

Tuesday, April 26, 2016, 3:00-5:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:01pm on Tuesday, April 26, 2016 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Abel, Alderson, Blake, Burkhalter, Camann, Creadon, Dunk, Enyedi, Eschker, Flynn, Guzman, Karl, K. Malloy, N. Malloy, McGuire, Moyer, Ortega, Stubblefield, Thobaben, Wilson, Wrenn

Members Absent

Cervantes, Chipres, Frye, Gold, Karadjova, Lopes, Meyer, Pence, Rossbacher, Tillinghast

Guests

Ken Ayoob, Jená Burges, Ken Fulgham, James Graham, Steve Karp, Michael Le, Peter Lehman, Susan Marshall, Jeffrey White, Jeanne Wielgus, Rhea Williamson, Rick Zechman, Noah Zerbe, Students from the Department of Social Work

Announcement of Proxies

Moyer for Gold, Wrenn for Karadjova, Ortega for Meyer

Approval of and Adoption of Agenda

M/S (Thobaben/Flynn) due to scheduling conflicts for guests attending the Senate meeting in support of agenda item #14, *Resolution on Discontinuing Probationary Status of the Rangeland Resources/Wildland Soils Program*, item #14 should be moved to follow agenda item #7, the 3:15pm Open Forum Time Certain
Motion carried unanimously

Approval of Minutes from the April 12, 2016 Meeting

M/S (Flynn/Ortega) to approve the Minutes of the April 12, 2016 meeting
Motion carried without dissent; three abstentions

Reports, Announcements and Communications of the Chair

- Written report attached

In addition to the Chair's written report, Chair Alderson reported that via electronic votes, Senator Mary Virnoche was elected by Senate to serve as Chair for the Academic Policies Committee and Senator John Meyer was elected to serve as the Chair of the University Policies Committee.

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

Academic Policies Committee:

- Written report attached

Appointments and Elections Committee:

- Written report attached

Associated Students:

The 2015/16 AS Elections were a success. Election results are available via the following link:
http://www2.humboldt.edu/associatedstudents/images/uploads/forms/2016_Unofficial_Election_Results.pdf

Constitutions and Bylaws Committee:

- Written report attached

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Resources and Planning Committee:

The URPC met on Friday, April 22 to discuss the proposed budget recommendation for the next fiscal year. Discussion will continue during a meeting which will take place on Monday, May 16.

California Faculty Association:

CFA Humboldt Chapter President, Mike Camann, provided a reminder that members need to vote to ratify the tentative CFA/CSU agreement. Voting is available online through the CFA website.

Voting for HSU Chapter elections will be next week by email; send in nominations or self-nominate.

Student Affairs Report:

Vice President Blake invited and encouraged attendance at the Open Forums for the AVP of Enrollment Management Candidates. Details are as follows:

- Friday, April 29th, 9:30am-10:15am: Sharon O’Hare - Goodwin Forum, NHE 106
- Monday, May 2nd, 9:15am-10:00am: Aaron Aure – Goodwin Forum, NHE 106
- Friday, May 6th, 9:30am-10:15am Steve McKellips – University Center Banquet Room

VP Blake also reminded Senators and guests that writer, civil rights and civil liberties expert, John Powell will be speaking on May 5, at 1:00pm in Goodwin Forum and again at 6:00pm in Eureka at the Humboldt County Office of Education – all are encouraged to take advantage of this opportunity to hear Mr. Powell’s lecture, *Giving Birth to a Society In Which Everyone Belongs*.

University Advancement:

- Written report attached

Reports of Standing Committees, Statewide Senators, and Ex-officio Members were suspended for the 3:15pm Open Forum Time Certain

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community

Biological Sciences Professor Jeffrey White spoke on agenda item #11, *Resolution on University Intellectual Property Policy*. Professor White’s statement is attached.

Resolution on Discontinuing Probationary Status of the Rangeland Resources/Wildland Soils Program (29-15/16-ICC – April 26, 2016)

M/S (Moyer/Flynn)

Although the program has not quite met what the ICC views as the somewhat flawed benchmarks originally set in the 2009 Senate resolution, the following are among the reasons for ICC’s recommendation to end the program’s probationary status:

- The program’s uniqueness within the state of California
- High post-graduation employment rates
- Full enrollment of program courses
- Ability for program to compete for new tenure-line faculty hires

Three senators - Stubblefield, Dunk and Eschker - spoke briefly in favor of the resolution; with no further debate, Senators voted and Resolution 29, *Discontinuing Probationary Status of the Rangeland Resources/Wildland Soils Program*, **passed** without dissent.

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

Abstentions: Blake, Enyedi

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

Provost's Report:

Campus visits for the three CNRS Dean candidates have begun. An open session with each candidate and opportunity to provide feedback will be available. The open forum schedule is as follows:

- Rob Thomas, 4/26 @ 3:30pm in the Library Fishbowl
- Rich Boone, 4/28 @ 3:30pm in Corbett Conference Room
- Brian Livingston, 5/2 @3:30pm in Corbett Conference Room

Following the announcement of Dean Ayoob's retirement, it was decided that an Interim Dean will be appointed to oversee the College of Arts, Humanities and Social Sciences with a full search to commence in the fall.

Beginning early in May, four candidates will be on campus interviewing for the position of Director of the Center for International Programs.

Consent Calendar from the Integrated Curriculum Committee

There were no ICC Consent Calendar Items on the 4/26/16 agenda.

Approval of the 2017/18 and 2018/19 Academic Calendars

The Provost explained briefly that, although planned on a perpetual cycle, the academic year calendars must be manually attuned for each academic year due to annual variations.

The 2017/18 and 2018/19 Academic Calendars were unanimously **approved**.

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

Resolution to Amend Appendix J Article IX to bring it into Agreement with Recent Changes (25-15/16-CBC – April 26, 2016) Second Reading

A recommendation by ERFA, specified during the First Reading of the resolution, for language which would give additional clarification has been added.

By Roll Call Vote the Resolution to Amend Appendix J Article IX to bring it into Agreement with Recent Changes to the General Faculty Voting Membership **passed** without dissent.

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

Abstentions: Blake

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

M/S (Creadon/Abell) to add the following resolve:

RESOLVED: That faculty who have elected to use paper Working Personnel Action Files in accordance with Senate Resolution #25-12/13 (Resolution on Electronic Working Personnel Action Files) be allowed to utilize the current version of Appendix J (August 2014) until the review of their files, the decision on their Tenure and/or Promotion, and any related appeals of that decision are complete.

Interpretation and discussion about the newly proposed resolve ensued.

M/S (Abell/Moyer) to amend the resolution with the addition of the third resolve

Motion passed without dissent; 3 abstentions

By Roll Call Vote the Resolution to Amend Appendix J to Accommodate Electronic Management and Review of Working Personnel Action Files **passed** without dissent.

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

Abstentions: Blake, Dunk, Karl, K. Malloy

Resolution on University Intellectual Property Policy (24-15/16-FAC - April 26, 2016) First Reading

M/S (Burkhalter/Dunk) to move the resolution

Senator Burkhalter, Chair of Faculty Affairs, noted that a great deal of time, examination and

vetting was taken in the drafting of the proposed policy which is, in the opinion of many, a very big improvement on the current, outdated policy, P09-03.

The following were among the suggestions that were given on the inclusion of specific clarifying, language:

- Notification of rights provided to retiring/separating faculty
- Licensing decisions
- Definition of term
- The appeals process
- Effect of the policy on existing conditions
- Expectancy of students and their rights

Discussion ensued.

The resolution will return for a second reading.

Resolution on Revisions to Policy on Faculty-Initiated Drop for Non-Attendance (27-15/16-APC – April 26, 2016) First Reading

M/S (Stubblefield/Moyer)

The purpose of the initial policy was to allow faculty to formally drop students who did not attend class during the first week. However the phrase in the current policy, “without officially notifying the instructor before the absence” allowed a student, based on interpretation, to remain in the class without a valid reason so long as they notified the instructor that they would be absent. The major change to the policy would be to remove the phrase giving the faculty member the option to hold the seat if they feel there is a valid reason for the absence.

It was suggested that there be additional language added regarding the new add/drop deadline which will go into effect Fall 2016.

The resolution will return for a second reading.

Resolution on Revisions to the Academic Honesty Policy (28-15/16-APC – April 26, 2016) First Reading

M/S (Stubblefield/Flynn)

The existing policy needs to be updated. The policy currently does not require instructors to remove penalties for plagiarism if the student is cleared of the charge, 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. Revisions to the policy will address the issues and bring the policy up to date.

Suggestions on a process for consistency in enforcing, reporting and documenting were discussed.

The resolution will return for a second reading.

TIME CERTAIN: 4:40 PM – Update from the LMS Working Group

Professor Jim Graham provided Senate with an update on the Investigation of Canvas as an Alternative to Moodle for the campus' Learning Management System. A copy of his report is attached.

M/S (Abell/Dunk) was carried to extend the meeting by five minutes.

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 - April 26, 2016)

First Reading

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

Amendments will move the agenda notification deadline from two business days to three academic workdays prior to a Senate meeting. Language regarding the documentation posting deadline will move from the Senate Bylaws to the Senate Constitution. Changes will improve the communication of Senate business to Senators and to the campus community additionally allowing more time for feedback from the campus community. Language amendments regarding quorum is for clarification.

The resolution will return for a second reading.

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 - April 26, 2016) First Reading

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

If proposed amendments to the Senate Constitution (31-15/16-CBC-April 26, 2016) are approved, sections of the Bylaws would be moved into the Constitution. Numbering of the Bylaws would then be changed accordingly.

A brief discussion regarding best practice related to the timeline for distribution of non-

actionable agenda items ensued.

The resolution will return for a second reading.

Meeting adjourned at 5:06pm

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, April 26, 2016

I've mostly been working on wrapping up the semester – planning out the last two Senate meetings and helping with end of the year Strategic Plan information dissemination in particular. Dean Oberlander and I continue to work on Faculty Development – we are assembling a task force to help develop a job description and FD center charge. The goal will be to have these things in place to begin hiring for this position early next fall.

HUMBOLDT STATE UNIVERSITY
University Senate Written Reports – April 26, 2016
Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

The APC met on April 14th. Members present: Stubblefield, Burgess, Rebik, Cummings and Zitlaly.

1. Revisions to faculty initiated drop policy –*First reading to Senate on 4/26/16.*
 2. Revisions to Academic Honesty Policy - online activities. –*First reading to Senate on 4/26/16.*
 3. Policy for courses taught by undergrads –*Decided that existing C-78 designation is working well, no need for new policy.*
 4. Resolution on Passing Grade for Golden Four Courses. –*Withdrawn from consideration after reversal of impending CSU-wide policy.*
 5. Review of existing academic policies for relevance and enforcement/enforceability. –*Plan made to review policies implemented prior to April 2012 for next meeting.*
 6. Decision on Petition for Early Registration for Community Advocates. –*Not granted. Written explanation provided to petitioner. It was felt that community advocates could perform role without early registration, and many other student groups also contribute equally to campus mission.*
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Appointments and Elections Committee:

A call was put out on April 22nd 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).

The call for nominations will close at 5:00pm on Thursday, April 28th; election ballots will be sent out the first week in May.

Constitutions and Bylaws Committee:

- I. Report from Fri Apr 15, 2016 Meeting

- A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, and Locher. Kyte and Shellhase were absent.
 - B. CBC made no edits to first reading resolution of Appendix J re: making it consistent with the current electronic handling of Working Personnel Action files. Unedited version comes to Senate as a second reading at today's meeting.
 - C. CBC edited the first-reading resolution of Appendix J re: aligning eligibility for voting on Appendix J to the revised definition of General Faculty voting membership. Edits were made to Article IX.D so that it explicitly states those voting groups eligible to vote on Appendix J. (Groups are tenured or probationary faculty even if on temporary leave, FERP Faculty whether teaching during the semester or not, and administrator's with retreat rights.) Edited version comes to Senate as a second reading at today's meeting.
 - D. CBC drafted amendments to Section 6.0 of the Senate Constitution re: changing agenda notification and materials posting deadlines for Senate meetings. CBC agreed unanimously to forward these amendments to Senate as a first reading at today's meeting.
 - E. CBC drafted amendments to Bylaws to maintain consistency with the proposed Senate Constitution amendments mentioned in I.D. CBC agreed unanimously to forward these amendments to Senate as first reading at today's meeting.
 - F. 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? The committee was unwilling to put forward an interpretation since two of our members were absent and no proxies had been assigned. We postponed discussion until the following meeting.
 - G. Meeting adjourned at 9:45.
- II. Report from Fri Apr 22, 2016 Meeting
- A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, Kyte and Locher. Shellhase was absent. Guzman was proxy for Shellhase.
 - B. CBC discussed interpretation of Section 9.0 of the Constitution as mentioned in Item I.F above.
 - 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.

Faculty Affairs Committee:

Faculty Affairs Committee met Monday, April 18. We discussed further revisions to the University Intellectual Property policy (UIPP) draft presented in the 4-12-16 Senate report. At the request of Senator Thobaben on behalf of retired faculty members, Burkhalter raised the issue of policy coverage of retired faculty. AVP Mullery suggested that since retired faculty are no longer Unit 3 employees, it is unclear legally whether the policy can cover retired faculty. It was pointed out that this is one of the reasons that the CBA does not cover retired faculty. However, in order to avoid misunderstandings in the future in which a retired faculty member’s intellectual property continues to be used against their consent after their separation from the University, Mullery stated the policy can stipulate that faculty, upon indication of their intent to separate from the University, must be informed of their intellectual property rights under the UIPP and provided with an opportunity to indicate which parts (if any) of their intellectual property they agree can continue to be used by the University or members of the University Community (such as other faculty) after their separation. Burkhalter added text to II.B.1.a. to indicate that faculty, once they provide official notice to the University that they intend to separate, must be informed of their IP rights and provided the opportunity to withdraw their consent for use of their intellectual property.

Burkhalter also raised the issue brought to her by Senator Flynn of the Appointments and Elections Committee that the Advisory Board for Research and Creative Projects within the UIPP creates yet another committee on which it will be challenging to recruit faculty to serve. Flynn asked if the duties of Advisory Board could be folded in with another committee on which multiple faculty serve, such as the Sponsored Program Foundation Board or the Planning Committee for Research, Scholarship and Creative Activities (PCRSC). Since the PCRSC’s duties center on review of RSCA and McCrone grant applications, the intellectual property duties of the Advisory Board of the UIPP would not be a good fit. Burkhalter crafted an alternative configuration of the Advisory Board for Research and Creative Projects that would make it a subcommittee of the Sponsored Programs Foundations Board (this is available upon request). Upon review of this alternative configuration, Flynn indicated that the Advisory Board’s duties as currently described would increase the workload significantly and unexpectedly for the current Sponsored Programs Board directors and their buy-in would need to be cultivated ahead of time so that they would agree to carry out the new intellectual property duties. In the future, when the intellectual property policy has been in place for a few years and the extent

(and time commitment) of the duties associated with the Advisory Board have become clearer, then Faculty Affairs Committee should consider approaching the Sponsored Programs Foundation Board about taking over the duties of the Advisory Board.

Several members of FAC indicated that the name “Advisory Board for Research and Creative Projects” is not very reflective of the duties with which the Board is charged and is easily confused with the Planning Committee for Research, Scholarship and Creative Activities (PCRSC). FAC member Wrenn, who had reviewed many CSU IP policies in the process of drafting the UIPP, noted that 1) several CSU campuses have a committee (separate from their Foundation’s Board of Directors) to oversee intellectual property policy, and 2) CSU-San Marcos’s version is called the University Intellectual Property Committee and CSU-LB’s version is called the Advisory Committee for Patents and Copyrights. The FAC decided that University Intellectual Property Policy Committee was a clearer and more appropriate name for the Advisory Board for Research and Creative Projects and the name change has been made throughout the 4-26-16 UIPP draft.

Burkhalter met with Rhea Williamson, Dean of Research, to discuss the draft UIPP. Dean Williamson indicated that virtually all intellectual property rights agreements are written agreements, but most of these are electronic. Burkhalter added a definition of “written agreements” in section I.E.24 of UIPP that includes electronic as well as paper agreements, and specified that an email, by itself, is not a written agreement for purposes of determining intellectual property rights.

Dean Williamson was concerned that under the new policy, every written agreement negotiated by the University on behalf of faculty would have to go through a pre-clearance review by the Advisory Board for Research and Creative Projects (now called the University Intellectual Property Committee in the 4-26 version). Burkhalter indicated that this was not the case; as it was conceived in P09-03, the Advisory Board review capacity is mainly as an appeals body. Burkhalter cleaned up the language in Section III.A.2 of the draft UIPP to make the appeals function of the Board clearer and separate from the other duties of the Board.

Dean Williamson indicated that she would prefer that FAC draft, and the Senate approve, the appeals process of the University Intellectual Property Committee (aka The Advisory Board for Research and Creative Projects) and she agreed that it should have a recusal provision. Burkhalter agreed with Williamson that a process should be described in the draft UIPP; a description of this process has been added as “Appendix A” to the 4/26/16 draft.

In other business, an email was sent by Burkhalter to all faculty announcing that the electronic in-class course evaluations protocol is available for faculty to use. College staff will open evaluations on Monday, April 25 and close them by 11:59pm on Sunday, May 8. Reminder emails will be sent to students on April 28, May 3 and May 8.

Integrated Curriculum Committee:

ICC Report for Senate.

For the past several years, the Academic Master Planning subcommittee of the ICC has been working on revising the PREP process. The material below describes our recommendation for revisions.

PREP Revisions

These revisions

- Are based on feedback from faculty who have completed the reports since HSU established PREP.
- Are intended to create process and reports that are meaningful and useful at both the program and University levels.

The goal is to use this revision without further changes for at least three years, after which revisions and improvements will be considered, based on what is learned from the use of this version of the PREP process.

I. Annual PREP Report Timeline

A. Program SLO Assessment Report

1. Report Template Available Aug. 10
2. Programs are encouraged to discuss the report in retreat/meetings before the start of the semester
3. Due Date for report is Oct. 30
4. See below for questions/process for the report
5. Assessment Coordinator will provide each program with a list of any changes that need to be re-assessed by Jan. 15 for the report due the next Fall.

B. Enrollment/Diversity/Student Success Report

1. Data and Report Template available by Jan. 10
2. Programs are encouraged to discuss the data/report in retreat/meetings before the start of the semester
3. Due date for Report is March 30
4. See below for questions/process for the report

C. Program Changes and Resource Request Report – will be eliminated

D. Department/Faculty Activity Report

1. Add the 5-year plan update to this report
2. Due date is May 15

II. Follow-up Action on Annual PREP Reports

- A. One of the purposes of the reports is to give the department a record of their discussions, intentions, and actions related to the various report topics
- B. After the due dates for each of Program SLO Report and the Enrollment/Diversity/Student Success report, department chairs will give a brief summary of their report at a department

chair meeting – highlighting both unresolved problems and changes that resulted in improvements. The Assessment Coordinator will be present at those meetings.

C. Based on the meetings (and reading of reports as needed), the Assessment Coordinator will collate and summarize the trends, issues, and themes that emerge from those reports. This information will then be used to guide Faculty Development offerings in the following years.

III. Other Recommendations

A. Replace Compliance Assist with an easier-to-use, more effective program

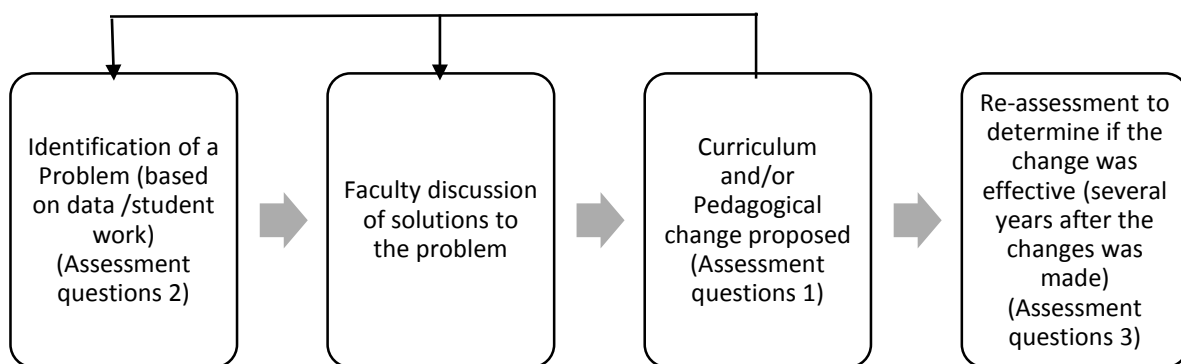
B. Hire an Assessment Coordinator (combined with Faculty Development Coordinator) who would

1. Keep track of curriculum changes that need to be re-assessed, and inform programs of their annual re-assessment assignments

2. Collate trends, issues, themes from PREP reports and use that information to guide the Faculty Development program.

IV. Revised Program SLO Assessment Process/Questions

A. Preface Most faculty are constantly evaluating the learning of their students. When problems are detected, faculty often hold informal discussions about the problems they are seeing. Often these informal discussions move to more formal discussions that lead to curricular changes or department-wide decisions to try a different pedagogy in some or all courses. Generally, the problems that are being addressed will affect the achievement of one or more of the program’s Student Learning Outcomes. After a few years, the program is able to assess student work (or other data such as graduation rates or student success rates in a course) to determine if the changes were effective. While this process is quite different from the traditional assessment process, it effectively achieves the assessment goals of thoughtful program improvement based on data. This process is shown in the diagram below:



As an example, this assessment process could begin with a hallway conversation or a sidebar discussion at department meeting, with a faculty member expressing frustration about student case studies most recently collected, or about how badly students have begun doing on a

specific section of the midterm. In some cases, the issue stops there – no one else has seen the same problem. But in other cases, the frustration resonates. Several faculty members agree, and they generally have an idea about how to address the problem. It's at this point – before the curriculum or pedagogical change is proposed – that the group looks at some examples of student work to determine how widespread the problem seems to be, both in the number of students manifesting the problem, and in the number of contexts in which it seems to occur (they'll want to rule out a possible “assignment effect” – where a particular assignment design might create a problem that doesn't seem to crop up in similar contexts). Once they've confirmed their sense that the problem is a fairly broad one, the group can propose a curriculum change and/or pedagogical shift.

The whole process above would be summarized in the “Assessment Process based on on-going curriculum/pedagogy revisions” template for the annual assessment report.

Often times the traditional start-with-an-SLO process does not uncover the difficulties that students are having in a program, even though faculty are very aware of places that students struggle. One reason for this is the broad nature of the SLOs; depending upon what data is collected, the assessment results may show that students are succeeding with an SLO, when faculty can cite other evidence that shows students are struggling with material that would affect their full achievement of the same SLO. An assessment process that begins with identified problems permits programs to focus all their time and energy into improving student learning rather than completing assessment exercises that lead to conclusions that students are effectively meeting an SLO.

Each year, programs will have the option to choose whether their annual assessment project will be to assess an SLO using the traditional process, or whether they will use their on-going curriculum/pedagogy process as the basis for their annual program assessment.

Traditional Assessment Process: The program will examine student work to determine how effectively the program is meeting one of the program SLOs.

OR

Assessment Process based on on-going curriculum/pedagogy revisions.

Answer the following questions based on ongoing conversations and assessment of student work among your program faculty.

1) What curriculum changes were made in the past year to improve student learning?

What pedagogical changes have you tried in the past year to improve student learning?

Why were these changes made? Provide the data/evidence/student work that demonstrated the need to make these changes.

What program SLO(s) will be affected by these changes? What effects on student learning do you expect to see as a result of this change?

At what point in the future will enough students have been affected by this change that it will be appropriate to assess whether the change was effective?

2) What curriculum or pedagogical changes are your program discussing for this next year and beyond?

What data/evidence/student work demonstrates the need to make some changes?

What program SLO(s) would be affected by these changes?

3) HSU's Assessment Coordinator has provided you with the list of curricular/pedagogical changes that are due to be re-assessed this year. Please examine data/evidence/student work to determine if those changes were effective. (Note: If a program has more than two re-assessments to complete in a year, the program and assessment coordinator may consult and agree to delay reassessment of some of the changes for future years.)

D. Five-Year Review Program Review Questions

1) Are there any program SLOs that have not been examined during the past five years? If so, does this suggest that the program SLOs should be revised? If not, please plan to address those SLOs through the traditional assessment process next year.

2) Identify the HSU Outcomes and WASC Core Competencies that your major coursework helps students meet at a high level. Identify the HSU Outcomes and WASC Core Competencies that your majors meet based on their GEAR coursework.

V. Revised Annual Enrollment/Diversity/Student Success Questions/Process

Preamble:

One guiding principle for Program Review is that it should not focus on completing a report to satisfy a campus obligation; rather, it should be part of ongoing program faculty discussion about fostering student success. PREP reports done in isolation by a busy chair or by a small subgroup of faculty can feel pointless. More importantly, they fail to capture the insights and discussions that occur during the entire academic year, whenever program faculty gather. This template represents a different approach – one that captures those insights and discussions, making the process meaningful enough that we can commit to following it for the next four years.

Faculty talk frequently about how their students are doing, often informally or as sidebar conversations in meetings focused on other topics. These sessions can be very valuable, but

they can also be difficult to translate into reflective review or plans for the future. Instead, consider convening your colleagues in a series of single-topic departmental meetings, or perhaps a retreat, for extended conversations about both the encouraging and the disappointing trends in student performance, and for exploration of promising solutions. To inform this activity, data will be easy to access via the Tableau dashboards that were introduced in Fall 2015. You can, of course, also consider additional kinds of data for your program. The open-ended questions we have provided below are intended to structure the programmatic conversations, but they are not meant to be their culmination.

The new process won't end with your submission of a report to the PREP website, although that part remains necessary as it contributes to the self-study report for periodic program review and serves as a record of ongoing reflection. Instead, these focused Department level conversations that take place in September and October will lead to robust college-wide and ultimately campus-wide discussions among faculty, chairs, deans, provost and other stakeholders to describe and share what was learned.

Questions: (Each Question will be linked to specific data.)

1. Describe enrollment trends in your program, major(s), FTES, and retention/graduation rates. Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
2. Describe trends in the composition of your majors (such as diversity, level of college preparedness, time to degree etc.). Please highlight any significant findings or unique outliers. Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
4. Describe how your program has influenced student success rates. What efforts have you made to improve or what opportunities are available to improve it? If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
5. Describe trends in inclusive student success for your program. What efforts have you made to improve or what opportunities are available to improve it? If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.

6. Summarize the actions that your program has taken in the past three to five years in response to Enrollment/Diversity/Student Success data. Based on the data, evaluate whether the changes have been effective.

For the 5-year program Review: What were your enrollment/diversity/student success goals from your previous Program Review MOU? Provide an update on those goals. Are they still relevant? If so, what have you done? What progress has been made? What will the program continue to do? If the goals are no longer relevant, why has the situation changed? What would be appropriate alternative goals?

University Advancement:

Please see the attached two page report from Vice President Wruck.

April 21, 2016

TO : University Senate
FROM : Craig Wruck
SUBJECT : report on john powell and Haas Institute activities

Among the goals of the Strategic Plan are to support diversity and strengthen partnerships with local communities. Humboldt State is doing both by joining several local and regional partners for an initiative called “Our North Coast.”

Led by the Humboldt Area Foundation, this 18-month initiative of public talks and intensive workshops—conducted by the UC Berkeley Haas Institute for a Fair and Inclusive Society—is aimed at creating a more welcoming and inviting climate for all cultures and backgrounds in Humboldt and Del Norte counties.

Humboldt State is hosting an inaugural event with Haas Institute director and renowned expert in civil rights and civil liberties, john a. powell. His public talk on The Science of Equality: Addressing Racial Anxiety, Implicit Bias & Stereotype Threat will be at 1 p.m., Thursday, May 5 in Goodwin Forum. Other Haas Institute staff will give future “Our North Coast” talks.

The initiative also includes classes for participants from various local organizations. They will explore best practices, tools, and resources. And they will create, test, and implement equitable, inclusive practices and policies.

By participating in “Our North Coast” HSU will be working directly with other leading community organizations to strengthen the wider North Coast community by identifying biases, creating solutions, and beginning to reverse the impact of inequality.

Attached is the flier for the May 5 presentations by john powell.

attachment

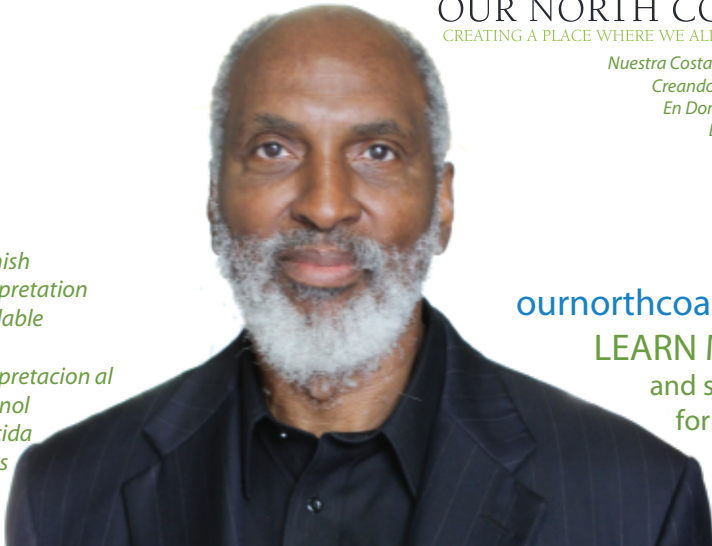
Giving Birth to A Society In Which Everyone Belongs

Free public talks with:
john powell



OUR NORTH COAST
CREATING A PLACE WHERE WE ALL BELONG

*Nuestra Costa del Norte:
Creando Un Lugar
En Donde Tod@s
Encajamos*



*Spanish
Interpretation
Available*

*Interpretacion al
espanol
ofrecida
gratis*

ournorthcoast.org

LEARN MORE

and sign up
for notice
about
future
events

Writer, Civil Rights & Civil Liberties Expert
of the Haas Institute for a Fair & Inclusive Society

MAY 1:00 pm, Arcata: HSU Goodwin Forum

5

6:00 pm, Eureka:

HCOE Sequoia Conference Center
901 Myrtle Avenue



Donations welcome

Statement from Jeffrey White to the Academic Senate, 26 April 2016, 3:15pm.

Hello, I am Professor Jeffrey White with the Department of Biological Sciences.

I am very happy that this new IP policy has been developed and is being discussed today. I hope that it is ratified, and does so in a manner that supersedes the previous policy and is retroactive.

I have faced a very serious and challenging IP situation here at HSU ever since Rhea Williamson became Dean of the Sponsored Programs Foundation in Fall of 2011.

These challenges pertain to the California Environmental Legacy Project ... a project with the purpose of producing high quality media and films about California's changing environment. I am one of two co-founders of the project and two executive producers of the Project's films. The other is Professor Jim Baxter at Sacramento State University (SSU). Major funding came from the National Science Foundation (NSF) for \$3 Million ... about \$1 million of which came to HSU as a sub-award from SSU, plus additional grant funding and philanthropic donations. I was the primary fundraiser and oversaw the finances of the project.

We were in the last NSF funded year of the project and in the middle of production when the IP troubles began.

Prior to these troubles ... the principle investigators had an IP agreement which was consistent with the IP policy at HSU, and with SSU's IP policy.

I want point out that the HSU IP policy and the original Legacy Project grant proposal was reviewed by Chris Hopper, Dean at the time, prior to submission. He stated on two occasions during meetings that the HSU IP policy was sufficient and consistent with the proposed IP plan. I also spoke with President Rollin Richmond and he too supported the plan.

The PI's agreed to distribute the films royalty free and for educational propose.

During the course of IP problems, the following things happened under the direction and authority of Dean Williamson.

- The project was suspended for two months while private meetings and negotiations about IP were conducted that did not include me.
- The demanded was made that I cease all philanthropic fundraising.
- The contracts between HSU and SSU were re-written with out my knowledge or consent.

- Three days before the end of the project period, I was notified, together with the other IP holders, that HSU intended to take all of the IP from the project that pertained to me and to David Scheerer, HSU co-PI on the project.
- Approximately one year later demands were made that I had over all copies of the work and anything related to it because the material was now supposedly copyrighted. Dean Williamson went on to demand that I sign a license agreement that would require me to pay royalties to HSU for the distribution of free copies to public schools. I was threatened with legal action from HSU if I did not comply.
- All philanthropic funds that I had raised were held at SPF. They were frozen for over a year affecting not only the Legacy Project, but others as well.
- Agreements that were negotiated in good faith by all parties, including those at SSU, were suddenly retracted by HSU prior to signing.

Administrators at SSU tried in vain to reach a settlement with HSU about the Project. In the end, they gave up on negotiating and left to Professor Jim Baxter to try and devise a plan.

Still to this day, it is unclear to me what HSU has negotiated and what is going on.

What is so very important about the new IP policy is that there is a provision to resolve disputes. The current policy has no recourse for someone in my position to bring the problem to a committee to hear arguments, examine evidence and have a decision.

In sum, great outreach and funding opportunities for HSU have been lost due to the ambiguous IP provisions in the current policy. In particular, there is a great need for a mechanism to resolve disputes.

I hope that you will approve this new policy as it will provide that mechanism to resolve the myriad problems that still linger with the IP of the California Environmental Legacy Project.

Senate Update on the Investigation for Canvas as an Alternative to Moodle for a Learning Management System

From the LMS Working Group, presented by Jim Graham

Date: April 26th, 2016

During the spring 2016 semester:

- 42 faculty are using Canvas in a classroom
- Over 1000 students are using it in a classroom
- Feedback luncheons are being held for Canvas users and other faculty and staff
- Feedback blogs are available at:
 - o Faculty: <http://tinyurl.com/hfgy6rb>
 - o Students: <http://tinyurl.com/jxk25a5>
- We will provide a Feedback Form to faculty and students on May 2nd through the 22nd
- A report, including a recommendation, will be provided to the provost
- Provost will make a decision near the end of the semester

For the future:

- If we move to Canvas:
 - o There will be a one year transition before Moodle is “turned off”
 - o An initial plan is available at the LMS web site (www.humboldt.edu/lms)
- If we stay with Moodle:
 - o There will be additional work to make Moodle more stable
- Regardless, ITS is working to make the existing Moodle installation more stable

More details are available at www.humboldt.edu/lms and from the LMS working group.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution on Discontinuing Probationary Status of the
Rangeland Resources/Wildland Soils Program**

29-15/16-ICC – April 26, 2016 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost that probationary status of the Rangeland Resources/Wildland Soils program be ended.

RATIONALE: Senate Resolution 12-09/10/EX, passed Nov. 17, 2009, reads:

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost the probationary continuation of the Rangeland Resource and Wildland (RRWS) Soils Majors and Minors for a four-year evaluation period post implementation of the new revised RRWS curriculum with benchmarks to be negotiated between the dean, the department and the Provost and reported to the Senate; and be it further

RESOLVED: That failure to meet these benchmarks will result in an immediate recommendation from the ICC for discontinuance of the Rangeland Resources and Wildland Soils program, to be forwarded to the Academic Senate.

The chart below shows the targets that the program was expected to meet, and the results.

	Target *	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15
Number of Majors-Range*		15	11	13	21	34	28
Number of Majors-Soils		23	20	15	21	25	21
TOTAL MAJORS	50	38	29	28	42**	59**	49
Annual Number of Graduates- Range		3	5	5	2	8	-
Annual Number of Graduates-Soils		9	6	6	3	8	-
TOTAL GRADUATES	12	12	11	11	5	16	-***
Student Faculty Ratio- RRS	20	21.2	28.2	16.8	28.2	25.3	-
Student Faculty Ratio- SOIL	20	20.4	18.5	18.3	20.4	22.0	-

*Per the MOU, targets must be met “prior to or during Fall 15 semester.” The number of majors and SFR were counted after census for the Fall semesters. The number of graduates was counted for the previous academic year - e.g., the number of graduates for AY 14/15 is reported in Fall 14 column.

**These numbers reflect the Fall major headcount. An average of both Fall and Spring numbers gives us numbers of 45 for 13/14 and 55 for 14/15.

***The program projects 11 graduates in Spring of 16.

Although the program has not quite met the benchmarks, the ICC is recommending against the action required by the 2009 Senate resolution for the following reasons:

- 1) The RRWS program is unique in CA, and serves an important need preparing people for jobs that are essential to the environmental health of the state. In addition, an RRWS degree provides virtually-guaranteed employment for graduates.
- 2) The RRS and SOIL courses are full – sometimes over-full. If the program were to grow further, additional sections of courses would be needed, which would increase the program costs.
- 3) The program feels that their probationary status has prevented them from competing effectively for new tenured-track faculty.
- 4) Re-working curriculum to maintain some type of RRS and/or SOIL training for students within a different major would not result in any significant cost savings for the university.
- 5) The program came close to meeting the stated benchmarks. Furthermore, the ICC believes the established benchmarks were somewhat flawed; instead of a set of benchmarks for the final year of five, annual benchmarks (or benchmarks for an average of several years) would have been more meaningful. Furthermore, the numbers chosen seem to have been somewhat arbitrary – and, given the current RRS and SOILs class sizes, perhaps not reflective of a true “right size” for the program.



HUMBOLDT STATE UNIVERSITY

ADMINISTRATIVE MEMO

DRAFT VPAA 15-04

DATE:

SUBJECT: ACADEMIC CALENDAR 2017-2018

FALL SEMESTER 2017

Fall semester begins	TH	August 17, 2017
Fall Welcome	TH	August 17, 2017
Faculty Development Day / Student Success	F	August 19, 2017
Meetings, workshops, testing, advising, registration	Th - Sa	August 17-19, 2017
Work Day	S	August 19, 2017
Instruction begins	M	August 21, 2017
<i>Labor Day Holiday</i>	M	September 4, 2017
<i>Veterans Day Holiday</i>	F	November 10, 2017
<i>Fall Break</i>	M - F	November 20-24, 2017
Instruction Ends	F	December 8, 2017
Final examinations	M - F	December 11-15, 2017
Work Day	S	December 16, 2017
Evaluation day	M	December 20, 2017
Grading days	M	December 18-20, 2017
Grades due (by 11:59 p.m.)	W	December 20, 2017
Fall semester ends	W	December 20, 2017

SPRING SEMESTER 2018

Spring semester begins	W	January 10, 2018
Spring Welcome / meetings	W	January 10, 2018
Faculty Development / Student Success	F	January 12, 2018
Meetings, testing, advising, registration	W - F	January 10-12, 2018
<i>Martin Luther King Holiday</i>	M	January 15, 2018
Instruction begins	T	January 16, 2018
<i>Spring Break</i>	M - F	March 12-16, 2018
<i>Cesar Chavez Holiday</i>	F	March 30, 2018
Instruction Ends	F	May 4, 2018
Final examinations	M - F	May 7-11, 2018
Commencement	S	May 12, 2018
Grading/evaluation days	M - W	May 14-16, 2018
Grades due (by 11:59 p.m.)	W	May 16, 2018
Spring semester and Academic Year ends	W	May 16, 2018

Fall Academic Days = 85 Spring Academic Days = 85
 Fall Instructional Days = 73 Spring Instructional Days = 73
Total Instructional Days = 146
Total Academic Days = 170

Approved by University Senate on _____
Approved by President Rossbacher on _____
Approved by CSU on _____

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green & Gold" calendar issued annually by the Payroll Department.

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green and Gold" calendar issued annually by the Payroll Department.



SUBJECT: ACADEMIC CALENDAR 2018-2019

FALL SEMESTER 2018

Fall semester begins	F	August 17, 2018
Fall Welcome	F	August 17, 2018
Faculty Development Day / Student Success	F	August 17, 2018
Meetings, workshops, testing, advising, registration	F - S	August 17-18, 2018
Work Day	S	August 18, 2018
Instruction begins	M	August 20, 2018
<i>Labor Day Holiday</i>	M	September 3, 2018
<i>Veterans Day Holiday</i>	M	November 12, 2018
<i>Fall Break</i>	M - F	November 19-23, 2018
Instruction Ends	F	December 7, 2018
Final examinations	M - F	December 10-14, 2018
Work Day	S	December 15, 2018
Evaluation day	W	December 19, 2018
Grading days	M-W	December 17-19, 2018
Grades due (by 11:59 p.m.)	W	December 19, 2018
Fall semester ends	W	December 19, 2018

SPRING SEMESTER 2019

Spring semester begins	W	January 16, 2019
Spring Welcome / meetings	W	January 16, 2019
Faculty Development / Student Success	F	January 18, 2019
Meetings, testing, advising, registration	W - F	January 16-18, 2019
Work Day	S	January 19, 2019
<i>Martin Luther King Holiday</i>	M	January 21, 2019
Instruction begins	T	January 22, 2019
<i>Spring Break</i>	M - F	March 18-22, 2019
<i>Cesar Chavez Holiday</i>	M	April 1, 2019
Instruction Ends	F	May 10, 2019
Final examinations	M - F	May 13-17, 2019
Commencement	S	May 18, 2019
Grading/evaluation days	M - W	May 20-22, 2019
Grades due (by 11:59 p.m.)	W	May 20, 2019
Spring semester and Academic Year ends	W	May 20, 2019

Fall Academic Days = 84 Spring Academic Days = 86
 Fall Instructional Days = 73 Spring Instructional Days = 73
Total Instructional Days = 146
Total Academic Days = 170

Approved by University Senate on _____
 Approved by President Rossbacher on _____
 Approved by CSU on _____

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green & Gold" calendar issued annually by the Payroll Department.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend *Appendix J Article IX* to bring it into Agreement with Recent Changes to the General Faculty Voting Membership

25-15/16-CBC - April 26, 2015 – Second Reading

RESOLVED: That the University Senate recommends the following amendments to *Appendix J* of the *Faculty Handbook*; and be it further

RESOLVED: That the General Faculty President forward these amendments to the General Faculty for ratification in accordance with the current amendment process outlined in *Appendix J Article IX*.

Amendments with track changes

IX. Amendments

A. Amendments to bring Appendix J into conformity with the current CBA need not be voted on by the General Faculty of Humboldt State University. 3.1

B. Amendments ~~to this policy~~ may be proposed either by a majority vote of the University Senate, or by a petition signed by 10 percent of the members of the General Faculty, ~~and presented to the President of the General Faculty for potential recommendation to the President of the University.~~

C. The ~~complete wording of any proposed amendment and notice of a meeting at which the matter is to be discussed shall be mailed by the~~ President of the General Faculty shall notify the General Faculty of the complete wording of any proposed amendment and presented to each member of the General Faculty in residence at least seven days prior to the meeting at which the amendment will be discussed.

D. Proposed amendments shall be ratified by a majority of votes cast in an election of full-time tenured faculty, full-time probationary faculty, FERP faculty and administrators with retreat rights. Eligibility to vote on amendments will not be affected if the faculty member is on leave or is not teaching during the semester in which the election is held. Voting by the General Faculty on amendments shall be by secret ballot, with provision for proxy voting by faculty unit employees in residence [excluding non-tenure track faculty unit employees]. 2.13 The Senate Appointments and Elections Committee shall administer the election, consistent with the provisions in section 8.0 of the Constitution of the General Faculty in charge of all arrangements.

E. ~~Ratified~~ Amendments ~~shall be to this policy shall be~~ recommended to the University President of the University for approval. ~~by a majority vote of the faculty unit employees in residence, provided that C and D above have been complied with.~~ 2.13 The University

President's approval ~~of any amendments so recommended~~ is required prior to implementation of policy changes.

Amendments with changes accepted:

IX. Amendments

A. Amendments to bring Appendix J into conformity with the current CBA need not be voted on by the General Faculty of Humboldt State University. 3.1

B. Amendments may be proposed either by a majority vote of the University Senate or by a petition signed by 10 percent of the members of the General Faculty.

C. The President of the General Faculty shall notify the General Faculty of the complete wording of any proposed amendment at least seven days prior to the meeting at which the amendment will be discussed.

D. Proposed amendments shall be ratified by a majority of votes cast in an election of full-time tenured faculty, full-time probationary faculty, FERP faculty and administrators with retreat rights. Eligibility to vote on amendments will not be affected if the faculty member is on leave or is not teaching during the semester in which the election is held. 2.13 The Senate Appointments and Elections Committee shall administer the election, consistent with the provisions in section 8.0 of the Constitution of the General Faculty.

E. Ratified amendments shall be recommended to the University President for approval. 2.13 The University President's approval is required prior to implementation of policy changes.

RATIONALE: *The General Faculty approved changes to the General Faculty voting membership in February 2016. Included in these changes were: the removal of the "in residence" clause as a condition for voting on General Faculty matters and the explicit inclusion of "FERP faculty" and "administrators with retreat rights" in the voting membership of the General Faculty.*

Article IX.D of Appendix J needs to be updated to reflect these changes. In IX.D. the "in-residence" qualifier has been removed and the text re-structured to make this section more consistent with the voting language in other General Faculty governing documents. The effect of this change is that all tenured and probationary faculty, whether they are on temporary leave or not, will be eligible to vote on App J changes. All FERP faculty, whether they are teaching during a particular semester or not, will be able to vote on App J changes. And all administrators with retreat rights will be able vote on App J changes since they have been deemed "tenurable" or had already achieved tenure when they were initially hired.

The other sections of this article are being amended to make the amendment process more clear. In IX.B. the General Faculty President does not recommend the amendments to the University President so this clause can be struck. In IX.C. there is no longer a requirement to physically mail the amendments

for notification so this language has been modified. In IX.E. the language is altered to make it clear that a ratified amendment goes to the University President for approval.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Amend Appendix J to Accommodate Electronic Management and Review of Working
Personnel Action Files**

26-15/16-CBC- April 26, 2015 – Second Reading

RESOLVED: That the University Senate recommends the following amendments to *Appendix J* of the *Faculty Handbook*; and be it further

RESOLVED: That the General Faculty President forward these amendments to the General Faculty for ratification in accordance with the amendment process outlined in *Appendix J Article IX*; and be it further

RESOLVED: That faculty who have elected to use paper Working Personnel Action Files in accordance with Senate Resolution #25-12/13 (Resolution on Electronic Working Personnel Action Files) be allowed to utilize the current version of *Appendix J* (August 2014) until the review of their files, the decision on their Tenure and/or Promotion, and any related appeals of that decision are complete.

Amendments with track changes:

V.E.2 Materials shall be ~~in one or more three-ring binders with~~ in an online portfolio with 9 tabbed sections. Material in each section shall be in reverse chronological order, most recent material first.

V.E.3 The file custodian ~~WPAF shall be returned to the file custodian~~ as defined in Section V.A. above ~~shall prohibit access to the WPAF, and remain sealed~~ for forty-two (42) days following the date of the President's notification (in the case of tenure or promotion) or the Provost's notification (in the case of retention). 10.4 Any action in processing a dispute formally may be postponed for a period of up to twenty-five (25) days in order that the faculty member may pursue efforts to resolve the dispute informally. 10.5

V.E.3.a Following this period, and in the absence of a grievance, the Index from WPAF Section 1 shall be permanently placed in the Personnel Action File and appropriately updated to reflect any material added to the file during the course of the evaluation cycle (e.g., recommendations and rebuttals). Materials for evaluation submitted by a faculty unit employee and incorporated by reference in the Index, shall be considered part of the Personnel Action File. Such indexed materials (generally materials from WPAF Sections 8 and 9) shall be archived electronically and a digital copy provided ~~returned~~ to the faculty unit employee upon request ~~(generally materials from WPAF Sections 8 and 9)~~. 15.9

VII.B.2.b.4 Candidates shall submit for evaluation examples of materials which support performance areas.

(a) An index to such materials, which is section 1 of the WPAF, shall be prepared with a duplicate in the Personnel Action File. 15.9

~~(b) These materials shall be retained by the IUPC and not forwarded to higher committees or administrators unless specifically requested.~~

(c) Personnel committees or administrators may request an external review of supporting materials. 15.12d

(i) The request shall document the need for an outside review. 15.12d

(ii) The request must be approved by the President, with the concurrence of the candidate. 15.12d

(d) Indexed materials shall be archived electronically at the conclusion of the Performance Review and a digital copy provided returned to the candidate upon request at the conclusion of the Performance Review. 15.9

Amendments with track changes accepted:

V.E.2 Materials shall be in an online portfolio with 9 sections. Material in each section shall be in reverse chronological order, most recent material first.

V.E.3 The file custodian as defined in Section V.A. above shall prohibit access to the WPAF for forty-two (42) days following the date of the President's notification (in the case of tenure or promotion) or the Provost's notification (in the case of retention). 10.4 Any action in processing a dispute formally may be postponed for a period of up to twenty-five (25) days in order that the faculty member may pursue efforts to resolve the dispute informally. 10.5

V.E.3.a Following this period, and in the absence of a grievance, the Index from WPAF Section 1 shall be permanently placed in the Personnel Action File and appropriately updated to reflect any material added to the file during the course of the evaluation cycle (e.g., recommendations and rebuttals). Materials for evaluation submitted by a faculty unit employee and incorporated by reference in the Index, shall be considered part of the Personnel Action File. Such indexed materials (generally materials from WPAF Sections 8 and 9) shall be archived electronically and a digital copy provided to the faculty unit employee upon request. 15.9

VII.B.2.b.4 Candidates shall submit for evaluation examples of materials which support performance areas.

(a) An index to such materials, which is section 1 of the WPAF, shall be prepared with a duplicate in the Personnel Action File. 15.9

(b) Personnel committees or administrators may request an external review of supporting materials. 15.12d

(i) The request shall document the need for an outside review. 15.12d

(ii) The request must be approved by the President, with the concurrence of the candidate. 15.12d

(c) Indexed materials shall be archived electronically at the conclusion of the Performance Review and a digital copy provided to the candidate upon request. 15.9

RATIONALE: *The articles under amendment relate primarily to the process for the handling and review of paper Working Personnel Action files (WPAF). 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, there is no longer a need to: 1) place physical documents into binders; 2) keep a WPAF binder under lock and key; 3) make a special request to view supporting materials in a supplemental binder; or 4) return paper copies or original documents to the faculty unit employee.*

Faculty who were probationary prior to AY 2014/15, and tenured faculty who went up for promotion in AY 2014/15, 2015/16, or 2016-17 were given the option to utilize paper WPAFs until their Tenure and/or Promotion. Since there are still a few faculty who opted to use paper, the current version of Appendix J (August 2014) will be applied to these faculty until their Tenure and/or Promotion.

There is still a necessity for the file custodian to print documents from certain sections of the WPAF and archive them into the Personnel Action File (PAF). These amendments do not have any effect on the current processes for maintaining the PAF.