



# HUMBOLDT STATE UNIVERSITY

## University Senate

### AGENDA:

**Tuesday, October 1, 2013, 3:00-5:00 pm**

### MEETING LOCATION CHANGE:

**Native American Forum (BSS 162)**

1. Announcement of Proxies
2. Approval of and Adoption of Agenda
3. Approval of [Minutes from the Meeting of September 17, 2013](#)
4. Reports, Announcements, and Communications of the Chair (Chair's report with written reports)
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members ([Written reports](#) included in packet)
6. Consent Calendar from the Integrated Curriculum Committee (ICC) – [October 1, 2013](#)
7. TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community ([Open Forum Procedures](#))
8. TIME CERTAIN: 3:30-3:45 PM – Post-Census Update and Re-structuring of Co-curricular and Academic Support Units (Jacque Honda, AVP for Retention & Inclusive Student Success)
9. Resolution on the CSU Board of Trustees' Policy for the Selection of Presidents ([#05-13/14-EX](#))  
Attachment: [CSU Policy](#)
10. Resolution Regarding the Election of Faculty Representatives to the Advisory Committee to the Trustees' Committee for the Selection of the President ([#06-13/14-EX](#))
11. Resolution to Clarify Term Lengths for the Constitution & Bylaws Committee Members ([#03-13/14-CBC](#))
12. Resolution to Fill Vacant Senate Seats in Special Election ([#04-13/14-CBC](#))
13. Information Item: Progress Report on Electronic RTP Files (Virnoche)  
Attachment: [WPAF AS-IS Process Verification](#)  
Attachment: [APS Process Overview](#)
14. Information Item: Proposed Changes to University Senate Constitution (Bruce)  
Attachment: [Proposed Changes \(9/18/13\) from CBC](#)  
Attachment: [Proposed Changes \(9/18/13\) from CBC w/changes accepted](#)  
Attachment: [Summary of Changes made since Spring 2013](#)
15. Information Item: Report on the Spring 2013 Online Evaluations Pilot (Virnoche/Bruce)  
Attachment: [Report](#)

### SUMMARY OF ACTIONS TAKEN AT THE MEETING ON SEPTEMBER 17, 2013:

Resolution Regarding the Appointment of a Faculty Trustee and the Addition of a Second Faculty Trustee to the CSU Board of Trustees #02-13/14-EX – Passed.

Resolution on Amendment to Appendix J: "Committee on Faculty RTP Criteria and Standards" (#01-13/14-FAC) (2<sup>nd</sup> Reading Waived) – Passed unanimously; forwarded to the General Faculty for approval/rejection.

Information about the University Senate is available online at: [www.humboldt.edu/senate](http://www.humboldt.edu/senate). Agendas, Packet Materials, Formal (Approved) Minutes, and approved Resolutions are available on the website. Questions? Contact the University Senate Office (x3657 or [merry.phillips@humboldt.edu](mailto:merry.phillips@humboldt.edu)).

**ICC Consent Calendar for October 1, 2013** (Note: See the Senate Standing Rules (posted online with Senate packet materials) for the process of approving ICC items on the Senate Consent Calendar)

Please review the proposal information below prior to the Senate meeting. If you have questions, please go to the Nolij site for additional information on the proposals.

To Access the Nolij site, go to: <https://nolij.humboldt.edu> and login through 'MyHumboldt'. Click on "University Senate" (folder) for all items for Senate review. Firefox is recommended to access Nolij.

[Instructions for Accessing Nolij](#) – Further step-by-step instructions.

If, after reviewing the proposal information on Nolij, you have further questions about items, contact Cindy Moyer, ICC Chair.

**These proposals are in Nolij:**

13-192 – SW 356: Field Preparation - allow students to repeat the course once. Students in this course learn make the connections and preparations for their Field Experience. In very rare instances, a student may not move directly from SW 356 into Field Experience. In this case, the student needs to repeat the course in order to have the Field Experience properly arranged.

13-234 – WS 301: The Artist: Women Artists - suspend course. This course was cross-listed with Art. Art's curriculum has changed and the new version of 301 no longer makes sense as a cross-list.

13-235 – CRGS 410: Internship - change course description to remove "Service Learning" (as this is not an SL course), and up-date pre-reqs to reflect all the possible preparation courses in the IS-CRGS Major.

13-236 – WS 199: Life/Work Options for Women - suspend course - it has not been offered for a Decade and is not a required course for the IS-CRGS Major

13-237 – Women's Studies Minor - Remove WS 301 from the list of optional courses for the minor (see 13-234)

13-243 – Liberal Studies - Recreation Administration - require grades of C- or better for all courses in the major including the 12 units of Business Administration courses. (Currently, the requirement of grades of C- or better applies only to KINS, REC, or HED courses taken for the degree.)

Chair Noah Zerbe called the meeting to order at 3:00 pm on Tuesday, September 3, 2013, in Nelson Hall East, Room 102 (Goodwin Forum). A quorum was present.

Members present: Abell, Alderson, Blake, Bloom, Bruce, Creadon, Dye, Fulgham, Geck, Gold, Karl, Mola, Moyer, Pierce, Richmond, Shaeffer, Shellhase, Snyder, Stubblefield, Tillinghast, Virnoche, Wrenn, Young, Zerbe.

Members absent: Eschker, Lopes.

Guests: Ayoob, Burges, Grenot, Cheyne, Glenn, Lee.

### **1. Announcement of Proxies**

Proxies: Gold for Ortega, Fulgham for Thobaben.

### **2. Approval of and Adoption of Agenda**

M/S/P (Fulgham/Virnoche) to approve and adopt the agenda as written.

### **3. Approval of Minutes from the Meeting of [September 3, 2013](#)**

M/S/U (Dye/Alderson) to approve the minutes from the meeting of September 3, 2013 as written.

### **4. Reports, Announcements, and Communications of the Chair**

Chair Zerbe's written report was included in the packet.

### **5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members (Written reports included in packet)**

Appointments and Elections Committee (AEC) (Alderson): The Committee met and made appointments to fill current committee vacancies. The General Faculty Election is scheduled for September 23-27. A Sample Ballot will not be distributed in advance. The Committee is reviewing election rules and procedures, as well as working toward using a new voting system.

Constitution and Bylaws Committee (CBC) (Bruce): The Committee met for the first time last Friday and has begun work on several items, which the Senate will be hearing more about soon. The regular meeting time for the Committee will be on Wednesdays at 3 pm.

Faculty Affairs Committee (FAC) (Virnoche): A written report is included in the packet. This week the Committee will be discussing electronic WPAFs and talking about online student evaluations.

Integrated Curriculum Committee (ICC) (Moyer): The ICC met earlier today and discussed the proposal for the GEAR Director position with members of the GEAR Committee. The ICC approved a letter of intent from Critical Race, Gender, and Sexuality Studies (CRGS) for a stand-alone major. CRGS was approved as an option initially. The program has shown that it has enough students to make it feasible to become a stand-alone major. The letter of intent will be forwarded to the Chancellor's Office (CO) for the next change process which begins in January 2014. HSU will receive a response in March 2014 and it will come to the Senate (sometime in the next two years) for approval.

Academic Senate CSU (Creadon): There is still no word on the Faculty Trustee appointment. The ASCSU is meeting this week.

Associated Students (AS) (Bloom): The AS Council has been following the issue of the Faculty Trustee appointment. Council members would be willing to lobby on behalf of the faculty at the next statewide student meeting. AS President Bloom stated he may need to find a designee to sit on the Senate in his place and welcomed suggestions on what to look for to find the best senate member possible. He also welcomed advice from senate members on ways to strengthen student political affiliations with the faculty.

HSU Labor Council (Tillinghast): The CSUEU reached an agreement for a salary increase. Unit 6 withdrew from the negotiations. At its last meeting, the Labor Council discussed the lack of an employee code of conduct (for staff and faculty) at HSU. The Council is reviewing an example from Chico that may be used as a blueprint to develop a code of conduct for HSU.

Enrollment Management and Student Affairs (Blake): Census is next Monday (9/23), but at the moment HSU has a record number of students enrolled: 8,308.

President's Office (Richmond): The President attended a training session on MAP-Works this morning and sees it as an exciting opportunity for HSU and students. Already, he has had an opportunity to meet and interact with a first-year student identified as 'at-risk.'

At the last Presidents' Council (formerly the Executive Council) meeting at the CO, there was a discussion of the search for a replacement for Ben Quillian (Executive Vice Chancellor and Chief Financial Officer for the CSU). A search for a new General Counsel is also underway. Two HSU faculty (Justus Ortega and Beth Larson) were invited by the Chancellor (as a result of his visit to HSU last year) to report on their research and findings dealing on the effects of concussion on athletes. They gave an excellent report and HSU looked very good as a result of their presentation.

Academic Policies Committee (APC) (Gold): The Vice Provost has forwarded some agenda items to the committee. They are still trying to find a meeting time.

6. [Consent Calendar](#) from the Integrated Curriculum Committee (ICC)

A question of workload was raised regarding items 13-037 – 13-040. The proposal states “(faculty members are assigned the role as instructor for grading purposes with no assignment of WTU).”

Discussion:

- The commitment is that no WTUs will be assigned to faculty for these courses.
- A C-78 classification would mean that the assignment of WTU is negotiated with the college dean.
- There are a number of 1-unit courses taught by CCAT. Is the ICC discussing whether or not there is a desire to create a new program in Organic Gardening?
- The ICC discussed whether or not a CCAT course should be a course at all. The Committee felt it should be. But there has been serious discussion, in light of the 17-unit cap, whether students should take these as ‘extra’ or for units.
- There are strong feelings on both sides. The current head of CCAT thought it might be a good idea to offer the courses without credit this year.
- Historically these courses have been assigned a workload component. These are not courses solidified in a program, they are supplemental. Why not direct them to Extended Education?
- They would be much more expensive through Extended Education.

The following Consent Calendar items were pulled and moved to the end of the business agenda:

13-037: New Course Proposal: ENVS 213: Organic Gardening  
13-038: New Course Proposal: ENVS 214: Eco-craft  
13-039: New Course Proposal: ENVS 215: Urban Homesteading  
13-040: New Course Proposal: ENVS 216: Green Building.

The remaining items were approved without objection:

13-081: Fisheries Biology Program Change  
13-227: FISH 434: Biology of Pacific Salmon  
13-229: SOC 682: Teaching Internship  
13-084: New course proposal – CHEM 128 – Introduction to Organic Chemistry  
13-085: Program Change Fisheries Biology – Freshwater and Marine options  
13-087: Program Change -- Wildlife - Conservation Biology and Applied Vertebrate Ecology options  
13-110 & 13-112: Oceanography Program changes  
13-112: Reduction of units to comply with 120 unit cap  
13-115: Chemistry (Biochemistry option) Program Change -- Major satisfies GE upper division Area B (needed to comply with 120 unit cap)  
13-119: Physics & Astronomy (Physics Emphasis) Program Change to Satisfy UD Area B GE Requirement and alleviate excess units past 120.

13-120: Physics & Astronomy (Astronomy Emphasis) Program Change to Satisfy UD Area B GE Requirement and alleviate excess units past 120.

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

There were no speakers for the Open Forum.

**8. TIME CERTAIN: 3:30 PM – Discussion with Peg Blake, Vice President for Enrollment Management and Student Affairs**

Vice President Blake provided an update on the implementation of the new early alert system. As President Richmond noted, there was training this morning on the new software, MAP-Works, and he has already done a successful intervention with a student.

The MAP-Works software system was purchased to help identify students who may be at risk. The campus is focusing primarily on first-time freshman. Last year a peer mentor program was implemented and the peer mentors have been established as the “first line of defense.” They will reach out to students who have been identified as needing some kind of intervention. The program went live on August 30, and the software has been pre-populated with characteristics of students. On September 9, a survey was launched to all first-time freshmen.

Copies of different students’ survey reports (with names deleted) were handed-out so senators could see what the report looks like. The indicators are the student’s own assessment of how they feel they are doing three weeks into the term. It will also show where they’re at on a continuum and compares it to their peers. All data is self-reported; as soon as enough data is compiled (two years or more), there will be data for norming by peers.

The rest of the report provides students with information on what the data means. The report provides contact information for faculty and staff the student is directly connected with and the last page provides a list of campus resources that might be helpful.

Students receive this report instantly upon submitting their surveys.

Discussion:

- The system is based primarily on self-reported data; it will not take the place of major advising.
- It can be used by faculty to help inform conversations with students.
- On page two, additional suggestions for students on how to improve would be useful. It was noted that these are being developed.
- Q: Where is this available? A: It is under “Faculty/Staff Resources” on the MyHumboldt page. If faculty or staff members have advisees, a link to MAP-Works will appear.
- Q: Could a link also be put in the Advising Center?

- Q: Will this be made available to instructors (lecturer faculty)? A: Currently, it is only linked to advisors, mainly because of the training needed. Also, there may be some revisions made as more is learned about the system and how it works. In the future, it may be possible to link to everyone.
- MAP-Works is also being used for mid-semester reports which are now collected electronically from all groups that report. They are called “academic updates” in MAP-Works.
- Q: Are the survey questions available? A: The questions appear on the ratings. Access to the survey instrument is through MAP-Works. Jacque Honda or Robin Jones can help find it, if needed.

Vice President Blake concluded by noting that a lot of resources are focused on intervention at this point. Over time, it will become more clear which students need to be focused on and how to best invest resources toward more focused efforts.

#### 9. Discussion of [Proposal for the GEAR Director position](#) (Elisabeth Harrington, Chair, GEAR Committee)

Professor Harrington invited comments and feedback on the draft proposal for new GEAR Director position at HSU. During a summer workshop in Vermont that some members of the GEAR Committee attended, it was recommended that campuses identify a person to be responsible for coordinating GE and Assessment activities.

Discussion:

Q: Would this be a part of the [faculty governance] assigned time negotiation between the Provost and the Senate Executive Committee? A: No, this would not be included in that.

The GEAR [Curriculum and Assessment] Committee already exists as a standing committee of the ICC. Is this creating a new ICC member or is the existing ICC membership still intact? Is this an appointed or elected Director? If the Director is appointed rather than elected, then the person should not serve on the ICC.

The recommendation of a .4 time base is comparable to many department chairs. Exactly how much time it will take cannot be determined until the exact tasks have been identified. The .4 time base was recommended as a minimum at the Vermont workshop.

The extent and purpose of the duties are not clear. Will the person be going out and convincing people this is the right thing to do or will the person be responsible for implementation, in which case the position might be temporary?

Q: Doesn't the director's role overlap with Institutional Research and the current Director of Educational Effectiveness? A: The intention is not to overlap but to fill a separate need. The position will serve as an advocate for GE as well as coordinate implementation efforts after decisions have been made. There is need for ongoing oversight.

Is it analogous to what a department chair does? Some clarity needs to be provided on what the

Director of Educational Effectiveness' responsibilities are versus how other things get done.

The Director of Educational Effectiveness deals with program assessment, which should be outside the role of the proposed GEAR director.

**10. Resolution Regarding the Appointment of a Faculty Trustee and the Addition of a Second Faculty Trustee to the CSU Board of Trustees ([#02-13/14-EX](#))**

M/S (Fulgham/Gold) to place the resolution on the floor.

**Resolution Regarding the Appointment of a Faculty Trustee and the Addition of a Second Faculty Trustee to the CSU Board of Trustees**

#02-13/14-EX - September 17, 2013

**Resolved:** That the University Senate of Humboldt State University (USHSU) affirm the importance of a California State University (CSU) Faculty Trustee to university shared governance; and be it further

**Resolved:** That the USHSU urge Governor Brown to appoint a Faculty Trustee in time for the Faculty Trustee to participate in the September CSU Board of Trustees Meeting; and be it further

**Resolved:** That the Academic Senate of the California State University (ASCSU) request that the CSU Board of Trustees recommend to the Governor the addition of a second faculty trustee to the Board with a term of appointment staggered with that of the current faculty trustee; and be it further

**Resolved:** That this resolution be distributed to Governor Brown, the CSU Board of Trustees, Chancellor White, the ASCSU, and campus Academic Senates.

**Rationale:** *The Faculty Trustee is a significant part of effective shared governance in the CSU system. The Academic Senate CSU (ASCSU) forwarded to nominees for CSU Faculty Trustee to Governor Brown on March 21, 2013. To date the governor has not appointed a Faculty Trustee, leaving CSU faculty without their legitimate voice in Board matters. If the governor does not act before the September Board meeting, two meetings will have passed without a Faculty Trustee present.*

*The addition of a second faculty trustee with a staggered term would eliminate situations where a vacancy due to a delay in the appointment of a single faculty trustee, or for any other reason, would mean the Board would not benefit from the wisdom and perspectives of a current faculty member. It would also provide for a second faculty perspective on the numerous and diverse issues in a system with over 22,000 faculty and 410,000 students. It would also allow for the mentoring of newly appointed faculty trustees by a sitting faculty trustee.*

[The text of this resolution is from a Sonoma State University Academic Senate resolution, passed unanimously on 9/12/13).

Discussion:

- The Senate should urge the Governor to fill the vacant seat. However, the CSUEU has been lobbying for a staff seat on the Board of Trustees and it is premature to argue for a second faculty seat on the Board when half of CSU employees have no seat on the Board.
- The floor was yielded to Professor Cheyne: This was a hot topic at the August retreat. It has been a recurring problem, both with the former and current governors. The idea of a second faculty



trustee has been discussed and there is recognition that the chances of that happening are not likely. Instead, the strategy being taken is to ask that if an appointment has not been made by the time a trustee's term ends, that the current faculty trustee be allowed to continue until the new appointment is made.

M/S (Fulgham/Moyer) to remove the third resolved clause and the second paragraph of the rationale:

~~**Resolved:** That the Academic Senate of the California State University (ASCSU) request that the CSU Board of Trustees recommend to the Governor the addition of a second faculty trustee to the Board with a term of appointment staggered with that of the current faculty trustee; and be it further~~

~~*The addition of a second faculty trustee with a staggered term would eliminate situations where a vacancy due to a delay in the appointment of a single faculty trustee, or for any other reason, would mean the Board would not benefit from the wisdom and perspectives of a current faculty member. It would also provide for a second faculty perspective on the numerous and diverse issues in a system with over 22,000 faculty and 410,000 students. It would also allow for the mentoring of newly appointed faculty trustees by a sitting faculty trustee.*~~

Discussion of the amendment:

- The resolution is combining two separate issues. The issue that needs to be addressed immediately is the appointment of a faculty trustee.

Voting on the amendment occurred and PASSED with 2 No votes and 1 Abstention.

Continued discussion on resolution as amended:

- It was suggested that a clause be added about having the faculty trustee continue until the next appointment is made.
- This would be a change in policy and is a separate issue. It would be better to have two resolutions.
- It was suggested that the Senate Chair transmit the resolution with a cover letter that includes the above recommendation.

Voting on Resolution #02-13/14-EX, as amended, occurred and PASSED with 1 No Vote and 1 Abstention.

The amended resolution reads:

*Resolution Regarding the Appointment of a Faculty Trustee to the CSU Board of Trustees  
#02-13/14-EX - September 17, 2013*

*Resolved: That the University Senate of Humboldt State University (USHSU) affirm the importance of a California State University (CSU) Faculty Trustee to university shared governance; and be it further*

*Resolved: That the USHSU urge Governor Brown to appoint a Faculty Trustee in time for the Faculty Trustee to participate in the September CSU Board of Trustees Meeting; and be it further*

*Resolved: That this resolution be distributed to Governor Brown, the CSU Board of Trustees, Chancellor White, the ASCSU, and campus Academic Senates.*

*Rationale: The Faculty Trustee is a significant part of effective shared governance in the CSU system. The Academic Senate CSU (ASCSU) forwarded to nominees for CSU Faculty Trustee to Governor Brown on March 21, 2013. To date the governor has not appointed a Faculty Trustee, leaving CSU faculty without their legitimate voice in Board matters. If the governor does not act before the September Board meeting, two meetings will have passed without a Faculty Trustee present.*

**Added Business Agenda Item: ICC Items pulled from the Consent Calendar:**

- 13-037: New Course Proposal: ENVS 213: Organic Gardening
- 13-038: New Course Proposal: ENVS 214: Eco-craft
- 13-039: New Course Proposal: ENVS 215: Urban Homesteading
- 13-040: New Course Proposal: ENVS 216: Green Building.

**Discussion:**

Questions on these items need to go back to department representatives and the ICC. The argument that a C-78 classification would result in WTUs for faculty is not convincing. The items need more vetting and discussion. Since the courses are not tied to a particular program, maybe they should be under Extended Education.

There needs to be a programmatic discussion about why this should be done. It is best done on the self-support side. ICC discussions should address the issue of whether or not it is best to provide courses on the self-support side or the academic side. Concern was expressed about adding courses just because it seems like a good idea. Students end up taking too many units.

The floor was yielded to Dean Ayoob: At some point it becomes a question of what we'd like to do versus what we can do, e.g. what are the essential things that need to be offered. It is a slippery slope.

There was discussion at the ICC about why these courses should be offered for credit and the consensus was that if the courses are valuable enough, they should be offered for credit. The ICC did not discuss the idea of sending them to Extended Education.

The ICC has wrestled with the question of defining what a course should be. All of the concerns expressed so far, except for the idea of sending the courses to Extended Ed., were discussed by the ICC. If these are sent back to the ICC, clear direction needs to be provided on what the ICC is supposed to do. The ICC was divided on this. Otherwise, the Senate should approve or not, e.g., make the decision.

Q: Are there other C-78 courses that have no WTUs associated with them? A: A "C-78" classification means "non-traditional instruction," typically not by the faculty member who is applying the grades (i.e., labs, stenography classes, etc.). It is negotiated with the Dean, and care has been taken not to use it to circumvent paying people.

Regarding the items under consideration, several programs said they want them to be available for students, but none of them wanted the courses to count toward their degree program. That could be a measure of what should become a course.

Just because something is valuable doesn't necessarily mean it should be given for credit. The Senate should decide this and forward to the Provost for approval.

The campus is moving in the direction of sustainability and these are courses which directly relate to sustainability.

There are reports that Extended Education courses are expensive for students. It would be good to have an opportunity to consult with CCAT members. Having student-run courses integrated into the curriculum is a good idea.

The idea of creating a minor with the courses was suggested. A department might be willing to take that on as part of a program.

The courses don't look very academic and giving academic credit for courses taught by people without degrees needs to be considered. However, credit is given for weightlifting and other courses that aren't any more academic than organic gardening.

M/S (Virnoche/Moyer) to approve Consent Calendar items 13-037 – 13-040.

Senators were asked to respond with pro or con statements.

Con: There is a huge interest in sustainability and organic farming in this area. However, interest alone does not provide money to support these courses or support hiring professional to teach them. If this is an area HSU wants to develop courses in, then it needs to be done in the appropriate way.

Con: Make the courses a minor or send them to Extended Ed.

Con: There has been no cohesive programmatic discussion, the workload assignment is ambiguous, and it is not a well-put together package at this time.

Pro: These courses have been offered for the past 25 years. They are valuable to the students who take them and to the student teachers from CCAT. It's hard to imagine that the ICC didn't have all of these conversations when the proposals came forward (i.e. about learning outcomes, etc.).

Pro: This is an opportunity to lead the way for project-based learning about sustainability. There is no one from CCAT here to address questions; they should have an opportunity to respond.

Voting occurred on the motion to approve Consent Calendar items 13-036 – 13-040 and FAILED with 6 Yes votes, 13 No votes, and 2 Abstentions.

Senator Moyer asked if the remaining course in this package that is slated to go to the ICC should move forward or not.

Chair Zerbe suggested that the Senate's action be conveyed to the ICC and let that influence the ICC's decision on whether or not to move it forward.

FACULTY SESSION:

**11. Resolution on Amendment to Appendix J: “Committee on Faculty RTP Criteria and Standards”  
[\(#01-13/14-FAC\) – First Reading](#)**

M/S (Virnoche/Abell) to place the resolution on the floor.

***Resolution on Amendment to Appendix J “Committee on Faculty RTP Criteria and Standards”  
#01-13/14-FAC - September 17, 2013 – First Reading***

*RESOLVED: That the Faculty Session of the University Senate of Humboldt State University (USHSU) approves the underlined addition to Section IX.A.1.d of Appendix J (below) be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further*

*RESOLVED: That this change to Appendix J become effective immediately upon approval by the General Faculty.*

*Appendix J, Section IX.A.1.d:*

*Departments/units shall submit criteria and standards for approval by the Committee on Faculty RTP Criteria and Standards. The committee shall be comprised of the college deans (or designees), the Associate Vice President for Faculty Affairs (ex officio) and six tenured faculty, with at least one from each college. Preference given to faculty who have experience at the UFPC or CBC level. Appointments to the committee shall be made by the Senate Appointments and Elections Committee in consultation with the UFPC.*

*Rationale: The AVP for Faculty Affairs is an important resource when considering the framework of Appendix J and union concerns. Immediate AVP input would likely assist the committee in moving forward proposed standards. This change to Appendix J will not affect any criteria, policies, or procedures in place in Appendix J during the current review cycle.*

Senator Virnoche introduced the resolution and explained the rationale.

M/S (Fulgham/Shellhase) to amend the resolution to update the title of the AVP for Faculty Affairs to “the Senior Associate Vice President for Faculty Affairs and Human Resources.”

This was accepted as a friendly amendment.

M/S/P (Mola/Abell) to waive the Second Reading.

Voting on Resolution #01-13/14-FAC, as amended, PASSED Unanimously.

M/S (Fulgham/Virnoche) to adjourn. The meeting adjourned at 4:42 pm.

**Senate Chair's Report (Zerbe) (September 27, 2013)**

In my capacity as Senate Chair I attended the OAA Working Group meeting and the University Executive Committee meetings over the past week. The OAA Working Group meeting included consideration of the following items:

- Efforts to improve advising practices on campus will take place this year.
- Census data is looking good. Jacque Honda will be presenting at the Senate meeting. The increased enrollment funding generated by a larger student population will be discussed by the URPC.
- Rollin's retirement has necessitated the formation of a campus advisory committee to work with the Board of Trustee's search committee. The criteria for that election will be discussed at today's meeting.
- The space utilization report Bob's office has been compiling will be finalized this semester.

The University Executive Committee included:

- A presentation by the local community development agency.
- An update from advancement on fundraising initiatives and progress. HSU continues to lead the CSU in terms of percent of alumni giving, our average alumni gift size has declined in the past year. Advancement is also developing broader strategies for engaging with alumni beyond fundraising.

I also participated in a presentation by the Educational Advisory Board, which suggests that they can analyze student records over the past ten years and help us identify major-based milestones that can help guide student success and intervention strategies. No decision has yet been made on proceeding with the analysis.

**ICC Report for Senate (Moyer):**

The ICC met on September 17 to

- Offer feedback to the GEAR committee as they work on changes to GE at HSU
- Approve 13-228: CRGS Letter of Intent to become a Stand-alone program – Background: CRGS is a relatively new option in the Interdisciplinary Studies Major. When the ICC approved the new CRGS option, we recommended that the program should work towards becoming a stand-alone major as soon as program enrollments made a stand-alone major appropriate. At this point, CRGS is ready to begin the process of becoming an independent major. In January HSU will request that CRGS be added to the Chancellor's Office "Academic Master Plan." If the Chancellor's Office approves the request, we will know in March, at which point CRGS may start working on the formal Chancellor's Office new program proposal. In another few years, the
- Senate will be asked to approve the new major once all the details are worked out.

Otherwise, the ICC is largely meeting as subcommittees to work on curriculum proposals.

**Constitution & Bylaws Committee: Report for October 1, 2013, Senate Meeting/**

Prepared by Richard Bruce, Chair, Constitution & Bylaws

Committee Membership: Richard Bruce (chair), Jeff Abell, Ken Fulgham, (Merry Phillips), Jeremy Shellhase, Steve Tillinghast, Gregg Young

The CBC meets Wednesdays at 3pm in NHE 116.

September 13: Bruce (chair), Abell, Phillips, Shellhase, Tillinghast, Young

Discussed role & duties of committee and began discussing Bylaws cleanup items (two bylaws items are on Senate agenda) and future items: Informational Guidelines for Resolution Routing, Senate Constitution Revisions, Procedure for Removing Officers, Campus Climate Committee Suspension, and Standing Rules.

September 18:

Bruce (chair), Abell, Fulgham, Phillips, Shellhase, Young

Agenda items:

- Final discussion on resolution to clarify CBC member terms in Bylaws (on today's agenda)
- Final discussion on resolution change Bylaws to allow senate seats filled during a special election to continue through term (on today's agenda).
- Discussion on CCC suspension. Review of committees is under the purview of the CBC (Bylaws 11.64.iii.) and a recommendation will be forwarded to SenEx at a future date after input and more discussion.

September 25:

Bruce (chair), Abell, Fulgham, Phillips, Shellhase, Tillinghast, Young

Agenda items:

- Discussion on university committees, from SenEx. Decided not under CBC duties.
- ICC Consent Calendar Procedures. Clarification of process in standing rules; will be forwarded to SenEx to be at next Senate meeting.
- More discussion on CCC suspension, including ideas on clarifying duties and composition.

Agenda for Oct 2 in *NHE 119*:

- ICC Consent Calendar final edits
- Discussion on GF President/Senate Chair relationship ([Constitution 5.0](#))

**Appointments and Elections Committee (AEC) (Alderson):**

The AEC oversaw the GF Election - 9/23-9/27

Results:

Appendix J amendment passed

Two newly elected Senators are Rock Braithwaite and John Meyer.

We need a runoff election for the Professional Leave Committee (Braithwaite and Post). The call for voting will go out the morning of October 1<sup>st</sup>, with the runoff being held through Thursday, October 3<sup>rd</sup> at noon.

Other Election News:

We are in the initial stages of preparing a special election to elect the HSU Faculty Representatives to the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). Assuming the Senate passes the Resolution Regarding the Election of Faculty Representatives to the Advisory Committee to the Trustee's Committee for the Selection of the President (#06-13/14-EX), the call for nominations will go out the morning of Wednesday, October 2<sup>nd</sup>, and close on Friday the 4<sup>th</sup> at noon. The special election will be held starting the following Monday, October 7<sup>th</sup>. Names are due October 14<sup>th</sup>.

The AEC is also in the process of finalizing the membership for the new Committee on Faculty RTP Criteria and Standards – still being vetted through UFPC, should be finalized 9/30.

HUMBOLDT STATE UNIVERSITY

University Senate

**Resolution on the CSU Board of Trustees' Policy for the Selection of Presidents**

05-13/14-EX – October 1, 2013

RESOLVED: that the University Senate of Humboldt State University (USHSU) strongly encourages the Chancellor and the Trustees Committee for the Selection of the President (TCSP) to schedule official campus visits for the finalists in the search for a new president of Humboldt State University in the academic year 2013/14; and be it further

RESOLVED: that the USHSU encourages the CSU Board of Trustees to revisit their Policy for the Selection of Presidents of September 20-21, 2011 (attached) and once again make official campus visits for finalists in presidential searches mandatory; and be it further

RESOLVED: that the USHSU urges the CSU Board of Trustees and the Office of the Chancellor include a representative from the campus Advisory Committee to the Trustees Committee for the Selection of the President as a full member of the Trustees Committee for the Selection of the President; and be it further

RESOLVED: that the USHSU affirms that the incoming president of Humboldt State will ultimately be judged *not* on the procedures by which she or he was selected *but* on her or his performance as president.

RATIONALE: The CSU Board of Trustees will be conducting a search for a new president of Humboldt State University in the academic year 2013/14. The CSU Board of Trustees' Policy for the Selection of Presidents of September 20-21, 2011 states that "the Chancellor and the Chair of the TCSP determine whether to schedule campus visits, which are optional, or to schedule campus visits on a modified basis, depending on the circumstances of the search." That same Policy affirms a "deep commitment throughout the process to the principles of consultation with campus and community representatives." Candidate campus visits would increase the transparency in the search process and reinforce the trust between the University and the public in the outcome of the search. Such visits also provide the CSU Board of Trustees and the TCSP as well as the University and the public important insight into the candidates' knowledge of, and ability to lead, the students, faculty, staff, and administration of Humboldt State. Further, given the unique characteristics of Humboldt State as a relatively remote campus in the system, campus visits provide the only vehicle through which any candidate can develop a real sense of the strengths and challenges faced by the campus. While we welcome efforts by the Board of Trustees and the Office of the Chancellor to ensure an active role for the campus advisory committee in the search process, we also believe it is important to include a member of the campus community in the decision making process itself.

University Senate:

Forwarded to President Richmond as Information Item:

Forwarded to Chancellor White and CSU Board of Trustees:



## Attachment to Resolution #05-13/14-EX



## Board of Trustees Policy for the Selection of Presidents

### Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of CSU campus presidents. There is a deep commitment throughout the process to the principles of consultation with campus and community representatives and diversity. The ultimate decision and responsibility for the transition of executive leadership rests with the Board. The Chancellor designates staff to support the process.

### The Trustees Committee for the Selection of the President

The Chair of the Board appoints a Trustees Committee for the Selection of the President (TCSP) for any campus with an impending vacancy. The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair designates a Trustee as chair of the TCSP.

The TCSP determines the attributes desired for a successful candidate, approves the final campus and job descriptions, and any advertising copy, and reviews and interviews candidates. Although the TCSP is the ultimate body to make the final decisions, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives. The Chancellor may indicate his or her ranking of final candidates before the Board. The Board Chair and the Chancellor may use executive search firms to assist on specific tasks related to the selection process. The Chancellor is responsible for background and reference checks of the final candidates advanced to the Board.

### The Advisory Committee to the Trustees Committee for the Selection of the President

The Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP is composed of the Chair of the Academic Senate on the campus, two faculty representatives selected by the campus faculty, one member of the campus support staff selected by the staff, one student selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor. Each of the campus representatives shall be determined according to procedures established by the campus. If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search, and ratified or amended. The Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of

**Attachment to Resolution #05-13/14-EX**

the campus, the service area or the state.

The ACTCSP provides advice and consultation regarding the position and campus descriptions and any advertisement of the position. Members of the ACTCSP may also suggest potential candidates with the leadership qualities, administrative ability, academic qualities and other talents appropriate to the position. The ACTCSP reviews and comments on all candidate applications, participates in candidate interviews and the deliberations that lead to the selection of the final candidate(s). The consultative procedures are to be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee.

**Confidentiality and Professionalism**

To ensure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the Chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the Chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the Chair to have been violated, or if the behavior of a member is determined by the Chair to have been unethical, unprofessional, disruptive to the conduct of business, or if a member is determined by the Chair to have ignored or failed to follow these rules and procedures.

**The Presidential Selection Process**

The TCSP meets initially, together with the ACTCSP, to discuss the needs of the campus, and the desired attributes of the new President. The committees also receive information from the campus and the community on these subjects. After these initial sessions, advertising copy is developed, candidates are invited to submit applications, and a broad pool is developed. The Chancellor and the Chair of the TCSP confer and evaluate whether any additional internal CSU candidate(s) is/are a good fit for the position to be added to the pool and considered for the position. The TCSP and the ACTCSP then meet again, review all candidates and decide whether to interview internal candidates, internal and external candidates, or external candidates. After consultation with the TCSP and the ACTCSP, the Chancellor and the Chair of the TCSP determine whether to schedule campus visits, which are optional, or to schedule campus visits on a modified basis, depending on the circumstances of the search.

**Deviations from These Procedures**

The Board of Trustees will normally confine itself to the names presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the recommended candidate(s) or from the procedures outlined in this policy.

Adopted September 20-21, 2011  
CSU Board of Trustees

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Contact: [webmaster@calstate.edu](mailto:webmaster@calstate.edu)

Last Updated: September 30, 2011

HUMBOLDT STATE UNIVERSITY  
UNIVERSITY SENATE

**Resolution Regarding the Election of Faculty Representatives to  
the Advisory Committee to the Trustees Committee for the Selection of the President**

#06-13/14-EX – October 1, 2013

**Resolved:** That the University Senate of Humboldt State University (USHSU), acting in accordance with the California State University Board of Trustees' Policy for the Selection of Presidents, decides that the candidates for the position of faculty representative to the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) meet the following criteria:

1. Candidates shall be tenured and hold the rank of Associate Professor or Full Professor.
2. One candidate shall be selected from among the faculty of the College of Professional Studies (CPS) and one candidate shall be selected from among the faculty of the College of Natural Resources and Sciences (CNRS).

and be it further

**Resolved:** That the USHSU decides that the election of two faculty representatives be conducted according to the normal election procedures established under the Constitution of the General Faculty with an electorate comprised of all members of the General Faculty; and be it further

**Resolved:** That the criteria for the selection of the faculty representatives to the ACTCSP, laid out in this resolution, apply only to the present search.

**Rationale:** The California State University Board of Trustees' Policy for the Selection of Presidents requires the election by the faculty of two faculty representatives to the Advisory Committee to the Trustees Committee for the Selection of the President. The Chair of the University Senate is included as a member of the advisory committee and is a faculty member in the College of Arts, Humanities and Social Sciences. By selecting two additional faculty members from CPS and CNRS, we ensure equal representation of the three colleges in the advisory committee.

University Senate:

No further action required.

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

**Resolution to Clarify Term Lengths for Constitution & Bylaws Committee Members**

#03-13/14-CBC – October 1 – First Reading

RESOLVED: That the University Senate of Humboldt State University amend the *University Senate of Humboldt State University Bylaws and Rules of Procedure* as follows (insertions underlined and deletions indicated by strike-out):

11.61 **Chair:** The Chair of the Constitution and Bylaws Committee shall be a senator, elected during the regular annual election within the Senate, for a one-year term.

11.62 **Membership:** The membership of the Constitution and Bylaws Committee shall be as follows:

- Chair of the Committee (elected by the Senate)
- Three (3) Faculty members, appointed by the Appointments and Elections Committee
- One (1) non-MPP Staff member, appointed by Staff Council
- One (1) Student member, appointed by Associated Students.

The Senate Parliamentarian, appointed annually by the Senate Executive Committee, shall also serve on the Committee. Any member of the Committee (listed above) may also serve as Senate Parliamentarian, or the Parliamentarian may be an additional member of the Committee.

11.63 **Terms:** Elected and appointed members shall serve two-year terms except the committee chair as stated above and the student member, who shall serve a one-year term.

and be it further;

RESOLVED: that this change be applied to the current year once approved.

*RATIONALE: This change is to reconcile the discrepancy with the chair's term in sections 11.61 and 11.63 and to make the student term consistent with most other Senate committees.*

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

**Resolution to Fill Vacant Senate Seats in a Special Election**

#04-13/14-CBC – October 1, 2013 – First Reading

RESOLVED: That the University Senate of Humboldt State University amend the *University Senate of Humboldt State University Bylaws and Rules of Procedure* as follows (insertions underlined and deletions indicated by strike-out)

**12.3 Nomination and Election Procedures:**

12.31 The regular annual elections to the Senate normally shall occur during the spring. There shall be no elections to the Senate during the summer. ~~Elections to fill uncompleted terms shall be conducted as part of the regular annual elections.~~

**12.4 Vacancies**

12.43 Any vacancy which may occur between regular elections among delegates to the University Senate shall be filled by a special election. Any person so elected shall represent the appropriate academic unit and shall serve ~~only until the next regular election, provided that any remaining portion of the term so vacated shall be filled at the next regular election~~ the remainder of the vacated term.

and be it further

RESOLVED: that, since all changes to the *Bylaws* are immediate after approval by the Senate, this change will be in effect for any upcoming special elections.

*RATIONALE: The current practice is to hold a special election to seat vacated during the fall semester. According to the Bylaws, another election for that seat must be held during a regular election held in the spring semester to elect a senator to finish the term. This resolution, supported by the AEC, aims to reduce streamline the elections process and give senators the opportunity to serve the remainder of term instead of part of a year.*

**Last Revised: 20100923**

## REVISION CONTROL

**Document Title:** Current AS-IS Process  
**Author:** Phil Rouse – Quality Improvement Analyst/ITS Project Office  
**Process:** Overview and PAD Calendar-specific Processes (by Group Number)

### Revision History

Version	Revision Date	Revised By	Summary of Revisions	Section(s) Revised
1	June 2013	P Rouse	Initial Review of Process	Overview
2	July 2013	P Rouse	Modifications from 6/25 and 6/28 meetings.	Overview and PAD
3	August 2013	P Rouse	Adjusted PAD Group processes	PAD Groups
4	September 2013	P Rouse	Preparation for Faculty Affairs Committee	Basic Proofreading.
5	September 23, 2013	P Rouse	Addition of Timeline Information, references	2.2, 4.2, 5.0,6.0

### Review / Approval History

Review Date	Reviewed By	Action (Reviewed, Recommended or Approved)
Sept. 13, 2013	C. Mullery	Reviewed and Approved
September 19, 2013	FAC	Presented to Faculty Affairs Committee for review/information exchange.
September	University Senate	

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## **1.0 Process Summary**

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The processes for tenure-track faculty Retention, Tenure, and Promotion (RTP) for tenure-track faculty, including the Working Personnel Action File review and Modified Performance Review (MPR) is currently manual. This includes the Working Personnel Action File (WPAF) Modified Performance Review (MPR) temporary faculty Range Elevation Portfolio (REP) review processes. The current processes conform to the Unit 3 collective bargaining agreement, as well as the HSU Faculty Handbook, Appendix J that deals specifically with policies and procedures for faculty retention, tenure and promotion.

The process begins when the faculty member is appointed or reappointed and placed in one of seven groups which are determined annually and based on the Provosts administrative memorandum outlining the submission and review dates (Faculty Personnel Action Dates). The deadlines established in this annual memo are intended to allow sufficient time for review at all levels and may not be altered. Academic Personnel Services takes the lead on placing faculty into the correct groups, based on the appointment/reappointment letters. APS then shares the PAD Groups with the academic colleges, who review and confirm the groups, based on their tracking.

All PAD Group processes involve the creation of a physical binder by faculty members in one of the seven groups, in which the faculty member must gather, print, and assemble paper forms that document their work in accordance with the HSU Faculty Handbook, Appendix J. The review, evaluation, recommendation, notification, and decision-making process currently exists in a chronological paper trail of review letters (at the specified dates), which are based on the review of the binder or multiple binders. At each review level, recommendation or decision letters are shared with the faculty member, as well as all previous reviewing committees, department chairs, deans, and eventually the provost and/or President.

The most cumbersome aspect of the current process is that it places the burden of printing and assembling very large collections of work, letters, student evaluations, on the faculty. The binder creation (WPAF, MPR, and REP) involves the manual completion of several paper forms such as cover pages, the Personnel Data Sheet Form, and a Professional Development Plan Form (if required). Sections must be formatted and organized manually into a 9-section binder or binders (depending on the quantity of materials), which is a time-intensive process. There are helpful training sessions to prepare faculty members for this process.

When the binder is submitted at the first review date, the file is closed and may not be altered prior to review.

Faculty members whose work is being reviewed, have the option of making a rebuttal and/or providing a response at each level of review, based on the outcome. The number of reviews and dates of review are determined by the Faculty Personnel Action Dates schedule which is produced each year by the Provost and distributed as an Administrative Memorandum. The deadlines for submissions and reviews may not be changed.

The process results in an evaluation, recommendation, and/or decision which will affect the status of each participating faculty member (WPAF) or temporary faculty member (REP) the following cycle.

## 2.0 Main Process Phases

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### 2.1 Purpose of the Process

The purpose of the Working Personnel Action File (WPAF), Modified Performance Review (MPR), and Range Elevation Portfolio (REP) binder submission, review and decision process is to provide tenure track faculty (WPAF and MPR) and temporary faculty (REP) a vehicle to submit materials for review. Depending on the Personnel Action Dates (PAD) Group of the tenure track faculty member (temporary faculty for REP), there is a schedule for each group that must be followed to meet the required review and notification processes at the various levels of review. The process moves the binder through all of the required reviews/approvals/decisions and results with a decision that reappoints the faculty member, placing them in a PAD Group for the subsequent year.

### 2.2 References

The following documents have been sent to the Faculty Affairs Committee Chair as part of this packet. I have read and consulted these documents through the initial mapping phase and will continue to use these documents for guidance during the next planning phase and determining potential “To Be” processes.

Title	Dated	Author
Process Overview Diagram	September 2013	P Rouse
APS PAD Group Process Map	September 2013	P Rouse
HSU Faculty Handbook, Appendix J& K	J: August 2013 K: June 2008	
Collective Bargaining Agreement, CFA – Unit 3	September 2012	
University Faculty Personnel Committee(UFPC) 2011-12 Annual Report	April 2012	UFPC
Administrative Memorandum VPAA 13-04 – 2013-2014 Faculty Personnel Action Dates	March 2013	Provost Snyder
Resolution on Electronic Working Personnel Action Files #25-12/13-FAC; April 2, 2013	Approved May 17, 2013	University Senate

### **3.0 Process Observations**

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#### **3.1 General Analysis**

The process conforms to the requirements set forth in the collective bargaining agreement and the HSU Faculty Handbook, Appendix J& K.

The most cumbersome and inefficient aspect of the current process is that it places an undue burden on the faculty of having to produce, print, and manually assemble very large collections of work, letters, student evaluations, when it would be more efficient to do so electronically. The binder creation requires documents to be printed, which wastes paper and time. Some of the WPAF binders are so large that they require multiple binders to house the number of documents in the file. The time commitment to create the binder(s) while the faculty member is actively teaching courses also creates a time crunch that produces stress.

Time and paper is additionally wasted in the notification process(es) that occur multiple times during each individual review. Multiple paper letters go out each time the file is reviewed and a decision or evaluation is made. These could easily be made more efficient in an electronic format, allowing a fuller review time period for all the parties concerned, while utilizing notifications or alerts to inform interested people about the process, when decisions or reviews are made.

Security is one of the primary concerns with the process, which is currently managed manually by placing files in central locations for review, or locking them up when the files must be inaccessible to all. The binders take up physical space and access to the binders must be managed manually. There is a paper log that tracks who signed out the binder for review. College-level file custodians manage this process and spend time managing the files and access to the files when there are electronic solutions that can do this much more effectively.

There is only one binder or set of binders; one physical copy of the documentation for review. This means the binder can only be reviewed by one person at a time, which makes the reviews of committees problematic. Electronic records could be accessed and reviewed by multiple people at the same time, as long as they had permissions to do so.

The manually nature of notifications and letters of review, can be sped up or automated to notify the faculty member more quickly, while also making the review letter easily accessible for review.

### **4.0 Time Line - Next Steps**

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The next step is to list the criteria of what the “To Be” process must accomplish and conform to, in order to meet the various requirements gathered in the review documents. The criteria are best gathered by a full review of the documents listed in section 2 of this document, which has already begun.

#### **4.1 Determine Criteria for “To Be” State**

The criteria for the “To Be” state must conform to the Unit 3 Collective Bargaining Unit, the HSU Faculty Handbook, (Appendix J and K) and other documentation listed above.

Determining the “To Be” process means presenting one or more options that comply with the requirements and criteria, and allowing feedback from interested groups to decide the best course of action. As these proposals develop, it will be important to have periodic, regular reviews that guide the selection of the future process, especially with Academic Personnel Staff and the Faculty Affairs Committee.

The core areas of the “To Be” process are:

- Security of the documents/files.
  - Controlled access during the review process depending on who has access at what point of the process.
  - Highest level of electronic security and reliability possible.
- Functions for ease of file sharing access and management.
  - Easily accessible to faculty and review committees/administrators.
  - Easy to upload documents for review.
  - Use of templates to organize an electronic portfolio into required sections.
- Performance of the system.
  - 24/7 accessibility and reliability (On and off campus).
  - Storage capacity and system availability.
  - Emergency backup procedures and SLA for re-establishing outages.

## **4.2 Determine Project Scope**

The Project Scope determines what needs to be accomplished in order to complete the process of making the “to-be” process operational, identifies the resources that will be applied to make it so, specifies which features and functions will be available, what solution will meet the criteria and the timeline, and sets a plan to organize the work to be done.

## **4.3 Prepare Formal Project Plan**

After the scope sets the course of action and key dates, the project is planned in a chronological format that organizes the work in a manner to meet the established timeline.

## 5.0 Timeline (Long Term) Key Dates

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The key dates for meeting important periods will be determined more specifically in the Scope and Project Plan. Some of the general key dates to be considered are as follows:

- **January 15, 2014:** The start of the Spring 2014 semester. A “Nice to Have” key date to have the Electronic WPAF solution available for interested tenure track faculty and temporary faculty submitting Range Elevation Portfolios. This is a key period for gathering documents and evaluations, so at a minimum, the ability to submit and store the WPAF documents and/or Range Elevation Portfolios needs to be operational by some time in the month of March, so training/information sessions can be conducted before the semester ends.
- **March/April 2014:** The Spring semester will be the best opportunity to provide training to all people who will need to familiarize with the Electronic WPAF process. Tenure-track faculty, temporary faculty preparing a Range Elevation Portfolio, all review committees, college file custodians, department chairs, deans, the Provost, and President, will all need information sessions available to them so they know what their role in the process will look like in the new environment.
- **Summer Months 2014:** This period is likely to be active with participants uploading documents and organizing their respective WPAFs and REPs.
- **August 2014:** This is a critical date when the electronic review process must be operational. Whether a workflow process, or other solution, it will need to be operational by the end of the month, which corresponds with the due date for all WPAF file submissions.
- **May 2015:** This will mark the end of the first academic year. WPAF and REP participants will have two more academic years(2015-16 & 2016-17) to participate “voluntarily.” This two-year period can be used to improve the related processes before the WPAF and REP electronic files become mandatory for all participants.

## 6.0 Communication Plan

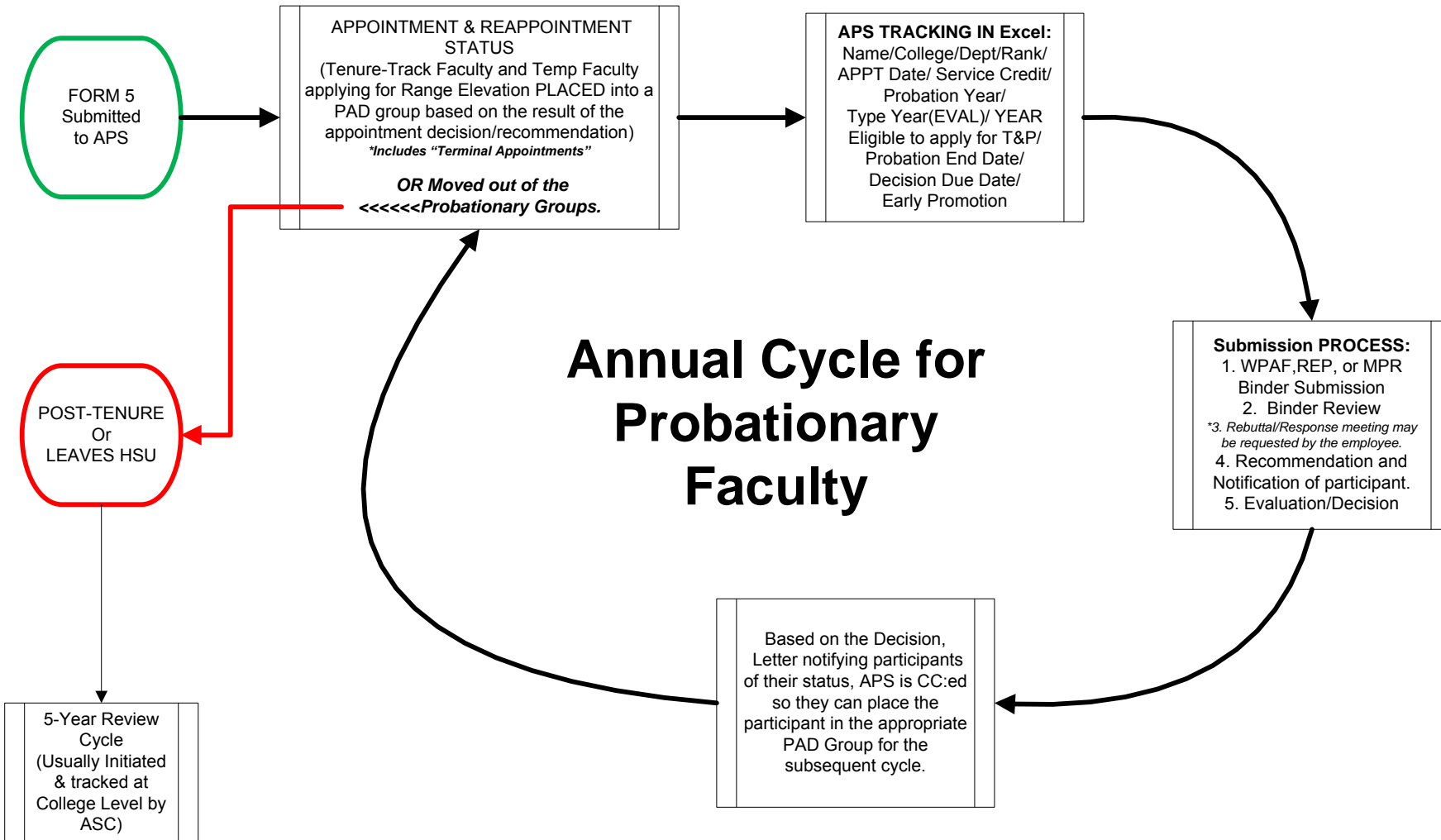
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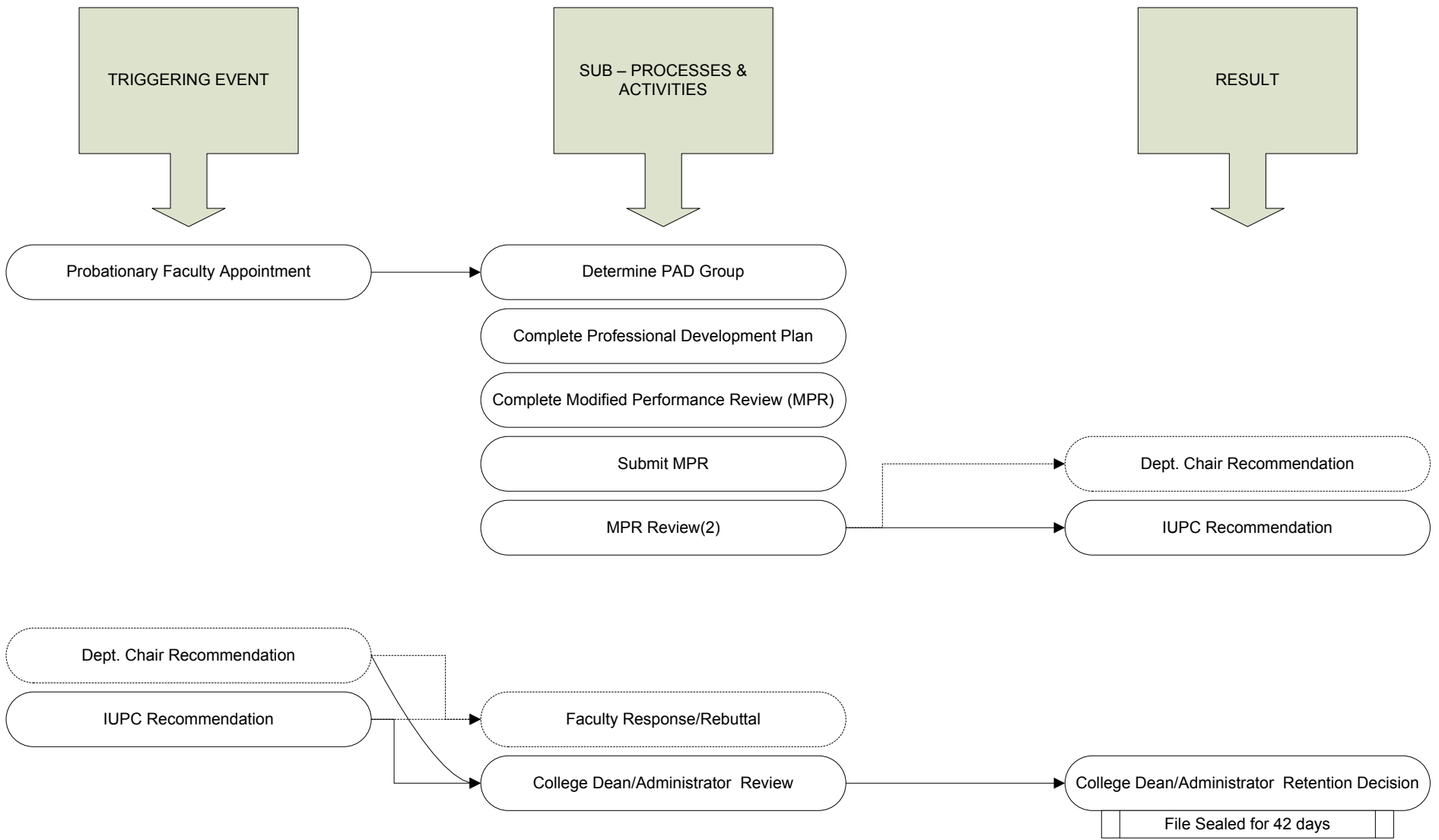
The University Senate has charged the Faculty Affairs Committee with oversight of the conversion and has asked that they work with the University Faculty *Personnel* Committee, College Personnel Committees, the Council of Chairs, and other interested parties.

The HSU President, Provost and Vice Presidents, have since verified the importance of this project and placed it on the campus priority list for this academic year, outside of the ITS Project Prioritization process.

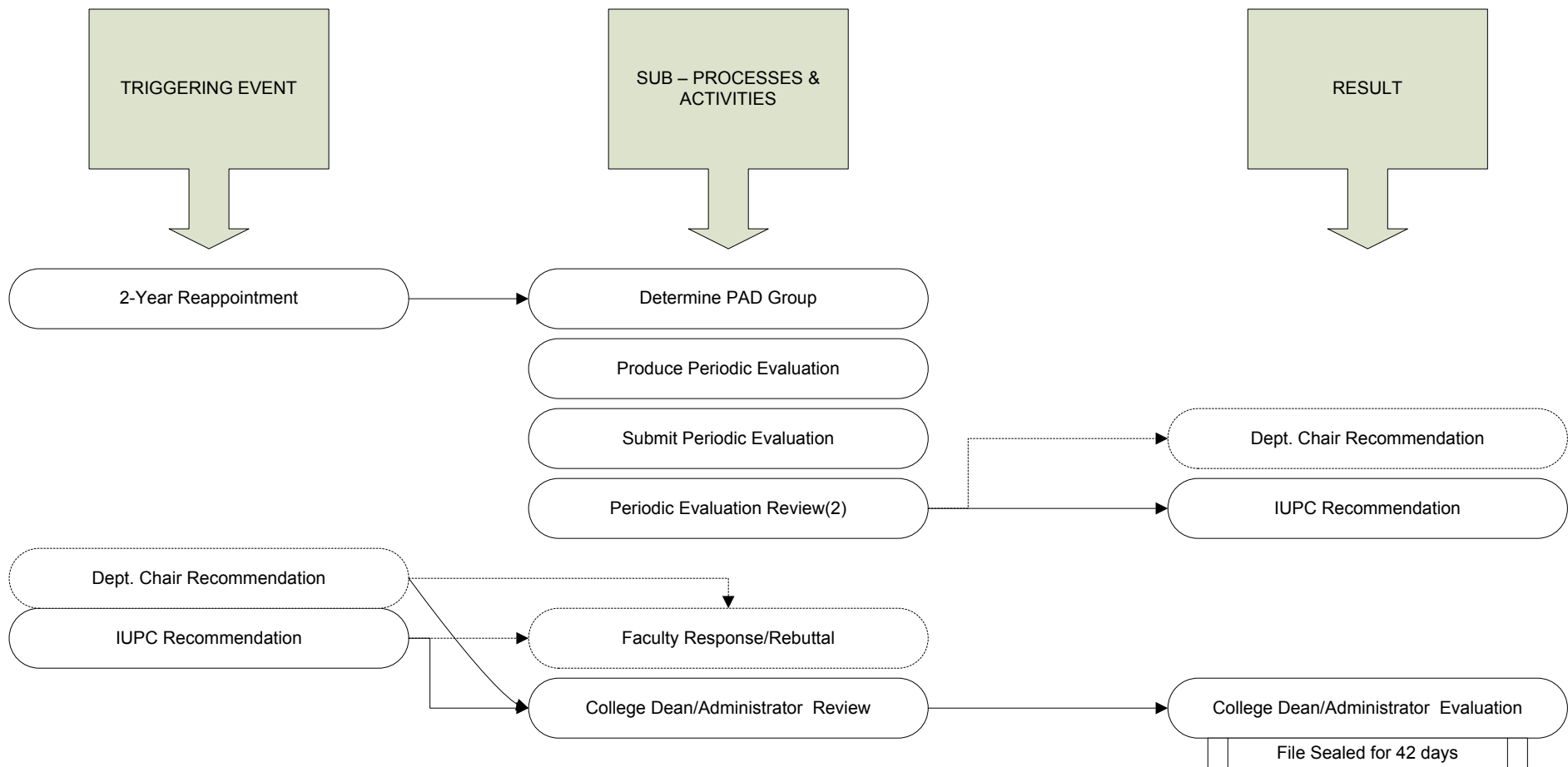
As the process of developing draft solutions goes forward, it will be important to regularly share progress updates, ideas and plans to this wider group for feedback, confirmation, and collaboration.

# APS Process Overview for Probationary Tenure-Line Faculty Appointments and Range Elevation Packets(REPs)



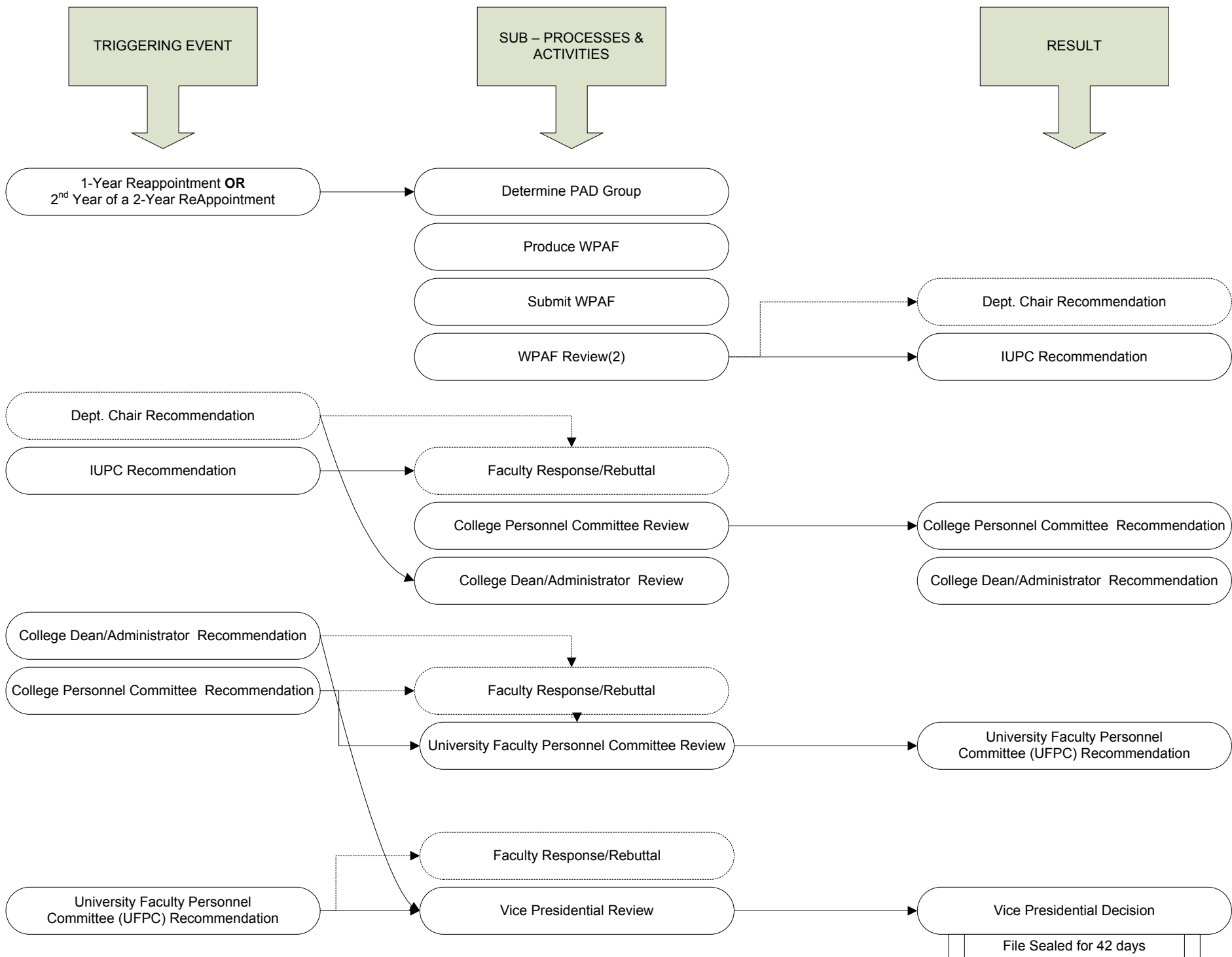


**Group I - First-Year Probationary Appointment**



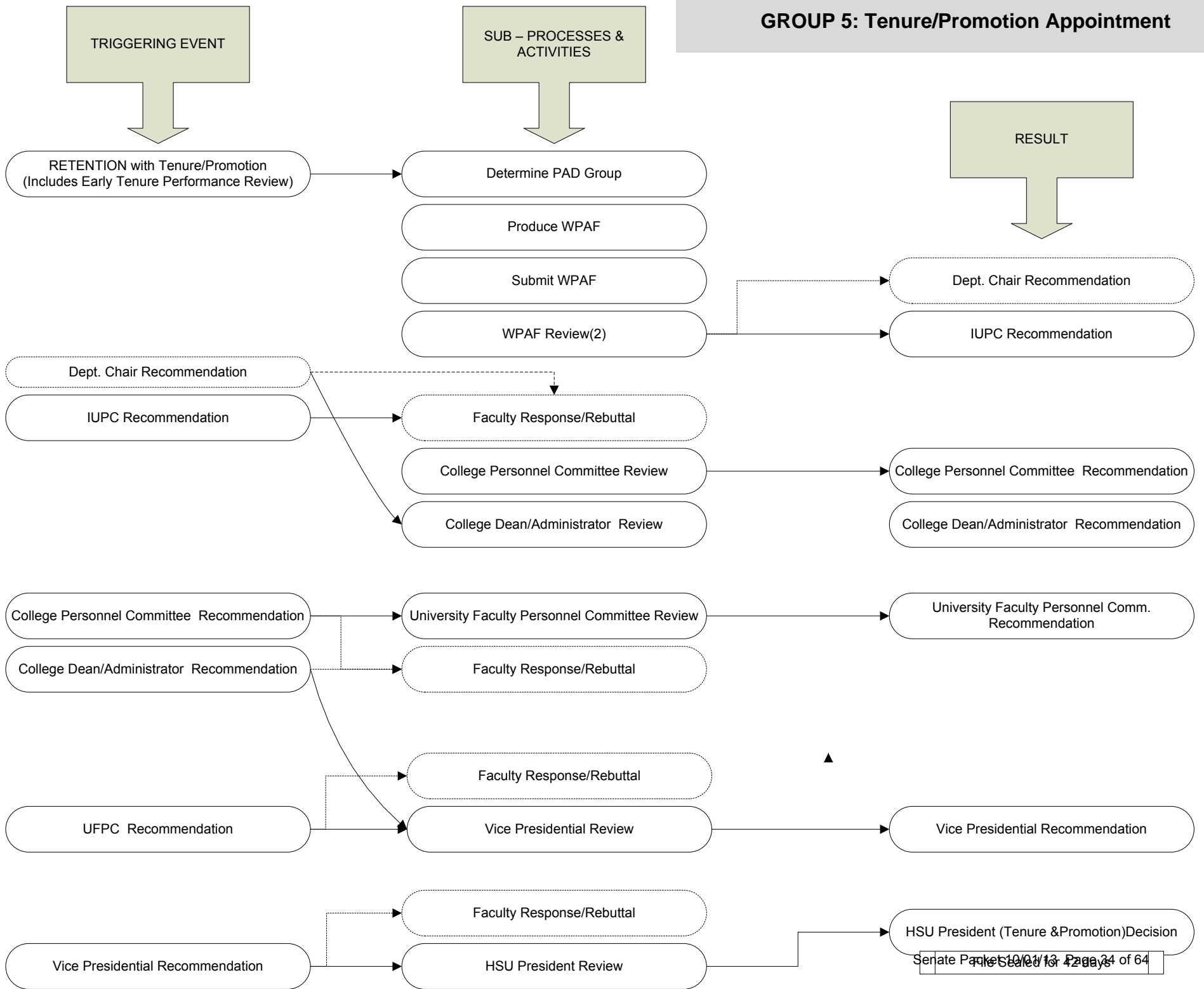
**GROUP 2: Two-Year Appointment (First Year)**



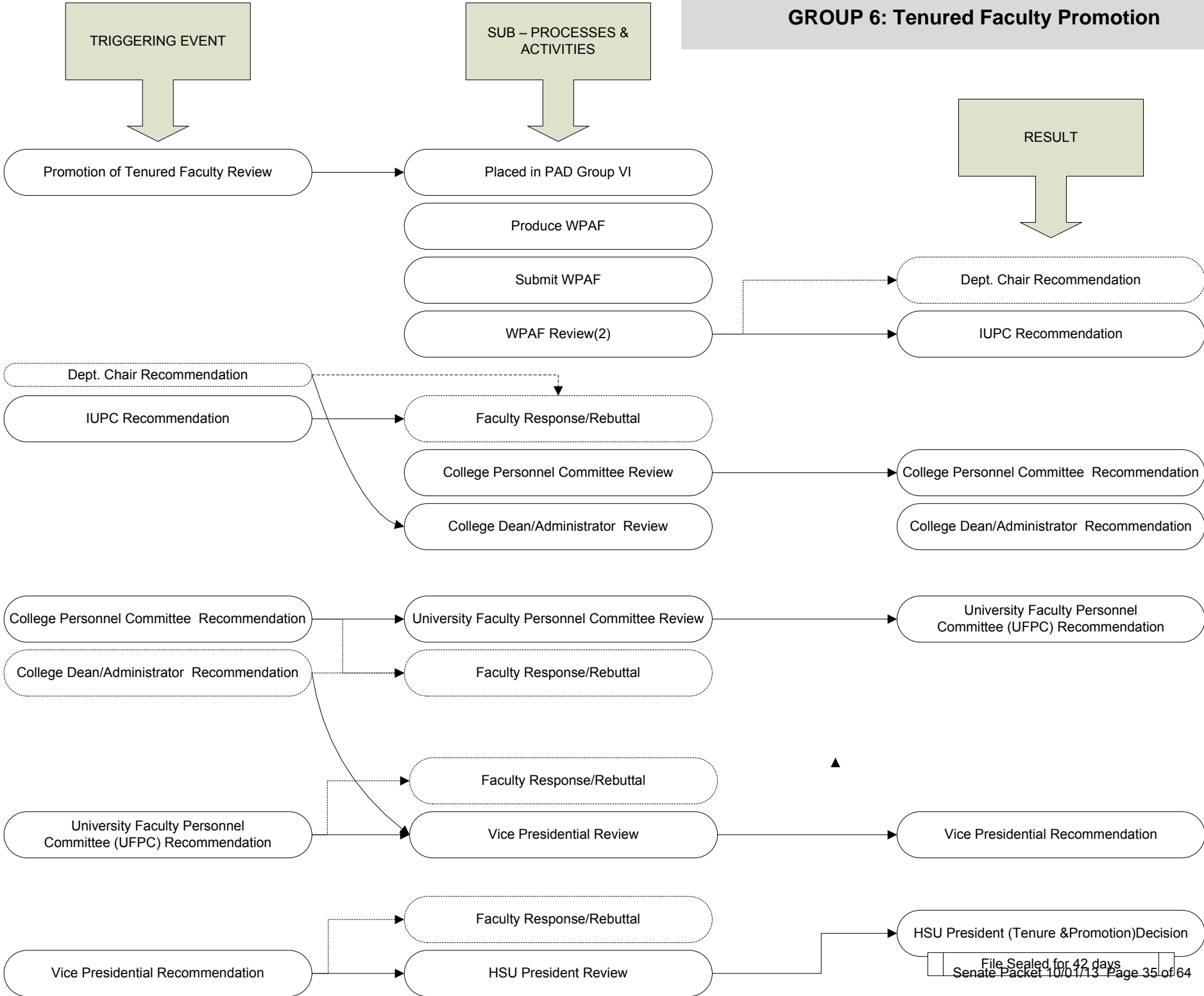


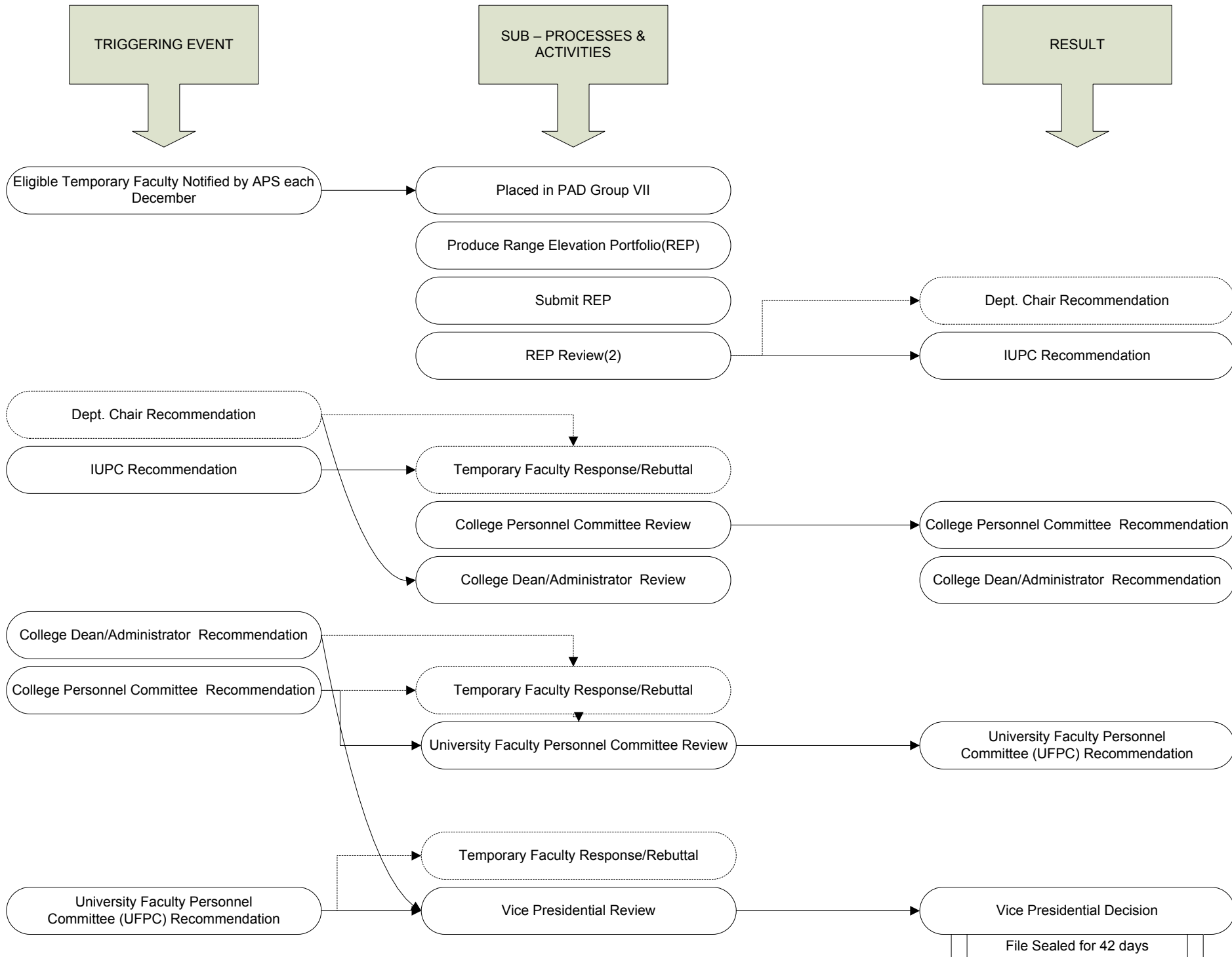
**GROUP 3 & 4: Second Year of 2-Year Appointment**

# GROUP 5: Tenure/Promotion Appointment



# GROUP 6: Tenured Faculty Promotion





**GROUP 7: Temporary Faculty Range Elevation**

**University Senate of Humboldt State University  
Constitution (Proposed revision, 039/018/13)**

**PREAMBLE**

The University Senate of Humboldt State University, also called the Senate, is a deliberative body comprised of faculty, staff, students, and administrators working together to support the educational mission of Humboldt State University and committed to the principles of shared governance. The Senate is charged with formulating, reviewing, and recommending policies to the University President. In service of those duties, the Senate encourages input from throughout the University community and pledges to work in collaboration with the University President to ensure that Humboldt State University responds to current and future challenges and maintains and furthers its position as a collection of students and professionals fostering an open and productive learning environment.

“Shall” or “shall not” shall indicate prescription or prohibition; “may” shall indicate option or ability; “should” shall indicate advice or suggestion. [was 4.3 under original Preamble]

[Preamble] ~~1.0 Shared Governance~~ [delete and replace with “Purpose”]

**1.0 Purpose and Authority**

The purpose of the University Senate is to draw from the collective wisdom of the members of the University community in order to formulate, evaluate, and recommend policies that advance the mission of Humboldt State. The Senate shall be the University’s primary policy recommending body. The Senate shall have the authority to act for the faculty on matters within the scope of the faculty when the action is approved by a majority vote.

[Preamble] ~~2.0 Approval of Graduates~~ [move to Duties, 2.6]

[Preamble] ~~3.0 Special Meetings of the General Faculty~~ [delete, see GF Const. 5.2]

[Preamble] ~~4.0 Policy File~~ [delete]

**CONSTITUTION of the UNIVERSITY SENATE**

~~1.0 Authority~~ [delete and move statement to 1.0 Purpose]

**2.0 Duties**

2.1 The Senate shall consider policies with respect to the general welfare of the university. It shall review established policies, consider new policies, and study matters of concern to the University community.

2.2 It shall formulate educational policy, including admissions, curricula, and criteria for the granting of degrees. It shall analyze established and proposed policies of instruction and consider variations in policy in exceptional cases.

- 2.3 It shall advise the President in the selection of administrative personnel and assist in the selection of future Presidents.
- 2.4 It shall maintain open lines of adequate communication between the faculty, staff, students and administration. ~~A member of the University community may request a member of the Senate to transmit to the Senate for discussion and possible action topics coming under the jurisdiction of the Senate as provided for in the Bylaws.~~ Senators shall distribute information to and solicit input from the group(s) for which they serve as delegate.
- 2.5 It shall appoint members of Senate Standing and Ad hoc committees and Campus committees and Senate-appointed university committees through the Appointments and Elections Committee. It shall establish rules and procedures for Senate committees and shall establish procedures for the Senate.
- 2.6 The ultimate authority to recommend approval of candidates for graduation shall reside with the tenure-line faculty. Only members of the Senate who are elected as tenure-line faculty shall vote in the matter of approving the list of candidates for graduation.

### 3.0 Calendar

The Senate year shall begin on the day following the last day of the spring semester.

### 4.0 Membership and Electorate

~~4.1 All members of Senate, ex officio members and elected, with the exception of the University President, the CFA President and the HSU Labor Council delegate, shall have full voting rights.~~  
[\[moved to 4.3\]](#)

~~4.11 The ex officio members of the Senate shall be as follows:  
 The General Faculty President/University Senate Chair, University President, Provost and Vice President for Academic Affairs, Vice President for Enrollment Management and Student Affairs, Vice President for Administrative Affairs, two CSU Academic Senators elected by the faculty, the Chair of the Integrated Curriculum Committee, the Past Chair of the Senate, the President of the faculty unit collective bargaining agent, and the President of the Associated Students.~~

~~4.12 Two students, chosen by Associated Students, according to the Bylaws of Associated Students.~~

~~4.13 A member of the HSU Labor Council selected by that Council.~~

~~4.14 A professor emeritus chosen by procedures specified in the Bylaws of the Humboldt State University Emeritus and Retired Faculty Association.~~

## ~~4.2 Elected Members~~

~~The Senators shall be apportioned and elected as follows.~~

### ~~4.21 Full time Faculty~~

~~4.211 There shall be 11 elected full time faculty senators, two from each college, two from other major academic units (as defined in sec. 4.33 of the Preamble), and three elected at large. These 11 Senators do not include the two CSU Academic Senators, who are ex-officio voting members of the Senate.~~

~~4.213 The term of office for an elected member shall be three Senate years. An elected member shall serve no more than two consecutive complete terms. Service for a partial term and for terms served on the Academic Senate of The California State University shall not be included in this calculation. So far as feasible, Senate terms shall be arranged so that approximately one third of the membership is elected annually.~~

~~4.214 The Appointments and Elections Committee shall conduct elections according to procedures established in the Bylaws approved by the Senate.~~

~~4.215 The electorate shall consist of all full time members of the faculty, including full time librarians, counselors and coaches.~~

~~4.216 Occurring vacancies shall be filled until the next regular Senate elections by the nominees receiving the next highest number of votes in the latest election. In the event of a tie number of votes, the Appointments and Elections Committee shall choose by lot the alternate to fill the vacancy. If no nominees are available, the Appointments and Elections Committee shall appoint a willing faculty member to serve the remainder of the term of the vacant Senate seat.~~

### ~~4.22 Lecturers~~

~~4.221 There shall be three elected Lecturer senators. The electorate shall be all Lecturers holding a .4 or greater appointment. So far as feasible, Senate terms shall be arranged so that approximately one third of the membership is elected annually in the spring. The term of office shall be for three years. Lecturer senators shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation.~~

~~4.222 When vacancies occur due to expiring terms, each major academic unit, if lacking an elected Lecturer senator, shall select a single nominee by such procedures as the unit determines to be appropriate. The names of the nominees shall be delivered to the Secretary of the Senate before the spring semester Senate elections. The Appointments and Elections Committee shall conduct a university wide election, listing the nominees from all eligible academic units. The candidates receiving the largest number of votes shall fill the vacancies, and the rest shall be the alternates.~~

~~4.223 Occurring vacancies shall be filled until the next regular Senate elections by the nominees receiving the next highest number of votes in the latest election. In the event of a tie number of votes, the Appointments and Elections Committee shall choose by lot the alternate to fill the vacancy. If no nominees are available, the Appointments and Elections Committee shall appoint a willing Lecturer to serve the remainder of the term of the vacant Senate seat.~~

#### ~~4.23 Staff~~

~~4.231 There shall be three non-Management Personnel Plan (MPP) staff senators elected from permanent non-MPP staff. The electorate shall consist of permanent and temporary non-MPP staff.~~

~~4.232 When vacancies occur due to expiring terms, the Appointments and Elections Committee shall conduct a university wide election. The ballot shall include the names of all non-MPP staff eligible for election who have been nominated and who are willing to serve. Candidates receiving the largest number of votes shall fill the vacancies, and those next in numbers of votes shall be the alternates. The term of office shall be three years. Staff senators shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation.~~

~~4.233 Other vacancies shall be filled until the next regular Senate elections by the alternates with the next highest number of votes in the last election. In the event of a tie number of votes, the Appointments and Elections Committee shall choose by lot the alternate to fill the vacancy. If no nominees are available, the Appointments and Elections Committee shall appoint a willing Staff member to serve the remainder of the term of the vacant Senate seat.~~

~~4.3 All members of Senate, with the exception of the University President, the CFA President and the HSU Council delegate, shall have full voting rights.~~

## 4.0 Membership

### 4.1 Elected Members:

4.11 **Tenure-Line Faculty:** Eleven (11) Tenure-Line Faculty Senators shall be apportioned as follows:

Two (2) delegates from each of the three colleges (instructional units)

Two (2) delegates from non-instructional units (Coaches, Counselors, Librarians)

Three (3) "At-Large" delegates (tenure-line instructional faculty).

4.12 **Lecturer Faculty:** Three (3) Lecturer Faculty (including librarians, counselors, and coaches) with a time base of .40 (or greater) of full-time appointment.

4.13 **Staff:** Three (3) non-Management Personnel Plan (MPP) staff.

4.2 **Terms of Office and Term Limits:** The term of office for an elected member shall be three Senate years. An elected member shall serve no more than two consecutive complete terms. Service for a partial term or for terms served as an ex-officio member shall not be included in this calculation. So far as feasible, Senate terms shall be arranged so that approximately one-third of the membership is elected annually.



4.3 **Ex-Officio Members:** The ex-officio members of the Senate shall be as follows:

- University President
- General Faculty President
- Provost and Vice President for Academic Affairs
- Vice President for Enrollment Management and Student Affairs
- Vice President for Administrative Affairs
- Two (2) General Faculty Representatives to the Academic Senate CSU (ASCSU)
- Chair, Integrated Curriculum Committee
- Immediate Past Chair of the Senate
- President, HSU Chapter, California Faculty Association
- Delegate, HSU Labor Council
- President, Associated Students.

4.4 **Additional Members:** Additional members of the Senate include:

- Two (2) student delegates from the Associated Students
- One (1) Emeritus professor delegate from the HSU Emeritus and Retired Faculty Association.

4.5 **Voting and Procedural Rights:** All members of the Senate shall have full procedural rights. All members of the Senate, with the exception of the University President, the CFA President and the HSU Labor Council delegate, shall have full voting rights.

4.6 **Vacancies:** Vacancies in Senate membership shall be filled in a manner prescribed in the Bylaws.

**5.0 Officers and Parliamentarian**

5.1 The President of the General Faculty shall be the Chair of the Senate and shall be elected to a two year term of office by the General Faculty in residence at the time of General Faculty elections. The Chair shall be a faculty member in residence who has completed three years of employment at the University prior to taking office. The Chair shall preside at all meetings of the Senate and may call special meetings of the Senate.

5.12 ~~\_\_ The Chair of the Senate shall also chair the Senate Executive Committee, and, in consultation with the Executive Committee, establish agendas for Senate meetings.~~

5.13 ~~\_\_ The Chair of the Senate shall represent the Senate at University functions and on University Committees and carry out other duties as necessary to the shared governance responsibilities of the Senate.~~

5.14 ~~The Chair of the Senate shall oversee the work of the Senate Office. The Chair shall supervise the work of the Senate Office Administrative Support Coordinator. Under the supervision of the Chair, the~~

~~Administrative Support Coordinator shall insure that (a) agenda documents are prepared and distributed for all Senate meetings, and all senators are notified of these meetings; (b) roll is kept and the Committee on Appointments and Elections is notified when, in accordance with Senate policy, a seat has become vacant through repeated absence; (c) a complete record of Senate meetings is maintained and summaries of Senate minutes are prepared; (d) copies of Senate resolutions and decisions are distributed to appropriate persons; (e) and that an index of Senate actions is compiled and published annually.~~

5.2 ~~\_\_\_\_\_~~ The Vice Chair of the Senate shall be elected to a one-year term of office by the members of the Senate. The Vice Chair shall be an elected faculty member of the Senate, and an elected senator. The Vice Chair shall be annually elected to office by the majority of the elected senators. The Vice Chair of the Senate shall preside as the Chair of the Senate in the absence of the Chair. Should the Chair be unable to fulfill the duties of the office, the Vice Chair shall serve as Chair until such time as the General Faculty shall elect a new President. The Vice Chair of the Senate, and shall also serve as Chair of the Faculty Affairs Committee. The Vice Chair of the Senate shall serve ex-officio as Vice President of the General Faculty.

5.3 ~~\_\_\_\_\_~~ The Third Officer of the Senate shall be an elected faculty member of Senate and shall be elected annually to a one-year term of office by the members of Senate. The Third Officer shall preside as the Chair of the Senate in the absence of the Chair and Vice Chair and shall serve as Chair of the Academic Policies Committee. Chair of the Academic Policies Committee (APC) shall serve as the third officer of the Senate, should the Chair and Vice Chair be unable to serve. The Chair of APC shall be a faculty member and an elected senator.

5.4 ~~\_\_\_\_\_~~ Vacancies: Should any officer of the Senate the Vice Chair or Chair of APC be unable to serve the full term for to which he or she was elected, a special Senate election shall be held to choose a replacement for the period of remainder of the term. ~~absence.~~

5.5 ~~\_\_\_\_\_~~ The Parliamentarian, who need not be an elected member of the Senate, shall be appointed annually by the Senate Executive Committee. The Parliamentarian but shall be a member of the Constitution and By Laws Committee, shall advise the presiding officer on parliamentary issues and shall serve on the Constitution and Bylaws Committee. ~~The Parliamentarian shall be appointed annually by the Senate Executive Committee.~~

## 6.0 ~~\_\_\_\_\_~~ Meetings and Quorum

6.1 ~~\_\_\_\_\_~~ **Regular Meetings.** The Senate shall regularly ordinarily meet every two weeks bi-weekly during the academic year.

~~6.11 A regular meeting shall be a scheduled meeting and may continue beyond one day.~~

~~6.121~~ The agenda of each regular meeting shall be distributed to the members of the Senate at least two working days before the meeting and be posted on the Senate website.

~~6.123~~ A senator present for a portion of a meeting shall be recorded as present for the entire meeting.

6.2 Special Meetings. ~~Special meetings of the Senate shall be called by the Chair either at the Chair's discretion or upon receiving a written petition of 10 percent of the Senate membership or of 10 percent of the electorate. Special meetings of the Senate may be called in a manner prescribed by the Bylaws.~~

~~6.3 Written notice of each special meeting and its agenda shall be distributed to the members of the Senate by the Secretary at least three days before the meeting unless the Chair or Vice Chair, with the concurrence of a majority of the Executive Committee, decides that the urgency of the occasion will not permit the usual three day notice. In a meeting called under this provision, notice shall be given as far in advance as possible, and action shall require an absolute majority of the membership of the Senate. [Moved to Bylaws, 2.2]~~

~~6.4 The meetings shall be open to all, but only members of the Senate shall participate in the debate. Others may provide information or explain a point of view on matters before the Senate by invitation of the Chair, the Executive Committee, or the Senate. [Covered under Bylaws 5.2]~~

~~6.41 During debate, the Chair may recognize a non-member so long as there is consent of the body to do so. A senator, having gained the floor during debate, may yield to another member or to a non-member so long as there is consent of the body to do so. [Covered under Bylaws 5.2]~~

~~6.3~~ 6.6 Records – The minutes of both regular and special meetings shall be published. ~~made available. Complete copies of the minutes of the Senate shall be available to members of the Senate, and copies shall be distributed on request. A summary of the contents of the Senate minutes and of actions taken shall be available to all campus members and to other CSU senates or councils. posted on the Senate website following approval by the Senate.~~

~~6.4~~ 6.7 Quorum – Two thirds of the Senate shall constitute a quorum. The members present at a duly called or held meeting at which a quorum is present may continue to conduct business until the time stated for adjournment in the call of the meeting, notwithstanding the withdrawal of enough members to leave less than a quorum. If a senator is unable to attend, a Proxy may be appointed in accordance with the Bylaws. ~~he or she may in accordance with the Bylaws appoint a substitute with the power to vote. Each senator who expects to be unavailable during the summer shall notify the Secretary of a proxy who may attend special meetings.~~

#### 6.5 **Faculty Session**

6.51 A faculty session of the Senate shall be comprised of all faculty members of the senate only senators elected by the faculty. Its function shall be to express the collective voice of the faculty or to execute faculty responsibilities such as the approval of the graduation list or other responsibilities specific to the faculty such as changes to Appendix J ~~in~~ the Faculty Handbook. It may make determinations regarding any issue specific to faculty responsibilities. Any member of the university community may attend a faculty session; however, only elected ~~Only elected~~ faculty senators may speak and vote during a faculty session. ~~speak and vote during a faculty session.~~

6.52 A faculty session shall be convened upon a majority vote of the sitting Senate or by a majority vote of the Senate Executive Committee.

6.53 Persons not members of the Senate who are attending a meeting may be granted the privilege of the floor by unanimous consent of the Senate or by being yielded the floor by a member of the Senate.

~~6.54~~ 6.53 A faculty session may hold an executive session with only faculty members in attendance by 2/3 two-thirds majority ~~2/3~~ vote of those present for the faculty session.

~~6.53~~ 6.54 A faculty session shall be terminated either by a two-thirds majority vote of the convened session or by an advance stipulation.

~~6.54~~ 6.55 When the faculty session has concluded its business or when the session has been terminated by advance stipulation, its actions shall be reported to the full Senate. All actions of the faculty session shall be included in the minutes of the Senate.

6.6 Records – [Moved to 6.3]

6.7 Quorum – [Moved to 6.4]

## 7.0 Committees of the Senate

7.1 Committees of the Senate shall include the Executive Committee, the Academic Policy Committee, the Appointments and Elections Committee, the Constitution and Bylaws committee, the Faculty Affairs Committee, the Integrated Curriculum Committee, the University Resources and Planning Committee, the Campus Climate Committee and other ad hoc or pro tempore committees as specified in the Bylaws. The Senate shall establish sStanding and other aAd hoc or pro tempore eCommittees as provided for in the Bylaws.

7.2 The Senate may also appoint members to Campus eCommittees that have been established by others on campus as provided for in the Bylaws. These will be referred to as Campus committees. Other committees and councils that report to or through the Senate shall be designated Senate-appointed university committees.

## 8.0 Bylaws

8.1 The Senate shall be responsible for constructing and maintaining its own rules of operating procedure known as the Bylaws and Rules of Procedure of the University Senate of Humboldt State University. Senate.

8.2 Changes to the Bylaws and Rules of Procedure shall be adopted by an affirmative vote of no less than 51% of Senators voting. [This is included under "Amendments" in the Bylaws]

## 9.0 Amendments

Amendments to this Constitution shall be initiated by a majority vote of the Senate after having been presented at the previous meeting. The Senate shall direct the Appointments and Elections Committee to conduct a vote on all proposed amendments. The committee shall establish procedures for voting on the amendment. These procedures shall be approved prior to the vote by a majority vote of the Senate. Proposed amendments shall be submitted in writing to all senate electorates for review and comment. An amendment shall be adopted by a simple 2/3 majority of the Senate.

| Document History:

PASSED – Academic Senate, 4/12/11

APPROVED – General Faculty Election, Oct. 17-20, 2011

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## **University Senate of Humboldt State University Constitution (Proposed revision, 09/18/13)**

### **PREAMBLE**

The University Senate of Humboldt State University, also called the Senate, is a deliberative body comprised of faculty, staff, students, and administrators working together to support the educational mission of Humboldt State University and committed to the principles of shared governance. The Senate is charged with formulating, reviewing, and recommending policies to the University President. In service of those duties, the Senate encourages input from throughout the University community and pledges to work in collaboration with the University President to ensure that Humboldt State University responds to current and future challenges and maintains and furthers its position as a collection of students and professionals fostering an open and productive learning environment.

“Shall” or “shall not” shall indicate prescription or prohibition; “may” shall indicate option or ability; “should” shall indicate advice or suggestion.

### **1.0 Purpose and Authority**

The purpose of the University Senate is to draw from the collective wisdom of the members of the University community in order to formulate, evaluate, and recommend policies that advance the mission of Humboldt State. The Senate shall be the University’s primary policy recommending body. The Senate shall have the authority to act for the faculty on matters within the scope of the faculty when the action is approved by a majority vote.

### **2.0 Duties**

- 2.1 The Senate shall consider policies with respect to the general welfare of the university. It shall review established policies, consider new policies, and study matters of concern to the University community.
- 2.2 It shall formulate educational policy, including admissions, curricula, and criteria for the granting of degrees. It shall analyze established and proposed policies of instruction and consider variations in policy in exceptional cases.2.3 It shall advise the President in the selection of administrative personnel and assist in the selection of future Presidents.
- 2.4 It shall maintain open lines of communication between the faculty, staff, students and administration. Senators shall distribute information to and solicit input from the group(s) for which they serve as delegate.
- 2.5 It shall appoint members of Senate Standing and *Ad hoc* committees and Campus committees through the Appointments and Elections Committee. It shall establish rules and procedures for Senate committees and shall establish procedures for the Senate.

- 2.6 The ultimate authority to recommend approval of candidates for graduation shall reside with the tenure-line faculty. Only members of the Senate who are elected as tenure-line faculty shall vote in the matter of approving the list of candidates for graduation.

### 3.0 Calendar

The Senate year shall begin on the day following the last day of the spring semester.

### 4.0 Membership

#### 4.1 Elected Members:

- 4.11 **Tenure-Line Faculty:** Eleven (11) Tenure-Line Faculty Senators shall be apportioned as follows:

Two (2) delegates from each of the three colleges (instructional units)  
Two (2) delegates from non-instructional units (Coaches, Counselors, Librarians)  
Three (3) "At-Large" delegates (tenure-line instructional faculty).

- 4.12 **Lecturer Faculty:** Three (3) Lecturer Faculty (including librarians, counselors, and coaches) with a time base of .40 (or greater) of full-time appointment.

- 4.13 **Staff:** Three (3) non-Management Personnel Plan (MPP) staff.

- 4.2 **Terms of Office and Term Limits:** The term of office for an elected member shall be three Senate years. An elected member shall serve no more than two consecutive complete terms. Service for a partial term or for terms served as an ex-officio member shall not be included in this calculation. So far as feasible, Senate terms shall be arranged so that approximately one-third of the membership is elected annually.

- 4.3 **Ex-Officio Members:** The ex-officio members of the Senate shall be as follows:

University President  
General Faculty President  
Provost and Vice President for Academic Affairs  
Vice President for Enrollment Management and Student Affairs  
Vice President for Administrative Affairs  
Two (2) General Faculty Representatives to the Academic Senate CSU (ASCSU)  
Chair, Integrated Curriculum Committee  
Immediate Past Chair of the Senate  
President, HSU Chapter, California Faculty Association  
Delegate, HSU Labor Council  
President, Associated Students.

- 4.4 **Additional Members:** Additional members of the Senate include:

Two (2) student delegates from the Associated Students



One (1) Emeritus professor delegate from the HSU Emeritus and Retired Faculty Association.

4.5 **Voting and Procedural Rights:** All members of the Senate shall have full procedural rights. All members of the Senate, with the exception of the University President, the CFA President and the HSU Labor Council delegate, shall have full voting rights.

4.6 **Vacancies:** Vacancies in Senate membership shall be filled in a manner prescribed in the *Bylaws*.

## 5.0 Officers and Parliamentarian

5.1 The President of the General Faculty shall be the Chair of the Senate and shall be elected to a two year term of office by the General Faculty in residence at the time of General Faculty elections. The Chair shall be a faculty member in residence who has completed three years of employment at the University prior to taking office. The Chair shall preside at all meetings of the Senate and may call special meetings of the Senate.

5.11 The Chair of the Senate shall also chair the Senate Executive Committee.

5.12 The Chair of the Senate shall represent the Senate at University functions and carry out other duties as necessary to the shared governance responsibilities of the Senate.

5.13 The Chair of the Senate shall oversee the work of the Senate Office.

5.2 The Vice Chair of the Senate shall be elected to a one-year term of office by the members of the Senate. The Vice Chair shall be an elected faculty member of the Senate. The Vice Chair of the Senate shall preside as the Chair of the Senate in the absence of the Chair. Should the Chair be unable to fulfill the duties of the office, the Vice Chair shall serve as Chair until such time as the General Faculty shall elect a new President. The Vice Chair of the Senate shall also serve as Chair of the Faculty Affairs Committee. The Vice Chair of the Senate shall serve ex-officio as Vice President of the General Faculty.

5.3 The Third Officer of the Senate shall be an elected faculty member of Senate and shall be elected annually to a one-year term of office by the members of Senate. The Third Officer shall preside as the Chair of the Senate in the absence of the Chair and Vice Chair and shall serve as Chair of the Academic Policies Committee.

5.4 **Vacancies:** Should any officer of the Senate be unable to serve the full term to which elected, a special Senate election shall be held to choose a replacement for the period of remainder of the term.

- 5.5 The Parliamentarian, who need not be an elected member of the Senate, shall be appointed annually by the Senate Executive Committee. The Parliamentarian, shall advise the presiding officer on parliamentary issues and shall serve on the Constitution and Bylaws Committee.

## 6.0 Meetings and Quorum

- 6.1 **Regular Meetings.** The Senate shall ordinarily meet every two weeks during the academic year.
- 6.11 The agenda of each regular meeting shall be distributed to the members of the Senate at least two working days before the meeting and be posted on the Senate website.
- 6.12 A senator present for a portion of a meeting shall be recorded as present for the entire meeting.
- 6.2 **Special Meetings.** Special meetings of the Senate may be called in a manner prescribed by the *Bylaws*.
- 6.3 **Records** – The minutes of both regular and special meetings shall be posted on the Senate website following approval by the Senate.
- 6.4 **Quorum** – Two thirds of the Senate shall constitute a quorum. The members present at a duly called or held meeting at which a quorum is present may continue to conduct business until the time stated for adjournment in the call of the meeting, notwithstanding the withdrawal of enough members to leave less than a quorum. If a senator is unable to attend, a Proxy may be appointed in accordance with the *Bylaws*.
- 6.5 **Faculty Session**
- 6.51 A faculty session of the Senate shall be comprised of all faculty members of the senate. Its function shall be to express the collective voice of the faculty or to execute faculty responsibilities such as the approval of the graduation list or other responsibilities specific to the faculty such as changes to Appendix J in the Faculty Handbook. It may make determinations regarding any issue specific to faculty responsibilities. Only faculty senators may vote during a faculty session.
- 6.52 A faculty session shall be convened upon a majority vote of the sitting Senate or by a majority vote of the Senate Executive Committee.
- 6.53 Persons not members of the Senate who are attending a meeting may be granted the privilege of the floor by unanimous consent of the Senate or by being yielded the floor by a member of the Senate.

- 6.54 A faculty session may hold an executive session with only faculty members in attendance by two-thirds majority vote of those present for the faculty session.
- 6.55 A faculty session shall be terminated either by a two-thirds majority vote of the convened session or by an advance stipulation.
- 6.56 When the faculty session has concluded its business or when the session has been terminated by advance stipulation, its actions shall be reported to the full Senate. All actions of the faculty session shall be included in the minutes of the Senate.

## **7.0 Committees of the Senate**

- 7.1 The Senate shall establish Standing and other *Ad hoc* or *pro tempore* Committees as provided for in the *Bylaws*.
- 7.2 The Senate may also appoint members to Campus Committees as provided for in the *Bylaws*

## **8.0 Bylaws**

- 8.1 The Senate shall be responsible for constructing and maintaining its own rules of operating procedure known as the *Bylaws and Rules of Procedure of the University Senate of Humboldt State University*.

## **9.0 Amendments**

Amendments to this Constitution shall be initiated by a vote of the Senate after having been presented at the previous meeting. Proposed amendments shall be submitted in writing to all senate electorates for review and comment. An amendment shall be adopted by a simple 2/3 majority of the Senate.

### **Document History:**

PASSED – Academic Senate, 4/12/11

APPROVED – General Faculty Election, Oct. 17-20, 2011

### Changes in Constitution Since Spring 2013

- Included University President as ex-officio member of Senate (4.3 Ex-Officio members) (accidentally omitted in spring version)
- Streamlined text in 6.3 Records
- Clarified discussions on 6.5 Faculty Session
- Clarified Senate's authority in appointing members of campus committees (7.2 Committees of the Senate)

Report to the Senate:

Spring 2013 Online Evaluations Pilot at Humboldt State University

Richard W. Bruce

Humboldt State University

September 2013

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## **Introduction**

In spring semester of 2012, the College of Arts, Humanities & Social Sciences (AHSS) at Humboldt State University (HSU) performed a pilot study of online evaluations (Bruce, 2013). The faculty collective bargaining agreement allowed for evaluations to be delivered electronically. Additionally, the faculty contract required instructors to evaluate all courses, instead of two per year for tenured faculty. To alleviate some of the increased workload now required by evaluating more courses, the University Senate approved a university-wide online evaluation pilot to be held that semester (spring 2013) with a report presented to the Senate by October 2013.

The AHSS pilot resulted in expected outcomes of lower response rates (Avery, Bryant, Mathios, Kang & Bell, 2006, p. 29; Donovan, Mader & Shinsky, 2006, p. 287; Norris & Conn, 2005, p. 16; Nowell, Gale & Handley, 2010, p. 466; Stowell, Addison & Smith, 2012, p. 469), faculty ratings on a Likert scale (lower but not significantly, per Wang, 2010, p. 10), and an increase in the length of student comments to open-ended questions (Hardy, 2003, p. 35; Johnson, 2003, p. 54; Layne, DeCristoforo & McGinty, 1999, p. 229). The AHSS pilot did not show a significant increase in the number of student comments. The literature review of this analysis informed the implementation of the university-wide pilot performed in spring 2013.

## **Methods**

In the past, each college had implemented evaluations differently: one college asked departments for a list of classes for evaluation, generated course evaluations in the ClassClimate software, printed evaluations from a template, collated evaluations, distributed evaluations to departments for proctoring, received evaluations back, scanned evaluations into ClassClimate, and distributed the reports; another left most of the process to departments, but the college

scanned evaluations for all the departments within that college; the third completely decentralized the evaluation process, leaving everything to the departments. The University Senate's mandate was to create a task force "to oversee the implementation...to ensure the highest response rate possible" (University Senate, 2012). Information from the 2012 AHSS pilot (Bruce, 2013) was used as guidelines for getting the highest response rate: consistency in practices across campus and advertising were most important.

For a university-wide and consistent approach (during the AHSS pilot in spring 2012, evaluations were set up inconsistently, some with no student reminders), the three colleges were each responsible for evaluations within the college. Departments received a list of potential courses and requested confirmation of which courses were to be evaluated. The colleges set up the evaluations, including every-other-day reminders to students beginning on April 22, 2013, and mid-way notification to faculty with response rates lower than 70% in each course on May 1, 2013. Evaluations were open for three weeks, closing on May 10, 2013.

For publicity, a website was created (<http://www.humboldt.edu/cebs>) with a sample evaluation and information for students and faculty. With consultation from the campus internal communications specialist, students were sent an email from "Humboldt State University" notifying them of electronic evaluations the week before evaluations opened with a link to the website, and faculty received a similar email from the Provost encouraging faculty to talk to their students about the importance of teaching evaluations. A notice went in the weekly University Notices email to the campus community each Friday that evaluations were active. The Provost's Office also funded a half-page ad in the campus newspaper, the *Lumberjack*, during the last two weeks of the evaluations. Finally, one of the *Lumberjack* staff wrote an article on online evaluations.



## Results

### Cost Savings

From the AHSS report from spring 2012, cost savings were disaggregated into space/storage costs, printing costs, and staff time (Bruce, 2013, p.11). Estimates from the college pilot predicted a university-wide savings of approximately \$25,000 between staff time and printing costs. Production costs are easily identifiable, but personnel time is not traceable.

In spring 2012, there were 31,904 students enrolled in the 993 sections evaluated. Each enrolled student received a double-sided paper evaluation and, as most courses had a cover sheet, the campus printed 65 reams of 60-weight paper for a cost of \$585. Printing costs would be an additional \$540 at \$0.0081 per copy. Total printing costs from spring 2012 should be \$1,125 per semester, or \$2,250 per year.

For the spring 2013 semester, 38,223 student evaluations were generated for all the courses across campus in 1320 sections. Campus saved 80 reams of paper (\$720) and duplication costs of \$646. This semester's production costs would have been \$1,366, or \$2,732 per year.

Because this was a first run, costs to personnel time were redistributed to the college office staff who worked on advertising and addressing questions, and to the task force members who discussed implementation issues for the new campus process. Staff from across campus departments did not spend hours scanning evaluations into ClassClimate as students submitted evaluation feedback directly into the software, but much of personnel costs were reduced and concentrated in fewer people overall.

### Response Rates

The average response rate for paper evaluations in spring 2012 was 78.07% (N=993) while the spring 2013 online-only evaluations average response rate was 72.14% (N=1320), a

difference of 5.93% lower in the electronic delivery but with 327 more sections evaluated. The difference in the number of sections between above and the data in table 1 can be explained simply: the table includes both paper and online evaluations for the spring 2012 semester; the spring 2013 semester below is lower because the data does not include courses evaluated before the last three weeks of the semester (i.e., part-of-term courses that ended before the last week of the semester were evaluated earlier). From this point, “spring 2013” implies “electronic” and “spring 2012” implies “paper.” For spring 2013, 60% of courses received a response rate of 70% or higher for the electronic evaluations while 60% of spring 2012 courses received 74% response rates or higher.

Table 1

*Descriptive Statistics for Paper and Electronic Delivery of Evaluations*

	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
Spring 2012 (Paper) Response Rates	1027	3	100	74.88	18.546
Spring 2013 (Electronic) Response Rates	1297	19	100	72.13	12.846

Response rates for courses were slightly lower, but with a smaller standard deviation.

Spring 2012 had a bell curve skewed to the right, with a strong peak at the 100% response rate.

Electronic evaluations resulted in a curve a little more to the left and with a lower peak at 100% (figures 1 and 2).

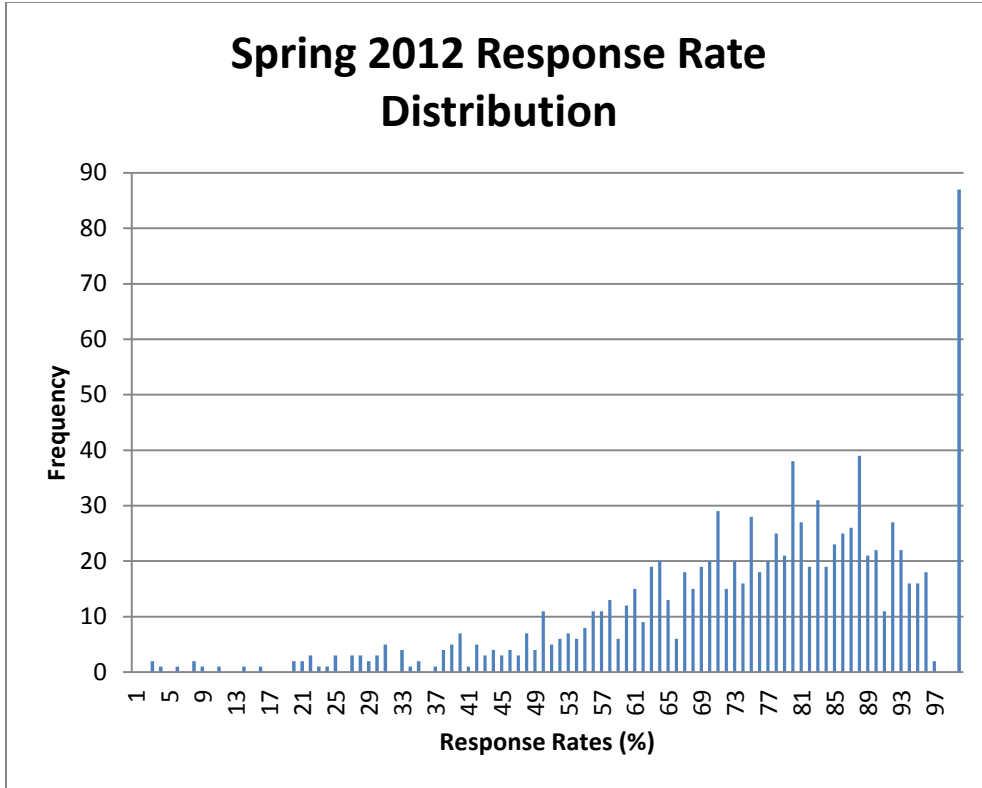


Figure 1. Distribution of course response rates for spring 2012 paper evaluations.

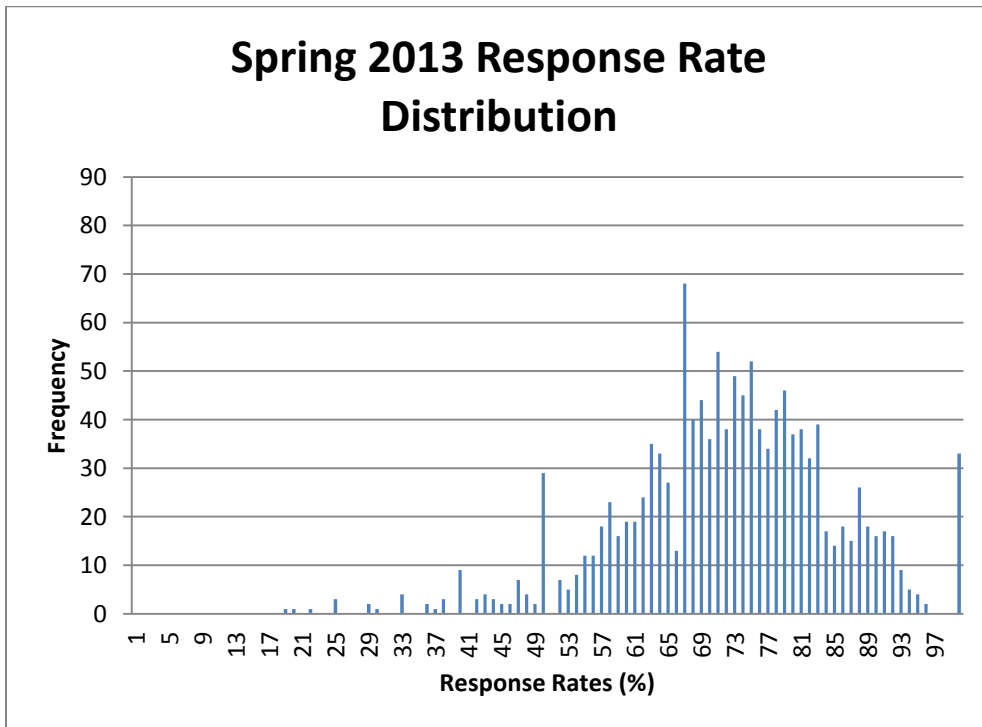


Figure 2. Distribution of course response rates for spring 2013 electronic evaluations.

Another perspective for response rates is to look at the total number of students enrolled in all sections evaluated each term and to look at the number of responses across the university. In the spring 2012 semester, there were 31,904 students enrolled in the 993 sections evaluated and 22,814 students responded to evaluations (a response rate of 71.51%). The following spring had 38,223 students registered and 27,602 responses, a university-wide response rate of 72.21%. Overall, more students responded to the number of evaluations, but the individual response rates of courses was lower.

### **Likert Scales**

The standard university questions consist of ten opportunities for students to rate professors on a scale of 1-5 on teaching ability, availability and the classroom environment. The data from these scales is discrete: spring 2012 data are for paper evaluations, spring 2013 data are for online evaluations. Each question is independently averaged and compared across campus for each term/delivery, as well as a campus-wide overall mean for each term. Overall, the means for spring 2013 were statistically significantly lower, meaning there is a difference between the paper evaluations and the online evaluations. The difference between the averages, however, is small. The greatest difference is in question 10: “The instructor's overall teaching effectiveness in this course was:” while the least difference was in question 3: “The instructor's explanation of the grading system was:”

Table 2  
*University Averages for Evaluation Questions*

<u>Question #</u>	<u>Spring 2012</u>	<u>Spring 2013</u>	<u>Difference in Means</u>	<u>% Difference</u>
1	4.3095	4.1970	-0.1125	-2.25%
2	4.2600	4.1916	-0.0684	-1.37%
3	4.1591	4.1144	-0.0446	-0.89%
4	4.2794	4.1474	-0.1319	-2.64%
5	4.3447	4.2313	-0.1134	-2.27%
6	4.4613	4.3546	-0.1067	-2.13%
7	4.5822	4.4875	-0.0947	-1.89%
8	4.5979	4.4735	-0.1244	-2.49%
9	4.4194	4.2864	-0.1330	-2.66%
10	4.2921	4.1513	-0.1408	-2.82%
Overall	4.3706	4.2635	-0.1071	-2.14%

### **Analysis**

Of the data gathered, nothing is particularly surprising. Production costs for running evaluations are estimated to be lower. Response rates were slightly lower as well as the instructor ratings. The available information to date should be sufficient to demonstrate the influence of online evaluations for faculty file reviews. To date, there has been no analysis of the frequency, content, or length of student comments. Based on data from the AHSS pilot, the evaluations should have comparable results for open-ended questions.

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## Appendix A

### University-Wide Semester Descriptive Data

	Term	N	Mean	Std. Deviation	Std. Error Mean
1. The instructor's contribution to my understanding of concepts/ideas was:	S2012	21251	4.309	.8668	.0059
	S2013	27568	4.197	1.0052	.0061
2. The instructor's accessibility/availability for consultation outside of class (office hours, by appointment, email, phone) was:	S2012	21104	4.260	.9023	.0062
	S2013	27478	4.192	.9842	.0059
3. The instructor's explanation of the grading system was:	S2012	21112	4.159	.9608	.0066
	S2013	27498	4.114	1.0382	.0063
4. The instructor's ability to present information clearly was:	S2012	21183	4.279	.9317	.0064
	S2013	27503	4.147	1.0668	.0064
5. The instructor's ability to challenge me was:	S2012	21124	4.345	.8761	.0060
	S2013	27516	4.231	1.0002	.0060
6. The instructor's ability to create an atmosphere where students were comfortable asking questions and/or engaging in discussion was:	S2012	21180	4.461	.8707	.0060
	S2013	27469	4.355	.9868	.0060
7. The instructor's ability to create a classroom environment that was respectful of diversity (ethnicity, socio-economic background, sexual-orientation, nationality, age, ability, religion, gender) was:	S2012	21117	4.582	.7461	.0051
	S2013	27472	4.488	.8568	.0052
8. The instructor's ability to demonstrate knowledge of the subject matter was:	S2012	21176	4.598	.7187	.0049
	S2013	27474	4.474	.8708	.0053
9. The quality of the instructor's overall preparation for class was:	S2012	21109	4.419	.8502	.0059
	S2013	27472	4.286	1.0039	.0061
10. The instructor's overall teaching effectiveness in this course was:	S2012	21076	4.292	.9379	.0065
	S2013	27425	4.151	1.0952	.0066