)
- Tenure-line (Instructional) Faculty, CAHSS Delegate - Mary Virnoche (Sociology)
- Tenure-line (Instructional) Faculty, CPS Delegate - Jennifer Maguire (Social Work)
- Staff (non-MPP) Delegate - Michael Le (Institutional Research)

Election of 2016/17 Senate Officers

The following Senators were elected by members of the 2016/17 University Senate:

George Wrenn - General Faculty Vice President, Senate Vice-Chair and Chair, Faculty Affairs Committee Faculty Senator, 1 year term
22 Ayes, 1 abstention

Unfilled - Senate Third Officer and Chair, Academic Policies Committee, 1 year term

Mark Rizzardi - Co-Chair, University Resources and Planning Committee, 2 year term
18 of 24 Ayes, no abstentions

Jeff Abell - Chair, Constitutions and Bylaws Committee, 1 year term
23 Ayes, no abstentions

Affirmation of Newly Appointed Members of the Appointment and Elections Committee

The following Faculty Representatives were affirmed by a Senate vote to serve on the Appointments and Elections Committee for the 2016/17 Academic Year:

Brandice Gonzalez-Guerra, Art - 1 year term

Katia Karadjova, Library - 1 year term

24 Ayes, no abstentions

Staff and Student Representatives TBD

Announcement of Appointment of the 2016/17 Senate Parliamentarian

Jeff Abell has been appointed by the Senate Executive Committee to serve as the 2016/17 University Senate Parliamentarian.

Standing Committees, Statewide Senators, and Ex-officio Members reports continued.

Emeritus and Retired Faculty Association:

Senator Thobaben thanked Provost Enyedi; he was the guest speaker for ERFA's April Luncheon. The Provost was very well received by the very high number of members who were in attendance for the luncheon.

President's Report:

President Rossbacher reported how pleased and relieved she was that the threat of a faculty strike had been lifted with news that the CFA and CSU had reached a tentative agreement.

Campus Presidents are being asked to comply with the systemwide tobacco and smoke-free campus policy and to create a task force to lead the implementation of the new policy.

Honorary Degree recipient, George Blake will be recognized during an event scheduled in conjunction with the Indigenous Peoples week.

Consent Calendar from the Integrated Curriculum Committee

The attached ICC Consent Calendar was approved.

Approval of the Commencement Lists

M/S (Thobaben/Abell) to move that the University Senate of Humboldt State University accept the final graduation lists for Spring 2016 and recommend the graduation of all persons whose names are on those lists subject to the provision that any student whose name is on a list and who has not fulfilled the requirements for graduation, will have her or his name removed from the list and that student shall not graduate.

The 2016 Commencement lists were approved unanimously.

A motion (Thobaben/Moyer) to send the lists as emergency items to the President carried unanimously.

Lecturers Receiving Assigned Time for Service to the University

Senator Dunk provided the following context related to the discussion:

HSU's faculty is approximately 50% lecturers. Lecturers, however, are offered no tangible benefits for contributing to university service unless they are simply willing to serve for other reasons. Lecturers are also generally at the lower end of faculty pay relative to tenured/tenure-track faculty. How can that large number of individuals be encouraged to become more involved in university service? Offering service credit for serving on some university committees might help to encourage more service. For tenure track/tenured faculty, university service is expected, but also compensated for (a full teaching load for TT faculty is less than 15 WTUs, because TT faculty are paid to do service to the university, advise students, etc..). There are many university committees with vacancies, and no faculty are volunteering to serve on them. Providing a modest incentive to lecturers might help.

Discussion among Senators ensued.

Chair Alderson will report back to Senate with information gathered on the procedures followed by other campuses.

Resolution on Course Evaluations by Students (CEbS) Evaluation Period (22-15/16-FAC – April 12, 2016) Second Reading

Resolution on Course Evaluations by Students (CEbS) Evaluation Period, **passed without dissent.**

Ayes: Thobaben, Abell, Blake, Dunk, Enyedi, Karl, Ortega, Meyer, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Guzman, Chipres

Abstentions: Frye

A motion (Wilson/Ortega) to send the resolution to the Provost as an emergency item carried unanimously.

Resolution on Protocol for Conducting In-class Electronic Course Evaluations (23-15/16-FAC – April 12, 2016) Second Reading

With language related to staff's participation with the proctoring of evaluations removed, the Resolution on Protocol for Conducting In-class Electronic Course Evaluations, **passed**.

Ayes: Thobaben, Abell, Blake, Dunk, Enyedi, Karl, Ortega, Meyer, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, N. Malloy, Guzman, Chipres

Nays: K. Malloy

Abstentions: Frye

A motion (Wilson/Moyer) to send the resolution to the Provost as an emergency item carried unanimously.

Resolution to Amend Appendix J Article IX to bring it into Agreement with Recent Changes (25-15/16-CBC – April 12, 2016) First Reading

M/S (Abell/Moyer) to move the resolution

In February, 2016 the General Faculty approved changes to the General Faculty voting membership. Article IX.D of Appendix J needs to be updated to reflect the changes. Additional proposed amendments will provide added clarification.

A recommendation was given by ERFA for language which would give additional clarification.

The resolution will return for a second reading.

M/S (Abell/K. Malloy) to extend the meeting by five minutes was approved.

Resolution to Amend Appendix J to Accommodate Electronic Management and Review of Working Personnel Action Files (26-15/16-CBC – April 12, 2016) First Reading

M/S (Abell/K. Malloy) to move the resolution

WPAFs and all supporting materials are now handled online and access to the materials for any level of review is through an online platform. Since all documents that constitute the WPAF are online, past procedures have changed, initiating the need to update guidelines. These amendments do not have any effect on the current processes for maintaining the PAF.

Discussion about future plans for supplemental files ensued.

The resolution will return for a second reading.

Meeting adjourned at 5:06pm

HUMBOLDT STATE UNIVERSITY
University Senate Written Reports – April 12, 2016
Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

The Committee met on 4/4/16 at 8am in SBS 405.

Members present: Clint Rebik, Zitlaly Macias, Andrew Stubblefield, Paul Cummings, Michael Goodman

Items Discussed:

1. Resolution on Revisions to Academic Honesty Policy. Will appear as a first reading in the Senate on 4/26/16.
 2. Resolution on Minimum Grade to Receive Credit in Golden Four Courses. Will appear as a first reading in the Senate on 4/26/16. Raises minimum for credit from C- to C in lower division Area A and Area B: Mathematics requirements. Will ensure consistency for all students taking the course starting in Fall 2016.
 3. Resolution on Revisions to Policy on Faculty-Initiated Drop for Non Attendance. Will appear as a first reading in the Senate on 4/26/16. Removes a point of confusion whereby a student who notifies the instructor could insist that their seat be saved, even if no compelling reason is provided for their non-attendance in the first week of class.
 4. The committee also discussed a petition for early registration dates for Community Advocates (i.e. Residence Hall Staff). As per existing policy the APC considers such requests and will provide a written response.
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Appointments and Elections Committee:

There will be a call put out shortly for two newly vacated positions:

- Tenure Line Faculty At-Large Senator. The replacement will be for the remainder of the vacated term starting fall 2016, going until the conclusion of the Spring 2018 semester.
 - ICC/GEAR Committee Chair. The GEAR committee is a satellite committee of the Integrated Curriculum Committee (ICC).
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Faculty Affairs Committee:

Faculty Affairs Committee met on Monday, April 4. We submit Resolution 22-15/16 and Resolution 23-15/16 for second reading. Resolution 23-15/16 on Protocol for Conducting In-

class Electronic Course Evaluations has been modified to remove the suggestion of who could serve as a proctor for the evaluations. This provides flexibility for each department to decide whether proctoring evaluations is part of administrative staff workload. The “best practices of survey research” component has been more clearly specified. No changes were necessary to the Resolution 22-15/16 on Course Evaluations by Students (CEbS), however, college staff have asked that the Senate expedite approval of this resolution so that it is in place for this semester. If the resolution were in place this semester, CEbS would open on Monday 4/25 and end on Sunday 5/8 at 11:59pm. Staff had been planning to open CEbS on Monday, 4/18 and closing it by Friday, 5/6. FAC also recommends expedited approval of Resolution 23-15 so that faculty can use the protocol to conduct in-class evaluations this semester.

We offer for first reading of Resolution 24-15/16 on Intellectual Property Policy. Since the document has been revised and edited extensively, in addition to the fully revised policy included with the resolution, we provide a summary of the major changes to the existing policy (P09-03) in lieu of a document that fully tracks all changes (which would most likely be highly unreadable. Note that current policy 09-03 can be found at the following link:

<http://www2.humboldt.edu/policy/PEMP09-03Intellectual-Property-Policy>

1. Added Table of Contents
2. Under I.B. changed “Office of Research, Graduate Studies & International Programs” to “Advisory Board for Research and Creative Projects’
3. Under I.C.2. changed Office of Research, Graduate Studies & International Programs to “Advisory Board for Research and Creative Projects”
4. Changed all references to the “Dean of Research, Graduate Studies & international Programs” to the “Dean of Research, Economic and Community Development”.
5. Clarified throughout that “Foundation” means Sponsored Programs Foundation.
6. Changed all references to “extraordinary resources” to “extraordinary support” to be consistent with CBA with California Faculty Association.
7. Deleted sections I.E.12. and II.A.2.e. regarding “extraordinary resources” to be consistent with instructions in The 08/09 Senate resolution that established current policy (P09-03).
8. Under Section I.C. “Governing Principles” added principle, “Extraordinary Support” (consistent with CSU-Chico policy), which states, “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) that acknowledges the provision of extraordinary support”.
9. Deleted I.E. “Key Terms” section and replaced with CSU-Chico policy’s more expansive “Key Terms” section.
10. Clarified I.E.5. Key Term “Extraordinary Support”; noted that eLearning support or eLearning course transformation grants are not extraordinary support (unless otherwise specified by written agreement).
11. Added I.E.22. “University” to be clear that University means Humboldt State University and associated self-support organizations, such as Extended Education.
12. Added footnote to I.E.23. “work for hire” to explain current intellectual property law on whether regular faculty work is considered to be “work for hire”.
13. Changed II.A. to “General” consistent with CSU-Chico policy.

14. Added section II.A.1. to clarify ownership of faculty, staff and student intellectual property created without University Resources (i.e. in the course of normal faculty work). This section adds a provision that faculty voluntarily may share their intellectual property materials with other instructors or the University, and they have the right to revoke their permission to use those materials at the end of a semester if they do so in writing to their department chair or Dean.
15. Added to section II.B.1.b. that when the University does provide extraordinary support towards a faculty creation and exercises its equity interest in that creation, "A written document, 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."
16. Added section. II.A.2. "Sponsored Funding" section consistent with CSU-Chico Policy
17. Added section II.A.3. "Written Agreements" section consistent with CSU-Chico Policy. Strengthened language about the necessity establishing written agreements before contracts and awards are accepted, and if that is not possible, as early in the creation process as is possible.
18. Expanded section II.B.1.a. "Faculty Creations" to be more specific about faculty copyright ownership rights.
19. Specified in section II.B.1.b. University's ownership interest in faculty creations when extraordinary support is provided.
20. Eliminated in section II.B.1.c. "In the case of patent, the title to an invention shall be assigned to the University".
21. Eliminated in section II.B.1.d. "In distance education courses the faculty owns the copyright but the University will receive a royalty free license to use the material".
22. Specified in section II.B.1.c. University's ownership rights when University initiates project designed to result in copyrightable intellectual property.
23. Clarified in section II.B.1.d. that some contracts negotiated with an outside sponsor may establish copyright terms that deviate from the policy with the consent of the faculty involved and the appropriate college Dean.
24. Clarified in section II.B.2.b. University equity interest in staff creations when staff utilize University resources outside of the scope of their employment.
25. Clarified in section II.B.3. student ownership rights and University equity rights in student creations; eliminated the vague when "the University incurs costs associated with the work" in section II.B.3.b. and added section II.B.3.c. regarding the provision of extraordinary support.
26. In section II.C.1., changed title to "Patentable Intellectual Property" and provided additional detail in definition for section II.C.
27. Added section II.C.2. "Disclosure," including prior text from deleted "Framework" section, and adding clarification from CSU-Chico policy "Disclosure" section.
28. In section II.C.3.a., eliminated "Patents will be assigned to the university regardless of the sources of funding when there is extraordinary use of University resources"; all detail about university equity interest as the result of provision of extraordinary support is now in Section

II.C.3.b. Clarified in II.C.3.a. when faculty hold exclusive ownership of patent that is the result of normal faculty bargaining unit work (consistent with CSU-Chico policy).

29. In section II.C.3.c. indicated that if University and faculty engage in a University-initiated project that results in patentable intellectual property, a written agreement must be signed by “the faculty involved and the University’s designee” and that if the agreement conflicts with the intellectual property policy, “the parties must explicitly agree to supersede this policy”.

30. In section II.C.3.d regarding faculty participation in University-negotiated contracts with outside sponsors added, “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”.

31. In section II.C.4.b. clarified University’s interest in staff patentable intellectual property created outside of the scope of employment using University or auxiliary resources. Indicated that when staff have questions about University equity interest that they contact their union representatives or human resources staff, instead of the Dean of Research, who might have an interest in facilitating University equity in staff-created intellectual property.

32. In section II.C.5.a provided description of when students own their intellectual property (consistent with CSU-Chico policy). Eliminated “Patents will be assigned to the University regardless of the source of funding when there is extraordinary use of University resources”.

33. In sections II.C.5.b, c., d. and e., clarified the University’s equity interest in student patentable intellectual property created under various conditions of University support.

34. In section II.C.5.f. added provision that students may ask the Advisory Board for Research and Creative Projects to help resolve disputes with the University regarding their intellectual property ownership rights.

35. Edited section II.E. to be more concise but made no substantive changes.

36. Eliminated section V. “Implementation” and included substantive text in section III.A.1. “University Administration”

37. Eliminated section VI. “Periodic Policy Review” and integrated the substance referring to Advisory Board for Research and Creative Projects under section III.A.2. “Advisory Board for Research and Creative Projects”

38. In section III.A.1 made clear the responsibilities of the Dean of Research, Economic and Community Development to negotiate intellectual property rights on behalf of the University and to oversee implementation of the intellectual property policy. Also highlighted that any changes to the policy must be approved by the Academic Senate.

39. In section III.A.2., deleted the prior text regarding the Advisory Board for Research and Creative Projects and combined old text and new text in reconfiguration of the “Advisory Board for Research and Creative Projects,” while retaining the essential duties assigned to the Board in P09-03. The Board now has seven members instead of nine, but keeps the essential requirement that a majority of the Board be comprised of faculty. One faculty from each college shall be appointed to serve three-year terms on the Board and the chair of Faculty Affairs Committee will also serve. The other members are 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 will chair the committee. A requirement that the Board meet at least once a

year was added along with a provision that “When a Board member is an interested party in a disagreement related to determining the University’s contribution to the development of particular intellectual properties or about the application of this policy to a specific case, he/she must recuse him/herself from the deliberations and resulting recommendations of the Board.” 40. Clarified in section IV.B. that net proceeds are to be determined after the costs incurred by the Principal Investigator, the University, and/or SPF in establishing the intellectual property claim have been subtracted from the gross proceeds.

Integrated Curriculum Committee:

The ICC continues working on:

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

On April 6, 2016, the HSU Labor Council passed the following resolution:

**Resolution in support of the California Faculty Association from the
Humboldt State University Labor Council
April 5th, 2016**

Whereas, we believe that standing in solidarity is in the best interest of all California State University unions; and

Whereas, because a stable, supported workforce and workplace means quality education for California State University students; and

Whereas, we believe all California State University employees deserve a living wage;

Therefore, be it resolved that Humboldt State University Labor Council hereby supports the California Faculty Association in its plans for a system wide strike on April 13-15 and 18-19. We support the California Faculty Association as it presses hard to ensure the professional working conditions and reasonable learning conditions that are essential for quality education.

And be it further resolved that, although other unions representing Humboldt State University employees may not be able to engage in a sympathy strike, we share a collective bond with the California Faculty Association because we are all California State University unions. We bargain with the same employer, share the same worksite, and serve the same students. The combined membership of our unions represents a critical mass of CSU employees.

Therefore, be it finally resolved that we stand together to protect the bargaining process and to support our sisters and brothers in the California Faculty Association.

University Resources and Planning Committee:

The URPC met Friday April 8 to consider and discuss the Cabinet's draft of the 2016-2017 HSU Operating Fund Base Budget Proposal. Based on (i) current revenue and expenditure assumptions (as of 4/7/2016), (ii) mandatory costs, and (iii) base budget savings, \$1.35 million is available to strategically allocate in support of institutional priorities.

The Cabinet proposal provides base budget allocations for tenure track faculty hires, base budget support for additional course sections and personnel in IRP and RISS. Also proposed are personnel support campus sustainability efforts (connected to the HSU Climate Action Plan) and personnel in support of government relations.

The Base Budget Proposal also includes an allocation to the HSU contingency fund which can be used to build the institution's reserve fund. Both contingency and reserve funds serve to cover unexpected costs or revenue reductions during a given fiscal year. The URPC will continue to discuss the Operating Fund Base Budget Proposal at our next meeting on April 22, 2016.

Statewide Senate:

Please see the CSU Undergraduate Outcomes Report and separate (attached) Executive Summary. The Undergraduate Outcomes Report is available via the following link:
https://www2.humboldt.edu/senate/sites/default/files/CSU%20Undergraduate%20Outcomes%20Report_FINAL.pdf

CSU UNDERGRADUATE OUTCOMES REPORT

Graduation Rates, Persistence Rates, and
Analysis of Factors Related to Outcomes

EXECUTIVE SUMMARY

As required by the Budget Act of 2015



APRIL 1, 2016

www.calstate.edu

This report was prepared by the CSU Office of the Chancellor in response to Senate Bill No. 97 (Budget Act of 2015) Chapter 11 SEC. 86 3.1.

CSU Undergraduate Outcomes Report

Executive Summary

The California State University (CSU) is a recognized national leader in educating—and graduating—a broad, high-need, and historically underserved student population. We are proud of our working students, students with family responsibilities, active and retired service members, first-generation college-attending students, and those who speak English as a second language. We are proud to be the gateway to education for many communities that in the past were excluded from the traditional higher education models. Fifty-four percent of our fall 2015 entering freshmen seek to be among the first generation of their family to earn a bachelor degree (33 percent also are among the first generation of their families to attend college).

In that context, the CSU has dedicated itself over the past decades to improving measured outcomes of student success, including graduation rates. We have achieved marked and provable success in these measures. The CSU has done so while maintaining these core principles: 1) educational access must be broad, which means holding admission standards relatively level, and 2) a bachelor's degree must be earned, which means maintaining high academic standards.

The CSU continues to focus on improving measureable success outcomes. The CSU is also working diligently to ensure students gain the soft skills—such as teamwork, collaboration and problem solving—that California's employers demand.

While this report is responsive to data requests—and thus, very number-intensive—these figures should be understood in the context of public higher education's larger mission. If the CSU were only to educate those who are most-prepared and most-capable of a four-year graduation, then we would fail our larger mission. Instead, the CSU strives to empower its students to achieve all that they can in as timely and effective a manner possible.

Over the decades, we have learned a great deal about how best to serve our diverse student population. This report was developed—as required by the State Budget Act of 2015—to address freshman and transfer student graduation outcomes and the factors that may impact these rates. This report includes an analysis of success outcomes by race/ethnicity, gender, socioeconomic status, proficiency at entry, course of study, employment status, transfer units, and part-time or full-time status. This report also presents actionable changes and practices for addressing these barriers.

This report intends to address the following, as stated in Senate Bill 97 No. 97 Chapter 11 SEC. 86 3.1:

No later than April 1, 2016, the Trustees of the California State University shall report to the Director of Finance and, in conformity with Section 9795 of the Government Code, to the Legislature on factors that impact systemwide four-year and six-year graduation rates and systemwide two-year and three-year transfer graduation rates for all students and for low-income and underrepresented student populations in particular. The report shall include, but not be limited to, an analysis of the extent to which course availability, course of study, employment status, transferred in units, and part-time or full-time status impact graduation rates and time to

degree. The report shall also include an analysis of the extent to which particular barriers vary by campus and student population and present actionable changes in university policy and practices for addressing identified barriers.

The CSU 2009 Graduation Initiative aspired to increase six-year graduation rates for first-time full-time freshmen by eight percentage points to 54.0 percent. The fall 2009 first-time full-time freshman cohort surpassed this goal by three percentage points, with a six-year graduation rate of 57.0 percent. Many factors contributed to the gains in both persistence and graduation rates, including improved college readiness, increased and improved student services, and increased course availability. While the graduation rate goal was exceeded, attainment gaps remain.

While not a specified part of the 2009 graduation initiative, graduation rates have increased for students who enter the CSU system as undergraduate transfers in recent years. The two-year graduation rate for undergraduate transfer students for the fall 2011 cohort was 26.7 percent, the three-year graduation rate was 62.4 percent, and the four-year rate was 72.9 percent. The average earned transfer units at entry has also increased, contributing to these improved graduation rates. Similar to freshmen rates, attainment gaps remain.

Graduation rates for first-time freshmen who started in fall 1975 were 10.8 percent graduated in four years or less, and 33.5 percent graduated in six years or less. By the cohort of students who started in fall 1990, the four-year graduation rate had dipped to 6.6 percent and the six-year graduation rate had improved to 37.8 percent. The rates for the 2000 cohort were 13.1 percent graduated in four years or less, and 47.8 percent graduated in six years or less. The most recent graduation rates are the highest they have ever been. Additionally, over the last decade, actual mean time to degree has decreased by half of a year. More freshmen are earning their degrees in five years (or less) rather than six. Similarly, transfer students are earning their degrees in a shorter timeframe.

Advanced statistical analyses revealed that for first-time freshmen, preparation at entry is the strongest indicator of collegiate success outcomes. Preparation is affected by economic advantage and K-12 resources and quality. The CSU through pre-matriculation efforts and supplemental academic support seeks to mediate historic differences in preparation. For transfers, major choice and employment in the first term of enrollment were strong indicators of success outcomes. Through partnerships with community colleges (SB 1440), improved advisement, and flexible scheduling the CSU works to ensure efficient paths to success.

By reviewing the descriptive and analytical findings in this report, as well existing literature on student success, the following actionable changes/foci in campus policies, programs, and practices to further improve persistence and graduation rates merit consideration. These and other efforts by our campuses are making a difference.

The recommendations resulting from this report for actionable changes focus on:

- Preparation
- Sense of belonging/connectedness
- Academic support
- Efforts to mediate the influence of socioeconomic differences
- Efforts to articulate clear pathways to degree and career

- Actively leveraging data
- Efforts to minimize administrative hurdles

The actionable changes reflect opportunities to better inform student paths through advisement, to provide courses and services at critical moments, to establish improved academic and social integration, and to increase engagement in academic discourse with faculty who are experts in their chosen fields. Providing high-quality interaction with faculty and advisors for our students remains a CSU priority. Campuses have seen gains from purposeful efforts in these actionable areas and expect continued improvement in student outcomes in coming years.

The CSU has and will continue to meet its Master Plan role of serving California's educational need, as such we need to remain cognizant of the variation of experience, backgrounds, priorities, expectations, resources, and goals of our students as they pursue higher education.

For freshmen who expect to earn their degrees in four years or less and transfers with similar expectations to graduate in two years or less, we persevere to ensure they have every opportunity to do so. We also recognize that some of our students will explore opportunities across disciplines which may require studies to extend a little longer. We see attainment of all types as critical in the academic and social growth of the student who will in turn add to California and its economy for decades to come.

Our students are California. We meet them where they are when they arrive. We are proud of who they become as part of our ever growing CSU community.



401 Golden Shore, Long Beach, CA 90802-4210
www.calstate.edu

Constitution & Bylaws Committee
April 12, 2016 Senate Meeting Report

- I. Report from Fri Apr 1, 2016 Meeting
 - A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, Kyte, Locher and Shellhase.
 - B. CBC discussed a resolution amending Appendix J so that it would be consistent with the current electronic handling of Working Personnel Action files. We agreed unanimously to forward this to Senate as first reading at today's meeting.
 - C. CBC discussed a resolution amending Appendix J so that the procedure for voting on amendments to Appendix J would be consistent with recent changes to the definition of General Faculty voting membership. We agreed unanimously to forward this to Senate as first reading at today's meeting.
 - D. CBC developed amendments to Section 6.0 of the Senate Constitution re: changing agenda notification and materials posting deadlines for Senate meetings. These changes are consistent with points laid out in our March 29 Senate report. This will likely come before Senate as a first reading at our Apr 26 meeting.
 - E. CBC developed amendments to Section 6.0 of the Senate Constitution re: clarifying quorum requirements for Senate meeting. These changes include: 1) not counting vacant seats in calculating a quorum and 2) allowing proxies to count toward quorum. Although CBC's initial focus was on clarifying quorum requirements for standing committees, we felt we should clarify the requirements of quorum for the Senate first. Also, since the agenda notification and quorum requirement language appear in the same Section of the Constitution, the CBC believes it will be "editorially" easier to process the changes together in one resolution. This will likely come before the Senate as part of the same first reading mentioned above.
 - F. Meeting adjourned at 9:40.

- II. Fri Apr 8, 2016 – No meeting was called to order

- III. Fri Apr 15, 2016 – Planned Agenda Items
 - A. Respond to any Senate revisions re: App J resolutions. Draft revisions and forward to Senate as second reading at the Apr 26 meeting.
 - B. Revise amendments to Senate Constitution re: agenda notification and quorum clarification. Draft first reading resolution and forward to SenEx for inclusion in Apr 26 meeting agenda.
 - C. Develop amendments to Bylaws so that they will be consistent with the proposed Senate Constitution amendments mentioned above. Draft first reading and forward to SenEx for inclusion in Apr 26 meeting agenda.
 - D. Continue discussion of standing committee quorum requirements and develop Bylaws modifications to clarify these requirements.

Climate Action Plan Strategies

Four working groups convened in September 2015 to support development of a Climate Action Plan for Humboldt State University. The primary purpose of these groups has been to identify strategies to directly or indirectly curb greenhouse gas emissions, either by addressing campus infrastructure and operations or by integrating sustainability and climate literacy into the academics, student life and culture of the campus. Below are the combined sixty two strategies recommended by the four working groups. These strategies can generally be categorized by their focus (i.e., infrastructural, operational, behavioral), cost (i.e., high, medium, low-to-zero cost), and impact (i.e., potential for emissions reduction, cost savings, waste reduction, etc.).

Energy & Utilities Working Group - Recommended Strategies

1	Eliminate hot water option in residence hall washing machines
2	Replace priority fleet vehicles with high – efficiency/electric vehicles
3	Renewable Diesel for diesel fleet vehicles
4	Implement pool efficiency measures as per report from the Pool Energy Management Group
5	Implement Building HVAC and Water Heating Upgrades and Controls
6	Improve waste heat/electricity utilization of Housing co-gen plant
7	Switch to an electrical provider with a “climate friendly” power content label
8	Develop building scheduling system to consolidate off-hour and summer classes into select buildings (as per EO 987)
9	Reduce energy consumption from campus computing through server virtualization, desktop power management and other techniques
10	Enforce EO 987 and remove unnecessary devices like personal refrigerators, heaters, decorative lighting
11	Increase energy awareness and action through better signage, outreach campaigns, and real-time dashboards
12	Upgrade exterior lighting systems to LED and sensors
13	Develop interior lighting guidelines for LED
14	Install solar photovoltaic systems on campus buildings
15	Require any new buildings be built to LEED Gold equivalent standards
16	Require all departments, self-support and auxiliaries participate in the Green Workplace Assessment Program
17	Install individual meters with automated controls and real-time feedback on primary campus buildings

18	Institute Green Revolving Fund, using cost savings from energy projects to fund other energy projects
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Transportation Working Group - Recommended Strategies

1	Implement carpooling program
2	Develop Transportation Demand Management Plan
3	Establish Bicycle Center on campus
4	Institute bike share program
5	Establish incentive for voluntary car-free commuter commitment program
6	Employee reimbursement for bicycle commuting
7	Improve bike/pedestrian infrastructure/ accessibility to/from and on campus
8	Promote cycling and walking through the National Bike Challenge and other events
9	Expand marketing of Zip Car, Zim Ride and Jack Pass programs to first years
10	Mitigate business travel emissions through departmental carbon fee or carbon allowance program
11	Better align local bus schedules with class schedules to increase bus ridership
12	Host bike repair workshops and bike tours of campus and community
13	Develop policy requiring video/teleconferencing for certain meetings (ZOOM)
14	Dedicated parking/charging for electric vehicles

Solid Waste, Purchasing & Food Working Group - Recommended Strategies

1	Require Increased Construction & Demolition debris recycling from Contractors
2	Require events that meet certain criteria be zero waste
3	Write single use water container phase out into policy
4	Strengthen and expand waste reduction education and outreach to campus residents
5	Require double sided, black & white printing default set on all networked campus printers/copiers

6	Require paper towel composting while phasing out paper towels for hand dryers
7	Develop paper-less posting policy for job announcements, flyers, etc.
8	University Center hire a student Sustainability Coordinator
9	Food Recovery: Work with vendors to divert non-perishable food past its sell-by date to the Food Pantry/FFP; When possible donate un-
10	Develop online posting system for surplus materials, supplies and equipment to encourage inter-departmental sharing of items
11	Work with Procurement to minimize packaging waste of purchases - Campus and Auxiliaries.
12	Formal policy for HSU Dining & Catering on disposition of perishable remaining food at end of event, end of day
13	Standardize Recycling, Compost, and Landfill bins, colors and signage across campus

Curriculum & Research Working Group - Recommended Strategies

1	Develop a Sustainability Minor
2	Update/expand/identify courses that are sustainability-focused or related
3	Pursue/explore a sustainability course or units requirement to graduate
4	Explore a sustainability learning outcome and assessment for seniors
5	Expand the utilization of the campus (buildings, operations, etc) as a context for learning across all disciplines (with focus on sustainability)
6	Develop a General Education sustainability course (i.e., Area E - human integration)
7	Provide sustainability orientation for current and newly hired instructors and professors, including incorporating sustainability into the IS
8	Develop and continually update a list of professors and instructors that are interested/able to assign campus sustainability efforts as stu
9	Create/strengthen Residence Life EE initiatives, such as "Eco-Reps," on-campus sustainable living opportunities, etc.
10	Organize annual campus climate summit/event, and/or participation in larger events like "Focus the Nation" and "Earth Hour"
11	Require integration of sustainability offerings into orientation programs and messaging
12	Encourage educational projects showcased on campus (e.g., gallery)
13	Establish an Institute for Sustainability at HSU that can act as the hub for the integration of sustainability into academics and campus life
14	Create designated outdoor classroom
15	Increase visibility of sustainability on the website of each department

16	Publicize list of local practitioners/organizations that can be guest speakers and talk about the current state of sustainability in business
17	Outstanding faculty/staff/student awards focused on work in sustainability

Climate Action Planning: An Overview

Humboldt State University



the Green Scene
Sustainability matters at HSU

Our commitment is based on CSU Sustainability Policy

- *Reduce greenhouse gas (GHG) emissions to 1990 levels, or below, by 2020, and to further reduce emissions to 80% below 1990 levels by 2040.*
- *Achieve climate neutrality by or before 2050*

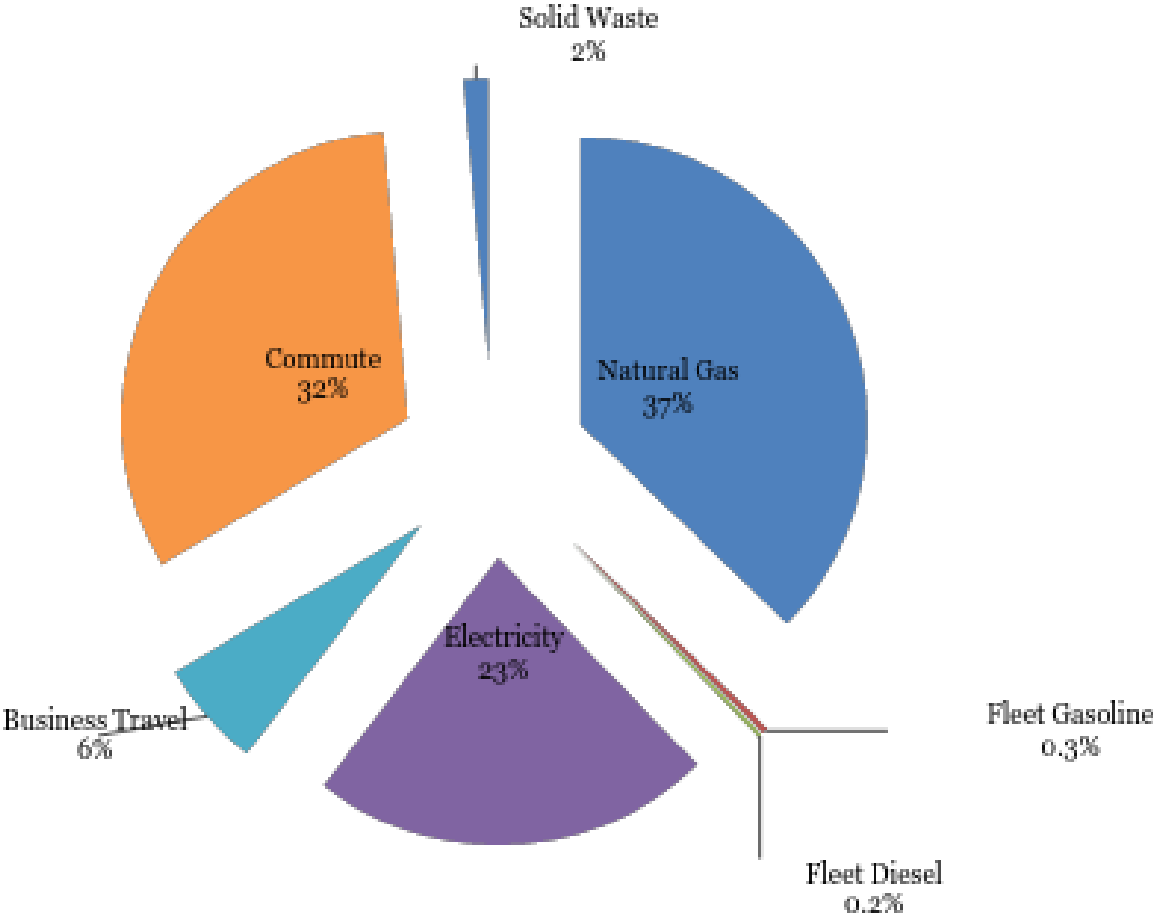
It Supports the 2015-2020 Strategic Plan

- *Goal Four: to serve as an effective steward of the natural and built environment*

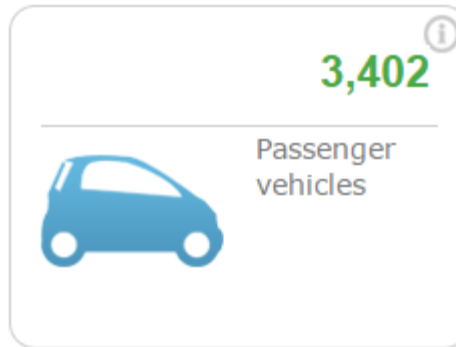
And it is integral to the President's Climate Commitment

- *Signed in 2016, commits HSU to achieving climate neutrality and resiliency*

Distribution of 2013 Emissions (MTCO₂e)



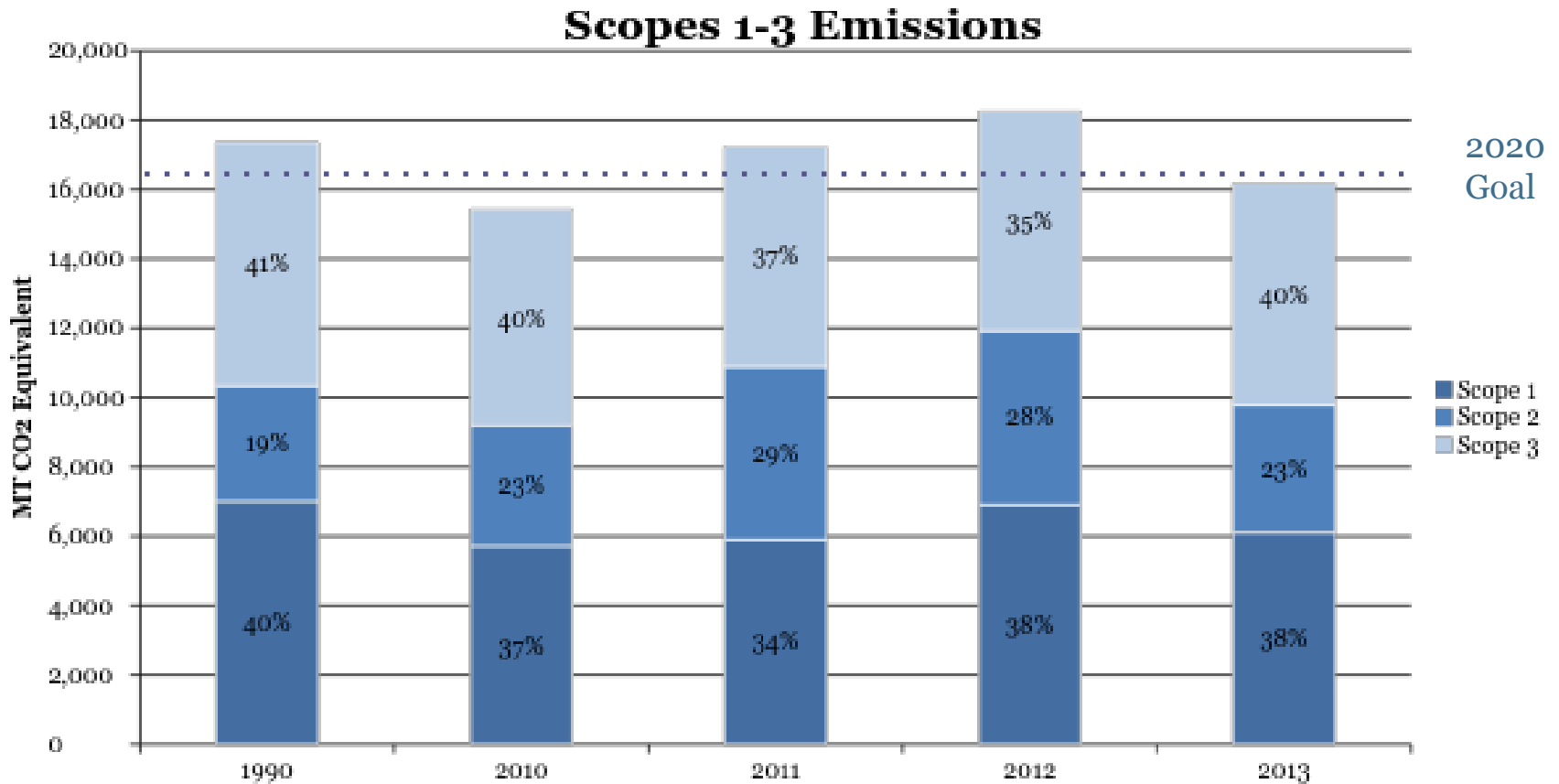
16,158 MTCO₂e is equivalent to the annual greenhouse gas emissions from:



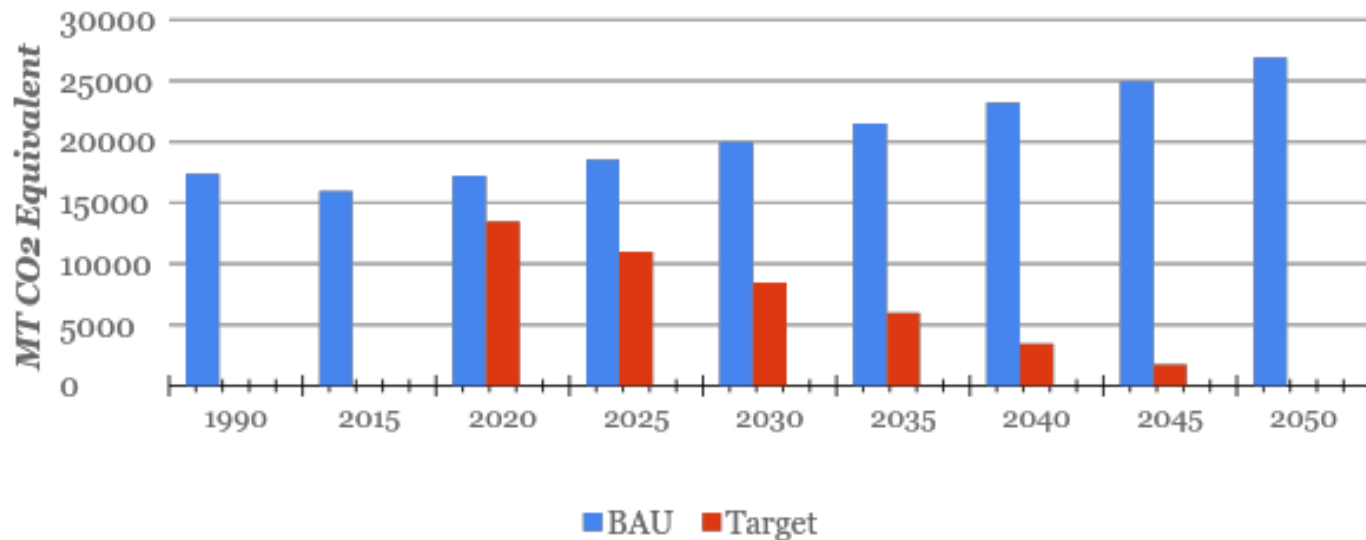
EPA Greenhouse Gas Equivalencies Calculator –

<http://www.epa.gov/cleanenergy/energy-resources/calculator.html#results>

HSU Greenhouse Gas Inventory

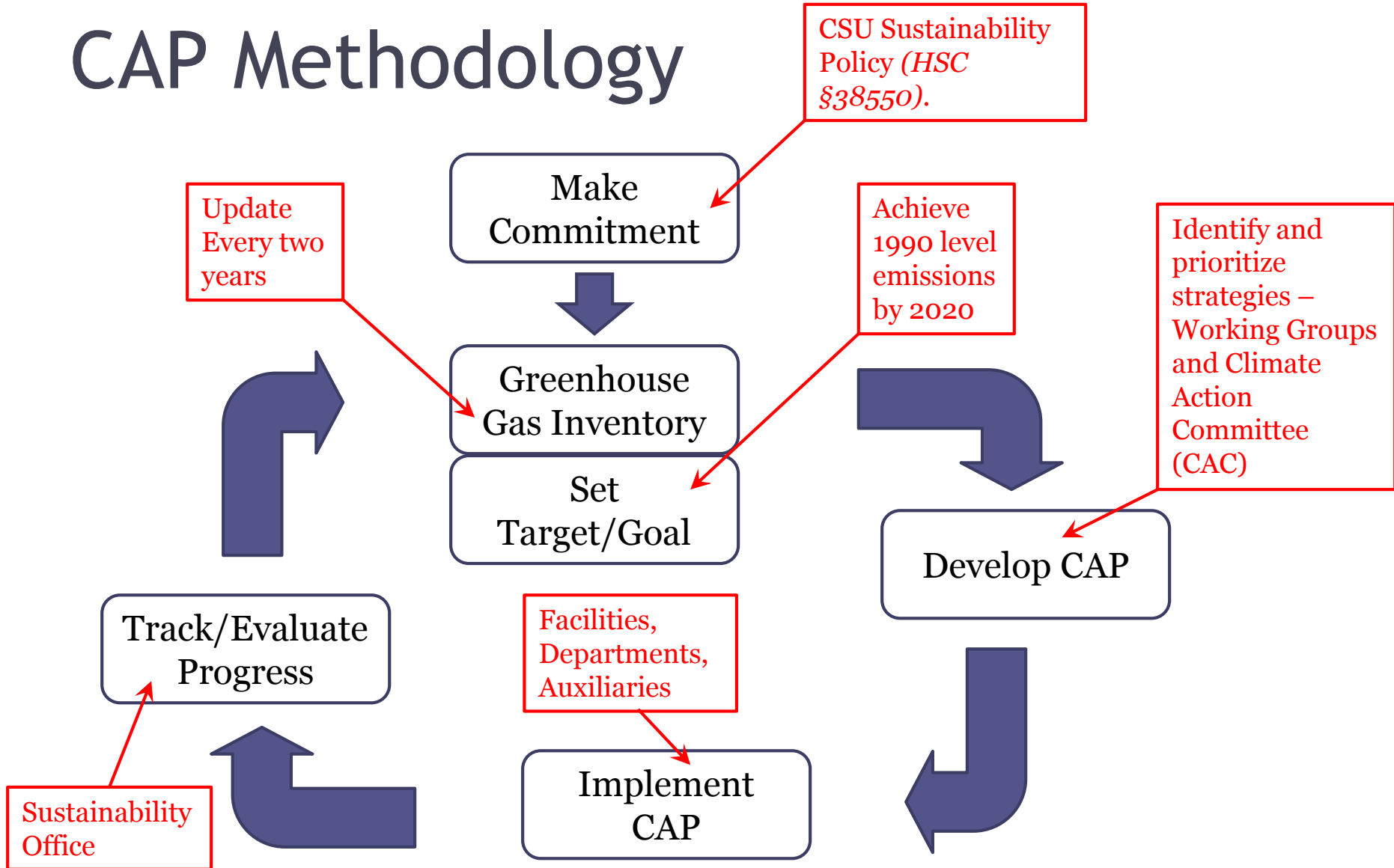


Business As Usual (BAU) Scenario



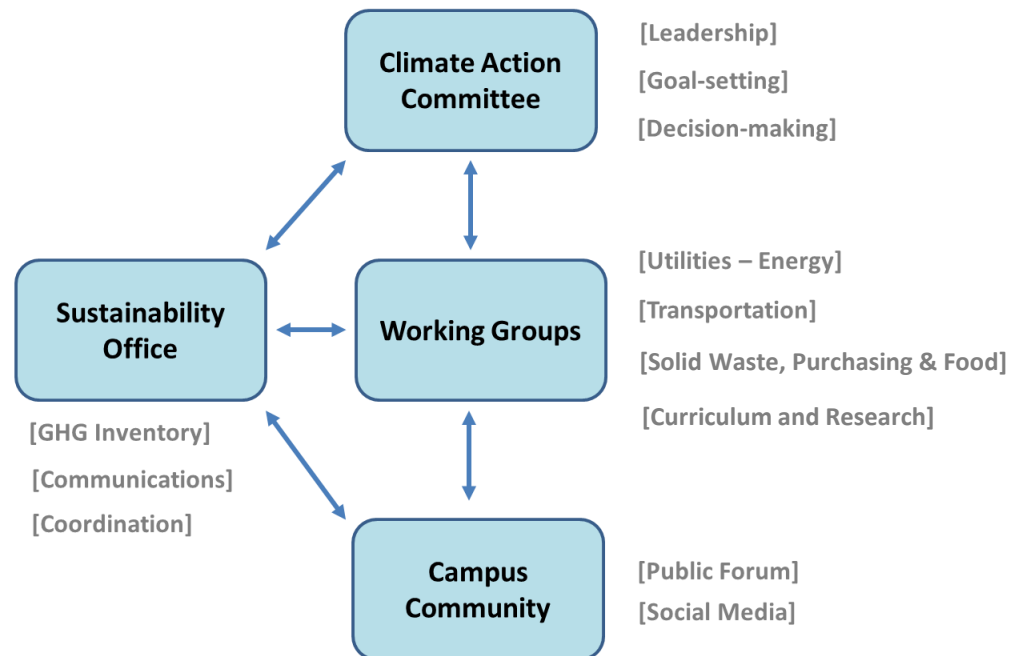
- We should meet 1990 target
- Will not meet 2040 goal based on BAU (80% below 1990 level by 2040)
- Need reduction of 2,500 mtco2e per 5-years between 2015 and 2040 to reach goal, and continue on this trajectory to meet climate neutrality by 2050

CAP Methodology



The people involved with CAP development

- A Climate Action Committee (CAC) and four Working Groups are made up of faculty, staff, student and administrative representatives, as well as invited individuals from relevant agencies (i.e. The Redwood Coast Energy Authority, the City of Arcata)



Strategies: the Decision-Making Criteria

- \$/MTCO_{2e}
- Project cost
- Dollar savings (if any)
- Carbon reduction
- Payback or ROI

Also:

- Academic and research impacts
- Public relations value
- Alignment with campus master plan, strategic plan or other plans
- Interaction with state or regional GHG mitigation initiatives
- Availability for funding
- Organizational capacity to undertake and manage project
- Stakeholder support and enthusiasm
- Project lifecycle costs/benefits including impacts on safety, health, comfort, productivity, maintenance savings, etc.

GHG Mitigation Strategies

Energy & Utilities Working Group

- Upgrade interior and exterior lighting, heating and ventilation systems, and boilers
- Switch to a “climate friendly” power provider
- Install solar on campus buildings

Transportation Working Group

- Implement carpooling program
- Institute a bike-share program
- Expand marketing of Zip Car, Zim Ride, Jack Pass and other services

Solid Waste, Purchasing & Food Working Group

- Increase Construction & Demolition debris recycling
- Require events meeting specified criteria be zero waste
- Require paper towel composting while phasing out paper towels for hand dryers

Curriculum & Research Working Group

- Develop a Sustainability Minor
- Require integration of sustainability offerings into orientation programs
- Explore adoption of a sustainability learning outcome and assessment for seniors

Ways to Participate/Learn More

- April 20th, 12 – 1:30pm and 3 – 4:30pm
 - Climate Action Public Forums
 - Goodwin Forum
- Climate Action Plan updates and feedback
 - <http://www2.humboldt.edu/sustainability/node/192>
- Morgan King, Sustainability & Waste Coordinator
 - mpk9@Humboldt.edu

**University Senate
ICC Consent Calendar
4-12-2016**

15-178

Chemistry BS - change requirement that students earn a C- or better in all courses with a CHEM prefix to a requirements that all majors earn a C- or better in all courses required for the CHEM degree.

15-196

PSYC 320: Behavior Analysis

Add PSYC 240 as a possible pre-req - will now offer students a choice of two courses (PSYC 240 or PSYC 242) that can serve as pre-reqs for this course in addition to PSYC 104.

15-197

PSYC 322: Learning and Motivation: Add PSYC 240 as a possible pre-req - in addition to PSYC 104, students will have a choice (PSYC 240(C) or PSYC 242(C)) that can serve as part of the pre-req for this course. PSYC 242(C) is already a pre-req.

15-198

PSYC 323: Sensation & Perception: Add PSYC 240(C) as a possible pre-req - the department will offer students a choice of two courses (PSYC 240(C) or PSYC 242(C)) that can serve as pre-reqs for this course, in addition to PSYC 104.

15-199

PSYC 324: Cognitive Psychology: Add PSYC 240 as a possible pre-req - this allows students in either pathway the ability to enroll. The revised prereq will be: PSYC 104 and (PSYC 240(C) or PSYC 242(C)).

15-231

MC 318: Empirical Research in Mass Communications, change course title to Media Research in order to have a simpler, but equivalent title for the course.

15-236

SW 459: Child Welfare Training Seminar – change the grade mode to CR/NC. The grade mode always should have been CR/NC; Social Work is simply correcting an error.

15-243

CRIM 325: Law and Society: Add "writing intensive course" to the course description. Add a registration restriction for junior standing or higher.

15-244

CRIM 410: Criminological Theory - add CRIM 225 and CRIM 325 as pre-reqs so students will be better prepared for this course.

15-245

CRIM 431 Juvenile Delinquency - Remove cross-listing with SW 431 due to growing enrollments in each course. SW is supportive of this change.

15-252

SOC 310: Sociological Theory - and pre-req of junior standing to ensure that students are prepared for the course

15-253

SOC 382: Intro to Social Research - add junior standing as a pre-req to ensure that students are ready to succeed in the course.

15-254

**University Senate
ICC Consent Calendar
4-12-2016**

SOC 410: Contemporary Sociological Theory - add SOC 310 and junior standing as a pre-req to ensure that students are ready to succeed in the course.

15-255

Soc 472: Graduate School Planning - change pre-req to Sophomore standing or higher. This is one of two courses that are pre-reqs for the capstone class; the other course has a sophomore standing pre-req, so this change makes the courses consistent.

15-256

SOC 482: Internship - add SOC 472 as an "either or" pre-requisite to increase student flexibility

15-257

SOC 492: Senior Thesis - add SOC 472 as an "either/or" prereq to give students greater flexibility in their choice of capstone course preparation

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Course Evaluations by Students (CEbS) Evaluation Period

22-15/16-FAC - April 12, 2016 - Second Reading

RESOLVED: The University Senate designates the last two weeks of instruction plus the weekend following (ending at 11:59pm on the Sunday before the Monday of exam week) as the period that on-line course evaluations by students (CEbS) shall be open. This policy applies to semester-long courses during the regular academic semester. For courses that meet for shorter periods than a semester or courses conducted during the summer session, the course evaluation period shall be determined by the appropriate Dean or Associate Vice President.

RATIONALE: Senate Resolution 13-13/14 regarding the on-line administration of teaching evaluations states that the "administration of the on-line teaching evaluations is the responsibility of the dean of each college". The resolution states that "the administration of online teaching evaluations should begin no sooner than the first day of week 14; research suggests that exam week solicitations of evaluations contributes to lower scores". The current close date for the CEbS survey is 11:59pm on Friday of the last week of instruction. In Fall semester, 2015, in order to increase response rates on course evaluations, college office staff opened CEbS Monday, 11/16/15, a full week before Thanksgiving break. The concern of many faculty is that date is far too early for students to be able to evaluate the structure, materials and pedagogy of a semester-long course. College staff responsible for administering CEbS asked Faculty Affairs Committee for guidance regarding standard open/close dates.

Results from a google search of standard on-line course evaluation periods (completed March 15, 2016), show that colleges and universities vary widely regarding the period in which on-line course evaluations remain open (See Appendix A). The last two weeks of instruction are typically very busy for students; to accommodate students who are not able to complete evaluations or forget to fill out evaluations before the last day of classes, we recommend that the course evaluations remain open through the weekend before exam week begins.

Appendix A: Selected examples of on-line course evaluation periods

Note that data for most CSU's were not available because 1) most CSU's have not migrated to fully on-line evaluations (for example, CSU-Chico and CSU-Long Beach remain fully paper-based) and 2) some campuses, like CSU-Stanislaus, publish the on-line evaluation period information each semester and the current semester information was not yet posted.

Boston College: Open two weeks before the end of the final examination period and close the day after the last final exam

CSU-Sacramento: Open Last three weeks of the semester

CSU-San Marcos: Open last two weeks of instruction (excluding exam week)

San Diego State: Open no later than one week prior to the last day of instruction and run through the last day of the semester (when grades are due)

San Francisco State: Open last two weeks of instruction + plus two days (closes at 11:59pm the night before the first day of exams)

Georgia State University: Open last two weeks before classes end until 5 days after grades become available

SMU (Southern Methodist University): Open during a three-week window (last week of classes, exam week, week after exams),

St. Louis University: Open 11 days before final exams begin through final exam week

MIT: Open for a two week period ending at 9:00am on the first day of exam week

UCLA: Open last two weeks of instruction (excluding exam week)

University of South Florida: Open 7 days ending 11:59pm on the last day of instruction.

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HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Protocol for Conducting In-class Electronic Course Evaluations

23-15/16-FAC - April 12, 2016 - Second Reading

RESOLVED: That the University Senate recommends the following protocol for instructors (Unit 3 employees) to administer in-class electronic course evaluations.

1. Instructors should notify students least one class period in advance that evaluations will be performed in-class on a specified date. As part of the notification, instructors should ask students to bring some kind of portable electronic device (smartphone, laptop, tablet) to class on the designated day.
2. In accordance with Appendix J, section VII.A.2.a (1), instructors must leave the room while the evaluation is being conducted.
3. Best practices in survey research suggest that participation and quality of responses will improve if a proctor is present to conduct the survey. To ensure maximum participation, instructors should arrange for the evaluation to be completed at the beginning of class and should allow ten to fifteen minutes for the evaluation. The instructor should indicate the course name, instructor name and course CRN (for example by writing them on the board) so that students are clear about the correct course evaluation link to access in their HSU email. A designated student or the proctor should notify the instructor when course evaluations have been completed so that the instructor may re-enter the classroom to resume instruction.
4. The instructor should remind students who were not able to complete the evaluation in class on the designated evaluation day that they may complete the evaluation outside of class until the course evaluations period close date.

RATIONALE: Faculty have expressed concern that the response rates on their course evaluations have dropped precipitously since the adoption of electronic-only evaluation processes, which could be affecting the reliability of course evaluation data used in personnel review processes. Prior to the adoption of electronic-only evaluations, response rates for all classes averaged between 70% and 80%. A preliminary Institutional Research and Planning analysis of Fall 2015 response rates indicates that the electronic-only response rate average for all classes is approximately 47% ,and rates among the same course number but different sections of a class can vary widely (for example, BIOL 105 rates range 25 to 58%). The most immediate way for many faculty to increase their course evaluation response rate is to designate class time for students to complete course evaluations.

Protocol for In-Class Electronic Evaluations:

1. Instructors should notify students least one class period in advance that evaluations will be performed in-class on a specified date. As part of the notification, instructors should ask students to bring some kind of portable electronic device (smartphone, laptop, tablet) to class on the designated day.
2. In accordance with Appendix J, section VII.A.2.a (1), instructors must leave the room while the evaluation is being conducted.
3. Best practices in survey research suggest that participation and quality of responses will improve if a proctor is present to conduct the survey. To ensure maximum participation, instructors should arrange for the evaluation to be completed at the beginning of class and should allow ten to fifteen minutes for the evaluation. The instructor should indicate the course name, instructor name and course CRN (for example by writing them on the board) so that students are clear about the correct course evaluation link to access in their HSU email. A designated student in the class or the proctor should notify the instructor when course evaluations have been completed so that the instructor may re-enter the classroom to resume instruction.
4. The instructor should remind students who were not able to complete the evaluation in class on the designated evaluation day that they may complete the evaluation outside of class until the course evaluations period close date.